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**WORK BASED LEARNING
COORDINATION TECHNIQUES
GUIDE**

PLANNING, IMPLEMENTING & ASSESSING WBL EXPERIENCES

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Preface

Work based learning (WBL) activities take many different forms from classroom based experiences that include career awareness and exploration to work site learning experiences that involve active student participation in the workplace.

This *Guide* is intended as a resource for colleges and universities that offer courses designed to prepare future teachers to plan, implement and assess WBL experiences—experiences that encompass both academic and technical competency attainment. It provides techniques, policies, procedures, forms, and instructional strategies to ensure a quality program in compliance with the Nebraska Department of Education *Cooperative Education/Diversified Occupations Program Standards for Secondary Schools*.

This *Guide* is also a resource for teacher/coordinators, career/technical directors, local administrators, and guidance counselors who manage an instructional delivery system that combines school based instruction with work based training. It outlines factors that are considered before implementing a program; steps to be taken in the planning stages; and responsibilities of the various participants including employers, school staff, students, and parents. The information is also valuable to business partners, employers and parents who want to gain a better understanding of the philosophy underlying the implementation of effective and legal WBL experiences.

This *Guide* was compiled primarily from materials in the following Nebraska WBL documents which can be accessed on the web at www.nde.state.ne.us/TECHPREP/WBL or ordered from Doris Lux at Central Community College, PO Box 1027, Columbus, NE 68602-1027, 402-562-1242, dlux@cccneb.edu.

The *Nebraska Work Based Learning Manual* consists of ten stand alone guides that focus on the overlapping stages that most people experience in their career selection and preparation process: Career Awareness, Career Exploration, School Site Career Preparation, and Work Site Career Applications.

The *Nebraska Work-Based Learning Instruction Guide* includes a workplace competency learning plan and a rubric for assessing students' individual, team, and personal and professional competency development. The activities and assessments in this *Guide* may be used in a classroom that focuses exclusively on WBL competency development or integrated into the curriculum of a wide variety of classroom, e.g., English, social studies, marketing, business, etc.

Work based learning program development and implementation are a challenge, but hold the promise of restructuring education by bridging classroom and communities to create opportunities that maximize student interests, motivation, creativity and effort.

For additional information, please contact:

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Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509-4987
402-471-0948
cjurgens@nde.state.ne.us

The Nebraska WBL Coordination Techniques Guide was developed through funding provided by the Carl D. Perkins Vocational and Applied Technology Education Act, Grant #V048A1002700 with the State of Nebraska. It is the policy of the Nebraska Department of Education not to discriminate on the basis of sex, disability, race, color, religion, marital status, age or national or ethnic origin in its education programs, admissions policies, employment or other agency-administered programs.

To order copies of the *Guide*, contact: Doris Lux, Central Community College, PO Box 1027, Columbus, NE 68602-1027, 402-562-1242, dlux@cccneb.edu

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Part I

Introduction to Work Based Learning

A. Why Work Based Learning?

Many students leave school ill prepared for the workplace.

Poor academic skills and work habits may limit student's understanding of how they might fit into the adult world. Work based learning addresses this problem by extending the walls of the classroom to include the whole community, giving students real world experiences and opportunities to apply academic and occupational skills in the workplace. Work based learning is an integral part of school-to-career transition, combining school based learning and work based learning into experiences for all students that integrate technical and academic skills.

Through work based learning, "Employers reinforce academic lessons, schools emphasize career applications, and students gain experience in the adult world of work and connections to a range of postsecondary options, including college, technical training, and skilled entry-level work (Jobs for the Future, Cambridge, MA)." The National Occupational Information Coordinating Committee defines career development as a "life-long process through which individuals come to understand themselves as they relate to the world of work and their role in it."

B. What Is Work Based Learning?

Work based learning takes place at both the work site and school site and is an initiative to make lifelong career development easier and more natural by linking learning at school to application of learning at the work site.

Work site learning occurs in a business or community organization away from school. School site learning focuses on academic career preparation as part of the classroom curriculum. These school-to-career activities combine to create a lifelong process of career development stretching from preschool to adulthood.

Most people experience four overlapping stages in their career selection and preparation process: career awareness, career exploration, school site career preparation, and work site career applications. School-to-career activities are designed to help students move through these stages and learn about the world of work and their place in it. These four stages provide a framework for understanding the sequence and scope of work based learning activities and when activities may be appropriate for students.

Career Awareness

Career awareness often focuses on *group* activities that help students develop a general awareness of themselves, the world of work and its connection to education. Activities may include:

- ◆ Career Fair/Career Day
- ◆ Classroom Guest Speakers
- ◆ Field Trips (Business/Industry Tours)

Career Exploration

Career exploration activities provide an opportunity for *individual* examination of career options that match a student's interests and aptitudes. They provide an opportunity for students to learn about what people do for a living and to observe and interact with work based staff to learn more about the demands of the work place. Activities may include:

- ◆ Career Guidance and Counseling Services
- ◆ Career Interviews
- ◆ Job Shadowing
- ◆ Research Papers/Projects

School Site Career Preparation

School site activities that integrate academic and occupational skills learned in the classroom with skills learned on the job prepare students for transitioning from school to a career. Emphasis is on skill building, understanding the concept of transferable skills, learning to work as a team member, establishing relationships, ethics and honesty, and relating personal interests and abilities to real world career opportunities. Many students also select a career interest or focus during this stage. Activities may include:

- ◆ Applied Academics Courses
- ◆ Career Academies
- ◆ Entrepreneurship Projects/Classes
- ◆ School Based Enterprises
- ◆ Tech Prep Programs/Articulation
- ◆ Career and Technical Student Organization (CTSO) Projects/Competitive Events
- ◆ Career and Technical Education Programs
- ◆ Workplace Readiness Courses

Work Site Career Application

Work site career applications are competency-based educational experiences that occur at the workplace but are tied to the classroom by curriculum that coordinates and integrates school-site instruction with work site experiences. These structured work experiences provide students with the opportunity to apply the skills learned in the classroom in actual work environments and prepare students for the next step in their career development, whether it be a two-year or four-year college, apprenticeship, or career. Activities may include:

- ◆ Apprenticeship
- ◆ Clinical Work Experience
- ◆ Cooperative Education (COOP)
- ◆ Internship/Practicum
- ◆ Mentorships
- ◆ Part Time Work
- ◆ Service Learning Projects
- ◆ Supervised Agricultural Experiences (SAE)
- ◆ Work Experience Career Exploration Programs (WECEP)

This **Nebraska WBL Coordination Techniques Guide** provides detailed “how to” information for:

- ◆ Creating and marketing a *Work Based Learning Local Action Plan* for a school or district.
- ◆ Using a *Workplace Competency Learning Plan* to assess student competency attainment.
- ◆ Planning, implementing and assessing effective and legal *Cooperative Education Programs*.

Detailed “how to” information for the other WBL options listed above can be found in the **Nebraska Work Based Learning Manual** which can be accessed on the web at www.nde.state.ne.us/TECHPREP/WBL or ordered from Doris Lux at Central Community College, PO Box 1027, Columbus, NE 68602-1027, 402-562-1242, dlux@cccneb.edu.

C. Benefits of Work Based Learning

Benefits for Students

- ◆ Provides opportunities to apply classroom learning
- ◆ Establishes clear connections between education and work
- ◆ Creates opportunities for exploration of possible careers
- ◆ Improves post-graduation job prospects
- ◆ Promotes the practice of positive work habits and attitudes
- ◆ Enhances understanding of workplace expectations
- ◆ Increases motivation to stay in school
- ◆ Reduces educational costs
- ◆ Establishes professional contacts for future employment and mentoring
- ◆ Increases technical skills and participation in authentic tasks
- ◆ Allows observation of demeanor and procedures of workplace professionals

Benefits for Employers

- ◆ Helps create a pool of skilled and motivated potential employees
- ◆ Improves employee retention
- ◆ Reduces training/recruiting costs
- ◆ Enables organization to develop new projects with student assistance
- ◆ Encourages involvement in the curriculum development process
- ◆ Provides developmental opportunities for current workforce
- ◆ Offers opportunities to provide community service

Benefits for Schools

- ◆ Expands curriculum and learning facilities
- ◆ Provides access to state-of-the-art techniques and technology
- ◆ Enhances ability to meet the needs of diverse student populations
- ◆ Provides opportunities for individualized instruction
- ◆ Promotes faculty interactions with the community
- ◆ Contributes to staff development
- ◆ Makes education more relevant and valuable for students
- ◆ Enhances student retention
- ◆ Reduces overcrowding by utilizing off-campus learning sites
- ◆ Provides an alternative to building additional classrooms and labs to accommodate growth

Benefits for the Community

- ◆ Creates an environment of collaboration and cooperation
- ◆ Encourages respect and tolerance between different groups
- ◆ Builds the foundation for a more productive economy
- ◆ Builds confidence in the school system as practical results are observable

Whenever possible, work based learning opportunities for students should include instruction and experience in all aspects of the industry being explored. This is important to insure that career and technical education or school-to-careers programs teach more than the skills needed for specific entry-level jobs. Providing students with understanding and experience in all aspects of an industry or industry sector is essential to integrating academic and career and technical education, empowering students to make career choices, preparing them to adapt to technological change, and equipping them to play an active part in economic development of their local communities. The following table explains what is meant by “all aspects of the industry.”

D. All Aspects of the Industry

All Aspects of the Industry - Knowledge and Skills	
Planning	Examined both at the industry level and at the firm level; various forms of ownership, including cooperatives and worker ownership; relationship of the industry to economic, political, and social context.
Management	Methods typically used to manage enterprises over time within the industry; methods for expanding/diversifying worker tasks and broadening worker involvement in decisions.
Finance	Ongoing accounting/financial decisions; methods for raising capital to start or expand.
Technical and Production Skills	Specific production techniques; alternative methods for organizing the production work, including methods which diversify and rotate workers= jobs.
Underlying Principles of Technology	Specific production techniques; alternative methods for organizing the production work, including methods which diversify and rotate workers= jobs.
Labor Issues	Worker rights and responsibilities; labor unions and labor history; methods for expanding workers' roles.
Community Issues	The impact of the enterprise and the industry on the community, and the community's impact on and involvement with the enterprise.
Health, Safety, and Environmental Issues	In relation to both the workers and the larger community.

From All Aspects of the Industry: A Key Element of the Perkins Act and the School-to-Work Opportunities Act, Center for Law and Education

E. Work Based Learning Terminology

<p>All Aspects of the Industry</p>	<p>Whenever possible, work based learning opportunities for students should include instruction and experience in all aspects of the industry being explored. This is important to insure that career and technical education or school-to-career programs teach more than the skills needed for specific entry-level jobs. Providing students with understanding and experience in all aspects of an industry or industry sector is essential to integrating academic and career and technical education, empowering students to make career choices, preparing them to adapt to technological change, and equipping them to play an active part in economic development of their local communities. The following knowledge and skills are important components of studying all aspects of the industry:</p> <ul style="list-style-type: none"> ◆ Planning ◆ Management ◆ Finance ◆ Technical and Production Skills ◆ Underlying Principles of Technology ◆ Labor Issues ◆ Community Issues ◆ Health, Safety, and Environmental Issues
<p>All Students</p>	<p>The term <i>all students</i> means both male and female students from a broad background including disadvantaged, diverse racial, ethnic or cultural backgrounds, disabled, limited English proficiency, migrant children, school dropouts, and academically talented students.</p>
<p>Apprenticeship</p>	<p>Programs that specifically meet federally approved standards designed to safeguard the welfare of apprentices.</p>
<p>Assessment</p>	<p>The process of measuring performance against a set of standards (through examination, practical tests, performance observation and/or the completion of portfolios of work and assignments).</p>
<p>Basic Skills</p>	<p>Academic and personal abilities that are necessary for success in school and the workplace.</p>
<p>Career Academy</p>	<p>A school-within-a-school that offers students academic programs organized around broad career themes.</p>
<p>Career and Technical Education (CTE)</p>	<p>Organized educational programs, services, and activities directly related to preparation of students for paid or unpaid employment or a career that does not require a baccalaureate or advanced degree. Program areas include: Agriculture, Business, Family and Consumer Science, Industrial Technology, and Marketing.</p>
<p>Career Development Continuum</p>	<p>Most people experience four overlapping stages in their career selection and preparation process: career awareness, career exploration, school site career preparation, and work site career applications.</p> <p>Career Awareness focuses on group activities that help students develop a general awareness of themselves, the world of work and its connection to education. Activities are generally instituted in the elementary grades. Activities may include:</p> <ul style="list-style-type: none"> ◆ Career Fair/Career Day ◆ Classroom Guest Speakers ◆ Field Trips (Business/Industry Tours) <p>Career Exploration activities provide an opportunity for <i>individual</i> examination of career options that match a student's interests and aptitudes. They provide an opportunity for students to learn about what people do for a living and to observe and interact with work based staff to learn more about the demands of the work place. Activities may include:</p> <ul style="list-style-type: none"> ◆ Career Guidance and Counseling Services ◆ Career Interviews ◆ Job Shadowing ◆ Research Papers/Projects <p>Career Preparation (School Site) activities that integrate academic and occupational skills learned in the classroom with skills learned on the job prepare students for transitioning from school to a career. Emphasis is on skill building, understanding the concept of transferable skills, learning to work as a team member, establishing relationships, ethics and honesty, and relating personal interests and abilities to real world career opportunities. Many students also</p>

	<p>select a career interest or focus during this stage. Activities may include:</p> <ul style="list-style-type: none"> ◆ Applied Academics Courses ◆ Career Academies ◆ Entrepreneurship Projects/Classes ◆ School Based Enterprises ◆ Tech Prep Programs/Articulation ◆ Career and Technical Student Organization (CTSO) Projects/Competition ◆ Career and Technical Education Programs ◆ Workplace Readiness Courses <p>Career Applications (Work Site) are competency-based educational experiences that occur at the workplace but are tied to the classroom by curriculum that coordinates and integrates school-site instruction with work site experiences. These structured work experiences provide students with the opportunity to apply the skills learned in the classroom in actual work environments and prepare students for the next step in their career development, whether it be a two-year or four-year college, apprenticeship, or career. Activities include:</p> <ul style="list-style-type: none"> ◆ Apprenticeship ◆ Clinical Work Experience ◆ Cooperative Education (COOP) ◆ Internship/Practicum ◆ Mentorships ◆ Part Time Work ◆ Service Learning Projects ◆ Supervised Agricultural Experiences (SAE) ◆ Work Experience Career Exploration Programs (WECEP)
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Career Fair	An activity designed to help students think about their interest and abilities in relation to potential careers by exposure to people directly involved in the career.
Career Guidance & Counseling	Programs that (1) provide career awareness, career planning, and career decision-making information; (2) assist individuals in making and implementing informed educational and occupational choices and (3) help students develop career options with regard to equity.
Career Pathways/Clusters	Occupations/careers that are grouped together because people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Thus, career pathways/clusters provide a plan for ALL students regardless of their interests, abilities, talents, or desired levels of education. Selecting a career pathway/cluster provides students with an area of FOCUS, along with FLEXIBILITY and a VARIETY of ideas to pursue.
Certification	The provision of a certificate or award to individuals, indicating the attainment or enhancement of a skill, certain skills or knowledge, usually as a result of a training system that features modular components which build upon one other, and a competency-based assessment process.
Community College	The term "community college" has the meaning provided in section 1201(a) of the <i>Higher Education Act of 1965</i> for an institution which provides not less than a two-year program which is acceptable for full credit toward a bachelor's degree and includes tribally controlled colleges or universities.
Competency	Indicates the ability to perform the activities within an occupation to the set standard. It may incorporate the ability to apply the relevant skills and knowledge to new situations within the occupational area as well as generic skills.
Core Competencies	Indicate capabilities for performing activities that are common across occupational areas and can be built upon during the span of career development.
Connecting Activities	Activities or programs that help link school and work based educational programs in the manner described in the <i>School-to-Work Opportunities Act</i> .
Consortium	A group of schools and/or agencies that enter into a cooperative agreement to share information or provide services that benefit students.
Cooperative Education	A structured method of instruction allowing students to attend school and work in a career related field while earning credit for both.

Course Credit Options	<p>Advanced Placement is any arrangement that enables secondary students to receive credit for or bypass requirements at the postsecondary level. These arrangements are keyed to "time shortened" periods since postsecondary credit is granted for accomplishments at the secondary level. Generally, advanced placement is optional for those students with high grade point averages or high scores on placement exams. Advanced placement is considered the easiest form of articulation because few curriculum changes are necessary.</p> <p>Advanced Standing means that a student must still enroll in the college's course qualifying for advanced standing. Because the student has met one or more of the college's course competencies in the parallel high school program, the student will experience one or more of the following:</p> <ul style="list-style-type: none"> ◆ Student will be taught more advanced skills and problem solving leading to successful performance on certification tests. ◆ Student may test out of a portion of the course resulting in a partial tuition waiver. ◆ Student may waive a section or multiple sections of a course. ◆ Student may receive partial or total waiver of required work experience. ◆ Student may serve as teaching assistant to the instructor, developing supervisory skills. <p>Dual Credit means that students receive both high school and college credit and a grade on their transcript for dual credit courses. High school dual credit courses must follow the same format as an on-campus course. The issues of dual credit is one that the high school has to determine. It is their option to allow the student to receive high school credit for a college course. A high school student taking a class, either on campus or off, is generally the same as any other student regarding payment for the class, books, etc.</p>
Curriculum Integration	A method of teaching academic and career/technical occupational subjects showing the relationships among the disciplines.
Disability	Any individual meeting qualifications under the 1990 Americans with Disabilities Act.
Dropout	A student who leaves school before graduating.
General Track	Characterized by a broadly defined curriculum less rigorous than career and technical or academic levels. Does not prepare the student for either college or the workforce.
Goals 2000	Provides resources to states and communities to develop educational reform aimed at mastery or academic and occupational skills. <i>Goals 2000 Act-March 31, 1994.</i>
High Performance Workplace	One that empowers workers to participate and utilize fully their skills and knowledge. Such workplaces are characterized by flexible and decentralized production techniques; employee and empowerment; a strong emphasis on continuously improving work performance; continual training to upgrade skills and employees' ability to function effectively in a problem-oriented environment; and increasing integration of tasks through work teams and the identification of workers with their products and services.
Job Rotation	A periodic transfer through a wide variety of positions and tasks requiring different skills and responsibilities (e.g. all aspects of the industry).
Job Shadowing	A career exploration activity for late middle school or early high school where the student follows the employee at a firm for one or more days to learn about an occupation or industry.
Mentors	1. A School Site Mentor is a professional employed by the school designated as the student advocate working in consultation with teachers, counselors and employers. 2. A Workplace Mentor is an employer or designated employee at a workplace who directs the student in mastery of employment skills.
Nontraditional Occupation and Employment	Refers to jobs and occupations in which women make up 25% or less of the total workers. Women Apprenticeship and Nontraditional Occupations Act.
On-the-Job-Training	Hands-on training in an occupational skill in the work based curriculum.
Portfolio	A collection of work documenting a student's educational performance.
Postsecondary Education	Normally refers to formal education and training available at two-and four-year colleges, technical institutes, corporate training programs and apprenticeship training and other union-related educational opportunities. It is also used to include adult education and new distance-learning opportunities employing emerging technologies and the Internet. Throughout the

	world of postsecondary education, some programs offer degrees or certificates; others do not.
Preparatory Services	<p>Services, programs, or activities designed to assist individuals who are not enrolled in career and technical education programs in the selection of, or preparation for participating in, an appropriate career and technical education or training program, such as</p> <ul style="list-style-type: none"> ◆ services, programs, or activities related to outreach to or recruitment of potential career and technical education students; ◆ career guidance and counseling; ◆ assessment and evaluation of interests, ability and skills; and ◆ other appropriate services, programs, or activities.
Private Career Schools	Sometimes called proprietary schools, operated under private control, independently owned and operated a profit-making enterprise; usually designed around a specific career cluster.
Program Standards	The minimum program requirements, which must be met by secondary career and technical education programs. Formerly called base components, the program standards for each career and technical education program can be found in the State Plan for Career and Technical Education.
SCANS (Secretary's Commission on Achieving Necessary Skills-February 1990)	The commission, comprised of education experts, teachers, executives and labor officials representing a variety of industries, examined the demands of the workplace and whether young people are capable of meeting those demands. In summary, the commission's globalization of commerce and industry and the explosive growth of technology on the job have changed the terms for entry into the world of work. The SCANS Commissioners recommended that education and training programs be revised to focus on developing "workplace know-how" which includes five competencies and a three-part foundation of skills and personal qualities. The five competencies include resources -identifying, organizing, planning, and allocating time, materials, money, and human resources; interpersonal -working with others by participating as a member of a team, teaching others new skills, serving clients and customers, exercising leadership, negotiating, and working with diversity; information -acquiring and evaluating data, organizing and maintaining files, interpreting and communicating oral and written information, and using computers to process information; systems -understanding complex inter-relationships in social, organizational and technical systems, monitoring and correcting performance and improving or designing systems; and technology -working with a variety of equipment and tools, selecting and applying technology to specific tasks. The three-part foundation includes basic skills -reading, writing, calculating, listening, and speaking; thinking skills -thinking creatively, making decisions, solving problems, visualizing, knowing how to learn, and reasoning; and personal qualities -responsibility, self-esteem, sociability, self-management, and integrity.
School-to-Work Opportunities Act 1994-2000	This federal act required the integrating of school based and work based learning opportunities for students to gain experience in a career area and learn all aspects of a career.
Service Learning	An instructional method combining community service and academic learning
Skill	A combination of perceptual, motor, manual, intellectual social abilities. The nature of tasks usually requires a combination of these and usually also requires the application of cognitive and psychomotor functions together with appropriate knowledge. Skill is cumulative (it is built up gradually with repeated practice), and sequential (each part is dependent on the previous part and influences the next).
Skill Certificate	An industry recognized credential certifying that the holder has demonstrated mastery of a core set of content and performance standards related to a specific occupational cluster.
Skill Standard	The identification of the knowledge, skill and level of ability needed to satisfactorily perform a given job. These standards may be specific to a given occupation, cross-occupational lines or apply to groupings of occupations. This concept of skill standards can be tailored to any industry to reflect its particular needs and economic environment.
Special Populations	Individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional training and employment, single parents (including single pregnant women), displaced homemakers and individuals with other barriers to educational achievement (including individuals with limited English proficiency).

<p>Tech Prep Articulation</p>	<p>Tech Prep Members must sign an articulation agreement. This agreement commits each institution to a Tech Prep program with a non-duplicative sequence of courses. Articulation is a planned process linking two or more educational systems to help students make a smooth transition from one level or program to another without experiencing delays or duplication of learning. This movement of students between programs can be either horizontal or vertical.</p> <p>Horizontal Articulation includes those relationships between programs, courses, or activities, which exist at any one educational competency, level and provide a coordinated educational program for the student.</p> <p>Vertical Articulation refers to those relationships which exist between institutions' programs, courses, or activities and provides a coordinated program for a student moving from one educational competency level to the next.</p> <p>2+2 Articulation is a four-year plan in which the first two years are taught at the secondary level, and the second two years are taught at the postsecondary level. Exit points are included along the way, which permit students to exit after grades twelve, thirteen, or fourteen with a diploma, certificate, or associate degree. 2+2 Articulation requires a highest degree of involvement, coordination and cooperation between and among administrators, faculty, and counselors.</p> <p>2+2+2 Articulation is a six-year plan in which the first two years are taught at the secondary level, second two years at community, junior, or technical college, and third two years at a four-year college or university. Students exit with a diploma, associate degree, or bachelor's degree.</p> <p>Intent to Articulate Agreement sets the stage for articulation to occur and establishes the ground rules. After this preliminary agreement has been signed the time-consuming but very crucial process of developing curriculum drawing boards can begin.</p> <p>Program Articulation Agreement links educational programs at the secondary and postsecondary levels to help students make a smooth transition from one level or program to another without experiencing delays or duplication of learning. It formally solidifies specific responsibilities, roles, programs and courses between participating institutions. Curriculum drawing boards that show the articulated secondary-postsecondary sequence of courses agreed upon must be a part of this document.</p>
<p>Tech Prep Consortia</p>	<p>The term "Tech Prep consortia" means:</p> <ul style="list-style-type: none"> (a) one or more district school boards and one or more community college board of governors, or (b) one or more district school boards and/or a state registered joint apprenticeship, training committee in cooperation with a technical community college board of governors, or (c) one or more district school boards and a two-year proprietary institution of higher education.
<p>Tech Prep Education</p>	<p>A pre-technical program that provides a broad basic background in technology in order to better prepare students for entry into postsecondary career and technical programs. A Tech Prep high school core curriculum would consist of preparation in applied science, mathematics, technical writing, and laboratory or cooperative education instruction in a specific occupational area.</p>
<p>Tech Prep Project/Plan</p>	<p>An application that is funded as evidenced by an authorized signature on the cover page. This signature completes the contract, binding both the eligible applicant to the implementation of Tech-Prep Education and the Nebraska Department of Education to allocate funds based on plan approval and eligible expenditures in the Budget Notes and Budget Summary. The project duration is the length of time for which the funding has been authorized.</p>
<p>Tech Prep Program</p>	<p>A combined secondary and postsecondary program that:</p> <ul style="list-style-type: none"> (a) combines at a minimum 2 years of secondary education with a minimum of 2 years of postsecondary education in a nonduplicative, sequential course of study; (b) integrates academic, and career and technical instruction, and utilizes work based and work site learning where appropriate and available; (c) provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics; (d) builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics, and integrated instruction, in a coherent sequence of courses; (e) leads to an associate or a baccalaureate degree or a postsecondary certificate in a specific

	<p>career field; and</p> <p>(f) leads to placement in appropriate employment or to further education.</p>
Tech Prep Student Definitions	<p>Tech Prep Secondary Participant A student who has enrolled in one or more technical courses that are part of a Tech Prep course of study that:</p> <ul style="list-style-type: none"> ◆ includes a technical component (<i>preferably consisting of a minimum of 3 courses</i>), ◆ consists of a minimum of two years secondary and two years of postsecondary study, ◆ is carried out under a written articulation agreement, ◆ may allow the student to earn postsecondary credit while in secondary school and, ◆ leads to a specific postsecondary two-year certificate, degree, technical diploma, apprenticeship, or baccalaureate degree. <p>Tech Prep Postsecondary Student. A student who is enrolled in a postsecondary degree, diploma, certificate, or apprenticeship program and has participated in a secondary Tech Prep course of study that:</p> <ul style="list-style-type: none"> ◆ included a technical component, ◆ consisted of a minimum of two years at the secondary level, ◆ was carried out under a written articulation agreement and, ◆ may have allowed the student to transfer in postsecondary credit earned at the secondary school. <p>Tech Prep Completer. A student who has participated in both the secondary and postsecondary portions of the recognized education plan and has earned an appropriate postsecondary degree, diploma, certificate, or apprenticeship.</p>
Work Experience and Career Exploration Program (WEECEP)	<p>WECEP is a school-supervised Work Experience and Career Exploration Program for underachieving 14- and 15- year olds. The program is aimed specifically at motivating dropout-prone youth to become reoriented toward education and better prepared for the world of work. WECEP is considered to be both preventative and preparatory in nature. It is preventative in that it encourages youth to remain in school through a career-oriented educational program designed especially to meet the participant's needs, interests, and abilities; it is preparatory in that it provides occupational skills through part-time work experience and aids individuals in their career decision making processes.</p>
Work Based Learning	<p>Work based learning takes place at both the work site and school site and is an initiative to make lifelong career development easier and more natural by linking learning at school to application of learning at the work site.</p>
Work Based Learning Coordinator	<p>An individual to oversee components of a work based learning system including school based learning, work based learning and connecting activities.</p>
Youth Apprenticeship	<p>A multi-year program combining school and work based learning in a specific occupational area designed to lead directly into either a related postsecondary program or entry level job as registered apprenticeship program.</p>

Part II – Cooperative Education/Diversified Occupations Programs

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Part II

Cooperative Education/Diversified Occupations Programs

A. Overview

Cooperative Education / Diversified Occupations (COOP/DO) Programs are structured plans whereby students in the 11th and 12th grade receive school-site occupational instruction and related paid work site experience for application of that instruction. This opportunity for students to connect what they learn in school with work site application prepares student-learners for a smooth transition into the workforce or postsecondary education upon high school graduation.

COOP/DO program benefits include:

Students are given opportunities to:

- Discover their career interests and abilities.
- Learn about employment opportunities and responsibilities.
- Develop and refine occupational competencies to secure employment and advance in their career field.
- Acquire specialized occupational skills that could not be taught within the school environment.
- Develop skills in working with others.
- See the relevance of in-school learning.
- Earn while they learn.

Schools who offer these programs:

- Provide an enlarged learning facility via use of community resources.
- Provide an expanded curriculum.
- Better meet the career goals of students.
- Develop and maintain a better relationship with business, industry and the community.
- Become more responsive to the employment needs of their communities.
- Contribute to the economic development of the local community and surround area.

Employers are given a chance to:

- Train potential full-time employees in their own facilities.
- Provide input into in-school instruction.
- Employ part-time workers who are receptive to instruction, motivated, and interested.
- Receive training assistance.
- Provide a valuable public service.
- Contribute to business/industry/education partnerships.

And the *community* gains:

- Young people capable of becoming productive citizens.
- Employees trained for the local labor market.
- Better school-community relations.
- A catalyst for developing a unified community training program.

Time Commitment. This experience lasts from one semester up to one school year. Students receive school credit for their in-class instruction and for their on-the-job training. Students are usually enrolled in school for half of each day and are employed the other half.

Training Agreement/Training Plan. Training agreements and training plans are written agreements that outline the responsibilities of all parties and describe the school site and work site competencies to be attained by the student. They should be signed by the student, parents, school coordinator, and employer.

Transportation. Students and/or parents provide for transportation. In some cases, the school district may make transportation arrangements for students to and from the work site.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in Part IV of this *Guide*.

Wages. Student-learners are paid in accordance with federal and state wage regulations.

Evaluation. Work site evaluation of the student-learner's performance will be conducted by the employer and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies. School personnel will conduct regular on-site visits to monitor the student-learners progress.

Insurance. Parents, school administrators and employers should understand the following insurance considerations.

- *Health/Life Insurance* - provided by student's family; however, employers are responsible for offering coverage for students in paid work site learning experiences if similarly classified employees are eligible for these benefits.
- *Automobile Accident Insurance* - provided by the student/parent (for travel to and from work site) unless transportation is provided by the district.
- *Accident/Liability Insurance* - Insurance for personal injury or property damage should be carried by the employer, school district, and family. Additional liability (malpractice) insurance may be advisable in the health care field.
- *Worker's Compensation* - Students participating in paid work site experiences are covered by worker's compensation and may be covered by the school district's policy or the employer. Students participating in non-paid work site experiences are not covered by worker's compensation, but if injured at the work site may be covered by the school district or business's liability insurance and/or their family insurance
- *Medical Treatment Waiver.* Parents sign a waiver for student's participation in a work site learning experience.

B. COOP/DO Program Components

To qualify as a secondary *state recognized program* by the Nebraska Department of Education, the following COOP/DO Program components must be in place.

- Qualified Teacher/Coordinator (or Qualified Work Based Learning Supervisor)
- Selected Student Learners
- Related Classroom Instruction
- Selected Training Stations
- Written Training Agreements
- Written Training Plans
- Supervised On-the-Job Training
- Time for Program Coordination
- Student Evaluation/Credits

Qualified Teacher Coordinator. Teacher-coordinators are educators who coordinate school based and work based learning experiences for students enrolled in COOP/DO programs. The teacher/coordinator must have a COOP/DO Supplement Endorsement (or be endorsed in a field of study that requires a Coordination Techniques course). If the teacher/coordinator does not have this endorsement, the program could be approved if it is conducted under the supervision of a qualified Work Based Learning Supervisor who has the proper endorsement. Meeting this component is critical if any students in the COOP/DO program are employed according to the Hazardous Occupations Orders Exceptions available to 16 and 17 year olds.

Selected Student-Learners. Student-learner is the name given to students enrolled in COOP/DO programs. Before enrolling, students must apply and be selected by the teacher-coordinator to participate. Three important criteria for student selection include: (1) a desire to participate, (2) a tentative career objective, and (3) an ability to benefit from on-the-job training. Only students who meet these criteria should be selected to participate.

Related Classroom Instruction. The related classroom instruction should be taught by the teacher-coordinator, complement the student-learners' on-the-job learning experiences, and meet the specific needs of each student. The class may focus on a specific occupational area (marketing, industrial technology, business, agriculture, and family and consumer sciences) or a combination class, referred to as Diversified Occupations. In addition to occupationally-specific instruction, the related class should also include topics such as computational, communication, computer and other technological skills; appropriate work attitudes and behavior; and job seeking and coping skills.

Selected Training Stations. Businesses that provide training experiences for student-learners are called training stations and should be selected after the teacher-coordinator has visited the site and determined it would be a meaningful and safe learning environment. Employers should be given the opportunity to interview and hire the student-learner of their choice; however, a student-learner cannot be hired if it causes the displacement of a regular worker. A specific training sponsor should be designated who will be directly responsible for supervising the student-learner while they are on-the-job.

Training Agreements. Training agreements ensure that all parties understand the roles and responsibilities of the student-learner, school, employer and parents during this learning experience. The written agreement should include the following: student name, address, telephone number, date of birth, age, social security number; date employment begins, program completion date, starting rate of pay, and student-learner's job title; employer's name, address, telephone number; name of student-learner's supervisor; conditions for employment; an equal opportunity statement; and signatures of the student, parent, teacher/coordinator, and employer.

Training Plans. Training plans help ensure that the work site learning will be a valuable experience for both the student-learner and employer. The expected competency level of the student-learner as a result of the related class and work site experience should be clearly defined in the training plan, including documentation of safety instruction.

Supervised On-The-Job Training. The paid on-the-job training experience should be conducted under the close supervision of an employee identified as the training sponsor. Evaluation of the student-learner's progress towards meeting the competency level set forth in the training plan should be completed by the training sponsor on a regular basis in coordination with the teacher/coordinator.

Time for Program Coordination. Teacher/coordinators must be provided with adequate time to monitor student-learners' progress towards meeting the competency level set forth in the training plan as well as to ensure their health, safety, and welfare. Teacher/coordinators must make regular visits to training stations and keep the following documents on file for a minimum of **five years**: training agreements, training plans, student earnings reports, student evaluations, visitation reports, age certificates, and documentation of safety instruction (lesson plans, student tests, etc.). The recommended release time for coordination activities is one half hour per student per week.

Student Evaluation/Credits. Student-learners should receive a separate grade for the related class and for their on-the-job training. The training sponsor should assist the coordinator when evaluating a student-learner's progress toward the competency attainment described in the training plan, but the ultimate responsibility remains with the teacher-coordinator.

C. Setting Up a Cooperative Education Experience

1. Locating, Approaching, and Selecting Prospective Work Sites

The first step in setting up a cooperative work experience is finding individuals and organizations who are willing to take on the responsibility of working with a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible work sites. Students may also identify possible sites on their own. The cooperative work experience program depends on the maintenance of a pool of prospective work sites that match up with student educational and career objectives. Successful work sites are a valuable resource that can be utilized over and over again.

Locating Suitable Training Stations

- ◆ From community surveys, student surveys.
- ◆ Through the Career & Technical Education advisory council.
- ◆ Through administrators and counseling offices.
- ◆ Through trade associations, Chambers of Commerce, unions, service clubs, etc.
- ◆ By observation while walking or driving through the area served by the school/college.
- ◆ Businesses that cooperated as training stations in previous years.
- ◆ Businesses that presently employ students.

Approaching Possible Training Sites

- a. The pre-approach:
 - ◆ Personal contact with individual employers is absolutely necessary.
 - ◆ A file should be maintained for each business you will plan to contact.
 - ◆ In addition to the information received from your community survey, you should have the following information about the business: Who does the hiring; with permission from whom? Who you will be interviewing? What special interests the person has? If a chain, name of parent organization; names of officers in top management; chain's connection with COOP/DO. If they have employed COOP/DO students in the past. How long company has been in existence in the community. Unusual practices; [firsts] to its credit.
- b. Preparing for the interview.

Specific points the employer and training sponsor must know about the nature and scope of the program:

 - ◆ Objectives of cooperative education.
 - ◆ Primary function of the training station is to train the student.
 - ◆ Monetary wage will be the same as any employee of the same level of employment and that this amount may be increased in proportion to their productivity.
 - ◆ Student is enrolled in classes/seminars that are directly related to his/her work.
 - ◆ A progressive training plan is worked out by the sponsor and the teacher-coordinator.
 - ◆ Periodic ratings based on the training plan and the development of the student-learner are discussed between the teacher-coordinator and the training sponsor and any problems existing should be brought to the attention of the teacher-coordinator at the earliest time.
 - ◆ Candidates for part-time employment have had counseling at the school during which they have determined tentative career objectives.

Selection Criteria

- ◆ The needs of the student-learner should be a major factor in selecting training stations.
- ◆ The training station should be located conveniently for transportation purposes.

C. Setting Up a Cooperative Education Experience

	<ul style="list-style-type: none"> ◆ The industry or business should enjoy a reputation for integrity and progressiveness. ◆ The manager should understand cooperative education and the part his/her industry or business should play in student training. ◆ Management should agree to continue a student's on-the-job placement throughout the year unless the manager and the teacher-coordinator agree that termination is desirable. ◆ Management should be willing to allow time for the instruction of student-learners and conferences between the training sponsor and the student-learner for whose training he/she is responsible.
<p>2. Placing Students</p>	<p>Student placement in cooperative work experiences can be arranged by either the school or the student. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the COOP experience. Employers will want to interview prospective co-op students to ensure a good match. Programs may allow students who are already employed at a job relevant to their studies to earn COOP credit for their job experience, provided that the COOP coordinator formally approves the site.</p>
<p>3. Arranging Schedules</p>	<p>The COOP supervisor and student should arrange a work schedule that is convenient for both of them. It is best if the schedule is consistent from week to week so that the work site can prepare meaningful work experiences for the student and reinforce positive work habits.</p>
<p>4. Confirming Plans</p>	<p>Students should contact the work site supervisor to confirm arrangements and answer any questions he may have about the program.</p>
<p>5. Preparing Work Site Supervisors</p>	<p>Work site supervisors must be thoroughly prepared for the cooperative work experience. Make sure that they are aware of everything that they are expected to do. Many districts prepare a handbook for work site supervisors which contains a combination of the following:</p> <ul style="list-style-type: none"> ◆ An overview of legal responsibilities. There are many legal issues that work site supervisors need to be aware of, such as safety concerns and child labor, discrimination and sexual harassment laws. Make sure that work site supervisors understand their legal responsibilities and potential liabilities in advance. ◆ Instructions for working with young people. Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind work site supervisors that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible. ◆ Activity suggestions. Remind work site supervisors that the purpose of COOP is to provide students with an environment where learning can take place. Encourage supervisors to allow students to participate in as many learning activities as possible, especially those activities which offer an opportunity to develop workplace skills. ◆ Checklist. Employers will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with the program coordinator to insure that academic requirements are met, signing COOP agreements, arranging student work space as appropriate, and informing students about company policies and procedures. ◆ Evaluation materials. Employer response to the COOP program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

C. Setting Up a Cooperative Education Experience

6. Preparing Students

Students need to be thoroughly prepared before embarking on a cooperative work experience. In addition to classroom preparation that focuses on career research and exploration and skills that will be applied at the work site, there are practical concerns to be addressed as well. Many districts provide students with a COOP handbook which contains a combination of the following:

- ◆ **Cooperative work experience agreements.** These agreements outline the responsibilities of both the work site supervisor and the student, as well as the purpose of and academic expectations for the COOP experience. The forms should be signed by the student and the work site supervisor, as well as the program coordinator. Parent/guardian signature are necessary for minor students.
- ◆ **Outline of dress and behavior expectations.** While classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues.
- ◆ **Goals/Objectives worksheet.** Students, work site supervisors and program coordinators need to work together to develop a list of goals and objectives for the COOP experience. The list should include skills the student needs to acquire and/or practice and concepts the student needs to understand and apply. Goals and objectives should relate directly to classroom work and career development activities which the cooperative work experience supports.
- ◆ **Checklist.** Give students a checklist that includes everything they need to do to prepare for the cooperative work experience. Preparing resumes, developing objectives, contacting employers, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.
- ◆ **Evaluation materials.** Students will be evaluated by their work site supervisors throughout the COOP experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask student to evaluate their cooperative work experiences, as well. Students should be encouraged to write or talk about their experiences as a means of better understanding what they have learned. Student evaluations of the program can also be helpful as an element of ongoing program improvement.

D. Connecting the Classroom and the Work Site

It is important to make the COOP experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the COOP experience

<p>Pre-Experience Activities</p>	<ul style="list-style-type: none"> ◆ Students research the general career fields and specific organizations in which they will be working ◆ Students write about their preconceptions and expectations related to the organization in which their experiences will take place ◆ Students prepare questions to ask their supervisors and colleagues based on their research and writing ◆ Students and teachers discuss professional standards for behavior and dress ◆ Teachers emphasize practical applications of the concepts and skills they teach in class
<p>On-Site Activities</p>	<ul style="list-style-type: none"> ◆ Students learn actual job skills by participating in work-related activities ◆ Students observe and participate in practical applications of academic concepts ◆ Students work toward achieving individual goals and objectives
<p>Related Class/Seminar</p>	<p>A related class provides students with opportunities to better understand their COOP experiences and enhance their learning. Class schedules can vary from three meetings per term to as often as once a week or every day. Curriculum can include:</p> <ul style="list-style-type: none"> ◆ Job search skills and techniques, such as resume writing and interviewing skills ◆ How to develop goals and objectives ◆ Reflective assignments, such as weekly logs and journals ◆ Education on workplace issues such as sexual harassment, workplace basics, managing conflict, responding to criticism, labor laws, discrimination, and professionalism ◆ Workplace skills and techniques related to student placements ◆ Guest speakers ◆ Round-table discussions ◆ Collaborative learning activities ◆ Values clarification ◆ Term projects in which students extend beyond the COOP experience through in-depth investigation ◆ Career exploration activities, including informational interviewing and research on continuing educational opportunities
<p>Post-Experience Activities</p>	<ul style="list-style-type: none"> ◆ Students write about the differences between their expectations and the realities of the workplace ◆ Students and teachers discuss the connections they see between classroom learning and the workplace ◆ Students continue their career research in light of what they have learned during the COOP experience

E. Workplace Readiness Courses

Workplace Readiness courses focus on problem solving, teamwork, self-management and the other SCANS foundations and competencies needed to succeed in the changing workplace. Characteristics that employers want in their employees such as good attendance, positive attitude, accountability, dependability, willingness to learn continuously, being a positive member of the work team, and problem-solving ability are emphasized in the courses.

All students, including those heading for a two- or four-year college or going directly to work after high school, will need to learn these generic work skills to maximize their employability.

GUIDING PRINCIPLES

The following principles should guide the development of a workplace readiness curriculum:

- ◆ The skills are appropriate for *all* students, including those in traditional career and technical education programs, college-bound, and at-risk populations such as special education, and the limited-English proficient. The assumption is that all students, regardless of high school program or postsecondary plans, will work and that all work requires important common skills, as well as industry-specific and occupationally-specific skills.
- ◆ Students heading for a two- or four-year college after high school will need to learn these generic work skills, while students going directly to work will need continuing education and training to maximize their employability.
- ◆ These skills are expected to apply across all occupations to varying degrees. These skills describe behaviors that all workers will need, regardless of the education or skill level needed for the job; they are *not* alternatives for the non-college bound students.
- ◆ The skills are developmental. They should be taught beginning in elementary school and continue through secondary school, rather than waiting until the secondary or postsecondary levels.
- ◆ Teaching these skills, or more accurately, helping students to discover, document, and develop these skills is the responsibility of *all the school staff*, not just the career and technical education teachers or guidance counselors. The process should also involve representatives of business and the community.
- ◆ Ultimately, it is the responsibility of students to document their preparedness for work. A variety of assessment strategies, such as employability skills portfolios and performance assessments, can provide students the information they need to document their readiness for work.
- ◆ Classroom activities designed to facilitate skill development should be both appropriate for the classroom setting and consistent with workplace expectations. Where possible, students (and staff) should also be given exposure to work settings outside the classroom.
- ◆ Students with workplace readiness skills are expected to be more successful in future, high performance work settings than those who do not have these skills. This is true regardless of the entry position obtained or the education or skills needed for the position.

ASSESSMENT OF WORKPLACE READINESS COMPETENCY ATTAINMENT

Principles that should guide efforts to develop assessments of student workplace competency attainment include:

- ◆ The assessment system should be used foremost for student development and program improvement.
- ◆ The use of these tasks in high stakes programs (e.g., graduation tests, certification tests, or job selection) will require additional specialized validation studies.

- ◆ The assessment system should be imbedded into existing and integrated curriculum, instruction, and assessments.
- ◆ Educators (teachers, counselors, and others) and industry representatives must be involved in the development of the assessments.
- ◆ Existing national and international assessment programs should be examined for consistency and avenues for integration.
- ◆ The way a task is scored should reflect the purpose of its development and the intent of its use. Where possible, real-life behavior should form the basis of the scoring rubrics.
- ◆ The use of performance-based assessment tasks should be encouraged wherever appropriate and feasible.

WORKPLACE READINESS CURRICULUM FRAMEWORKS

Two workplace readiness curriculum frameworks are provided in this *Guide*.

- ◆ *Nebraska Workplace Competency Development Plan.* Part V of this *Guide*, Workplace Competency Development, provides a Workplace Competency Development Plan that incorporates the SCANS skills and includes learning activities and assessments in nine competency areas.
- ◆ *CCSSO Workplace Readiness Curriculum Framework.* A Workplace Readiness Assessment Consortium working under the sponsorship of the Council of Chief State School Officers (CCSSO) developed this framework. The components of the framework reflect the commonality found among the various definitions of work readiness or employability skills available to the group when it began the work of revising the framework in early 1995. The major elements of this framework are provided in the following table.

CCSSO Workplace Readiness Curriculum Framework	
A. Personal Management	Develop and maintain personal characteristics & behaviors necessary for success in the workplace to: <ol style="list-style-type: none"> 1. act responsibly, dependably, and conscientiously 2. behave with integrity 3. refrain from substance abuse 4. work safely 5. demonstrate initiative, motivation, and perseverance 6. demonstrate promptness 7. adapt to change 8. manage personal resources 9. improve personal fitness/health 10. avoid absenteeism
B. Academic Foundations	Develop and improve applied academic skills necessary for the workplace in: <ol style="list-style-type: none"> 1. mathematics 2. communication skills 3. science and technology 4. social sciences 5. health and physical education 6. the arts
C. Career Development	Plan and prepare for current and future career options, based on personal qualities and interests: <ol style="list-style-type: none"> 1. evaluate own interests, strengths, and weaknesses 2. identify appropriate occupational choices 3. select personal career path(s) 4. take steps to achieve career goals 5. demonstrate self-motivated learning

CCSSO Workplace Readiness Curriculum Framework

D. Interpersonal	<p>Develop and maintain effective and productive groups by demonstrating the ability to:</p> <ol style="list-style-type: none"> 1. provide leadership and followership as appropriate 2. build consensus 3. deal with conflict effectively 4. negotiate agreements 5. work with all members of the workforce 6. listen attentively 7. actively participate in work-related discussions 8. respect the dignity of others 9. understand differences of opinion 10. meet the needs of others, such as clients or customers 11. respect the dignity of work
E. Thinking/ Problem Solving Skills	<p>Demonstrate the ability to generate innovative and practical solutions to real world problems:</p> <ol style="list-style-type: none"> 1. define the problem 2. analyze the problem and/or situation 3. evaluate available information 4. develop and analyze potential solutions or options 5. incorporate creativity, intuition, hunches 6. allocate necessary resources 7. make defensible decisions 8. monitor progress toward goals 9. repeat steps 1 through 8 as necessary
F. Technology	<p>Select, apply, and maintain tools and technologies:</p> <ol style="list-style-type: none"> 1. learn about current and emerging technologies 2. apply thinking/problem solving skills to technology situations 3. apply technology solutions to problem situations 4. evaluate and improve technologies
G. Communication	<p>Receive, process, and convey information using a variety of sources (such as written verbal, non-verbal, and symbolic; technological, multi-media; abstract as well as concrete) to:</p> <ol style="list-style-type: none"> 1. gather information efficiently 2. organize and maintain information 3. interpret information 4. share information 5. receive and use both positive and negative feedback
H. Workplace Systems	<p>Determine how an individual job fits into the overall organization, how the organization fits into the industry, and how the industry fits into the overall economy, in order to:</p> <ol style="list-style-type: none"> 1. identify the subparts of the system 2. know how the parts fit together 3. understand how the work flows through the system
I. Participate in the Work Organization	<p>Contribute to the accomplishment of the organization's purpose by working to:</p> <ol style="list-style-type: none"> 1. assist the organization to set goals as well as the procedures to implement the goals 2. work to help achieve organizational goals 3. assist in continuous improvement 4. initiate suggestions for improving the organization 5. demonstrate loyalty to the organization and its goals 6. communicate responsibly with co-workers 7. teach and learn from others on the job 8. carry out assigned duties

F. Integrating Students with Special Needs

Overview/Definitions

Helping students who have special needs participate in cooperative education is a challenging but worthwhile endeavor. Without the linked education and work experience of cooperative education, many of these students will leave school unable to compete for jobs; thus joining the ranks of the permanently unemployed.

Senior year capstone cooperative education and even programs starting in the eleventh year may be too late for some special needs students. Early preparation for cooperative work experience and promise of placement may help many make a decision to continue in the eighth, ninth, and tenth years and motivate them to improve attendance and learning. Materials for this younger group are not included in this *Guide*. However, special needs students should be identified and prepared for cooperative education in these earlier grades.

Special needs students include those who are educationally disadvantaged, handicapped, and others who have greater difficulty in obtaining good job placements than traditional cooperative education students. Public Law 94-482 defines handicapped and disadvantaged students as follows:

- ◆ The term *handicapped* when applied to persons, means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in regular vocational education without special education assistance or who require a modified program.
- ◆ The term *disadvantaged* means persons (other than handicapped persons) who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs, under criteria developed by the commissioner based on objective standards and the most recent available data.
- ◆ The *economically disadvantaged* are defined as those whose family incomes are at or below the poverty level, or whose parents are unemployed or receive public assistance, or who are institutionalized or under state guardianship.

The Carl D. Perkins Vocational and Applied Technology Amendments of 1998, HR1853, Section 3, provides the following definition for special populations.

- ◆ The term *special populations* means (a) individuals with disabilities; (b) individuals from economically disadvantaged families, including foster children; (c) individuals preparing for nontraditional training and employment; (d) single parents, including single pregnant women; (e) displaced homemakers; and (f) individuals with other barriers to educational achievement, including individuals with limited English proficiency.

In short, special needs students comprise all students who are at a disadvantage in obtaining regular employment after graduation.

Cooperative education *program objectives* for these students beyond those for other students include:

- ◆ Helping students acquire confidence in their ability to succeed
- ◆ Providing remediation and special instruction needed to meet job requirements
- ◆ Recruiting informed employers who can provide job stations in which the students can learn and become productive workers

- ◆ Providing support services needed to ensure that the experience will be satisfying for both students and employers
- ◆ Ensuring that every student obtains “documented employability”
- ◆ Individual follow up to help the students secure employment after they are graduated.

Key Factors for Success

Working closely with special education specialists, many teacher/coordinators have developed effective programs for students with special needs. Key factors for success include:

- ◆ Cooperation between special education specialists and teacher/coordinators
- ◆ Sharing of resources
- ◆ Special training for teacher/coordinators
- ◆ Recognizing and tailoring work assignments to the needs of the individual students
- ◆ Making use of community, state, and federal resources

Cooperative education is an effective means of motivating and providing education for educationally disadvantaged students. They tend to learn more quickly by “doing” on the job, than by classroom instruction. Similarly, cooperative education is an effective means to serve physically handicapped and mentally retarded students. Experiences on the job can provide rewards for special needs students they do not get in the classroom. Some of these are:

- ◆ Association with adults
- ◆ Recognition for a job well done
- ◆ A sense of accomplishment
- ◆ A feeling of responsibility
- ◆ Acceptance of responsibility
- ◆ Challenge and success, and
- ◆ Being trusted

Grades, attendance, and attitudes of special needs students in a cooperative education program can improve significantly. They find meaning for education and reasons for improving their computational and reading skills. They tend to work harder on improving these, and do improve. In addition to occupational skill attainment, cooperative education programs help all students, including those with special needs, learn to be on time, meet deadlines, accept responsibility, produce quality goods or services, interact positively and cooperate with supervisors and co-workers.

G. Sample Forms

The forms on the following pages provide the structure required to make these opportunities a valuable experience for both the student and the employer.

TITLE	DESCRIPTION	PAGE #
Evaluation of Prospective Training Station	The form is to be used by the COOP coordinator to evaluate prospective work sites as training stations.	II-14
COOP/DO Training Agreement	Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties.	II-15
Student Learner Exemption Agreement	This agreement should be completed if the student learner is working in one of the seven exempt hazardous occupations.	II-16
Insurance and Emergency Information	Insurance, medical, and family information for student.	II-17
WBL Transportation Agreement	Agreement signed by parents, student, and WBL coordinator that authorizes a student to drive or ride in a privately owned vehicle to the work site.	II-18
Training Plan and Progress Report	This form outlines the expectations of all parties involved and delineates competencies to be attained.	II-19-23
Summer Addendum Training Agreement	Clarifies the agreed upon responsibilities of the student, parent, school, and employer throughout the interim period of summer employment.	II-24
Parent Information Letter	Sent by WBL coordinator informing parents of child's participation.	II-25
Student Time/Wage Report	Record of time spent at the work site to be completed by the student each week. Record of student's weekly earning.	II-26
Student Evaluation	This evaluation should be completed by the student's employer on a quarterly basis and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies.	II-27
Former Student Follow up Survey	This form should be sent to students who participated in the program to determine the program's impact on employment and education.	II-28-29
Record of Coordinator Visits	This form is used to keep track of coordinator visits to student employment sites.	II-30
List of Students in the Program	Record of the name, social security number, and work site information for all students in the program.	II-31

SAMPLE

EVALUATION OF PROSPECTIVE TRAINING STATION

Name of Firm _____ Date Visited _____
 Address _____ Owner's Name _____
 Contact Person _____ Title _____ Dept. _____
 Phone _____ Type of Business _____ No. of Workers _____
 Possible Beginning Jobs for Work Stations:
 Job Title _____ No. of Workers at this level _____
 Job Title _____ No. of Workers at this level _____

RATING FACTORS	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Reason
1. Management interest in training program					
2. Supervisors' interest in student-learners					
3. Suitable occupations for training					
4. Student-learners accepted as part of regular work force					
5. Opportunity for variety of work experience					
6. Employment opportunity after graduation					
7. Opportunity for advancement					
8. Student-learner would not displace regular worker.					
9. Student-learner pay scale commensurate with others in same job					
10. Proximity to educational institution					
11. Lack of hazards (morals, hours, dangers)					
12. Equal opportunity employer					
13. Facilities handicap accessible					
14. Adequate, modern facilities and equipment					
Overall Evaluation (Check One)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	Total Points

Possible Job Supervisors: Name _____ Title _____ Dept. _____
 Name _____ Title _____ Dept. _____

Comments: _____

Teacher-Coordinator Signature _____

SAMPLE

COOPERATIVE EDUCATION
DIVERSIFIED OCCUPATIONS (COOP/DO)
TRAINING AGREEMENT

This agreement is part of Federal and State work-based learning guidelines to provide students the opportunity to make the transition from school to work and to be prepared to compete for the emerging high skills technology careers for the twenty-first century.

Student's Name, SS #, Date of Birth, Age, Address, City, State, Zip, Home Phone, Date of Birth, Grade Level, School Coordinator, Phone #, School Name, School Location, Parent Guardian, Phone #, Supervisor's Name, Phone #, Place of Employment, Address, Career Cluster, Title of Student's Position, Date Assignment Starts, Planned Ending Date, # of Days per Week, # of Hours per Day, Hours, A.M., Hours, P.M., Travel arrangements

ALL PARTIES JOINTLY AGREE TO THE FOLLOWING

School Coordinator Responsibilities

- Coordinator will work with the student-learner in obtaining a COOP experience at a business/industry site directly related to his/her occupational interest.
Coordinator will visit student at the training station.
Coordinator will establish a close working relationship with the person to whom the student trainee is responsible while on the job.
Coordinator will attempt to resolve any complaints through the cooperative efforts of all parties concerned.
Coordinator will maintain appropriate records.

Student Responsibilities

- Student is responsible for contacting the employer to set up employment interview.
Student agrees to follow rules and guidelines established by the school, employer and coordinator with regard to hours of work, school attendance and reporting procedures.
Student will remain in the COOP position for the agreed upon period.

Parent Responsibilities

- Parent or guardian shall be responsible to the school for the conduct of the student participating in the program.
Parent or guardian will provide transportation for the student to and from the employment site.

Employer Responsibilities

- Employer will provide monetary compensation to the student for participation in the program.
Employer may not displace a regular worker to hire the student-learner.
Employer will accept students into the program and place them in employment without regard to race, sex, color, religion, national origin, marital status, age, handicap, or disadvantage.
Employer will provide safety instruction.
Employer will provide appropriate accident, liability, and workers' compensation insurance coverage.
Employer shall conform with all federal, state, and local labor laws.
Employer will provide regular evaluations of the student.
Employer may terminate the student-learner, after consultation with the coordinator, for due cause, or for unforeseen business conditions.

HAZARDOUS OCCUPATIONS EXCEPTION.

Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? YES NO
(If yes, complete the Student Learner Exemption Agreement.)

INSURANCE AND EMERGENCY INFORMATION. An Insurance and Emergency Information Form should be completed and signed before student begins their work experience.

SIGNATURES

I give permission for my son/daughter to be released from school to participate in the program described above and agree with the travel arrangements listed. I understand that school personnel may not have visited the site, may not have met the employer, and will not be present when student is working at the site.

Parent/Guardian, Date, Student, Date, School Coordinator, Date, Employer, Date

SAMPLE

**WORK BASED LEARNING (WBL)
Federal Child Labor Law Hazardous Occupation
STUDENT LEARNER EXEMPTION AGREEMENT**

STUDENT/WORK SITE DATA

Student's Name _____ SS # _____ Age _____
 Address _____ City _____ State _____ Zip _____
 Home Phone _____ Date of Birth _____ Grade Level _____
 WBL Coordinator _____ Phone # _____
 School _____
 Parent Guardian _____ Phone # _____
 Apprenticeship Site _____ Phone # _____ Address _____
 Date Assignment Starts _____ Planned Ending Date _____
 Travel Arrangements _____

16 AND 17 YEAR OLDS LEARNERS

With the *Student Learner Exemption Agreement* students can be employed in specific occupations declared hazardous by the Federal Child Labor Law. This agreement may only be executed in approved WBL programs that provide specific skills training and result in placement of students in employment specifically related to that training. This agreement only applies to 16- and 17-year old student learners and specific occupations.

CHECK THE HAZARDOUS OCCUPATION(S) FOR WHICH THE EXEMPTION APPLIES:

- _____ On a scaffolding, roof, superstructure, residential building construction, or ladder above 6 feet.
- _____ In the operation of power-driven woodworking machines.
- _____ In the operation of power-driven metal forming, punching, or shearing machines.
- _____ Slaughtering, meat packing, processing, or rendering, except as provided in 29 C.F.R. part 570.61 (c).
- _____ In the operation of power-driven paper products and printing machines.
- _____ Excavation operations.
- _____ Working on electric apparatus or wiring.
- _____ Operating or assisting to operate, including starting, stopping, connecting or disconnecting, feeding, or any activity involving physical contact associated with operating tractors over 20 PTO horsepower, any trencher or earthmoving equipment, fork lift, or any harvesting, planting, or plowing machinery, or any moving machinery.

In accordance with Section 450.061 (2), the undersigned attest to the following:

- (1) The student learner is enrolled in a youth vocational training program under a recognized state or local educational authority.
- (2) The work of the student learner in the occupation declared particularly hazardous is incidental to the training received.
- (3) The work performed shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person.
- (4) That safety instructions shall be given by the school and correlated by the employer with on-the- job training.
- (5) That the student has a schedule of organized and progressive work processes to perform on the job.

Student's Name (type or print)

Parent's/Guardian's Name (type or print)

Employer's Name (type or print)

Coordinator's Name (type or print)

Principal's Name (type or print)

Optional: Superintendent's Name (type or print)

Student's Signature

Parent's/Guardian's Signature

Employer's Signature

Coordinator's Signature

Principal's Signature

Optional: Superintendent's Signature

A copy of this agreement shall be maintained by the employer and the school.

SAMPLE

WORK BASED LEARNING (WBL)
INSURANCE AND EMERGENCY INFORMATION

PERSONAL DATA

Student's Name Birth Date
Student's Home Address City State Zip
Student's Social Security Number Home Phone
School Name Address Phone

INSURANCE COVERAGE

Table with 5 columns: Insurance Coverage, Yes/No, Family, School, Employer. Rows include Liability and/or Bonding, Workers' Compensation, Health/Accident.

Name of H/A Ins. Co. Insured Policy #

NOTE: Please identify who is providing coverage by placing an (X) in the appropriate box.

STUDENT MEDICAL INFORMATION

List medical information about the student that would be helpful in case of an emergency.
Allergic to medications? YES NO
If yes, what medications?
List any allergies or other medical problems of the student.

FAMILY INFORMATION

Parent/Guardian Name Work Phone
Work Name/Address
Parent/Guardian Name Work Phone
Work Name/Address
Parent/Guardian Home Address Home Phone
Emergency Contact Phone

SIGNATURES

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

Parent/Guardian's Signature Date
Student's Signature Date

Note: This form should be kept on file at school. If student is participating in a WBL activity, a copy should also be on file at the work site.

SAMPLE

**WBL TRANSPORTATION AGREEMENT
Parent/Guardian Permission Authorizing
Student Transportation by Privately Owned Vehicles**

_____ Public Schools requests and expects that students who participate in work based learning (WBL) programs be transported to their work site by use of a commercial common carrier (i.e. public transportation by bus) when feasible. However, because of the general unavailability and inconvenience of such transportation, it is sometimes necessary for students and/or parents/guardians to provide other transportation.

If a student wishes to drive or ride in a privately owned vehicle, and if the conditions listed in this form are met and approved by the parent or guardian, then this instrument will serve to let the student, the participating school, and the school district know that the parent/guardian desires to have the student drive or ride in a privately owned vehicle. Parents/guardians who wish to permit their son/daughter or ward to drive or ride in a privately owned vehicle will explain or advise their child or ward that full responsibility for all passengers lies with the driver and/or the driver’s parents or guardians.

Permission is granted for the student to drive or ride to or from the work site in a privately owned vehicle only if all of the following conditions are met:

- The student driver provides verification that he/she possesses a current driver’s license and proper insurance coverage.
- Transportation is limited to the student driver and a maximum of one passenger and preferably no passengers. The sole purpose of the transportation is getting to and from the work site. The parent/guardian, student, and WBL coordinator sign this transportation agreement.

I, the Parent/Guardian of the below-signed student, hereby authorize my son or daughter to drive or ride in a privately owned vehicle to and from a work site. I am aware of the risks and circumstances of transportation by privately owned vehicle instead of by commercial common carrier. I have considered these risks and have decided that my child or ward may use transportation by private vehicle instead of by commercial common carrier (i.e., city bus). My signature on this form indicates that I authorize permission for private transportation. I also agree to hold _____ Public Schools harmless in the event of injury to the student including any property damages while the student is driving to and from work by transportation other than that provided by _____ Public Schools.

In consideration of the student being permitted to participate in the WBL program of _____ Public Schools (hereinafter “School District”), each of the undersigned, for himself or herself, personal representatives, heirs, assigns and next of kin, agrees and does hereby release the School District, all current, former, and future employees, and members of the School Board of the School District, and their heirs, executors, administrators, successors and assigns from any and all liability, claims, demands, costs, charges and expenses incident to any property damage and personal injuries sustained by the student while driving to and from the work site.

The undersigned has read and voluntarily signs this permission and the release and waiver of liability. The undersigned agrees that no oral representations, statements, or inducements apart from the foregoing written agreement have been made.

Parent/Guardian Signature	Date	Telephone
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3. I hereby request permission to drive or ride in a privately owned vehicle to my work site.

Student Signature	Date	Telephone
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4. As a WBL Coordinator in the _____ Public Schools, I have signed this form only to acknowledge that the form has been received, completely filled out, signed, and filed in my office.

WBL Coordinator Signature	Date	Telephone
----------------------------------	-------------	------------------

COOPERATIVE EDUCATION (COOP) TRAINING PLAN AND PROGRESS REPORT

The Coop Program is designed as an educational partnership between _____
(School/Partnership), and _____ (Employer).

STUDENT/WORK SITE DATA

Student's Name _____ SS # _____ Age _____

Address _____ City _____ State _____ Zip _____

Home Phone _____ Date of Birth _____ Grade Level _____

WBL Coordinator _____ Phone # _____

School/Address _____

Parent Guardian _____ Phone # _____

Student Career Objective _____

COOP Site _____ Phone # _____ Address _____

Work Site Supervisor _____ Phone # _____

Date Assignment Starts _____ Planned Ending Date _____

Travel Arrangements _____

GENERAL REQUIREMENTS

STUDENT TRAINING PLAN: The student training plan will include competencies to be mastered, connection of school site and work site competencies, career development information, and training activities scheduled for the school year.

WAGES: Wages must be paid during the training program in accordance with state and federal labor laws.

SCHEDULE OF CLASSES: Students participating in the program may train at the work site up to four hours a day, 20 hours per week. Training schedules will generally follow the school schedule regarding school days and holidays.

EXPECTATIONS: Upon graduation from high school, the student successfully completing the program will receive a high school diploma and may receive a certificate of mastery upon successfully completing the expected competency levels. The student will be prepared to enter the work force, pursue an associate degree at a two-year college, or apply for admission to a four-year college or university.

OBJECTIVES

The objective of the program is to give students the opportunity to gain work experience through the school-to-career setting, which may lead to a certificate of mastery. This would be accomplished by placing the student-learners in part time employment approximately 5 to 20 hours per week. Credit towards completion of an associates degree may be concurrently earned by the student-learner.

RESPONSIBILITIES

THE STUDENT WILL:

- ◆ Be prompt and maintain regular attendance at school and the training site.
- ◆ Obey all rules and regulations at school and the training site.
- ◆ Maintain high academic and training standards.
- ◆ Call appropriate school and training personnel if late or absent for reasons beyond the student's control.
- ◆ Arrive at training site appropriately dressed.
- ◆ Communicate openly with school coordinator or training mentor concerning any problems, concerns, or conditions that are interfering with progress at school or the training site.

THE PARENT(S) OR GUARDIAN WILL:

- ◆ Grant permission and give support for school-to-careers participation.
- ◆ Inform instructor/coordinator of information vital to the performance and success of the student.
- ◆ Provide transportation to and from the training site.
- ◆ Attend any meetings or activities to promote or monitor the student's progress.
- ◆ Provide appropriate medical insurance coverage.

EMPLOYER TRAINING PARTNER WILL:

- ◆ Interview and select students for the program.
- ◆ Provide a comprehensive training plan developed in coordination with the school districts. The plan includes work site competencies and school site competencies (see attached lists).
- ◆ Appoint a training supervisor/mentor for the student.
- ◆ Provide appropriate training space and equipment.
- ◆ Ensure that appropriate accident, liability, and workers' compensation insurance coverage is provided.
- ◆ Assess student's progress on a regular basis.
- ◆ Notify the sending school if the student is absent without notification.
- ◆ Provide safety instruction for student training.
- ◆ Permit the school's representative(s) to visit the student and supervisor at training site.
- ◆ Not displace a regular employee.
- ◆ Maintain appropriate records.

THE SCHOOL WILL:

- ◆ Appoint a coordinator to assist students at school and the training site.
- ◆ Work with the employer training partner in developing a comprehensive training plan that includes work based and school-based competencies.
- ◆ Monitor each student's progress at the training site periodically.
- ◆ Assist students in planning and integrating school curriculum and training with emphasis, where possible, on applied academics and related occupational courses.
- ◆ Adjust class schedules when necessary to accommodate students.
- ◆ Provide individual career guidance to assist the student in deciding the next career progression step after high school.
- ◆ Assess student performance.
- ◆ Award school credit for the education/training.
- ◆ Ensure that appropriate accident, liability, and workers' compensation insurance coverage is provided.
- ◆ Maintain appropriate records.

WORK SITE COMPETENCIES

4=Skilled 3=Moderately Skilled 2=Limitedly Skilled 1=Unsuccessful 0=No Exposure

WORK COMPETENCIES	GRADING PERIODS					
	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						

If additional space is needed, attach an extra sheet of paper.

SCHOOL SITE COMPETENCIES

4=Skilled 3=Moderately Skilled 2=Limitedly Skilled 1=Unsuccessful 0=No Exposure

SCHOOL COMPETENCIES	GRADING PERIODS					
	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						

If additional space is needed, attach an extra sheet of paper.

TERMINATION

This agreement may be terminated for any of the following reasons: nonperformance on the part of the student or employer, relocation of either the student or employer, or change in the student's career choice. The employer and student must be notified prior to termination by the student.

SIGNATURES

Student	Date	Parent/Guardian	Date
High School Principal	Date	Worksite Supervisor	Date
School Site Instructor	Date	School/District WBL Coordinator	Date

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity

SAMPLE

Summer Employment Addendum
to the COOPERATIVE EDUCATION/
DIVERSIFIED OCCUPATIONS (COOP/DO)
TRAINING AGREEMENT

During the school year, cooperative education students participate in both school-site learning (classroom instruction) and work-site learning (on-the-job training). They earn school credit and receive a separate grade for both experiences. To provide continuity in the students work based learning experience and preserve a position for the student at the training station it is often desirable for employment to continue throughout the summer months. The purpose of this Summer Employment Addendum to the COOP/DO Training Agreement is to clarify the responsibilities of all parties during this interim period of time.

Student's Name SS # Date of Birth Age
Address City State Zip
Home Phone Date of Birth Grade Level
School Coordinator Phone #
School Name School Location:
Parent Guardian Phone #

Supervisor's Name Phone #
Place of Employment Address
Career Cluster Title of Student's Position
Date Assignment Starts Planned Ending Date
of Days per Week # of Hours per Day Hours A.M. Hours P.M.
Travel arrangements

ALL PARTIES JOINTLY AGREE TO THE FOLLOWING TERMS
(IN ADDITION TO THOSE TERMS STATED IN THE
ATTACHED TRAINING AGREEMENT and TRAINING PLAN)

Although the student is not enrolled in school-site learning (classroom instruction) during the summer and is not receiving school credit for the work-site learning (on-the-job training), he/she will still be considered to be enrolled in a course of study and training in a State recognized COOP/DO Program if:

- 1. The COOP/Do Program at the school meets State program standards during the school year preceding and following the summer training.
2. The school coordinator maintains a record of monthly contacts with the employer throughout the summer .
3. The employer agrees to contact the school coordinator immediately if problems arise with the student's performance or attendance.
4. The student training plan established for the school year is extended to include summer employment.
5. Safety instruction has been provided by the school and/or employer and student competency/mastery is documented.
6. The employer agrees to provide direct and close supervision of the student by a qualified person over the age of 18.
7. The hazardous portion of the student's work is incidental to training.
8. The hazardous portion of the student's work is intermittent and for short periods of time.

SIGNATURES

School personnel will not be present when the student is at the work site and will not be responsible for the student-learner. Although the student is not participating in classroom instruction during the summer months and not receiving school credit for the on-the-job training, he/she is still officially enrolled in a State-recognized cooperative education program and is expected to conform to the terms set forth in the attached training agreement (dated) and training plan (dated). All signatories agree to comply with the responsibilities specified in this training agreement addendum.

Parent/Guardian Date
Student Date
School Coordinator Date
Employer Date

To be valid, the following signed forms must be attached to this Addendum: (1) Training Agreement, (2) Training Plan, (3) Student Learner Exemption Agreement (if student will be involved in a hazardous occupation as defined under the Federal Child Labor guidelines), and (4) Insurance and Emergency Information.

Return this form with all signatures at least 5 days before your program begins.

SAMPLE

**COOPERATIVE EDUCATION (COOP)
PARENT INFORMATION LETTER**
(Sent on school letterhead)

Date

Parent's Name

Address

City/State/Zip

Dear _____:

Your son/daughter has registered to participate in the Cooperative Education Internship Program at _____ High School. This is a structured work based learning program whereby students in the 11th and 12th grade receive school site occupational instruction and related paid work site experience for application of that instruction. Cooperative education offers students a chance to extend the classroom into a workplace setting, combining classroom activities with actual work experience. The purpose is to provide students the opportunity to connect what they learn in school with work site application to enable a smooth transition into the work force or postsecondary education upon high school graduation.

All students will interview for positions in local businesses. The final placement of students is based on the employer's decision. Students and parents will be asked to sign and abide by a contractual training agreement, which must be signed before the student begins the placement for high school credit.

Work site evaluation of the student-learner's performance will be conducted by the employer and discussed with the student by the employer and school coordinator to assess progress towards attainment of established competencies. School personnel will conduct regular on-site visits to monitor the student-learner's progress.

I am looking forward to working with you and your son/daughter during this school year. If you have any questions, please feel free to contact me at school (phone #) or at home (phone #).

Sincerely,

Name

Cooperative Education Program

Teacher/Coordinator

SAMPLE

COOPERATIVE EDUCATION (COOP)
STUDENT TIME/WAGE REPORT

Student Name _____ Due Date _____ Rate of Pay _____

Training Station Manager/Employer _____

Program Title _____ Teacher _____

Student: This time/wage report must be signed by your training station manager/employer and turned in each Monday following the training week to the teacher of your related instruction class.

List things you did or learned this week:

- 1. _____
2. _____
3. _____

Table with 8 columns: Date, Day of Week, Start Time, End Time, Regular Hours, Overtime Hours, Total Hours, Weekly Earnings. Includes a row for 'TOTALS'.

Date

Training Station Manager/Employer's Signature

Optional Comments:

14-15 year olds: Maximum of 3 hours/school day; 8 hours/non-school day
Maximum of 18 hours/school week; 40 hours/non-school week

16-17 year olds: Recommended maximum of 4 hours/school day; 8 hours/non-school day
Recommended maximum of 30 hours/school week; 40 hours/non-school week

Classroom attendance is in addition to on-the-job training attendance.

SAMPLE

**COOPERATIVE EDUCATION (COOP)
EMPLOYER EVALUATION OF STUDENT PERFORMANCE**

For the Period _____ 20 ____

Student Name _____ Job Title _____

Employer _____ Name of Supervisor _____

Instructions:

This report is to be completed by the student's immediate supervisor, discussed with the student, signed by both the supervisor and the student and returned to the school coordinator by mail or during a visit. In the space at the left, check the phrase that describes this student learner most accurately. Total the value for all the responses and record in the Total Scores section.

Productivity

- 0 _____ Fails to do an adequate job
- 1 _____ Does just enough to get by
- 2 _____ Maintains constant level of performance
- 3 _____ Very industrious; does more than is required
- 4 _____ Superior work production record

Ability to Follow Instructions

- 0 _____ Seems unable to follow instructions
- 1 _____ Needs repeated detailed instructions
- 2 _____ Follows most instructions with little difficulty
- 3 _____ Follows instructions with no difficulty
- 4 _____ Uses initiative in interpreting and following instructions

Initiative

- 0 _____ Always attempts to avoid work
- 1 _____ Sometimes attempts to avoid work
- 2 _____ Does assigned job willingly
- 3 _____ Does more than assigned job willingly
- 4 _____ Shows originality/resourcefulness in going beyond assigned job

Quality of Work

- 0 _____ Does almost no acceptable work
- 1 _____ Does less than required amount of satisfactory work
- 2 _____ Does normal amount of acceptable work
- 3 _____ Does more than required amount of neat, accurate work
- 4 _____ Shows special aptitude for doing neat, accurate work beyond required amount

Dependability

- 0 _____ Unreliable, even under careful supervision
- 1 _____ Sometimes fails in obligations, even under supervision
- 2 _____ Meets obligations under supervision
- 3 _____ Meets obligations under very little supervision
- 4 _____ Meets all obligations without supervision

Cooperation

- 0 _____ Uncooperative, antagonistic
- 1 _____ Cooperates reluctantly
- 2 _____ Cooperates willingly when asked
- 3 _____ Cooperates eagerly and cheerfully
- 4 _____ Always cooperates eagerly and cheerfully

Ability to Get Along with People

- 0 _____ Frequently rude and unfriendly - uncooperative
- 1 _____ Has some difficulty working with others
- 2 _____ Usually gets along well with people
- 3 _____ Is poised, courteous, and tactful with people
- 4 _____ Exceptionally well accepted by peers, customers and supervisors

Attendance

- 0 _____ Often absent without good excuse and/or frequently late
- 1 _____ Lax attendance and/or frequently late
- 2 _____ Usually present and on time
- 3 _____ Very prompt and regular in attendance
- 4 _____ Always prompt and regular; volunteers for overtime when asked

Appearance

- 0 _____ Untidy or inappropriately groomed
- 1 _____ Sometimes neglectful of appearance
- 2 _____ Satisfactory appearance
- 3 _____ Careful about personal appearance
- 4 _____ Exceptionally neat and appropriately groomed

TOTAL SCORE

Overall Estimate of Student's Work (Employer's Grade)

- Poor (Below 20)
- Below Average (20-25)
- Average (26-30)
- Above average (31-35)
- Outstanding (36-40)

Progress toward completion of Work Site Competencies outlined in the Student's Training Plan and Progress Report: _____ Satisfactory
_____ Unsatisfactory

Comments _____

Supervisor Signature

Date

Student Signature

Date

Coordinator Signature

Date

Coordinator's

Grade

SAMPLE

**COOPERATIVE EDUCATION (COOP)
FORMER STUDENT FOLLOW UP**

Please complete this survey regarding your participation in the Cooperative Education Program at _____. While you are not required to respond, your cooperation is needed to ensure that the results of this effort are comprehensive, reliable, and timely. The responses that you give will be kept strictly confidential.

1. What is your current educational status? (Check one)
 - Full-time student
 - Part-time student
 - Not currently attending school

2. What is your highest level of educational attainment? (Check one)
 - High School Diploma
 - Associates Degree
 - 2-Year Certificate
 - Certificate of Mastery
 - Baccalaureate Degree
 - Masters Degree
 - Ph.D.
 - Other _____

3. What is your current employment status? (Check one.)
 - Employed Includes all employment, including full-time military service..
 - Employed Full-time military service.
 - Unemployed Not employed, but actively seeking employment.
 - Not in the Labor Force Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason.

NOTE: If you are currently employed, please answer the remaining questions. Otherwise skip to item #8.

4. Please provide the following information regarding your current job:

_____ Name of Company or Firm (If self-employed, please write self.)		
_____ Company or Firm Mailing Address		
_____ City	_____ State	_____ Zip Code
_____ Your Immediate Supervisor: Last Name	_____ First Name	_____ M.I.

The State Department of Vocational Education may contact my immediate supervisor regarding the vocational training I received.

Your Signature

Printed Name

Year in which you completed vocational program

CURRENT JOB INFORMATION

Job Title _____

Job Duties _____

5. What is your current salary before deductions? (Do not add overtime)

\$ _____ per _____

6. The salary in the preceding item is based on how many hours per week employment?

_____ hours per week

7. Is the job related to your field of vocational training?

- Yes, it is directly or closely related. (If yes, skip item #8)
- No, it is only remotely related or is not related at all. (If no, answer item #8.)

8. Have you ever been employed in a job directly or closely related to your field of vocational training since you completed or left your program?

- Yes
- No

**Thank you very much for your cooperation.
Please return this form in the enclosed envelope.
No postage is required.**

SAMPLE

COOPERATIVE EDUCATION (COOP)
LIST OF STUDENTS IN THE PROGRAM

PROGRAM AREA/SCHOOL

Student's Name	Social Security Number	Date of Birth	Student Job Title	Work Based Site	Site Supervisor	Phone Number	Dates of Employment
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

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Part III

Program Management Processes/Tools

A. Overview

Although many of the processes and tools described in this section have been specifically designed for Cooperative Education and Diversified Occupations (COOP/DO) Programs, they also offer sound management practice for all types of work based learning (WBL) activities.

B. Student Eligibility/Curriculum

COOP/DO is a structured component of the Career and Technical Education curriculum that integrates classroom instruction and learning with productive, supervised work experiences in fields related to students' career objectives. Content is planned for students through a cooperative arrangement between the school and employer using the resources of the community. A *Cooperative Education Program* focuses on a specific career field (e.g., marketing, health, agricultural, etc); a *Diversified Occupations Program* combines a variety of career fields into the program.

Student Eligibility

Students eligible for participating in the work site learning component of the program must meet criteria #1 and preferably both #1 and #2.

1. The student is enrolled in a regularly scheduled course devoted to the employability skills and safety instruction required for the occupational area of students' employment. This course must be taught by a qualified teacher/coordinator who also monitors the students' work site experience OR a teacher who is under the supervision of a qualified teacher/coordinator (see *COOP/DO Teacher Endorsement – page III - 6*).
 - o If this course does NOT meet concurrently with the work site learning experience, a plan must be established for monitoring student' on-the-job experience.
2. The student has earned a minimum of one course/credit (preferably two) related to their career objective.

Curriculum (See COOP/DO Program Standards – page III- 3)

Students use part of the school day and some hours after school and on weekends to build skills related to their career objective. The minimum recommended criteria for required COOP/DO courses include:

- ◆ *Work Site Learning.* One credit/course that includes a minimum of 270 continuous and successful paid hours (average of 15 hours per week – maximum of 20 hours per week) in the student's occupational objective performed under the supervision of a qualified teacher/coordinator. Summer hours are not included in the minimum recommended.
- ◆ *School Site Learning.* One credit/course (preferably taught by a qualified teacher/coordinator) that provides students with the opportunity to explore and validate their tentative career direction, prepare and/or update their Individual Career Education Plan (ICEP), manage their personal portfolio, critique workplace issues, submit documentation of required reports, and attain and assess their individual and team workplace competencies.

The Work Site and School Site Learning should progress through a logical step-by-step analysis of all aspects of the industry that ensures that the type and rigor of skills and competencies are diverse and continually increase. Competency/skill attainment is recorded on the students' training plans.

C. Roles and Responsibilities

Teacher Coordinator Responsibilities

The following are among the more important responsibilities of the teacher/coordinator. No attempt has been made to list them in any order of importance, nor is the list exhaustive.

- ◆ Survey community training needs and opportunities
- ◆ Secure community, employer, school, student, and parent cooperation
- ◆ Work with advisory committees
- ◆ Prepare students to meet the business community
- ◆ Select training stations and place students
- ◆ Match students with appropriate experiences
- ◆ Confer with employers, supervisors, and other employees
- ◆ Work with employers to develop progressive skill-building activities
- ◆ Arrange student's school and work schedules
- ◆ Organize, develop, correlate, and teach related course
- ◆ Assess student performance
- ◆ Establish a clear understanding of COOP program in the community
- ◆ Keep systematic records and reports
- ◆ Observe students at work
- ◆ Secure reports on student progress
- ◆ Counsel with students about career objectives
- ◆ Counsel with students and employers on problems arising on the job and in school
- ◆ Check working conditions
- ◆ Work out special holiday work schedules for students
- ◆ Confer with prospective students and parents
- ◆ Conduct follow up of former students after graduation
- ◆ Visit parents in home of students where possible
- ◆ Plan and conduct an annual employer appreciation/recognition event
- ◆ Develop and revise instructional materials
- ◆ Coordinate with school counseling department
- ◆ Keep administration and staff informed
- ◆ Conduct annual employer follow up

Administrative Support

It is the role of administration to ensure that instructional activities support and promote COOP/DO goals. Positive administrative support is vital to the success of the program and can be demonstrated in the following ways:

- ◆ Develop a WBL local action plan for the school/district.
- ◆ Develop written policies in cooperation with the teacher/coordinator to be adopted by the local education agency (LEA) for use in decision-making situations and to provide guidance in achieving program goals.
- ◆ Cooperate with the teacher/coordinator in the selection of prospective students and in making school records available.
- ◆ Recognize the School Site Learning courses and Work Site Learning as essential classes in the high school curriculum.
- ◆ Review the schedule to accommodate the students in fulfilling their requirements for graduation.
- ◆ Visit the classroom to become familiar with student activities.
- ◆ Visit training stations to observe students periodically.
- ◆ Provide time in the school schedule for teacher/coordinators to meet with prospective students.
- ◆ Require and facilitate a monthly meeting of all personnel who supervise WBL to discuss programs, placements, successes and problems.

D. COOP/DO Program Standards

COOPERATIVE EDUCATION - DIVERSIFIED OCCUPATIONS PROGRAM STANDARDS

A School-Site and Work-Site Work-Based Learning (WBL) Program

Secondary School/District _____

Check ALL CTE Programs Seeking COOP Approval

- Agricultural Education
- Allied Health
- Business Education
- Family & Consumer Sciences
- Industrial Technology Education
- Marketing Education
- Vocational Trade and Industry

Check for Diversified Occupations Program Approval

- Diversified Occupations

Points to Consider in Evaluating Your COOP/DO Program

- ◆ **Required Components.** All *required* components on pages two and three must be *met* prior to state approval of your program.
- ◆ **Teacher/Coordinator Certification.** A *qualified* teacher/coordinator possesses either a COOP/DO *supplemental* endorsement or *field* endorsement in the occupational area of preparation that included a Coordination Techniques class as part of his/her coursework. If the COOP/DO teacher does not meet this qualification, they must be supervised by a *qualified* teacher/coordinator.
- ◆ **Career and Technical Education (CTE) Programs.** CTE Programs seeking COOP approval must have *approved* program standards on file at the Nebraska Department of Education.

Why Seek COOP/DO Program Approval

- ◆ CTE (Perkins) funds may *only* be used in approved programs.
- ◆ To meet state and federal Child Labor Laws, COOP/DO Programs desiring to place 16 and 17 year old students in hazardous occupations must be *state approved*.

Work Based Learning (WBL) Legal Issues

State and federal *Child Labor Laws* govern the employment of individuals under the age of 18. Carefully examine your WBL programs to ensure that they are in compliance with both state and federal laws. For example:

- ◆ The **Nebraska Child Labor Laws** require individuals 15 years of age and under to obtain an Employment Certificate from their local school district prior to employment.
- ◆ The **Federal Fair Labor Standards Act** requires that 16 and 17 year old students employed in any of the hazardous occupations exceptions for student learners and apprentices be enrolled in a *state approved* program. It is for this reason that ALL components of the Nebraska Cooperative Education/Diversified Occupations Program Standards must be met before approval can be given.

Details regarding these regulations and user-friendly brochures are provided in Part IV of this guide.

STANDARDS

PLEASE NOTE: To meet Federal Child Labor Laws, all Program Areas that are **"REQUIRED"** on pages 2-3 of this document must be **"MET"** for a program to be approved.

A. CURRICULUM

The program is of such scope and sequence to develop essential knowledge and skills. **Attach a concise list of each course taught that identifies the course title, short course description, grade level, and length of instruction.**

Recommended:

MIDDLE/JUNIOR HIGH SCHOOL (Grades 5 - 9)
The equivalent of one quarter of Workplace Readiness and one quarter of a Career Exploration

REQUIRED:

HIGH SCHOOL (Grades 9 - 12)
A COOP/DO Program must offer both a school-site course and a work-site learning experience.

1. **School-Site Learning (SSL).** A regularly scheduled course devoted to the employability skills and safety instruction required for the occupational area of students' employment. If the SSL does NOT meet concurrently with the WSL, a plan must be submitted for monitoring the WSL experience. This class shall be taught by a qualified teacher/coordinator OR a teacher who is under the supervision of a qualified teacher/coordinator.
2. **Work-Site Learning (WSL).** A supervised on-the-job learning experience where the student is employed and paid in conformity with Federal and State laws. This experience shall be monitored by a qualified teacher/coordinator OR a teacher who is under the supervision of a qualified teacher/coordinator.

B. INSTRUCTIONAL STRATEGIES

REQUIRED:

1. **Student Evaluation.** COOP/DO students receive two grades: one for the **SSL class** and one for the **WSL experience**.
2. **Training Stations.** Training stations are selected to insure meaningful and accountable learning experiences for students.
3. **Assessment.** Training agreements, training plans, earnings reports, evaluations, and coordination visitation records are completed and maintained for five years.
4. **Coordination Time.** A minimum of one class period daily, or the equivalent, is scheduled for supervision of students at their training station. Reimbursed is provided for travel expenses incurred while supervising students and/or setting up training stations.

Recommended:

5. **WBL Action Plan.** A district- or school-wide work-based learning plan for all students is in place that is reviewed annually and that provides K-12 work-based learning options leading to a culminating work-site learning experience, and advisory committee utilization.
6. **Extended Employment.** Additional contract days throughout the school year and/or throughout the summer are provided to set up training stations, write training plans, and complete student assessments.
7. **Professional Development.** Teacher/coordinators are involved in activities that update their skills as well as provide a career focus.
8. **Student Organizations.** Students are involved in leadership/teamwork/community service activities.

DOCUMENTATION

PLEASE NOTE: To meet Federal Child Labor Laws, all Program Areas that are **"REQUIRED"** on pages 2-3 of this document must be **"MET"** for a program to be approved.

A. CURRICULUM

MIDDLE/JR HIGH SCHOOL (recommended only)

List career exploration and/or workplace readiness types of courses offered. Circle any courses required of all students.

	# Weeks	Grade Level
<input type="checkbox"/> Workplace Readiness	_____	_____
<input type="checkbox"/> Career Exploration	_____	_____
Other _____	_____	_____

HIGH SCHOOL (Grades 9 - 12)

A.	H.S. Curriculum	Met	Not Met
----	-----------------	-----	---------

Required:

1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>

B.	Instruction	Met	Not Met
----	-------------	-----	---------

Required:

1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>

Recommended:

5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>

STANDARDS

DOCUMENTATION

C. FACILITIES *Required*

Facilities are equipped to meet the instructional needs of all students enrolled in the program and provide easy access to a telephone for the teacher/coordinator.

C. Facilities	Met	Not Met
----------------------	------------	----------------

D. TEACHER/COORDINATOR CERTIFICATION *Required*

A qualified teacher/coordinator holds one of the following endorsements:

- #1. **Field endorsement** for Agriculture Education, Business Education, Family & Consumer Sciences, Industrial Technology, Marketing Education, or Trades & Industry. **The teacher/coordinator must have completed a coordination techniques class OR be under the supervision of a qualified teacher/coordinator.**
- #2. **Supplemental endorsement** for Coop/DO (12 vocational education hours including 3 hours each in coordination techniques, vocational special needs, and vocational education foundations + 1000 verified hours of work experience through paid, volunteer, or internship activities.)

D. Certification	Met	Not Met
-------------------------	------------	----------------

Complete the chart below for each Teacher/Coordinator who will be monitoring students at their work-site learning experience. Attach additional pages if necessary.

Teacher/Coordinator Name(s)	Teacher/Coordinator Signature(s) (Required if a COOP/DO Supervisor is NOT listed below)	Subject Area (E.g.: Ag, Business, Marketing, etc.)	Postsecondary Institution Granting Certification	Endorsement	
				Field	Supplemental

E. SIGNATURES *Required*

COOP/DO Supervisor Date
(Required if the above teacher/coordinator(s) does NOT meet the criteria for a qualified teacher/coordinator and the COOP/DO Supervisor does meet the criteria)

Signature of School Administrator Date

Questions concerning the Cooperative Education/ Diversified Program Standards should be directed to:

Carol Jurgens
Work-Based Learning Director
Nebraska Department of Education
PO Box 94987
Lincoln, NE 68509-4987
Telephone: (402) 471-0948
E-mail: cjurgens@nde.state.ne.us

Directions: Complete form, secure signatures, and return to Richard Katt at the Nebraska Department of Education.

State Staff Use

Minimum Program Standards Met:

Yes No

Original retained by NDE COOP/DO Director

___ Copy to NDE CTE Director

___ Copy returned to school

Signature of NDE WBL Director Date

E. COOP/DO Teacher Certification

Cooperative Education - Diversified Occupations Teacher Certification (Formerly Diversified Occupations/School to Work Endorsement)

006.11 Cooperative Education – Diversified Occupations

006.11A **Grade Levels:** 7-12

006.11B **Endorsement Type:** Supplemental endorsement only. This endorsement requires an applicant to have, or earn concurrently, an endorsement in a subject or field.

006.11C **Endorsed Activities:** Persons with this endorsement may coordinate, teach, and supervise programs of instruction that develop job-related skills applicable to a variety of careers.

006.11D **Certification Endorsement Requirements:** This endorsement shall require a minimum of 9 semester hours in professional vocational education, including foundation, organization, and administration of vocational education; coordination techniques; and vocational special needs.

006.11E **Work Experience:** The endorsement is available only to those who have either (A) 1,000 verified hours of paid, volunteer, or internship work experience, or (B) at least 300 hours of supervised work experience under the direction of the college or university recommending the endorsement.

006.11F **Endorsement Program Requirements:** Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

Through the courses identified in its plan, the institution should prepare prospective teachers to demonstrate the ability to be responsible for the ten essential components of cooperative education-work based learning which are: (1) a qualified teacher-coordinator, (2) selected student-learners, (3) related classroom instruction, (4) supervised on-the-job training, (5) selected training stations, (6) training agreements, (7) training plans, (8) coordination of school-based and work-based learning, (9) student evaluation, and (10) utilization of an advisory committee. The institution should also prepare prospective teachers to be able to demonstrate the following criteria:

A. Demonstrate teacher coordinator knowledge and skills, including being able to:

1. Coordinate students' school site and work site learning experiences to ensure that both are contributing to their education and employability;
2. Coordinate school-based and work-based learning experiences for all students that embrace multiple approaches to learning and thereby meet the needs of students;
3. Select students based on their desire to participate, interest in selecting a tentative career focus, and ability to benefit from the on-the-job learning experience;
4. Teach a related class that supplements the students' on-the-job learning experience;
5. Supervise students' on-the-job learning experiences;
6. Select training stations that provide a meaningful and safe learning environment;

7. Initiate training agreements between students, parents, employers, and the school;
8. Design and monitor training plans that specify the knowledge and skills needed by the student to achieve his/her occupational objective;
9. Evaluate students' school site and work site learning performance in cooperation with their on-the-job supervisor;
10. Utilize an advisory committee comprised of representatives from business, industry, and the community; and
11. Interpret for students, employers, parents, and administrators the legal issues surrounding the employment of minors.

B. Demonstrate the ability to develop, implement, and evaluate curricula that prepares students for a dynamic and rapidly changing workplace, including:

1. Attainment of workplace readiness skills;
2. Development of communication and interpersonal skills;
3. Utilization of problem-solving and team-work skills;
4. Application and cultivation of leadership skills;
5. Understanding and application of work-based learning legal requirements;
6. Demonstration of occupational safety practices;
7. Demonstration of occupational competence;
8. Integration of academic skills in the workplace; and
9. Utilization of appropriate technology in school-based and work-site learning experiences.

Endorsement Committee Members: Carol Jurgens, Chair; Glen Beran, Margaret Crouse, Doug Dierks, Steven Eggland, Larry Grosshans, Jan Hess, Barbara Huls, Bob Meinig, Craig Pease, Rose Templeton, Tom Walsh, Jim Williamson, Debra Ziegler, and Dale Zikmund. *Ex Officio* non-voting members: Shirley Baum, Richard Campbell, Gregg Christensen, Bob Phelps, Bonnie Sibert, and Lois Coleman.

* *Approved by the Nebraska Council on Teacher Education, October 27, 2000*

* *Approved by the Nebraska State Board of Education, Fall 2001*

COOP/DO Endorsement 2002

F. Data Management

Grade Reports and Evaluations

The teacher/coordinator must set high standards for students and expect high quality work. A complete record of all grades earned must be kept. Evaluations are given at least once per grading period, at the end of the semester/term, and at other times deemed appropriate. It is the responsibility of the teacher/coordinator to secure ratings from the employers and incorporate this information into coordinator's assignment of the final grades for each student. Evaluations must be reflective of progress on skill attainment, knowledge, and processes identified in the training plan. The best method of securing this rating is to present the evaluation report in person and talk with the employer about each item before it is evaluated.

Attendance

The teacher/coordinator keeps a daily record of the student's attendance at school and on the job. Students who are absent from school should not be allowed to work on the same day (local policy decision). If it is necessary for a student to be absent from the job, the employer **and** the teacher/coordinator must be contacted to secure permission to be absent. In the case of illness, both should be notified as early as possible.

Hours Worked and Wages Earned

Each student keeps a daily record of hours worked and wages earned. These records should be checked weekly by the teacher/coordinator.

Maintaining Student Files

The following forms for each student in the program must be on file in the teacher/coordinator's office for a minimum of 5 years:

- ◆ Training Agreement
- ◆ Training Plan
- ◆ Wage and Hour Report
- ◆ Work Permit (if under age 16)
- ◆ Documentation of Safety Training
- ◆ Employer Evaluations of Student
- ◆ Record of Employer Visits
- ◆ Student Follow Up Survey

Data Management Resources

Part II of this *Guide* provides recommendations and sample forms for setting up and monitoring an effective COOP/DO Program; Part VI provides a system and instructional strategies for assessing student workplace competency attainment; and Part IV provides information and brochures for ensuring that WBL programs are conducted in compliance with state and federal employment laws.

Electronic Data Management

In programs where teacher/coordinators are responsible for large numbers of students, electronic management of data is critical. *COOP 2000*© is one example of an electronic data management system designed to help teachers create and manage high quality WBL programs on a large scale.

COOP 2000©

The principle purpose of the software is to facilitate teaching and learning – to force the connection between what students do in WBL situations and/or the academic classroom and appropriate sets of skills (such as, SCANS, Skills for Success, Career Related Learning Standards, etc.). Additionally, the software creates student portfolios, authentic assessment documents, and learning agreements that are derived from templates at a level at (or better than) national standards. The software may be used for virtually any WBL program (internships, career exploration, job shadowing, service learning, project-based learning, etc.) as a fully integrated operating system complete with student and business partner databases. Additionally the system may be used for running multiple school systems and multiple programs with the same application. The database is easily capable of collecting and processing all data required for WBL programs (such as Perkins, Workforce Investment Act, WIA, etc.).

For the PC, the COOP 2000© is written in Microsoft Office 97/2000. Users do not need to have Office97 to run the application, but Office 2000 is required (for that application) and Windows 95/98 are mandatory. Unfortunately, Microsoft Access is NOT available for the Macintosh – except that it will work on Virtual PC-equipped Macintosh machines.

While the primary purpose of the software is teaching and learning, each application has the capability of managing even the most rigorous data collection requirements for WBL reporting purposes (such as Perkins, etc.). The powerful query features of the software enable it to manage data efficiently and on a large scale. For example, users may query the database regarding student interests as well as those opportunities offered by various business partners; they can identify which opportunities are particularly strong in the various kinds of competencies they want to teach, etc. The applications can publish reports of virtually any kind in HTML format for posting on partnership web sites – a plus for communicating the availability of opportunities for students throughout the partnership and how to follow up on those opportunities.

COOP 2000© offers considerable savings to organizations and groups seeking to manage WBL funds wisely. Its full integration with Microsoft Office97/2000 – MS Word, MS Excel, MS PowerPoint, MS Outlook, enables training to be done in MSOffice97/2000 (to make teachers productive in all areas) while providing them with the necessary skills to operate the COOP 2000© software (since it is written in the same familiar Office 97 system). The software is interactive with the Internet and e-mail, enabling teachers to access any World Wide Web resource and send appropriate reports to businesses, students, and coordinators through e-mail in familiar MSOffice documents. For more information, contact: Critical Skills Group, Ltd., 1113 North Irving, Wheaton, IL 60187, 630-682-5388, Fax 630-260-1912, ccjett@email.msn.com.

G. WECEP – A Cooperative Education Work Experience Program for At-Risk 14 and 15 Year Olds

Overview

WECEP is a school-supervised **Work Experience and Career Exploration Program** for underachieving 14- and 15-year olds. The program is aimed specifically at motivating dropout-prone youth to become reoriented toward education and better prepared for the world of work. WECEP is considered to be both preventive and preparatory in nature. It is preventive in that it encourages youth to remain in school through a career-oriented educational program designed especially to meet the participant's needs, interests, and abilities; it is preparatory in that it provides occupational skills through part-time work experience and aids individuals in their career decision making processes.

Background. In the early 1960's, national concern was focused on the problems of teenaged youth who were disadvantaged, disillusioned, school alienated, and destined to become unemployable school dropouts. In 1968, state school and social reform leaders felt that the concept of school work-experience programs, that had proven so successful in salvaging disoriented dropout-prone 16- to 18-year old youth, could be adapted to meeting the urgent needs of 14- and 15-year olds. The Secretary of Labor amended Child Labor Regulation 3 to provide for the operation of an experimental school-supervised and school-administered Work Experience and Career Exploration Program. The findings from three-year experimental programs revealed that students reduced absences, improved attitudes toward school, gained motivation and employability skills, and received better grades. There was also improvement in the student's feeling of self-worth and pride in his/her ability to cope safely with the demands of society and the world of work.

Paid Work. WECEP students placed at work experience sites *must* be paid. There are no student wage exemptions for WECEP participants. Business and industry governed by state or federal wage laws must pay WECEP students the prevailing wage applicable to other beginning employees. A training wage may be available to qualified employers.

Employment Certificates. Nebraska Child Labor Laws require employers to obtain Employment Certificates before they can employ minors 14 or 15 years of age. Local Education Agencies must obtain an Employment Certificate from the Nebraska Department of Labor before any WECEP student begins on-the-job experiences.

Federal Child Labor Law - Special Provisions For 14- And 15-year Olds Under WECEP

- *School Days* - student may work a maximum of 3 hours/day and 23 hours/week any time between 7 am and 7 pm.
- *Non-School Days* (June 1 - Labor Day) - student may work a maximum of 8 hours/day and 40 hours/week between 7 am and 9 pm.
- Employer will observe all laws and regulations, both State and Federal, pertaining to the employment of minors.
- Student-learner must be covered by Worker's Compensation Insurance.
- The employment of minors enrolled in a program approved pursuant to the requirements of WECEP may be permitted in all occupations **except** the following:
 - (1) manufacturing and mining;
 - (2) occupations declared to be hazardous for the employment of minors between 16 and 18 years of age; and
 - (3) occupations in agriculture declared to be hazardous for minors below the age of 16.

Posting of Student Names. Two separate lists of WECEP students should be maintained by the employer, one list on file and one conspicuously posted near the principal entrance of the building (Nebraska Public Law 48-302).

Student I.D. Card. Each student should carry an I.D. card at all times. The card should provide pertinent information about the student and the hours the student will be away from school.

Sample WECEP I.D. Card	
Name _____	Age _____
Address _____ Social Security # _____	
Student permission to be off campus during the following hours:	
Monday _____	Tuesday _____
Wednesday _____	Thursday _____
Friday _____	
SIGNATURES:	
Student _____	
Principal _____	
Teacher/Coordinator _____	

WECEP Application and Annual Report

Nebraska WECEP Application – Due June 30 – 2 Year Renewal Cycle

To become eligible to offer WECEP to at-risk youth in Nebraska, a Local Education Association (LEA) must complete and submit an application for approval to the WECEP Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987.

1. Complete and forward *two* copies of the application to the WECEP Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987. Retain one copy at the Local Education Association.
2. Applications must meet the Nebraska standards in the following areas: (1) local WECEP goals/intent, (2) school eligibility, (3) school facilities, (4) student enrollment requirements, (5) instructional program, (6) teacher-coordinator qualifications/responsibilities, (7) student transportation, (8) written training agreements, and (9) written training plans. Applications must include a written plan for each of the nine standards.
3. Obtain an original signature on the cover page of both copies.
4. Make application for Employment Certificates and file with the Child Labor Office, Nebraska Department of Labor, 5404 Cedar Street, 3rd Floor, Omaha, NE 68106.
5. Applications are approved for a two-year period. To sustain approval, a written request for renewal must be received prior to June 30 of the year in which approval expires.

WECEP Annual Report – Due August 1

The annual report provides information about the educational progress of each student who participates in the WECEP program at the close of each school year. Annual reports are due on August 1st following the year in which the student(s) participated in the program.

If no students participated in the program in any given year, a letter indicating that no students were involved in the program for the preceding year should be sent to the Department of Education by August 1st in lieu of an annual report. Failure to submit an annual report will result in cancellation of WECEP program approval for the subsequent school year.

WECEP Annual Report
 July 1, 20____ - June 30, 20____

School District _____ Report submitted by _____

DIRECTIONS	
Please duplicate this form and complete for EACH student in the program. Annual reports are due on June 30 of each year that the district/school has students participating in the program.	
Student=s Name	
School	
Student’s Class Schedule	
Student’s Eligibility Criteria	
Student’s Job Title	
# of Hours Worked	
Hourly Wages	
Teacher/Coordinator=s Name	
Coordinator’s Teaching Schedule	
Coordination Time Schedule	
# of Coordinator Site Visits	
# of Student Visits with Counselor	
Reason(s) for Visits to Counselor	

Nebraska WECEP Application

Work Experience & Career Exploration Program

School _____ Date _____

Person Completing Application: _____ Phone # _____

CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct and complete and that the agency named below has authorized me, as its representative, to file this application.

ANNUAL REPORT

I UNDERSTAND that, to continue offering WECEP benefits to students in this LEA, an Annual Report of student participation must be submitted no later than August 1st of each year.

Legal Name of Local Education Agency

Signature of Local Education
Agency Superintendent

Date

APPROVAL

Recommended for approval by:

State WECEP Director
Nebraska Department of Education

Date

Director of Career and Technical Education
Nebraska Department of Education

Date

Program approval for WECEP is on a two-year basis with renewal optional. To sustain approval, written approval for renewal must be made prior to June 30 of each year the agreement expires.

Send completed application and/or annual report(s) to:

Carol Jurgens
WECEP Director
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509-4987
402-471-0948
cjurgens@nde.state.ne.us

PART I - LOCAL WECEP GOALS/INTENT

The purpose of WECEP is to assist 14- and 15-year old potential dropouts successful complete a high school program. WECEP emphasizes vocational orientation and work experiences that promote well-adjusted, educated, productive, and responsible citizens.

The WECEP Program shall not interfere with regular schooling or the health and well-being of those minors involved.

Define your WECEP goals or explain the intent for starting this program.

PART II - SCHOOL ELIGIBILITY

The WECEP program is available only to schools that operate at least two Career and Technical Education programs or can provide assurance that approved Cooperative Education programs will be available in the upper grades for students who complete the program. Schools establishing a WECEP program should also provide a well-planned program of career guidance and counseling services to help maintain student interest.

List Career and Technical Education course offerings provided by the school

OR

Include a statement regarding the Career and Technical Education courses that will be offered and the school year in which they will be established.

In addition, describe the Career Guidance and Counseling services provided by the school.

PART III - SCHOOL FACILITIES

An adequate classroom must be furnished by the school for WECEP. The classroom should contain student table/desks, chairs, writing boards, bulletin boards, and storage and filing cabinets. Adequate consumable supplies and instructional materials must be available in the classroom. A telephone located within or immediately adjacent to the classroom is desirable for student placement and follow-up communication by the teacher-coordinator.

Describe the classroom facility.

PART IV - STUDENT ENROLLMENT REQUIREMENTS

Students selected for WECEP should be identified as at risk, potential school dropouts. Any student above 14 years of age prior to September 1 or 15 years of age prior to October 1 may be considered for enrollment in WECEP. Student identification should be made through the joint efforts of guidance counselors, administrators, and teachers.

Characteristics that may also be used to help determine eligible WECEP participants are:

1. Two or more years behind grade level in basic skills.
2. Failure of one or more school years.
3. Poor school attendance or frequent tardiness.
4. Performance consistently below potential.
5. Negative attitude toward school, work, and/or society.
6. Behavior problems requiring disciplinary measures.
7. Friends not school-oriented or from different peer group.

The general purpose of the program is to help the student improve self-concept, develop positive attitudes toward education and work, explore career options, gain minimum entry-level work skills and continue an educational program. Among other achievements, the students should improve their grades and attendance records and have fewer discipline problems.

Describe or list enrollment procedures used by the LEA in student selection for WECEP.

PART V - INSTRUCTIONAL PROGRAM

Classroom. Related instruction taught by a teacher-coordinator shall be carried on for a minimum of one regular class period per day. Instruction shall be both general and individualized to include career exploratory activities, employability skills, job adjustment and job performance information, and specialized tutoring which is imperative in carrying out work tasks in a safe manner. Students must be integrated into at least two other regular classes taught by teachers other than the WECEP coordinator.

On-the Job-Experience. In addition to the classroom instruction, each WECEP student shall receive paid work experience of not more than 23 hours in any one week when school is in session and not more than three hours on a school day, any portion of which may be during school hours. This work experience shall be supervised by the related class teacher-coordinator and comply with existing applicable labor laws.

Credit. WECEP participants shall receive equal amounts of school credit for both the related class and on-the-job experience. The teacher-coordinator shall make the final decision regarding grades.

EACH WECEP TEACHER-COORDINATOR SHALL INSTRUCT AND COORDINATE NO MORE THAN 25 STUDENTS. ANY DEVIATION FROM THIS STANDARD MUST BE APPROVED PRIOR TO THE BEGINNING OF THE PROGRAM. THE RECOMMENDED RELEASE TIME FOR COORDINATION ACTIVITIES IS ONE HALF HOUR PER STUDENT PER WEEK.

Attach a course outline for the related class being taught by the teacher-coordinator. Indicate the amount of credit being granted for the related class and work experience. In addition, attach a Statement of Assurance that no student will be employed in a position that displaces a regular worker employed in the establishment of the employer.

PART VI - TEACHER-COORDINATOR QUALIFICATIONS

Work Experience and Career Exploration Programs must be under the supervision of a qualified teacher-coordinator. Teacher-coordinator responsibilities include coordinating the work and education aspects of WECEP and making regularly scheduled visits to the students' work sites.

Minimum Qualifications of the WECEP Teacher-Coordinator

1. Education
A teacher-coordinator must possess a valid Nebraska Teaching Certificate and have vocational approval in one of the discipline areas of Career and Technical Education. A "Coordination Techniques" course is required to be a part of the teacher-coordinator's specialized training.
2. Teaching Experience
A minimum of two years of successful teaching experience is required.
3. Occupational Experience
A teacher-coordinator should have at least two years of recent full-time employment or the equivalent in accumulated part-time employment in their vocationally approved field.
4. Personal Interest
The teacher-coordinator shall have an interest in working with dropout-prone youth and community employers who cooperate with the program.
5. Professional Development
Continued professional development through in-service education conferences and/or workshops is encouraged. Emphasis shall be placed on serving students with academic difficulties and/or socioeconomic or cultural differences.

General Duties of the Teacher-Coordinator

1. Selects students in accordance with eligibility requirements.
2. Teaches related class.
3. Secures training stations.
4. Conducts home visitations.
5. Develops objectives, units of instruction, training agreements, and evaluation instruments.
6. Arranges transportation and coordinates job sites.
7. Conducts follow-up visits to job sites on a regularly scheduled basis. **Sufficient coordination time should be provided for the teacher-coordinator to conduct onsite visits at least once per month. The timing should be flexible to allow the coordinator to become acquainted with the person to whom the student is responsible while on the job and to occasionally observe the student working.**
8. Assists students in obtaining necessary documents for work (e.g., Social Security Card).
9. Maintains record of students' training agreements, training plans, coordination visits, performance evaluations, and wage reports.
10. Serves as a liaison between the school and business and industry in the community.

Describe the WECEP teacher-coordinator's qualifications and a detailed explanation of his/her daily teaching/ coordination schedule.

PART VII - STUDENT TRANSPORTATION

Insurance liability issues arise in work based learning activities because students are required to leave school premises in order to continue learning at the workplace. Schools should seek legal advise on issues regarding transporting students. Since students are under the legal age to obtain a valid driver's license, the student's parents/legal guardian will have primary responsibility for providing transportation.

Describe the steps taken to insure adequate and protective transportation for WECEP students to and from the job site.

PART VIII - WRITTEN TRAINING AGREEMENT

No student shall participate in WECEP until there has been a written training agreement signed by the teacher-coordinator, the employer, the student, and the parent or guardian. A copy of the written training agreement must be kept on file by the employer, parent/guardian, student, and teacher-coordinator.

Attach a sample of your training agreement to this application.

PART IX - WRITTEN TRAINING PLAN

A training plan should be developed for each student-learner. The plan should indicate activities, skills and knowledge in which the individual should become competent in order to successfully obtain the career/occupational objective. The plan should provide a reasonably specific direction for the student's on-the-job activities and the level of mastery expected from the student/learner. Documentation must be included concerning who provides safety instruction (school or employer).

Attach a sample of your training plan to this application.



WECEP Sample Forms

TITLE	DESCRIPTION	PAGE #
Child Labor Law Special Provisions for 14- and 15-Year Old At Risk Students	Explains the conditions under which a student may be employed under the WECEP provision of the Fair Labor Standards Act.	26
Occupations Prohibited or Permitted for WECEP Student-Learners	14- and 15-year old students enrolled in a WECEP program are allowed to work in some occupations that are prohibited for 14- and 15-year olds not in the program.	27
Sample Training Agreement	Example of a training agreement that contains the elements that must be included in such an agreement.	29
Sample Training Agreement Lincoln Public Schools	Training Agreement used by Lincoln Public Schools	30
Sample Training Plan Lincoln Public Schools	Example of a Training Plan used by Lincoln Public Schools.	31
Home Visitation Reports	Home visitations are highly recommended as a method of involving parents and keeping students focused on their goals.	33
Student-Learner Wage Record	Completed by student-learner to ensure that the hours worked are within state and federal wage and hour guidelines and child labor laws.	34
Teacher/Coordinator Visitation Record	Teacher/Coordinator visits to the employment site for WECEP students should be conducted frequently.	35
Coordinator's Rating of OTJ Work Experience	Teacher/Coordinator evaluation of student performance on the job.	36
Employer's Rating of OTJ Work Experience	Employer evaluation of student performance on the job.	37

Child Labor Law
SPECIAL PROVISIONS FOR 14- AND 15-YEAR OLD
WECEP STUDENT-LEARNERS

The Work Experience and Career Exploration Program (WECEP) includes special provisions that permit 14- and 15-year old Work Based Learning (WBL) enrollees to be employed during school hours and in occupations otherwise prohibited by regulation.

WECEP is designed to provide a carefully planned work experience and career exploration program for 14- and 15-year old youths, including youths in WBL programs, who can benefit from a career-oriented educational program. WECEP is designed to meet the participants' needs, interests and abilities. Among other things, the program helps dropout-prone youths to become reoriented and motivated toward education and helps to prepare them for the world of work.

A state education agency with a school-to-work program may obtain approval from the Department of Labor for WBL enrollees participating in WECEP to be employed:

- . any time during school hours,
- . up to 3 hours on a school day,
- . up to 23 hours during a school week,
- . under variances granted by the Wage and Hour Administration that permit employment of WECEP participants in otherwise prohibited activities and occupations.*

Any representative of the Governor who is interested in establishing a WECEP may forward a letter of application to the Administrator of the Wage and Hour Division, U.S. Department of Labor, Room S3502, 200 Constitution Avenue N.W., Washington DC 20210. The provisions for WECEP are set by Regulations 29 CFR Part 570.35a. Approval to operate a WECEP is granted by the administrator of the Wage and Hour Division for a two-year period.

***Note: Regulations do not permit issuance of WECEP variances in manufacturing, mining, or in any of the 17 hazardous occupations orders.**

**OCCUPATIONS PROHIBITED OR PERMITTED
FOR WECEP STUDENT-LEARNERS**

INDUSTRY	PERMITTED	PROHIBITED
Manufacturing	None	All manufacturing activities Canning operations Bottling operations
Mining	None	All mineral extractions Quarrying Open pit mining Drilling for water
Workrooms and Workplaces	None	All work performed in workrooms or workplaces where goods are manufactured, mined, or otherwise processed (except as permitted in retail, food service, and gasoline service establishments)
Laundries	Clerical or office Store clerks Counter workers Clean-up work in office or store areas	All processing activities List, sort, mark in-coming laundry Sort, fold clean articles Package and wrap bundles Assembling laundry Loading, unloading machines Clean-up work around machinery
Transportation	Clerical or office sales Selling tickets at terminal In retail food service Gasoline service establishment Dispense gasoline and oil Wash and polish cars Courtesy services (Cleaning windshields) Checking oil Errand and delivery work on food Bicycle or public transportation	All operations performed on trains, aircraft vessels, motor vehicles, or other media Loading, unloading goods from truck Shoveling salt into hold of vessels Hooking up cars in washes Driving cars, trucks, etc. Drivers helper Catching seafood on boat Selling sandwiches on train Work involving use of pits, racks, or lifting apparatus at gas stations Changing truck tires
Warehousing and Storage	Clerical or office Sales Ticket or tag operations at tobacco auction	All duties performed in warehouses Order filling in warehouse Packaging Shelving Stock-clerk operations Clean-up work
Communication and Public Utilities	Clerical or office Sales	Switchboard operator Clean-up work Record turntable operator Lineman for telephone company

INDUSTRY**PERMITTED****PROHIBITED**

Construction

Clerical or office
Sales (not performed at construction site)

All construction of buildings, bridges, viaducts, piers, highways, streets, airfields, pipelines, railroads, sewers, tunnels, waterworks, river and harbor projects, dams
Surveying crew work
Demolition work
Plumbing
Carpentry
Electrical work
Engineering
Boiler room work
All repair and maintenance work
Painting
Hazardous occupations in the seventeen orders are prohibited

Operating or Tending Hoisting Apparatus or Power-Driven Machinery

Operating office machines in retail, food service, or gasoline service establishments
Operating, tagging, machines ticketing
Dumb waiters
Vacuum cleaners
Floor waxers, dish-washers, toasters, popcorn poppers, milk shake blenders, coffee grinders

Operating elevator
Operating power-driven machines
Operating power-driven lawn mowers and cutters
Operating, setting up, adjusting, cleaning, oiling, or repairing food slicers and grinders, food choppers and cutters, and bakery type mixers

Food Processing

In retail food service establishment
Cooking at soda fountains, lunch counters, snack bars or cafeteria serving counters
Cleaning vegetables and fruits, wrapping, sealing, labeling, weighing, pricing, stock goods
Host/Hostess
Waiter/Waitress
Bussing
Counterman
Pot washer
Silverman
Glasswasher
Dishwasher
Pantryman
Salad maker
Food checker
Clean-up work

Preparation of fish by washing, scaling, skinning, filleting, or brining
Shrimp heading or peeling
Crab processing-cooking, steaming, grading, packing, and picking
Oyster shucking, grading, draining, cleaning, packing, icing
Poultry and game killing, plucking, singeing and drawing, freezing, brining and smoking
Fruits, vegetables, meat or seafood
Checking and baking in restaurant, kitchens, and bakeries
Butchering and meat preparation
Work in freezers or meat coolers
Bussing in rooms where alcohol is served or consumed

Public Messenger Work

None

Public messenger service

Window Washing

None

In retail, food service and gasoline service establishments
Outside window washing from sills
All work requiring use of ladders, scaffolds, or their substitutes

Sample

**WECEP
TRAINING AGREEMENT**

Student's Name _____ Birth Date _____ Age _____ Social Security # _____

Student's Address _____ Telephone _____

Name of School _____ Telephone _____

Name/Address of Work Site _____ Telephone _____

Name of Employer _____ Title _____

Dates of Training Period: From _____ To _____

Average # of hours to be worked by the student: Per Day _____ Per Week _____

Working Conditions

- School Days - student may work a maximum of 3 hours/day and 23 hours/per week any time between 7 am and 7 pm.
- Non-School Days (June 1 - Labor Day) - student may work a maximum of 8 hours/day and 40 hours/week between 7 am and 9 pm.
- Employer will observe all laws and regulations, both State and Federal, pertaining to the employment of minors.
- Student-learner must be covered by Worker's Compensation Insurance.

Supervision

- Student will be placed on the job for the purpose of providing work experience and career exploration and will be given work of instructional value.
- School's teacher-coordinator should be admitted to the employer's premises whenever needed for observation and evaluation. The teacher-coordinator shall conduct these observations with a minimum of interference to the business.
- Teacher-coordinator will visit the student's parent or guardian during the school year.

Responsibility

- Student shall be subject to all business regulations applying to other employees.
- When absent, the student will also call his/her employer to acknowledge the absence and call the teacher-coordinator by 10 a.m.
- On days when he/she misses school, the student will not be able to work.
- WECEP students will carry only one part-time job - the WECEP job.
- Student shall follow policy and the instruction of the supervisor at all times.
- All complaints about the student shall be referred to and adjusted by the teacher-coordinator.
- Student may not change work sites without approval of the teacher-coordinator.

This agreement may be terminated by the employer or teacher/coordinator at any time after consultation between the teacher-coordinator, employer, and student.

It shall be agreed that parties participating in this program will not discriminate in employment opportunities on the basis of race, color, sex, national origin or handicap.

SIGNATURES:

Student _____ Parent or Guardian _____

Employer _____ Title _____

Teacher-Coordinator _____ Date _____

Sample

**WECEP
TRAINING AGREEMENT
Lincoln Public Schools**

Work Experience & Career Exploration Program (WECEP) Training Agreement

Student-Learner _____ Social Security # _____

Employer _____ Supervisor _____

Address _____ Telephone # _____

Name of Related Course _____

Student's Behavior Plan and Job Description:

Duration of Training Period: _____ 1st Semester _____ Second Semester 19____ - 19____

The undersigned agree as follows:

- (1) The student-learner will: consider his/her job experiences as contributing to his/her future career objectives; and
- (2) perform his/her job responsibilities and classroom responsibilities thoroughly; and
- (3) comply with and be subject to both employer work rules and the rules and standards in the School Districts, "Responsibilities of Students," when on the employer's work site, and when engaged in WECEP - related activities; and
- (4) report for work at the job-site only on days when he/she has been in attendance at school.

The employer and supervisor will recognize that close supervision of the student - learner will be needed. He/she will:

- (1) provide part-time employment for a minimum average of 15 hours weekly; and
- (2) provide compensation to the student - learner at a rate in conformance with Federal and State law; and
- (3) abide by the Federal Child Labor Requirements in Non-Agricultural Occupations as outlined in Child Labor Bulletin 101 which the employer acknowledges receiving; and
- (4) consult with the teacher/coordinator on any major problems concerning the performance of the student-learner; and
- (5) ensure a safe working environment at all times and provide workers compensation coverage to the student-learner; and
- (6) provide specific safety instruction to be at the job site. (LPS will provide general safety instructions)

The WECEP Coordinator will provide the student-learner with information directly related to the student's job activities and career planning, will suggest to the employer/supervisor methods of supervising the student-learner, will seek the input of the employer/supervisor when evaluating the student-learner, will assist the employer with training problems pertaining to the job, and will provide the employer/supervisor with a current copy of Child Labor Bulletin 101.

The parent/legal guardian:

- (1) agrees that transportation is the responsibility of the parent/legal guardian and the student-learner; and
- (2) authorizes participation in the program by the student-learner.

It is agreed that parties participating in this program will not discriminate in employment or educational opportunities on the basis of race, sex, national origin or handicap. No student will be employed in a position that displaces a regular worker.

Employer date

WECEP Coordinator date

Student date

WECEP Coordinator date

Parent/Guardian date

WECEP Coordinator date

Sample

**WECEP
TRAINING PLAN
Lincoln Public Schools**

The following sample Training Plan was submitted by Lincoln Public Schools for their WECEP Program.

The student's training plan will include school based and work based aspects. The following planning components are work based and specific to the student's employment.

Technical and Workplace Readiness Skills. The student will be expected to perform diligently the work experiences assigned by the employer. These experiences will enable the student to improve their technical skills related to the work site tasks they have been assigned. Besides an emphasis on specific technical skills, the employer and school staff will work in cooperation to help the student improve their work readiness skills. Work readiness skills include but are not limited to the following characteristics.

- promptness
- initiative
- dependability
- honesty
- persistence in completing tasks
- willingness and ability to learn new tasks
- ability to follow directions

Attendance/Grades. The student will be expected to maintain regular school attendance and sustain passing grades in each of the courses in which they are enrolled during the time of their employment. On school days when the student is not in attendance for their classes they will not be allowed to report to their work site to carry out their employment tasks.

Employer/School Communication. The WECEP coordinator and the employer will communicate frequently about issues related to the student's employment. The employer will be provided a copy of the student's behavior plan and be given ideas about how to help the student achieve their goals. At the place of employment, the student will not be asked to complete any employment tasks that are considered to be hazardous as defined by the U.S. Department of Labor.

The following information will be documented on the training agreement in the Job Description section.

- Daily and weekly hourly work schedule
- Hourly wage
- Dates for beginning and ending employment

Sample Fictional Case. The following fictional case illustrates how the plan might work for selected students.

Scott is a 14-year old 8th grader. He dislikes all of his teachers except his science teacher. Science is enjoyable to him because he can move around the room and often have an opportunity to complete hands-on projects. Also, he is interested in plants, trees and things that grow. Unfortunately, most of Scott's classes don't allow as much physical movement, interaction with other students, or hands-on activities as his science class. As a result, Scott's behavior, to the frustration of his teachers, has been consistently inappropriate. His level of tolerance for other students has decreased and he has been involved in several fights during the semester. Scott admits not liking his teachers because his perception is, they are always picking on me. A review of Scott's discipline file showed that he had been in three fights in the last month and received at least one behavior referral or "time-out" per day over the same period of time. In a recent conference with the principal, Scott said, "I don't even want to be in this school kick me out". Scott is failing all his classes except science and physical education.

A conference for Scott was held to organize an educational plan. Present were Scott, his mother, the principal, a counselor, and an eighth grade team leader. Following is a summary of the meeting.

- Scott continues to like science and his science teacher.
- Scott's behavior problems have escalated.
- Scott feels that he is constantly being watched at school, and feels that most adults are waiting for him to create problems.

Sample Fictional Case (cont.)

- Scott and the adults agreed that conflicts have developed when Scott has over reacted to comments or the actions of others. He admits that he sometimes is offended even when others have not tried to be confrontational.
- Many of the disagreements have been initiated by comments that Scott has made.
- Most of the problems have occurred at noon or in classes following lunch.

Behavior Goal

- Interact with others in a way that is appropriate.

Behavior Plan

- Use a pre-planned I statement as a response to others when feeling threatened.
- Initiate at least one positive interaction with someone else per day.

Intervention

- Reduce schedule to three class periods per day. The classes will include CCC, science, and physical education. Scott's schedule will be rearranged so his classes are all in the morning. He will walk to school and begin with CCC, which will be scheduled for second period. By coming late, Scott will be able to avoid the large group of students around the building before school. Scott's mother will pick him up after physical education, which is right before lunch. Scott will eat lunch at home.
- Enroll Scott in the WECEP program. Participation in the WECEP program and employment experience will enable Scott to use his interests and strengths to help him achieve his Behavior Goal.
- Scott will complete his science and CCC homework from 1:00 to 2:00.
- Scott's mother will use her PM break time to pick up Scott and take him to a part time job at a local nursery. He will work from 2:30-4:30 each day. By being at work until 4:30, Scott will miss the large group of students around his neighborhood and minimize the chance of an after school fight.
- Scott's supervisor at work will be given a copy of this plan.
- As Scott makes progress toward the behavior goal, additional classes will be added back into his class schedule. The goal will be for him to again be a full time student.

Lincoln Public Schools

Sample

**WECEP
Home Visitation Reports**

Duties and Responsibilities of the Parents

Parental interest and cooperation are vital parts of the WECEP program; it is, therefore, essential that they understand their role. They should be encouraged to impress upon their son or daughter the importance of regular attendance not only in school but on the job.

All WECEP students must present written parental permission to participate in the program. This form should be kept in the student's file.

Home Visitations

Before the visit:

1. Write a letter confirming the visit.
2. Know something about the family.
3. Take program brochures.

During the visit:

1. Try to get parents to do most of the talking.
2. Discuss program rules and regulations
3. Encourage participation in youth group activities.
4. Invite parent to visit the classroom and see the school facilities

HOME VISITATION FORM (Record only after visit)

Student Name _____ Class _____

Parent or Guardian _____
(circle one)

Relationship (if not parents) _____

Home Address _____

Date/Time of Visit _____

Comments:

Sample

**WECEP
Teacher/Coordinator Visitation Record**

Employer _____ Contact Official _____

Student-Learner _____ Date/Time of Visit _____

Points to Observe:

1. Conditions surrounding the place of business:

2. Attitude of workers toward teacher-coordinator and student:

3. Specific operations in which student is engaged:

4. Immediate related subject matter needed:

5. Personal appearance of the student:

6. Apparent interest of student in work:

7. Apparent interest of employer in student:

8. Apparent interest of sponsor in student:

Comments Received:

Notes:

Sample WECEP Coordinator's Rating of On-the-Job Work Experience

Student-Learner _____ Employer _____

Supervisor _____ Date _____

Discuss the student's performance with his/her supervisor and record in the appropriate box.

CHARACTERISTIC	Excellent	Above Average	Average	Below Average	Poor
Attendance					
Progress on the Job					
Dependability					
Honesty					
Relations with Other People					
Appearance					
Initiative (self-starter)					
Takes Care of Equipment					
Practices Safety Daily					
Asks Questions					
Follows Directions					
Attitude Towards Work					
Overall Rating of Student					

Additional Comments:

Sample

WECEP
Employer's Rating of On-the-Job Work Experience

Student/Learner _____ Date _____

Initial Employment Date _____ Rating Period: From _____ To _____

QUALITIES	(A) Excellent	(B) Good	(C) Fair	(D) Poor	EXPLANATION OF RATING
ATTENDANCE					Consider days absent from work and student's care to notify in advance when unavoidably absent.
PUNCTUALITY					Tardiness
APPEARANCE					Neatness, cleanliness, appropriateness of dress.
ATTITUDE					Relationship with others, attitude toward constructive criticism, and enthusiasm for work.
INITIATIVE					Ability to anticipate things to do and resourcefulness.
COOPERATION					Willingness to work with others.
DEPENDABILITY					Ability to accept responsibility and follow a job through to completion.
ADAPTABILITY					Quickness to learn and to retain instructions for duties.
JUDGMENT AND COMMON SENSE					Ability to reach sound decisions and to handle unusual situations.
QUALITY OF WORK					Accuracy and thoroughness of work.

Have you discussed this employee's progress with him/her? Yes _____ No _____

COMMENT OR SUGGESTIONS:

DATE _____ SUPERVISOR'S SIGNATURE _____

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Part IV Legal Issues

A. Overview

Work-based learning is a combination of school site preparation and actual work site experiences designed to enable students to acquire attitudes, skills, and knowledge for career and other life roles in real work settings. Work based learning is acclaimed for its ability to help youth and adults:

- ◆ strengthen broad social and technical skills
- ◆ develop personal responsibility
- ◆ explore career options
- ◆ gain job/site specific skills
- ◆ foster positive relationships with adults
- ◆ understand the relevance of and application to academic learning

Definitions

The *Work-Based Learning* (WBL) component of School-to-Work (STW) consists of five mandatory elements: work experience (paid or unpaid), job training, workplace mentoring, instruction in workplace competencies and instruction in all aspects of the industry. (20 USC 6101 et. seq., P.L. 103-239, *The School-to-Work Opportunities Act of 1994*, Section 103). It includes a planned program of job training and work experience at progressively higher levels, is related to the career major of a student, and is coordinated with the *School-Based Learning* component.

A *student-learner* is one who is enrolled in a course of study and training in a cooperative training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school (29 USC 520.2(a)). An *apprentice* is a participant in an apprenticeship program legally registered by the Department of Labor's Bureau of Apprenticeship and Training (29 USC 521.2(a)).

Program Models

There is an extensive range of operational patterns, purposes, and program titles of school- and community- sponsored programs that are considered work based learning. Work based learning can involve youth and adults as **observers**, **trainees**, or **employees** and can be for time periods ranging from an hour a day to half-day sessions, to several days, one to three weeks, a semester, an entire school year, or during summer months.

Paid work based learning experiences are usually at least one semester in length.

Unpaid work based learning programs involve students as observers or trainees in situations ranging from an hour, a day, three weeks, to as long as one semester in length.

Roles of Youth at the Work Site

The applicability of many of the employment and child labor laws depends on whether a participant involved in work based learning has the role of a **student, apprentice, volunteer, trainee, and/or employee**. The participant's status is critical in the design, implementation, and monitoring of all work based experiences. The participant will usually have one of the worksite roles outlined in the following charts.

Roles of Youth at the Work Site		
PAID ROLES (considered employees)		
<i>Work Site Role</i>	<i>Definition</i>	<i>Program Examples</i>
STUDENT/ LEARNER	<p>Participant is enrolled in a course of study and training in a cooperative training program under a recognized state or local educational authority or private school.</p> <p style="text-align: center;">Key Points</p> <ul style="list-style-type: none"> • Training agreement in place • Training plan in place • Supervised by school personnel • Concurrent related instruction provided • Educational credit given • Must comply with state and federal child labor law provisions • Hazardous exemptions allowed under certain conditions • Covered by Workers' Compensation Insurance • There is a beginning and ending date for the employment 	<ul style="list-style-type: none"> • Clinical Work Experience • Cooperative Education • Internship (paid) • WECEP - Work Experience Career Exploration Program • Work Study (Special Education)
APPRENTICE	<p>Participant is employed in a craft recognized as an apprenticeable trade and is registered by the Bureau of Apprenticeship and Training.</p> <p style="text-align: center;">Key Points</p> <ul style="list-style-type: none"> • Student must be at least 16 years of age • Training agreement in place • Training plan in place • Monitored by school personnel • Concurrent related instruction provided • Educational credit given • Must comply with state and federal child labor law provisions • Hazardous exemptions allowed under certain conditions • Covered by Workers' Compensation Insurance • Sponsored by employers or labor/management 	<ul style="list-style-type: none"> • Youth Apprenticeship • Pre-Apprenticeship • Registered Apprenticeship
EMPLOYEE	<p>Participant is hired by private or public employer to perform work. No structured relationship exists between school and work.</p> <p style="text-align: center;">Key Points</p> <ul style="list-style-type: none"> • Must comply with state and federal child labor law provisions • Employment has no ending date • No educational credit given • Covered by Workers' Compensation Insurance 	<ul style="list-style-type: none"> • Part-time Work • Full-time Work

Adapted from *A Guide to Work-Based Learning: Business and Industry Risk Management Plan*, September 1996, Michigan Department of Education

Roles of Youth at the Work Site		
UNPAID ROLES (not considered employees)		
<i>Work Site Role</i>	<i>Definitions</i>	<i>Program Examples</i>
STUDENT/ VISITOR/ OBSERVER	<p>Participant visits the work site to observe and learn about a career, work activity, or other aspects of an industry.</p> <p style="text-align: center;">Key Points</p> <ul style="list-style-type: none"> • School sponsored • Guidelines established • Roles and responsibilities detailed • Parent permission obtained • Designed to be part of school or guidance curriculum • Work site activities detailed • Educational credit may be given for a class project 	<ul style="list-style-type: none"> • Day-on-the-Job • Field Trip • Job Shadowing • Mentoring • Work Observation
VOLUNTEER	<p>Participant serves unpaid for public service or humanitarian objectives.</p> <p style="text-align: center;">Key Points</p> <ul style="list-style-type: none"> • Sponsored by non-profits only • Commercial businesses may not use unpaid volunteers • Participants cannot be required to volunteer by the business or entity they are volunteering at • Roles and responsibilities detailed • Activities detailed • Educational credit may be given 	<ul style="list-style-type: none"> • Service Learning Activity • Service Clubs (4-H, Scouts) • Volunteer Program (Hospital, Nursing Home, Government Agency)
UNPAID TRAINEE	<p>Participant is trained at a business/industry work site without compensation. Company permits student to work under direct supervision to gain exposure to a particular occupation. Six criteria of a trainee must be continually met.</p> <p style="text-align: center;">Key Points</p> <ul style="list-style-type: none"> • Six criteria must be met:* <li style="margin-left: 20px;">1. Progressive training <li style="margin-left: 20px;">2. Benefit of trainee <li style="margin-left: 20px;">3. No displacement of regular employees <li style="margin-left: 20px;">4. No direct benefits to employer <li style="margin-left: 20px;">5. No job entitlement <li style="margin-left: 20px;">6. No wage entitlement • Guidelines established • Roles and responsibilities detailed • Work site activities detailed & monitored for compliance • Contract/agreement between employer and school • Educational credit given • Six criteria must be met for students with disabilities: <ol style="list-style-type: none"> 1. Student placed according to his/her IEP 2. Time per week at worksite limited by IEP** 3. Student supervised by school or business rep. 4. No displacement of regular employees 5. No direct benefits to employer 6. No job entitlement 	<ul style="list-style-type: none"> • Contracted Instruction (Less-than-class size, Individualized Vocational Training - Special Ed) • Exploratory Experience • Unpaid Internship • Unpaid Work Experience <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>* Source: Dept. of Labor Wage and Hour Opinion Letter of January 6, 1969</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>** Unpaid students with disabilities may spend:</p> <ul style="list-style-type: none"> • up to 5 hrs/business for vocational exploration, • up to 90 hrs/worksites for vocational assessment; and • up to 120 hrs/job experience for vocational training. </div>

Applicability of Laws

Applicability of federal and state employment laws depends on each statute's definition of an "employee" (a participant may be considered an employee for one law but not for another). The following guidelines and terminology should be used in determining which would apply in particular work based programs. Please refer to the detailed explanation of each of these statements provided throughout this guide.

- ◆ **Fair Labor Standards Act (FLSA).** Participants who are involved in activities occurring at the workplace that do not involve performance of work are not "employees" subject to the FLSA (i.e., field trips, job shadowing).
- ◆ **Fair Labor Standards Act (FLSA).** Participants may work at a workplace as an "unpaid trainee" under the FLSA. IF all six criteria of a trainee apply, then provisions of the FLSA would not apply.
- ◆ **Federal/State Child Labor Laws.** Occupational and hours standards established for minors by federal and state child labor laws technically apply to only "employed" participants, but employers should follow these standards as a means to prevent injuries to minors.
- ◆ According to the **Occupational Safety and Health Act (OSHA)** the term "employee" means an employee of an employer who is employed in a business of his employer which affects commerce (29 USC Sec. 652).
- ◆ **The Nebraska Employment Security Law** provides for coverage of part-time employment by students. However, it excepts from coverage:
 - (1) Services performed as part of an unemployment work relief or work-training program assisted or financed in whole or in part by any federal agency or any agency of a state or political subdivision thereof, by an individual receiving such work relief or work training [Nebraska Revised Statute 48-60 (g) (v)],
 - (2) Work study students and their spouses [Nebraska Revised Statute 48-604 (6) (j)] and
 - (3) Students employed as part of a program that combines academic credit and work experience that is taken for credit [Nebraska Revised Statute 48-604 (6) (o)].

An exception from coverage means the employer pays no tax and the student is not eligible to draw benefits based upon those earnings.

- ◆ **Workers' Compensation Laws** provide a means of recovery for workers where an employee/employer relationship exists. Exceptions are federal employees, railroad employees, most volunteers, and independent contractors. Volunteers and unpaid trainees would normally not be included unless such persons met the definition of employee for workers' compensation purposes. (Section 48-115 of the *Nebraska Revised Statutes*).

B. Insurance/Liability

A **Risk Financing Plan** provides for the financing of a potential loss. A complete risk management plan requires adequate insurance coverage and use of liability shields.

Insurance Coverage

Adequate insurance coverage for any type of work based learning programs can be arranged (negotiated) by working in conjunction with an agent or broker who is familiar with the program(s) and with the schools or agencies who may be parties to the program. The first step would be to determine the extent to which present insurance policies provide sufficient protection and the need for obtaining additional coverage for any unprotected risk.

The following is an overview of the types of insurance that need to be in place to cover the activities in work based learning.

Type of Coverage	Work Based Learning Explanation
<p>Workers' Compensation</p>	<p>State law will govern the issue of workers' compensation for paid participants in work based learning. The purpose of the Workers' Compensation Act in Nebraska is to provide coverage to employees when they sustain injuries that arise out of, and in the course of employment.</p> <ul style="list-style-type: none"> • Workers' compensation laws provide a means of recovery for workers where an employee/employer relationship exists. This relationship exists if there is a contract for hire, either formal, informal or assumed between the individual and entity, and if the individual receives some type of compensation. <ul style="list-style-type: none"> • Exceptions are federal employees, railroad employees, most volunteers, and independent contractors. • Farm and ranch laborers and household domestic servants are covered under the Act only if the employer elects to provide worker' compensation insurance for them. • In the case of a volunteer or unpaid trainee, the entity for whom the volunteered services are performed may choose to provide workers' compensation insurance for its volunteers. However, this extension of coverage is not binding on the volunteer and the individual may choose to pursue an action in District Court. • Employers are required to carry workers' compensation insurance when they have one or more employees. These employees may be full-time for part-time. • Paid cooperative education and apprenticeship participants would be covered under the Workers' Compensation Act. • Unpaid trainees and volunteers who are actually performing service without compensation are not ordinarily covered under the Act. • Coverage under the Workers' Compensation Act also provides protection to the employer as well as the workers. Employers limit their liabilities under the Act because the benefits to the worker are limited by statute. <p>This law is administered by: Workers' Compensation Court, 525 South 13th Street, PO Box 98908, Lincoln, NE 68509-8908, 1-800-599-5155.</p>
<p>Injury to Participants</p>	<p>Participants injured at the work site may need medical attention.</p> <ul style="list-style-type: none"> • If they are considered "employees" under the Worker's Compensation Act, expenses will ordinarily be paid by the sponsoring companies' worker's compensation policy. • For student/visitors, volunteers, or unpaid trainees, expenses are usually paid by the injured individual's (or parents') health insurance policy. • The "medical payments" provision of the sponsoring company's general liability policy would also provide similar coverage for non-employee participants.

Type of Coverage	Work Based Learning Explanation
Coverage for Lawsuits	A sponsoring company's general liability policy pays claims and provides legal defense against most types of suits brought against a company and its employees, but such policies do not usually cover student/visitors, volunteers, or certain unpaid trainees. Endorsements may extend the coverage to student/visitors, volunteers, and unpaid trainees.

Liability Shields

Liability shields are used to assign responsibility from a business to another person or organization in case of an accident or property damage. Liability shields are used to protect both the finances of the company and good will in the community. The four common liability shields are waivers, consent forms, permission slips, and indemnification agreements.

The following is an overview of the types of liability shields that need to be in place to cover the activities in work based learning.

Type of Liability Shields	Work Based Learning Explanation
Waivers	<p>Waivers are documents in which participants sign away their right to bring a lawsuit in the event of injury or damage. Waivers are not effective tools to use in working with young people because courts seldom allow them to excuse negligence or a duty owed a minor.</p> <p><i>No agreement by an employee to waive his or her rights to compensation under the Nebraska Workers' Compensation Act shall be valid.</i></p>
Consent Forms	<p><i>Informed</i> consent forms are documents that apprise the participant (and parents or guardians) in detail of the risks involved in the activity that he/she is about to perform. Participants sign the document indicating that they have read and understand the risks involved and agree not to bring a lawsuit for any harm resulting from the <i>identified</i> risks. Consent forms are generally upheld by courts, but they do not excuse a company/school from responsibilities for its own negligence. Examples would be consent forms to allow students to ride with a parent volunteer on a field trip, or use of a training agreement for a teen to work as an unpaid trainee.</p>
Permission Slips	<p>Permission slips are documents that inform parents and guardians about the nature, location, and details of an activity. Permission slips are helpful as a form of protection to a company—a well-informed parent or guardian may not be as likely to bring suit. Permission slips would be used to inform parents and guardians about student field trips and job shadowing events.</p>
Indemnification Agreements	<p>Indemnification agreements are used to shift financial burden for injuries or damages arising from activities from one party to another. The organization that signs the agreement must have both an insurance policy and the proper funds to honor the commitment to indemnify. Legal counsel or risk management representatives should be consulted before signing an indemnification agreement.</p>

C. Transportation

Insurance liability issues arise in work site learning activities because students are required to leave school premises in order to continue learning at the workplace. Individuals should seek legal advice on issues regarding transporting students. In general, the party responsible for transportation is also liable in the case of an accident. If the school is transporting the student, the school transportation policies apply. The same is true if the employer provides transportation.

Some programs have students sign an agreement at the beginning stating that they are responsible for their own transportation. In case of a student driving him/herself to the workplace during the school day, there should be no difference from liability issues for students getting to school or an extra-curricular activity. The following are the most common forms of student transportation to and from the worksite and the coverage that will, in most situations, apply.

Transportation	Liability Coverage
School transports the student on school bus.	School bus insurance coverage extends.
Employer provides van to transport student employees.	Employer's insurance coverage extends.
Student uses public transportation.	Transporter's insurance coverage extends.
Student drives own vehicle.	Student's personal auto insurance coverage extends.

In all cases, transportation agreements should be signed by parents (secondary students) before students are permitted to travel to and from work sites. When students drive personal vehicles, conditions of transportation should be reviewed and defined. Typically, these conditions include:

- verification of student driver's license and insurance coverage;
- limiting transportation to student driver (e.g. no passengers); and
- limiting transportation for the sole purpose of getting to and from the worksite.

D. Health/Safety

For additional information regarding health and safety issues that affect the planning of work based learning opportunities for minors under the age of 18, please contact the following agencies: Nebraska Department of Health and Human Services, Immunization Program, 402-471-6423; Nebraska Workforce Development, Department of Labor, Office of Safety and Labor Standards, Lincoln, 402-471-2239 or Omaha, 402-595-3095.

Medical

Immunizations and protection from disease are important for your students and the people they are in contact with during their work experience. Student health and safety measures in health occupations may require that students be tested for tuberculosis and have up to date immunizations including Hepatitis B. Employers pay the cost of these tests. Instructors in these programs will need to follow what the health care facilities require of students.

BLOOD BORNE PATHOGENS

Blood borne pathogens means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to Hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

It is recommended that students doing work based learning in facilities where there is potential for exposure to blood and body fluids be inoculated with the Hepatitis B series vaccine.

The following was taken from the AMA's Administrative Guide titled: *For Your Protection OSHA Regulations on Blood Borne Pathogens*.

Employers are required to offer the hepatitis B vaccine free of charge to personnel at risk. Employees, however, are not obligated to receive the vaccine. Any at-risk employee who wishes not to receive it must, however, sign a copy of OSHA's hepatitis B vaccine declination. If the person later decides to receive the vaccine, the employer must again offer the series free of charge. **Technically, in non-paid work experiences the school is the employer and must provide the vaccine.**

Some employees may be exempt from the vaccination requirement. These include:

- ◆ People who have previously received the complete vaccination series;
- ◆ People who have been shown to be immune to HBV; and
- ◆ People for whom the vaccine is medically contraindicated.

It is advised that secondary students involved in similar clinical experiences adhere to the above requirements. Note that it is the responsibility of the college (or secondary school) to maintain records of compliance to OAR 581-43-800. It is recommended that the work experience coordinator keep these records in the student's file.

FOOD HANDLER'S PERMITS

Permits are issued by the city or county where one is employed. A food handler's permit may be required in restaurants, child care, hospitals, and other facilities where food is handled. Check with your local health department for requirements, exams, fees, and processes for obtaining a food handlers permit

Every precaution must be taken to ensure a student-learner's safety. It is imperative that worksite selection include a commitment to activities that are educationally sound and not injurious to a student-learner and his/her health or well being.

SAFETY INSTRUCTION

A training plan is recommended that identifies all safety instruction being provided by any party. A written checklist as part of the training plan indicates when such safety instruction was provided, and by whom.

Basic safety rules include:

- instructing student-learners regarding the proper procedures in case of fire, accidents, etc.
- never permitting students to operate equipment without first being trained. The training should be documented (time, date, place, etc.) and checked out under supervision.
- complying with all safety rules.
- knowledge of how and to whom to report unsafe conditions immediately.
- wearing protective equipment or clothing.
- using the correct tool for the job.
- keeping the work area clean and orderly.

At the worksite, students must follow the same health and safety rules governing regular employees. To ensure student safety on job sites, coordinators should arrange for student use of any required special safety or health gear such as goggles, welding outfits, hard hats, or safety shoes. Work sites, local businesses, or labor groups may wish to provide these items to students.

E. Confidentiality/Privacy

Student records and information are protected from public disclosure under the Federal Family Educational Rights and Privacy Act. When working with students in work based learning sites, it is important to be able to release student information such as classes taken, skills, grades, etc. to employers. This may only be done with the signed permission of the student (age 18 and over) or the student's parent or legal guardian (under age 18). Similar information may be released to parents and legal guardians of students under the age of 18. Social Security numbers for identification/record keeping purposes cannot be used or released to an employer without authorization. A release statement may be contained in the contract/agreement or a separate signed information release form may be practical previous to entering the program.

F. Sexual Harassment

Sexual harassment and/or abuse is a difficult situation when dealing with students and employers in work based learning situations. Adults and young people are very uncomfortable talking about sex and sexual situations. There are a series of precautions and responsibilities with which the work based learning coordinator and/or instructor are obligated to comply.

Every agreement/contract used for work based learning student participation needs to indicate that an employer is expected to maintain a safe working environment. A safe working environment includes protection from discrimination and sexual harassment and the school has the right to terminate the agreement at any time if there is a breach in the above stipulated items.

G. Equal Employment Opportunity Laws

State and federal laws make it illegal for employers to discriminate in hiring or promoting an employee and in all other terms and conditions of employment on the basis of race, color, sex, religion, disability, or national origin. Following are the major laws affecting the hiring and promotion of workers. For more information contact: Nebraska Equal Opportunity Commission, 301 Centennial Mall South, PO Box 94934, Lincoln, NE 68509, 1-800-642-6112.

The Americans With Disabilities Act (ADA)

Civil rights legislation extends protected status to covered individuals with disabilities as defined by the ADA. It prohibits discrimination on the basis of disability — whether they are persons hired by the school district or students employed in cooperative or other work programs. This law is administered by the Equal Employment Opportunity Commission. Students with disabilities are to have available work based learning opportunities. Participating employers are expected to provide reasonable accommodation for these students as they would for all employees.

The Nebraska Fair Employment Practices Act (FEPA)

This act, similar to ADA, contains provisions on discrimination in employment and is administered by the Nebraska Equal Opportunity Commission (NEOC).

Civil Rights Act (1964) - Education Amendments of 1972 - Title IX

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in all educational institutions that receive Federal financial assistance, in Federally funded education programs in non-educational institutions, and in institutions whose students receive Federal financial aid. Protects students and employees. Options for filing a complaint under Title IX include (1) file through Title IX grievance procedures at the school site, (2) file a complaint directly with the Office for Civil Rights or equivalent State agency; or (3) file a civil suit. For information contact: Nebraska Department of Education, 301 Centennial Mall South, PO Box 94987, Lincoln NE 68509-4987, (402) 471-2295, Fax: (402) 471-0117.

Nebraska Revised Statute Sections 79-2,114 through 79-2,124

This statute, like Title IX of the Civil Rights Act, prohibits discrimination in education on the basis of gender.

H. Employment Security Law

This law provides for unemployment insurance in the event a worker is out of work through no fault of their own. The worker must have earned sufficient wages in covered employment and be able, available and seeking employment and meet all other personal eligibility requirements of the law.

It is a federal-state cooperative program. Each state has its own laws and is responsible for determining who is eligible for benefits, how much they receive, and for how long. Benefits are paid as a matter of right, and are not based on need. Unemployment insurance benefits are financed entirely by payroll taxes paid by employers except in three States, Alabama, Alaska and New Jersey. In these States, employees also contribute. As a general rule, however, an employer may not require employees to contribute to an unemployment insurance fund.

- ◆ **Exemption.** An exemption from coverage means the employer pays no tax and the student is not eligible to draw benefits based upon those earnings.
- ◆ **Disqualified** means that the student has covered earnings that an employer has paid tax on, but the student cannot draw upon those wages while still a full-time student. Once their full-time student status ends, they will be eligible to draw benefits based upon those wages.
- ◆ **Non-covered** employment means that the wages are not taxed and the worker cannot ever draw benefits based upon those earnings.

Part-time employment by students is covered by the Nebraska Employment Security Law. However, it **excepts from coverage:**

- (1) Services performed as part of an unemployment work relief or work-training program assisted or financed in whole or in part by any federal agency or any agency of a state or political subdivision thereof, by an individual receiving such work relief or work training [Nebraska Revised Statute 48-60 (g) (v)],
- (2) Work study students and their spouses [Nebraska Revised Statute 48-604 (6) (j)] and
- (3) Students employed as part of a program that combines academic credit and work experience that is taken for credit [Nebraska Revised Statute 48-604 (6) (o)].

*Student-learners in bona fide State approved training programs are **not eligible** for unemployment insurance compensation.* A student is disqualified for benefits if he/she registered for full attendance at, and regularly attending an established school, college or university, or has so attended during the most recent school term. The student disqualification does not apply if the student's major portion of wages for insured work during the base period was for services performed while attending school.

Attendance for vocational training or retraining under a plan approved by the Commissioner of Labor is **not disqualifying**. However, **training in an approved cooperative education program is disqualifying**. Student-learners *are not* eligible to receive benefits for wages earned during this training period.

Please refer questions about unemployment coverage and eligibility to your Nebraska Workforce Development Office, Department of Labor, Unemployment Claims Center, 402-458-2500, <http://www.nebraskaworkforce.com>.

I. Fair Labor Standards Act (FLSA)

Overview

The FLSA covers minimum wage, overtime pay, child labor, and more. Within this law are specific sections which apply to student-learners. These sections specify what conditions must exist for nonpaid wage status, hours minors can work, and the jobs they can perform or not perform. This law impacts work based learning to the greatest degree of all the labor laws and cannot be waived. The FLSA is administered by the U. S. Department of Labor, Employment Standards Administration, Wage and Hour Division, Fair Labor Standards, 111 South 18th Plaza, Suite 2238, Omaha, NE 68102-1321, (402) 221-4682, <http://www.dol.gov>.

Who Is Covered?

The FLSA covers employees who are performing work for any one type of enterprise that is either:

- engaged in interstate commerce.
- producing goods for interstate commerce.
- handling, selling, or otherwise working on goods or materials that have been moved or produced for interstate commerce.

U.S. Departments of Education and Labor, *STW Opportunities and the Fair Labor Standards Act. A Guide to Work-Based Learning, Federal Child Labor Laws, and Minimum Wage Provisions.*

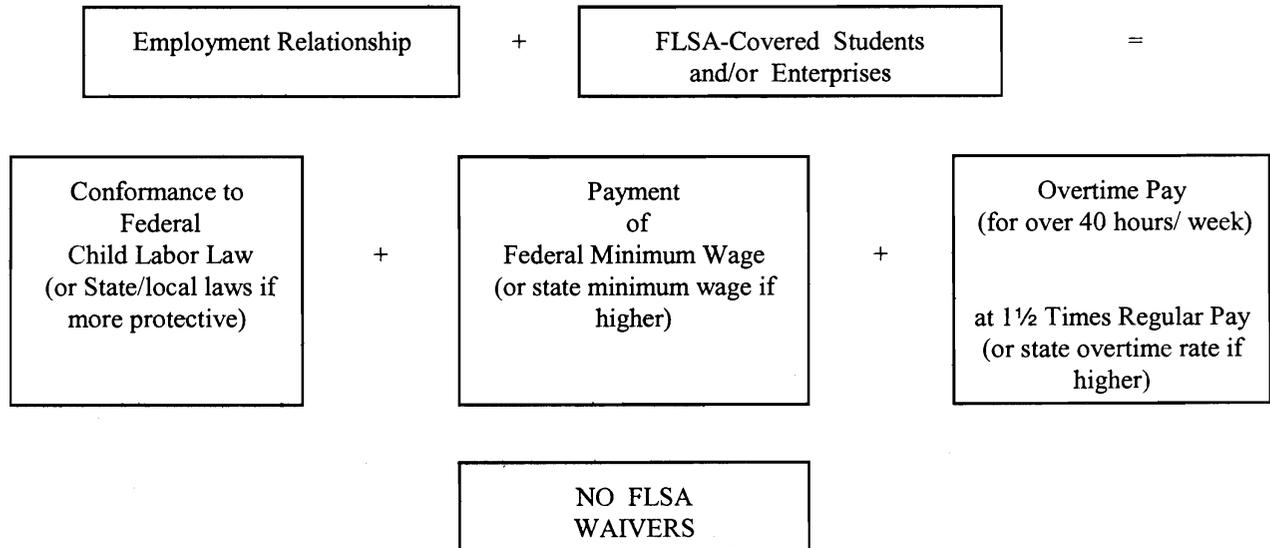
Who Does it Apply To?

The FLSA applies to:

- All 50 States and
- 90% of all non-agricultural businesses (all businesses with annual gross sales of \$500,000 or more and all hospitals, schools and public agencies)

Work Based Learning and the FLSA: What You Need to Know

If an employment relationship exists *and* the student-learner or employer is covered by the FLSA, the employer must conform to Federal and State child labor laws and pay minimum wage including overtime for over 40 hours/week. There are no waivers to compliance with the FLSA.



J. Wage And Hour Laws

Federal Wage and Hour Law (Part of the FLSA)

Employers covered by the FLSA must comply with the provisions of this act if an employment relationship exists.

Employment Defined

To employ is defined under the Act as "to suffer or permit to work" (29 U.S.C. 203). In general, where a person who is not an independent contractor performs work for an employer with the employer's knowledge, an employment relationship exists and the employer must comply with the FLSA. The FLSA does not apply, however, if work is performed in the course of training rather than employment. Criteria for determining whether an individual performing work is an employee or a trainee are discussed below under Unpaid Work Learning Experience.

Most work based learning experiences are paid and are covered by the Federal FLSA or Nebraska Wage and Hour Law. However, unpaid work based learning is possible.

UNPAID Work Learning Experiences

To insure that a work based learning experience is acceptable as **unpaid** under the FLSA it must meet the following criteria according to the U.S. Departments of Education and Labor document, *School-to-Work Opportunities and the Fair Labor Standards Act. A Guide to Work-Based Learning, Federal Child Labor Laws, and Minimum Wage Provisions*.

1. A planned program of job training and work experience for the student, appropriate to the student's abilities, which includes training related to pre-employment and employment skills to be achieved at progressively higher levels that are coordinated with learning in the school-based learning component and lead to the awarding of a skill certificate.
2. The learning experience encompasses a sequence of activities that build upon one another, increasing in complexity and promoting mastery of basic skills.
3. The learning experience has been structured to expose the student to all aspects of an industry and promotes the development of broad, transferrable skills.
4. The learning experience provides for real or simulated tasks or assignments which push students to develop higher-order critical thinking and problem-solving skills.

The two major classifications of unpaid work experiences are Student-Learners and Volunteers:

Student-Learners. A student enrolled in a learning experience would not be considered an employee within the meaning of the FLSA, if all of the following additional criteria were met. (U.S. Department of Labor WH Publication 1297)

1. The student receives on-going instruction at the employer's worksite and receives close on-site supervision throughout the learning experience, with the result that any productive work that the student would perform would be offset by the burden to the employer from the training and supervision provided.
2. The training is similar to that given in a vocational school.
3. The placement of the student at a worksite during the learning experience does not result in the displacement of any regular employee — e.g., the presence of the student at the worksite cannot result in any employees being laid off, cannot result in the employer not hiring an employee it would otherwise hire, and cannot result in an employee working fewer hours than he/she would otherwise work.

4. The training is for the benefit of the student-learner (trainee).
5. The student is not entitled to a job at the completion of the learning experience — but this does not mean that employers are to be discouraged from offering employment to students who successfully complete the training.
6. The employer, student, and parent or guardian (secondary students) understand that the student is not entitled to wages or other compensation for the time spent in the learning experience — although the student may be paid a stipend for expenses such as books or tools.

If **all** the foregoing criteria were met, an employer would not be required to pay wages to a student enrolled in a work based learning experience. If, however, some of the above criteria were not met, it is still possible that a work based learning participant would not be an employee under the FLSA; however, all of the facts and circumstances would have to be considered.

Volunteer. Volunteer positions are outside of the FLSA and students in such positions are not considered employees and need not be paid. The U.S. Department of Labor has enforced a general presumption that a worker cannot volunteer to do the same job he or she is paid to do. But true volunteers, who are motivated by civic, public-spirited or partisan political concerns, are not likely to be considered to have an employment relationship, provided they are treated as volunteers and not as employees. Accordingly, they should be unpaid (although, perhaps expense reimbursement is permitted). They should not be subject to discipline or coercion in the event of tardy attendance or absence. They should not become dependent on the employer, and, instead, should be real volunteers who volunteer for their own purposes and are treated accordingly. If these factors are not present, the worker is required to be paid the minimum wage and overtime premiums due.

Volunteer Work Experiences Pursuant to IEPs. The U.S. Department of Labor and U.S. Department of Education are committed to the continued development and implementation of individual education programs, in accordance with the Individuals with Disabilities Education Act (IDEA), that will facilitate the transition of students with disabilities from school to employment within their communities. This transition must take place under conditions that will not jeopardize the protections afforded by the Fair Labor Standards Act to program participants, employees, employers or programs providing rehabilitation services to individuals with disabilities.

Where **ALL** of the following criteria are met the U.S. Department of Labor will **NOT** assert an employment relationship for purposes of the Fair Labor Standards Act.

- ◆ Participation will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive on-going support to perform in a work setting.
- ◆ Participation will be for vocational exploration, assessment or training in a community-based placement worksite under the general supervision of public school personnel.
- ◆ Community based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment or training or cooperative education components will be included in the students' Individualized Education Program (IEP).
- ◆ Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community based placement will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student-participant to wages.

◆ The activities of the students at the community based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors:

- (1) There has been no displacement of employees, vacant position have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.
- (2) The students are under continued and direct supervision by either representatives of the school or by employees of the business.
- (3) Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.
- (4) The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.
- (5) While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:

Vocational exploration	5 hours per job experienced
Vocational assessment	90 hours per job experienced
Vocational training	120 hours per job experienced

◆ Students are not entitled to employment at the business at the conclusion of the IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community based placement unless in a clearly distinguishable occupation.

It is important to understand that an employment relationship will exist unless all of the criteria described in this policy guidance are met. Should an employment relationship be determined to exist, participating businesses can be held responsible for full compliance with FLSA, including the child labor provisions.

Businesses and school systems may at any time consider participants to be employees and may structure the program so that the participants are compensated in accordance with the requirements of the Fair Labor Standards Act. Whenever an employment relationship is established, the business may make use of the special minimum wage provisions provided pursuant to section 14 (c) the Act.

*U.S. Department of Labor and U.S. Department of Education Guidelines for Implementing
Community Based Educational Programs for Students with Disabilities, 19 IDELR 90 (1993)*

PAID Work Experience

If a student does not meet the FLSA criteria for unpaid wage status, they must be paid at least the Federal minimum wage.

Minimum Wage. As of September 1, 1997, the FLSA minimum wage is \$5.15 per hour. Overtime must be paid at the rate of 1.5 times the regular pay for each hour worked in excess of 40 hours per week.

Youth Subminimum Wage. Youth under 20 years of age may receive a subminimum wage of \$4.25 an hour during the first 90 consecutive calendar days of employment with an employer. Employers using a subminimum wage are prohibited from displacing any employee or reducing their hours, wages, or employment benefits.

Tip Credit. Tipped employees (e.g., waiters and waitresses) must be paid at least \$2.13 an hour, and receive at least the minimum wage per hour when combined with an employee's tips. If the combination of minimum wages and tips do not equal the minimum hourly wage, the employer must make up the difference. (109 Stat.264)

Subminimum Wage. The FLSA does allow for other wage rates below the minimum wage in training situations.

1. Full-time students employed by certified retail or service firms, agriculture, or institutions of higher education may be paid 85% of the applicable minimum wage.
2. Students with severe disabilities can be paid wages commensurate to their individual productivity under the Special Education School Work Experience Certificate. Section 29 U.S.C. 214 states that the Secretary of Labor shall, by regulation or order, provide for employment, under special certificates of special needs persons at wages which are: (a) lower than the minimum wage; (b) commensurate with those paid to non-handicapped workers, employed in the vicinity in which the individual under their certificates are employed, for essentially the same type, quality, and quantity of work; and © related to the individuals productivity.
3. Part-time Cooperative Education student-learners and apprentices may be paid 75% of the applicable minimum wage under certain conditions.
4. Apprentices in an apprenticeship registered with the Department of Labor may be paid a progressively increasing schedule of wages which average at least 50% of the journeyman's rate over the period of the apprenticeship. (29 CFR 521.3).

The special subminimum wage for student-learners should only be encouraged when it will help a student gain employment in an occupation in which they might often be disregarded. Consideration should be given to the welfare of the student and the circumstances of the training station for just cause in using the special minimum wage.

WBL coordinators must be knowledgeable of the procedures to secure a Subminimum Wage Certificate (see Appendix A) and be ready to assist employers if such a waiver is desired. If a certificate is obtained for a student-learner, the WBL coordinator should keep a copy on file for a period of three years after the student-learner graduates.

Application forms for subminimum wage certificate can be obtained from the U.S. Department of Labor by requesting Form WH-205. Contact the Wage and Hour Division of the U. S. Department of Labor, ESA Wage & Hour Division, 9990 Richmond Avenue, South Building, Suite 202, Houston, TX 77042-4546, (713) 339-5500, <http://www.dol.gov>.

Nebraska Wage and Hour Act

This act sets the minimum wage which must be paid by employers in certain types of businesses. The Nebraska Wage and Hour Act should not be confused with the Federal Wage and Hour Law described above. Those businesses covered by the Federal law are required to pay the Federal minimum wage. Contact: Nebraska Workforce Development, Department of Labor, 5404 Cedar Street, 3rd Floor, Omaha, NE 68106, (402) 595-3095, <http://www.nebraskaworkforce.com>.

Employment Defined. Under this Nebraska law, an employee is an individual hired to work for an employer or an individual who is permitted to do work for an employer. Employers covered by this law include any individual or business which employs four (4) or more employees at any one time. An exception to this definition pertains to employers of seasonal workers if the workers are not employed more than twenty weeks in any calendar year. (Nebraska Revised Statute 48-1202)

Employment Exemptions The following types of employment are exempt from the Nebraska Wage and Hour Act:

- individuals employed in agriculture.
- individuals employed as a baby sitter in a private home.
- persons employed in an executive, administrative or professional capacity, and other superintendents, or supervisors.
- employees of the United States government, State government, or any other political subdivision.
- individuals engaged in the activities of an educational, charitable, religious, or nonprofit organization when the services rendered are on a volunteer basis.
- apprentices and learners as otherwise provided by law.
- a child in the employment of their parent or a parent in the employment of their child.
- any person receiving any form of Federal, State, county, or local aid; and who is physically or mentally disabled and employed in a program of rehabilitation.
- veterans in training under the supervision of the U.S. Department of Veteran Affairs

PAID Work Experience Wages, as defined by this act, consist of all remunerations for personal services, including commissions and bonuses and the cash value of all payments in any medium other than cash.

Minimum Wage. As of September 1, 1997, the State of Nebraska minimum wage rate is \$5.15 per hour. Employers who are exempt from the Federal law but are covered by the Nebraska Wage and Hour Act must pay their employees at least this minimum rate.

Tip Credit Persons compensated by way of gratuities such as waitresses, waiters, hotel bellhops, porters, and shoeshine persons, shall be paid wages at the minimum rate of \$2.13 per hour, plus all gratuities given to them for services rendered. The sum of wages and gratuities received by such a person compensated by way of gratuities shall equal or exceed the minimum wage rate. In determining whether or not an individual is compensated primarily by way of gratuities, the burden of proof rests with the employer.

Training Subminimum Wage. Youth under 20 years of age may receive a subminimum wage of \$4.25 an hour during the first 90 consecutive calendar days of employment with an employer. Employers using a subminimum wage are prohibited from displacing any employee or reducing their hours, wages, or employment benefits. An employer may pay such new employee the training wage rate for an additional 90 day period while the new employee is participating in on-the-job training which (1) requires technical, personnel or other skills which are necessary for his/her employment and (2) is approved by the Commissioner of Labor. No more than one-fourth of the total hours paid by the employers shall be at the training wage rate. (See 48-1203.1 R.R.S.)

Subminimum Wage. Any employer employing student-learners as part of a bonafide vocational training program shall pay such student-learners' wages at a rate of at least 75 percent of the minimum wage rate which would otherwise be applicable.

K. Child Labor Laws

Overview

The child labor provisions of the FLSA apply to the employment of children by covered enterprises even though establishments may be exempt from its monetary provisions. These provisions are designed to confine the employment of minors to periods which will not interfere with their schooling and to conditions which will not jeopardize their health and well-being. In addition to the Federal law, all States have child labor laws; when these other laws are applicable, the more stringent standards must be observed. Not all work based learning (WBL) experiences are subject to the child labor provisions of the FLSA.

WBL Experiences NOT Subjected to the FLSA

Activities occurring in the workplace that *do not* involve the performance of work are not "employment" subject to the FLSA.

WBL Experiences Subjected to the FLSA

The child labor provisions of the FLSA apply when it is determined that workers under age 16 are in a situation in which:

- an employment relationship exists and
- the enterprise or the student is covered by the FLSA.

The *hazardous occupations order* of the child labor provision of the FLSA also applies to 16 and 17 year olds.

Criteria Under Which a WBL Experience is Not Employment

A learning experience would **not** be employment if **all** the following criteria are met:

- Student productivity is offset by the employer's burden to provide on-going worksite instruction and supervision.
- Training is similar to vocational school training.
- Student placement does not result in displacement of regular worker.
- Training is for the benefit of the student-learner.
- Student is not entitled to a job at the end of the learning experience.
- Employer/student/parent understand student is not entitled to wages or other compensation for their time. (May be paid a stipend for expenses such as books/tools.)

(Department of Labor Wage and Hour Opinion Letter of January 6, 1969)

Educational institutions are not responsible for determining whether an enterprise is covered by the Fair Labor Standards Act, nor are they responsible for enforcing the Federal child labor provisions. However, they are obligated to operate within the law. Although the Federal child labor provisions obviously have a more direct impact upon secondary work based learning activities, they also affect postsecondary work based learning.

Federal Child Labor Laws (Part of the FLSA)

The requirements of the child labor provisions of the FLSA have been divided into two categories: agricultural occupations and nonagricultural occupations.

Agricultural Employment

The provisions for work in agriculture are less restrictive than those for non-agricultural occupations. Be aware, however, that "agricultural," in terms of FLSA, refers to family farms, not agricultural operations that ship their products across State lines or those who work or process products other than their own.

Age Limitations

Under 12 Years of Age. Youths under 12 years old may perform jobs on farms owned or operated by parents or, with parents' written consent, outside of school hours in nonhazardous jobs on farms not covered by minimum wage requirements.

12 and 13 Years of Age. Youths 12 and 13 years old may work outside of school hours in nonhazardous jobs, either with parent's written consent or on the same farm as the parents.

14 and 15 Year Olds. Youths 14 and 15 year old youths may perform any nonhazardous job outside school hours.

16 and 17 Year Olds. Youth 16 years and older may perform any agricultural job, whether hazardous or not, and whether during schools hours or not.

Hazardous Agricultural Occupations

The following occupations in agriculture are hazardous. Minors under 16 may not be employed at any time in these occupations unless working for a parent on a farm owned or operated by that parent.

1. Operating a tractor of over 20 PTO horsepower, or connecting or disconnecting an implement or an of its parts to or from such a tractor.
2. Operating or assisting to operate any of the following machines: Corn picker, cotton picker, grain combine, hay mower, forage harvester, hay baler, potato digger, or mobile pea viner; Feed grinder, crop dryer, forage blower, auger conveyor, or the unloading mechanism of a nongravity-type self-unloading wagon or trailer; Power post-hole digger, power post driver, or nonwalking-type rotary tiller.
3. Operating or assisting to operate any of the following machine: trencher or earthmoving equipment, fork lift, potato combine, power-driven circular, band, or chain saw.
4. Working on a farm in a yard, pen, or stall occupied by a bull, boar, or study horse maintained for breeding purposes; sow with suckling pigs; or cow with newborn calf.
5. Felling, bucking, skidding, loading, or unloading timber with butt diameter of more than 6 inches.
6. Working from a ladder or scaffold at a height of over 20 feet.
7. Driving a bus, truck, or automobile when transporting passengers, or riding on a tractor as a passenger or helper.
8. Working inside a fruit, forage, or grain storage designed to retain an oxygen deficient or toxic atmosphere; an upright silo within 2 weeks after silage has been added or when a top unloading device is in operating position; a manure pit; or a horizontal silo while operating tractor for packing purposes.
9. Handling or applying agricultural chemicals identified by the word *poison* and the *skull and crossbones* on the label or those identified by the word *warning* on the label.
10. Handling or using a blasting agent, including but not limited to dynamite, black powder, sensitized ammonium nitrate, blasting caps, and primer cord.
11. Transporting, transferring, or applying anhydrous ammonia.

Hazardous Occupations Exemptions

Fourteen and fifteen year olds who are enrolled in a bona fide vocational agriculture program may obtain an exemption from Orders 1-6.

Non-Agricultural Employment

The provisions for work in non-agricultural employment are more restrictive than those for agricultural occupations and affect the employment of nearly all working minors with a few exemptions.

Exempt Occupations/Situations

- Children under 16 years of age if employed by their parents:
 - (a) in occupations other than manufacturing or mining
 - (b) in occupations other than those declared hazardous by the Secretary of Labor (29 CFR 570.2)
- Children employed as actors or performers in motion pictures, theatrical, radio, or television productions.
- Children engaged in the delivery of newspapers to the consumer.
- Homeworkers engaged in the making of wreaths composed principally of natural holly, pine, cedar, or other evergreens (including the harvesting of evergreens).
- Domestic service employees working in or about the household of the employer.

Age Limitations

Under 14 Years of Age. Youths under 14 may work only if their jobs are exempt from child labor standards or not covered by the Fair Labor Standards Act. Exempt work includes: delivery of newspapers to consumers; performing in theatrical, motion picture, or broadcast productions; and work in a business owned by the parents of the minor, except in manufacturing or hazardous occupations. In general, minors under the age of 14 may not be employed in nonagricultural occupations. Their activities in work based learning programs must be limited to activities such as career awareness and exploration activities, classroom presentations, field trips to worksites, and job shadowing. Actual work or employment is not an option for this age group.

14 and 15 Year Olds. Students who are 14 and 15 years of age may work at jobs such as office work; various food service jobs; sales work and some other jobs in retail stores; errand and delivery work by foot, bicycle and public transportation; dispensing gasoline and oil and performing courtesy services in gas stations; and in most clean-up work. The hours of work can not exceed three hours on a school day with a limit of 18 hours in a school week; no more than eight hours on a nonschool day with a limit of 40 hours in a nonschool week; and not before 7:00 am or after 7:00 pm, except from June 1 through Labor Day, when the evening hour is extended to 9:00 pm.

14 and 15 Year Olds - WECEP Exceptions. There are exceptions to these restricted hours and occupations under the Work Experience and Career Exploration Program (WECEP) (29 CFR 570.35(a)). Under WECEP, students who are 14 and 15 years of age and enrolled in an approved program can be employed during school hours, for up to three hours on a school day, up to 23 hours in a school week, and in occupations otherwise prohibited. WECEP status is subject to the approval of the Administrator of the Wage and Hour Division of the U.S. Department of Labor and has been granted to the Nebraska Department of Education. Copies of the WECEP Guidelines and Application may be obtained from the WECEP Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987

16 and 17 Year Olds. There are specific (and lengthy) definitions and exceptions to these prohibitions which impact "student-learners" that schools and school-to-work partnerships should take into consideration. In short, 16 to 17 year old youth can work at any time for unlimited hours and may be exempted from the hazardous occupation prohibitions if he/she is a student-learner in a bona fide cooperative education program under a written training agreement which provides that the student-learner's work is incidental to training, intermittent, for short periods of time, and under the close supervision of a qualified person; that safety instructions are given by the school and correlated with the on-the-job training; and that a schedule of organized and progressive work processes has been prepared. The signed, written training agreement must be kept on file by the employer and a school authority.

Occupational Limitations

A complete description of the following 17 hazardous occupations in which minors under 18 may **not** be employed: is available from the U.S. Department of Labor, Nebraska Office, 11 South 18th Plaza, Suite 2238, Omaha, NE 68102-1321, 402-221-4682, http://www2.dol.gov/dol/esa/public/whd_org.htm.

- HO 1 manufacturing and storing explosives
- HO 2 motor vehicle driving and outside helper
- HO 3 coal mining
- HO 4 logging and sawmilling
- HO 5 power-driven woodworking machines
- HO 6 exposure to radioactive substances
- HO 7 use of power-driven hoisting apparatus
- HO 8 power-driven metal-forming, punching and shearing machines
- HO 9 mining, other than coal
- HO 10 slaughtering, or meat packing, processing, or rendering
- HO 11 power-driven bakery machines
- HO 12 power-driven paper-products machines
- HO 13 manufacturing brick, tile and kindred products
- HO 14 power-driven circular saws, band saws, and guillotine shears
- HO 15 wrecking, demolition and ship-breaking operations
- HO 16 roofing operations
- HO 17 excavation operations

Hazardous Occupations Order Exemption Qualifications (29 CFR 570.50)

Child labor regulations allow involvement in some potentially hazardous occupations if the individual is at least 16 years old, a student-learner or apprentice, and all of the following are properly met:

- √ 16 - 17 YEARS OLD
- √ STUDENT LEARNER
 - Enrolled in a *state recognized course*, e.g. COOP program
 - Hazardous portion of work is *incidental* to training.
 - Hazardous portion of work is *intermittent* and for *short* periods of time.
 - Under *direct* and *close* supervision of qualified person.
 - Safety instructions given by the school and/or employer.
 - Employed under *written* Training Agreement
 - Training Plan is developed
- √ APPRENTICES
 - Employed in an apprenticeship program *registered* by Bureau of Apprenticeship and Training (BAT)
 - Hazardous portion of work is *incidental* to training.
 - Hazardous portion of work is *intermittent* and for *short* periods of time.
 - Under *direct* and *close* supervision of a Journey person.

The following additional criteria are not required by the FLSA, but are recommended to insure the safety and well being of the student apprentices.

- Safety instructions given by the school and/or employer.
- Employed under *written* Training Agreement
- Training Plan is developed

Nebraska Criteria for Student Learners and Apprentices

The following Nebraska criteria/definitions have been established to identify eligible *Student Learners* and *Apprentices* for the FLSA Hazardous Occupations Order Exemptions applicable to minors in training.

Cooperative Education/Diversified Occupations (COOP/DO) Programs for Student-Learners

COOP/DO programs offer student-learners in the 11th and 12th grade an opportunity to receive school site occupational instruction and related paid work site experience for application of that instruction; thereby preparing them for a smooth transition into the workforce or postsecondary education upon high school graduation. This experience lasts from one semester up to one school year. Student-learners receive school credit for their in-class instruction and for their on-the-job training. Students are frequently enrolled in school for half of each day and are employed the other half.

To qualify as a secondary *state recognized program* by the Nebraska Department of Education, the following COOP/DO Program components must be in place.

- ◆ Qualified Teacher/Coordinator (or Work Based Learning (WBL) Supervisor)
- ◆ Selected Student-Learners
- ◆ Related Classroom Instruction
- ◆ Selected Training Stations
- ◆ Written Training Agreements
- ◆ Written Training Plans
- ◆ Supervised On-the-Job Training
- ◆ Time for Program Coordination
- ◆ Student Evaluation/Credits

Qualified Teacher-Coordinator. If any students in the COOP/DO program are employed according to the Hazardous Occupations Orders Exceptions available to 16 and 17 year olds, the teacher-coordinator must have a COOP/DO Supplement Endorsement (or be endorsed in a field of study that required a Coordination Techniques course). If the COOP/DO teacher-coordinator does not meet this qualification, a qualified WBL supervisor must supervise them.

Selected Student-Learners. Student-learner is the name given to students enrolled in COOP/DO programs. Before enrolling, students must apply for and be selected by the teacher-coordinator to participate. Important criteria for student selection include: (1) a desire to participate, (2) a tentative career objective, and (3) an ability to benefit from on-the-job training. Only students who meet these criteria should be selected to participate.

Related Classroom Instruction. The related classroom instruction should be taught by the teacher-coordinator, complement the student-learners' on-the-job learning experiences, and meet the specific needs of each student. The class may focus on a specific occupational area (marketing, industrial technology, business, agriculture, and family and consumer sciences) or a combination class, referred to as Diversified Occupations. In addition to occupationally-specific instruction, the related class should also include topics such as computational, communication, computer and other technological skills; appropriate work attitudes and behavior; and job seeking and coping skills.

Selected Training Stations. Businesses that provide training experiences for student-learners are called training stations and should be selected after the teacher-coordinator has visited the site and determined that it would be a meaningful and safe learning environment. Employers should be given the opportunity to interview and hire the student-learner of their choice; however, a student-learner cannot be hired if it causes the displacement of a regular worker. A specific training sponsor should be designated who will be directly responsible for supervising the student-learner while they are on-the-job.

Training Agreements. Training agreements ensure that all parties understand the roles and responsibilities of the student-learner, school, employer, parents and teacher-coordinator during this learning experience.

The written agreement should include the following: student name, address, telephone number, date of birth, age, social security number; date employment begins, program completion date, starting rate of pay, and student-learner's job title; employer's name, address, telephone number; name of student-learner's supervisor; conditions for employment; an equal opportunity statement; and signatures of the student, parent, teacher-coordinator, and employer.

Training Plans. Training plans help ensure that the work site learning will be a valuable experience for both the student-learner and employer. The expected competency level of the student-learner as a result of the related class and work site experience should be clearly defined in the training plan, including documentation of safety instruction.

Supervised On-The-Job Training. The paid on-the-job training experience should be conducted under the close supervision of an employee identified as the training sponsor. Evaluation of the student-learner's progress towards meeting the competency level set forth in the training plan should be completed by the training sponsor on a regular basis in coordination with the teacher-coordinator.

Time for Program Coordination. Teacher-coordinators must be provided with adequate time to monitor student-learners' progress towards meeting the competency level set forth in the training plan as well as to ensure their health, safety, and welfare. Teacher-coordinators must make regular visits to training stations and keep the following documents on file for a minimum of **five years**: training agreements, training plans, student earnings reports, student evaluations, visitation reports, age certificates, and documentation of safety instruction (lesson plans, student tests, etc.). The recommend release time for coordination activities is one half hour per student per week.

Student Evaluation/Credits. Student-learners should receive a separate grade for the related class and for their on-the-job training. The training sponsor should assist the coordinator when evaluating a student-learner's progress toward the competency attainment described in the training plan, but the ultimate responsibility remains with the teacher-coordinator.

Bureau of Apprenticeship and Training (BAT) Programs for Apprentices

During their apprenticeship, individuals receive on-the-job training in a factory, shop, or other appropriate work site under the close supervision of certified journey workers. Apprenticeship programs are usually registered with the Bureau of Apprenticeship training or with the State apprenticeship agency.

Apprenticeship programs may be sponsored by individual employers, groups of employers or joint efforts of labor and management. Joint efforts of labor and management most often result in joint apprenticeship committees, which are represented by both management and labor. In addition, national trade committees exist to represent national organizations. With help from of the BAT, these national committees formulate policies on apprenticeship in the various trades and issue basic standards to be used by affiliated organizations.

Nebraska's School-to-Apprenticeship program is a cooperative venture between the Bureau of Apprenticeship and Training, the Nebraska Department of Education, and local school districts. Its aim is to bridge the gap between school and the world of work utilizing an innovative approach that allows Cooperative Education student-learners to be registered as part-time apprentices while they complete their education. To be eligible to participate in this program, a student-learner must be employed in an apprenticeable trade. Full-time indentureship as an apprentice with the participating employer is the expected result once the student-learner graduates.

Counseling, selection and placement of students at approved training stations should be a team effort involve the cooperation of high school instructors, teacher-coordinators, guidance counselors and others interested in the welfare and education of students. Secondary student-learners must be seniors and be at least 16 years old. COOP/DO student-learners enrolled in a postsecondary program may also take advantage of the School-to-Apprenticeship program. Placement of students should be accomplished with the assistance of the BAT, Nebraska Department of Education, local Job Service office, and school district personnel.

The following definitions have been adopted by the Nebraska BAT office:

Youth Apprenticeship. Youth Apprenticeship is a learning experience that integrates academic courses, occupational instruction and structured work based learning in a specific occupational area or occupational cluster, and is designed to lead directly into either a related postsecondary program, entry-level job, registered apprenticeship, or four year college. It may or may not meet all the requirements of the industry for that *trade*. It is an intensive learning experience requiring a signed apprenticeship agreement. Youth apprentices generally begin with on-the-job training at age 16 and some classroom aspects of the program may begin as early as the 11th grade. It is a paid experience lasting from one-four years. Youth apprenticeship requires mastery of work skills and provides business/industry certification or generally recognized occupational credentials. The apprentice may earn high school credit, a high school diploma, vocational certification, and possibly an associate degree. A program less than one calendar year does not qualify under youth apprenticeship. There are circumstances where youth apprenticeship programs may be registered with the U.S. Department of Labor's Bureau of Apprenticeship and Training (BAT).

Pre-Apprenticeship. Pre-apprenticeship refers to a familiarization with a particular occupation to enable the student to be productive on the first day of apprenticeship. Students and/or adults interested in learning a skilled trade will be provided with information and knowledge of the content of the trade, told what apprenticeship is, how to meet requirements, and taught initial skills for the trade.

Registered Apprenticeship. A registered apprenticeship is one registered with the BAT. Depending on the trade, the duration of a registered apprenticeship can be one to six years and may begin in the 11th grade at age 16. The apprenticeship includes all the skills, knowledge and demonstrated proficiencies identified by the industry nationwide as necessary to perform in this "trade." A registered apprentice is a paid position. A registered apprenticeship is the most formal and defined work based learning experience. The apprentice may earn high school credit, a high school diploma, vocational certification, journey worker certification, and possibly an associate degree.

Seven Hazardous Occupations Orders with Exemptions Applicable to Minors in Training

Sixteen and seventeen-year-old apprentices and student-learners may be exempt from the following Hazardous Occupations Orders under the federal child labor provisions for Nonagricultural Occupations:

- HO5 Work using power-driven woodworking machines, including the use of saws on construction sites.
- HO8 Work using power-driven metal forming, punching, and shearing machines (but HO8 permits the use of a large group of machine tools used on metal, including lathes, turning machines, milling machines, grinding, boring machines, and planing machines).
- HO10 Work involving slaughtering or meat-packing, processing, or rendering including the operation of power-driven meat slicers in retail stores.
- HO12 Work using power-driven paper-products machines, including the operation and loading of paper balers in grocery stores.
- HO14 Work involving the use of circular saws, band saws, and guillotine shears.
- HO16 All work in roofing operations.
- HO17 All work in excavating operations, including work in a trench as a plumber.

Clarification of Hazardous Occupations Order

The term operating or assisting to operate shall mean all work which involves starting or stopping a machine covered by this section, placing or removing materials into or from the machine, or any other work directly involved in

operating the machine. The term does not include the stacking of materials by an employee in an area nearby or adjacent to the machine where such employee does not place the materials into the machine.

***HO2 Motor vehicle driving and outside helper.** This order prohibits minors under 18 years of age from being employed as a motor vehicle driver or outside helper on public roadways unless the driving is occasional and incidental. **No employee under 17 years of age may drive on public roadways as part of his or her job if that employment is subject to the FLSA.**

Seventeen-year-olds may drive on public roadways as part of their employment, but ONLY if ALL of the following requirements are met:

- The driving is limited to daylight hours;
- The 17-year-old holds a State license valid for the type of driving involved in the job performed;
- The 17-year-old has successfully completed a State approved driver education course and has no record of any moving violation at the time of hire;
- The automobile or truck is equipped with a seat belt for the driver and passengers and the employer has instructed the youth that the seat belts must be used when driving the vehicle;
- The automobile or truck does not exceed 6,000 pounds gross vehicle weight.

The driving MAY NOT involve:

- Towing vehicles;
- Route deliveries or route sales;
- Transportation for hire of property, goods, or passengers;
- Urgent, time-sensitive deliveries;
- Transporting more than three passengers, including employees of the employer;
- Driving beyond a 30 mile radius from the youth's place of employment;
- More than two trips away from the primary place of employment in any single day to deliver the employer's goods to a customer (other than urgent, time-sensitive deliveries which are prohibited);
- More than two trips away from the primary place of employment in any single day to transport passengers, other than employees of the employer; and,
- Such driving is only occasionally and incidental to the 17-year-old's employment. This means that the youth may spend no more than one-third of the worktime in any workday and no more than 20 percent of the worktime in any workweek driving.

The above requirements apply whether the youth is driving a personal or employer-owned vehicle. Employers can guard against unwitting violations of these requirements by securing documentation from 17-year-old employees who drive as part of their job. Such documentation would include evidence of the employee's age, completion of a driver education course, clean driving record and appropriate State driver's license.

*HO2 was amended by *Public Law 105-334* effective October 31, 1998.

HO 10 Slaughtering, or meat-packing, processing or rendering. Establishments where meat or meat products are processed or handled, such as butcher shops, grocery stores, restaurants/fast-food establishments, hotels, delicatessens, and meat-locker (freezer-locker) companies, and establishments where any food product is prepared or processed for serving to customers.

HO 12 Power-driven paper-products machines. The term paper products machine shall mean all power-driven machines used in: (a) the remanufacture or conversion of paper or pulp into a finished product, including the preparation of such materials for recycling; or (b) the preparation of such materials for disposal. The term applies to such machines whether they are used in establishments that manufacture converted paper or pulp product, or in nonmanufacturing establishments.

Nebraska Child Labor Laws

Nebraska Child Labor Laws, similar to the Federal provisions, were developed to confine the employment of minors to periods that do not interfere with their schooling and to conditions which will not jeopardize their health and well-being. The Federal provisions are very comprehensive and more restrictive than the Nebraska law; however, it is important for WBL coordinators to be familiar with both laws since they have a direct impact on the operation of a cooperative education program in Nebraska, and because they are often expected to serve as readily available sources of information within their communities.

Employment shall mean (1) service for wages or (2) being under a contract of hire, written or oral, express or implied. No child under the age of 16 may be employed in any work which, by reason of the nature of the work or place of performance, is dangerous to life or limb, or in which his/her health may be injured or his/her morals depraved. Any parents, guardian or other person who caused or permits a child to work under such conditions is in violation of the law.

Employment Exemptions

- ◆ Children employed solely as a caddy on any golf course are exempt from the provisions that prohibit the employment of minors under 16 without a certificate from the Department of Labor under Nebraska Labor Law (48-302.01 R.R.S.).
- ◆ Children employed in a business that the parent or guardian own and operate are exempt from the age requirements of Nebraska Labor Law when the parents or persons standing in place of parents directly supervise the child (48-302.02 R.R.S.).

Age Limitations

Under 14 Years of Age. Children 13 years of age and under may only be employed in connection with an employment program sponsored and supervised by the school or school district the child attends. This program must be approved by the Department of Labor. A child 13 years of age or less must **not** be permitted to work before 6:00 a.m. or after the hour of 8:00 p.m.

14 and 15 Year Olds. Children 14 and 15 years of age must not be permitted to work more than eight hours a day, 48 hours a week after an Employment Certificate (see Appendix D) is issued by the Department of Labor. They are **not** permitted to work before the hour of 6:00 a.m. nor after 10:00 p.m. The Department of Labor can authorize a Special Permit (see Appendix E) that allows employment of 14 and 15 year old children before 6:00 a.m. or beyond 10:00 p.m, provided there is no school scheduled for the following day. Before issuing officers can issue such a permit, the business must be inspected by a Department of Labor representative. This Special Permit may be issued for a period not to exceed 90 days.

16 and 17 Year Olds. No limitations on the number of hours minors 16 and over may work each day, each week, or during school hours. They may work any time of the day or night. Although Employment Certificates are only required for workers under 16, it is highly recommended that employers obtain a Certificate of Age (Appendix F) for workers 16 and 17 years old as proof of the age of their minor employees.

Employment Certificates

No child under 16 years of age shall be employed or suffered to work unless the employer first obtains an Employment Certificate (see Appendix D) which can only be issued by the superintendent of schools in the school district in which the child resides. The superintendent may authorize, in writing, another person to serve as issuing officer. The superintendent, or other authorized issuing officer, shall not issue an employment certificate until they have examined:

1. The child's school record showing that he/she has completed the sixth grade of the public schools, or its equivalent, or is regularly attending night school.
2. A passport, birth certificate or baptismal certificate or other religious or official records showing the date and place of birth. (An affidavit of the parent/guardian is required only if none of the documents listed can be produced.)

The issuing officer must verify that the child can read and legibly write simple sentences in the English language and that the child has reached the normal development of a child of that age. The child must be physically able to perform the work which he/she intends to do. In situations where the issuing officer doubts the physical ability of the child, their physical fitness shall be determined by a physician provided by the Department of Labor. Once signed by the child, a copy of the Employment Certificate must be provided to the child's employer, a copy filed with the Nebraska Department of Labor, and a copy kept on file by the issuing officer. Upon termination of the employment of a child, the employer's copy must be returned to the school which issued it.

The presence of a child under 16 years of age, apparently at work, in a place of employment is prima facie evidence of his/her employment. Attendance officers shall visit the places of employment to ascertain whether any children are employed and they shall report on cases of illegal employment to the Department of Labor and the county attorney. Employers shall post a notice (Appendix G) in every room where children under 16 years of age are employed stating starting and stopping times and time allowed for meals.

Age Certificates

Although Certificates of Age for minors over 16 (see Appendix F) are not required by the Nebraska Child Labor Law nor by the Federal child labor provisions of the FLSA, they serve as a proof of age for employers in the event they are inspected by the Department of Labor. It is highly recommended that employers obtain these certificates before allowing minors to begin work. The certificates should be kept on file as long as each minor is employed. In doing so, employers can protect themselves from unintentionally violating the minimum age standards of both the Federal and Nebraska Child Labor Laws. Certificates of Age are issued by the county or city superintendent of schools or by a person authorized in writing to assume such duties. Each certificate is issued in triplicate; one copy to the employer, one to the Nebraska Department of Labor, and one copy kept on file with the issuing officer. Every person authorized who knowingly certifies or makes oath to material false statements is guilty of a Class V misdemeanor.

Special Events: Performing Arts

When the Department of Labor finds it in the best interests of the child, they may issue a special permit (see Appendix H) waiving any requirement or restriction imposed on employment of a child in the performing arts - subject to such conditions as the Department of Labor deems necessary. Performing arts means: musical and theatrical presentations and television productions, including motion picture, theater, radio and television productions. Before any such waiver is issued, the written consent of a parent or a person standing in loco parentis to the child is required.

For more information regarding Nebraska Child Labor Law, contact: Nebraska Workforce Development, Department of Labor, 5404 Cedar Street, 3rd Floor, Omaha, NE 68106, (402) 595-3095, <http://www.nebraskaworkforce.com>.

Comparison and Summary of Federal and Nebraska Child Labor Laws

When both the FLSA and the State's child labor laws regulate the same activity or conduct and their rules conflict, the stricter labor standard is the one that applies. The following pages provide a Summary of the Federal Child Labor provisions of the FLSA and a comparison of the FLSA and Nebraska Child Labor Laws. For information contact: Work Based Learning Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, (402) 471-0948, Fax (402) 471-0117, cjurgens@nde.state.ne.us.

**Summary
FEDERAL CHILD LABOR LAW
(Part of the FLSA)**

AGE	ACCEPTABLE HOURS		OCCUPATIONAL LIMITATIONS	EXCEPTIONS TO HAZARDOUS OCCUPATIONS ORDERS
	SCHOOL DAYS	NON-SCHOOL DAYS		
Under age 14	NONE Unless employed in an occupation NOT covered by FLSA. E.g., show business, working for parents, newspaper delivery, etc.		Illegal to employ unless in FLSA- exempt employment.	NONE
14-15	Outside of school hours Up to 3 hours/day Up to 18 hours/week Between 7am and 7pm	Up to 8 hours/day Up to 40 hours/week Between 7 am and 9 pm (June 1 - Labor Day)	May not work in the following occupations: <ul style="list-style-type: none"> • cooking other than at lunch counters/ snack bars and within view of customers, • manufacturing, mining, processing, • most transportation jobs, • work in warehouses and workrooms, • on construction jobs except in the office, • in any job involving hoists, conveyor belts, power-driven lawn mowers and other power-driven machinery. 	NONE
	Exemption from hours/time of day restrictions for performing "sports-attending services" at professional sporting events, e.g., bat boy/girl.			
14-15 WECEP Special Populations	Any time during school day Up to 3 hours/day Up to 23 hours/week Between 7am and 7pm	Up to 8 hours/day Up to 40 hours/week Between 7 am and 9 pm (June 1 - Labor Day)	YES The Wage and Hour Administration permits WECEP participants employment which is otherwise prohibited. Contact the Nebraska Department of Education.	NONE
	Exemption from hours/time of day restrictions for performing "sports-attending services" at professional sporting events, e.g., bat boy/girl.			
16-17	No limitations Some states have restrictions.	No limitations	NONE Other than for Hazardous Occupations Order.	YES Exemptions for student learners & apprentices.

COMPARISON - FLSA and NEBRASKA CHILD LABOR LAWS

- The Nebraska *Occupational Limitations and Exceptions to Hazardous Occupations Orders* are essentially the same as the Federal Child Labor Laws.
- The Nebraska exceptions to the *Federal Acceptable Hours* and Nebraska requirements for *Age Certificates* are shown below in **bold print**.

AGE	AGE CERTIFICATE REQUIRED	ACCEPTABLE HOURS		OCCUPATIONAL LIMITATIONS	EXCEPTIONS TO HAZARDOUS OCCUPATIONS ORDERS
		SCHOOL DAYS	NON-SCHOOL DAYS		
Under age 14	YES - Superintendent sends request to NE Dept of Labor who authorizes certificates to be issued. (48-304).	NONE Unless employed in an occupation NOT covered by FLSA. E.g., show business, working for parents, newspaper delivery, etc. Between 6 am and 8 pm.		Illegal to employ unless in FLSA- exempt employment.	NONE
14-15	YES Superintendent sends request to Dept of Labor who authorizes certificates to be issued. (48-304).	Outside of school hours Up to 3 hours/day Up to 18 hours/week Between 7am and 7pm Between 6 am and 10 pm	Up to 8 hours/day Up to 40 hours/week Up to 48 hours/week Between 7 am and 9 pm (June 1 - Labor Day) Between 6 am and 10 pm.	May not work in the following occupations: <ul style="list-style-type: none"> • cooking other than at lunch counters/ snack bars and within view of customers, • manufacturing, mining, processing, • most transportation jobs, • work in warehouses and workrooms, • on construction jobs except in the office, • in any job involving hoists, conveyor belts, power-driven lawn mowers and other power-driven machinery. 	NONE
14-15 WECEP Special Populations	YES Superintendent sends request to Dept of Labor who authorizes certificates to be issued. (48-304)	Any time during school day Up to 3 hours/day Up to 23 hours/week Between 7am and 7pm Between 6 am and 10 pm	Up to 8 hours/day Up to 40 hours/week Up to 48 hours/week Between 7 am and 9 pm (June 1 - Labor Day) Between 6 am and 10 pm.	YES The Wage and Hour Administration permits WECEP participants employment which is otherwise prohibited. Contact the Nebraska Department of Education for information.	NONE
16-17	NO Not required - but strongly recommended.	No limitations Some states have restrictions.	No limitations	NONE Other than for Hazardous Occupations Order.	YES Exemptions for student learners & apprentices.

L. Additional Nebraska Employment Laws

In addition to the Wage and Hour Act and Child Labor Laws, Nebraska has a number of laws that strive to protect the rights, health and well-being of its residents, including student-learners. Three of these laws are the Discrimination Law, Medical Examination Law, and Eye and Face Protective Devices Law.

Discrimination Law

According to Nebraska State Constitution, Article XV, Section 13, no person in Nebraska shall be denied employment because of membership in or nonmembership in a labor organization. A labor organization, as defined by this law, means any organization, agency or employee representation committee which exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, hours of employment or conditions of work.

Medical Examination Law

This law makes it unlawful for any employer to require any job applicant to pay the cost of a medical examination required as a condition of employment. If an employer requests an applicant to submit to a medical examination, the employer must assume the cost of the examination. Under the law, employer includes any individual, partnership, association, corporation, and any common carrier or express company doing business in or operating within the State. An exception to this law involves any employment relationship entered into by the state or a political subdivision and the physical examination is required by law as a condition of employment.

Eye and Face Protective Devices Law

Passed by the Nebraska Unicameral in 1984, this statute requires every student and teacher in schools, colleges, universities or other education institutions to wear appropriate industrial-quality eye protective devices at all times while participating in or observing the following courses of instruction:

- Vocational, technical, industrial arts, chemical, or chemical-physical, involving exposure to:
 - hot molten metals or other molten materials.
 - milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials.
 - heat treatment, tempering, kiln firing of any metal or other materials.
 - gas or electric arc welding or other forms of welding processes.
 - repair or servicing of any vehicle.
 - caustic or explosive materials.
- Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards not enumerated.

Such devices may be furnished by the educational institutions for all students and teachers, purchased and sold at cost to students and teachers, or made available for moderate rental fee. Under this law, students wearing contact lenses and prescription glasses (including those with photo-grey lenses) should be informed that these sight corrections devices do not provide adequate industrial-quality protection. It is important to note that a student-learner's on-the-job training is a part of his/her vocational course of instruction. Since the law states that students must wear appropriate eye protection devices at **all times** while participating or observing, teacher-coordinators should inform cooperating employers of the law and strongly encourage them to require student-learners to wear the appropriate eye protection devices.

M. Resources

Bureau of Apprenticeship and Training (BAT) Nebraska Office, 111 South 18th Plaza, Suite C49, Omaha, NE, 68102-1322, Phone: 402-221-3281, <http://www.workforce.state.ne.us/bat/default.htm>.

Nebraska Department of Education, Cooperative Education Director, 301 Centennial Mall South, PO Box 94987, Lincoln, NE 68509-4987, Phone: 402-471-0948, Fax: 402-471-0117.

Nebraska Department of Education, Nontraditional/Equity Director, 301 Centennial Mall South, PO Box 94987, Lincoln, NE 68509-4987, Phone: 402-471-4828, Fax: 402-471-4565.

Nebraska Workforce Development, Department of Labor, 5404 Cedar Street, 3rd Floor, Omaha, NE 68102-1898, Phone: 402-595-3095, <http://www.nebraskaworkforce.com>.

Nebraska Equal Opportunity Commission, 301 Centennial Mall South, PO Box 94934, Lincoln, NE 68509, Phone: 402-471-2024 or 800-642-6112, Fax: 402-471-4059, <http://www.state.ne.us/home/NEOC>.

U. S. Department of Labor, Employment Standards Administration, Wage and Hour Division, Fair Labor Standards, Frances Perkins Building 200 Constitution Avenue, N W, Washington, D.C. 20210, Phone: 1-800-4-USA-DOL, 202-219-4907, <http://www.dol.gov>.

U.S. Department of Labor, Nebraska Office, 111 South 18th Plaza, Suite 2238, Omaha, NE 68102-1615, Phone: 402-221-4682, <http://www.dol.gov> The following publications are available:

- *Handy Reference Guide to the Fair Labor Standards Act*, WH Publication 1282.
- *Employment Relationship Under the Fair Labor Standards Act*, WH Publication 1297.
- *Interpretive Bulletin, Part 785: Hours Worked Under the Fair Labor Standards Act of 1938, As Amended*.
- *The Child Labor Requirements in Nonagricultural Occupations Under the Fair Labor Standards Act*, Child Labor Bulletin No. 101.
- *The Child Labor Requirements in Agriculture Under the Fair Labor Standards Act*, Child Labor Bulletin No. 102.

Vocational Rehabilitation, 301 Centennial Mall South, PO Box 94987, Lincoln, NE 68509-4987, Phone: 402-471-3649, Fax: 402-471-0117, <http://vocrehab.state.ne.us>.

Workers' Compensation Court, 525 South 13th Street, PO Box 98908, Lincoln, NE 68509-8908, Phone: 402-471-6468 or 800-599-5155, <http://www.state.ne.us/wc/>.

N. FLSA Legal Issues Brochures

The brochures attached to the end of this section are provided as a quick reference and resource for the employment of young workers who are protected by the Federal Fair Labor Standards Act (FLSA). They intended for are use by educators, employers, policymakers, and parents as a simplified interpretation of the regulations for involvement of youth in WBL experiences. **They are NOT a legal interpretation, and are NOT a substitute for legal advice.**

Duplicate and share the following brochures with students, parents, school administrators, and employers who participate in paid and/or unpaid learning experiences as part of the school district's WBL program:

- **Overview of WBL Legal Issues.** This brochure provides an overview of the conditions for employment of youth under the age of 18 in businesses that are covered under the federal Fair Labor Standards Act. It includes an explanation of paid and unpaid roles that students may assume in participating in WBL experiences, as well as insurance and liability, transportation, and health and safety issues.
- **Legal Conditions for Employment of Youth Under 18 Years of Age in NON-Agricultural Occupations.** This brochure describes the legal conditions for employment of youth under the age of 18 in non-agricultural occupations covered under the federal Fair Labor Standards Act.
- **Legal Conditions for Employment of Youth Under 18 Years of Age in Agricultural Occupations.** This brochure describes the legal conditions for employment of youth under the age of 18 in agricultural occupations covered under the federal Fair Labor Standards Act.

These brochures will be updated as changes are made in the laws. Check the following website regularly for revisions: www.nde.state.ne.us/TECHPREP/WBL.

FLSA . . . W and Hour Law

Employers covered by the FLSA must comply with the provisions of this act if an employment relationship exists. To employ is defined under the Act as "to suffer or permit to work". In general, where a person who is not an independent contractor performs work for an employer with the employer's knowledge, an employment relationship exists and the employer must comply with the FLSA. The FLSA does not apply, however, if work is performed in the course of training rather than employment. Most WBL experiences are paid and covered by the Federal FLSA or state labor laws; however, unpaid WBL is possible.

UNPAID Learning Experiences

The following classifications of unpaid work experiences are not considered "employees" under the FLSA:

- ◆ **Student Learners.** A student enrolled in a learning experience would not be considered an employee within the meaning of the FLSA, if ALL of the following six criteria are met: (1) training is progressive, (2) experience is for the benefit of trainee, (3) no displacement of regular employees, (4) no direct benefits to employer, (5) no job entitlement, and (6) no wage entitlement.
- ◆ **Volunteers.** True volunteers, who are motivated by civic, public-spirited or partisan political concerns, are not likely to be considered to have an employment relationship, provided they are treated as volunteers and not as employees. Although they are not paid, expense reimbursement is permitted. Generally, a worker cannot volunteer to do the same job he/she is paid to do.
- ◆ **Volunteers with an IEP.** To help students with disabilities transition from school to employment, they may participate in unpaid learning experiences under the following conditions: (1) student is placed according to his/her IEP, (2) the time per week at work site is limited by the IEP, (3) student supervised by school or business, (4) no displacement of regular employees, (5) no direct benefits to employer, and (6) no job entitlement.

PAID Work Experiences

If a student does not meet the FLSA criteria for unpaid wage status, they must be paid at least the Federal minimum wage.

- ◆ **Minimum Wage.** As of September 1, 1997, the FLSA minimum wage is \$5.15 per hour. Overtime must be paid at the rate of 1.5 times the regular pay for each hour worked in excess of 40 hours per week.
- ◆ **Youth Subminimum Wage.** Youth under 20 years of age may receive a subminimum wage of \$4.25 an hour during the first 90 consecutive calendar days of employment with an employer. Employers using a subminimum wage are prohibited from displacing any employee or reducing their hours, wages, or employment benefits.
- ◆ **Tip Credit.** Tipped employees (e.g., waiters and waitresses) must be paid at least \$2.13 an hour, and receive at least the minimum wage per hour when combined with an employee's tips. If the combined minimum wages and tips do not equal the minimum hourly wage, the employer must make up the difference.
- ◆ **Subminimum Wage.** The FLSA does allow for other wage rates below the minimum wage in special training situations for full-time students in some occupations, students with severe disabilities, part-time cooperative education student-learners, and apprentices.

FLSA . . . Child Labor

Federal child labor laws were enacted to protect minors from injury in the workplace and to prevent work from interfering with education. All states also have child labor laws. If the FLSA and the state's child labor laws regulate the same activity, the stricter labor standard is the one that applies. When a child reaches the age of eighteen, the child labor law does not apply.

The requirements of the FLSA child labor provisions have been divided into two categories: *agricultural occupations* and *nonagricultural occupations*. The laws spell out the age, hours, and occupational limitations for employment of youth under 18 years of age in each occupational category. The child labor provisions also provide for exceptions to the occupational limitations for youth enrolled in state approved cooperative education programs.

Resources

U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, 200 Constitution Avenue, NW, Washington, D.C. 20210, 202-219-4907. www.youthrules.gov
Publications include:

- ◆ *Child Labor Requirements in Nonagricultural Occupations Under the Fair Labor Standards Act.* Child Labor Bulletin No. 101.
- ◆ *Child Labor Requirements in Agricultural Under the Fair Labor Standards Act.* Child Labor Bulletin No. 102.
- ◆ *Handy Reference Guide to the Fair Labor Standards Act,* WH Publication 1282.
- ◆ *Employment Relationship Under the Fair Labor Standards Act,* WH Publication 1297.

Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509, 402-471-0948. Publications include:

- ◆ *Nebraska Work Based Learning Manual, 1998.*
- ◆ *Nebraska Work Based Learning Instruction Guide, 2000.*
- ◆ *Legal Conditions for Employment of Youth Under 18 Years of Age in Agricultural Occupations.* (Brochure)
- ◆ *Legal Conditions for Employment of Youth Under 18 Years of Age in Non-Agricultural Occupations.* (Brochure)

For More Information Contact
Carol Jurgens

Work Based Learning Director
Nebraska Department of Education
402-471-0948 or cjurgens@nde.state.ne.us
www.nde.state.ne.us/TECHPREP/WBL

This brochure is intended as a reference only, not as a legal interpretation, and is not a substitute for legal advice. It is in no way a complete statement of the child labor laws, but a simplified interpretation intended for use by educators, employers, policy makers, and parents as they plan and implement work-based learning opportunities. For more complete information regarding state and federal law, consult the resources listed above. Those needing legal advice should consult an attorney.

Overview

of

WBL

Legal

Issues

Nebraska Department of Education
2003

WORK BASED LEARNING

Work Based Learning (WBL) is a combination of *school site preparation* and actual *work site experiences* designed to enable students to acquire attitudes, skills, and knowledge for career and other life roles in a real work setting. WBL helps today's youth:

- ◆ strengthen workplace readiness and technical skills.
- ◆ explore career options.
- ◆ foster positive relationships with adults.
- ◆ understand the relevance of and application to academic learning.
- ◆ observe all aspects of a company's operation.
- ◆ develop an awareness of new and emerging high-tech, high-wage jobs so they can more effectively plan postsecondary education pursuits.

WBL opportunities range in type and intensity in the workplace - from gaining career awareness through job shadowing, to learning occupational and employability skills by working in internships or youth apprenticeships.

Structured WBL includes a planned program of job training and work experience at progressively higher levels, is related to the career major of a student, and is coordinated with the school site learning component. There **MUST** be a connection between the work experience and the school curriculum in a defined fashion.

EMPLOYMENT OF YOUTH UNDER 18 YEARS OF AGE

Employers, schools and students are impacted by a number of labor laws as they participate in WBL activities. The degree to which coverage is mandated is dependent on the situation. Coverage is primarily affected by the determination of whether an employer-employee relationship exists between the employer and student.

The participant's status at the work site is critical in the design, implementation, and monitoring of all work site experiences. Participants will usually have one of the following work site roles.

Paid Roles (considered employees)

- ◆ **Student Learner.** Participant is enrolled in a course of study and training in a cooperative training program under a recognized state/local educational authority or private school.
- ◆ **Apprentice.** Participant is employed in a craft recognized as an apprenticeable trade that is registered by the Bureau of Apprenticeship and Training.
- ◆ **Employee.** Participant is hired by private/public employer to perform work. No structured relationship exists between school and work.

Unpaid Roles (not considered employees)

- ◆ **Student/Visitor/Observer.** Participant visits the work site to observe and learn about a career, work activity, or other aspects of an industry.
- ◆ **Volunteer.** Participant serves unpaid for public service or humanitarian objectives.
- ◆ **Unpaid Trainee.** Participant is trained at a business/industry work site without compensation. Company permits student to work under direct supervision to gain exposure to a particular occupation.

INSURANCE/LIABILITY

A risk financing plan provides for the financing of a potential loss. A complete risk management plan requires adequate insurance coverage and use of liability shields.

Insurance Coverage

Adequate insurance coverage for any type of WBL program can be arranged by working in conjunction with an agent or broker who is familiar with the program and with the schools or agencies who may be parties to the program. The first step would be to determine the extent to which present insurance policies provide sufficient protection and the need for obtaining additional coverages for any unprotected risk. The following types of insurance need to be in place to cover WBL activities.

- ◆ **Workers' Compensation.** The purpose of this type of insurance is to provide coverage to employees when they sustain injuries that arise out of, and in the course of employment. State law governs the issue of worker's compensation, which provides a means of recovery for workers where an employee/employer relationship exists (individual receives some type of compensation). Unpaid trainees and volunteers are not ordinarily covered. Employers limit their liability because worker benefits are limited by statute.
- ◆ **Injury to Participants.** Medical expenses for *employees* will ordinarily be paid by the company's worker's compensation policy. For the *student/visitor/observer, volunteer, or unpaid trainee*, expenses are usually paid by the injured individual's (or parents') health insurance policy. The medical payments provision of a company's general liability policy would also provide similar coverage for an injured non-employee.
- ◆ **Coverage for Lawsuits.** A company's general liability policy pays claims and provides legal defense against most types of suits brought against a company and its employees, but such policies do not usually cover a student/visitor/observer, volunteers, or certain unpaid trainees. An endorsement may extend coverage to these individuals.

Liability Shields

Liability shields are used to assign responsibility from a business to another person or organization in case of an accident or property damage. Four common liability shields are:

- ◆ **Waivers.** Documents in which participants sign away their right to bring a lawsuit in the event of injury or damage. Courts seldom allow waivers to excuse negligence or a duty owed a minor.
- ◆ **Consent Forms.** Documents that inform the participant (and parent/guardian) of the risks involved in the activity that he/she is about to perform. Consent forms are generally upheld by courts, but do not excuse a company/school from responsibilities for its own negligence.
- ◆ **Permission Slips.** Documents that inform parent/guardian about the nature, location, and details of an activity (e.g., field trips, job shadowing). Helpful as a form of protection - well-informed parents/guardians may not be as likely to bring suit.
- ◆ **Indemnification Agreements.** Used to shift financial burden for injuries or damages arising from activities from one party to another (e.g., an insurance policy).

TRANSPORTATION

Insurance liability issues arise in work site learning activities because students are required to leave school premises in order to continue learning at the workplace. In general, the party responsible for transportation is also liable in the case of an accident. If the school is transporting the student, the school transportation policies apply. The same is true if an employer, parent, or teacher provides transportation.

In the case of a student driving him/herself to the workplace during the school day, there should be no difference from liability issues for students getting to school or an extra-curricular activity. When students drive personal vehicles, conditions of transportation should be defined. Typically, conditions include verification of student driver's license and insurance coverage, limiting transportation to student driver (no passengers); and limiting transportation for the sole purpose of getting to and from the work site.

HEALTH/SAFETY

Health and safety issues affect the planning of WBL opportunities for minors under the age of 18. Check with your local or state Health Department and state Department of Labor regarding the health and safety requirements in your area.

Medical. Immunizations and protection from disease are important for your students and the people they are in contact with during their work experience. Student health and safety measures in health occupations may require that students be tested for tuberculosis and have up-to-date immunizations including Hepatitis B. Check with local agencies to determine who pays for the cost of these tests.

Safety Instruction. A written student training plan is recommended that includes a checklist of the safety instruction to be provided and by whom. At the work site, students must follow the same health and safety rules governing regular employees.

FEDERAL FAIR LABOR STANDARDS ACT (FLSA)

The FLSA was passed in 1938 and is a federal law enforced by the U.S. Department of Labor's Wage and Hour Division. It covers employees who work for any one type of enterprise that is either:

- ◆ engaged in interstate commerce.
- ◆ producing goods for interstate commerce.
- ◆ handling, selling, or otherwise working on goods or materials that have been moved or produced for interstate commerce.

FLSA applies to all fifty states, ninety percent of nonagricultural businesses, all businesses with annual gross sales of >\$500,000 and all hospitals, schools, and public agencies. It applies **only** when an employment relationship exists. There are **NO** waivers to the FLSA. The two major components of the FLSA are the Wage and Hour Law and the Child Labor Laws.

- HO 3 coal n)
- HO 4 logging and sawmilling
- HO 5* power-driven woodworking machines
- HO 6 exposure to radioactive substances
- HO 7 use of power-driven hoisting apparatus
- HO 8* power-driven metal-forming, punching and shearing machines
- HO 9 mining, other than coal
- HO 10* slaughtering, or meat packing, processing, or rendering
- HO 11 power-driven bakery machines
- HO 12* power-driven paper-products machines
- HO 13 manufacturing brick, tile and kindred products
- HO 14* power-driven circular saws, band saws, and guillotine shears
- HO 15 wrecking, demolition & ship-breaking operations
- HO 16* roofing operations
- HO 17* excavation operations

**HAZARDOUS OCCUPATIONS ORDER (HHO)
EXEMPTION QUALIFICATIONS
(29 CFR 570.50)**

An HHO Exemption allows industry and schools working in partnership to be protected under the child labor law and employ students in some hazardous occupations. Child labor regulations allow limited involvement in the seven hazardous occupations starred (*) above if the individual is at least 16 years old, a cooperative education student-learner or apprentice, and *all* of the following requirements are properly met:

- √ Individual must be 16 - 17 YEARS OLD
- √ STUDENT LEARNER must be:
 - enrolled in a *state-recognized course*, e.g. COOP program.
 - employed under *written* Training Agreement signed by the employer, school, parent, and student.
 - employed under a *written* Training Plan that clearly identifies the competencies the student is expected to attain in the related high school course and as a result of the on-the job training.
 - employed with the understanding that the hazardous portion of the work:
 - ◆ is *incidental* to training.
 - ◆ is *intermittent* and for *short* periods of time.
 - ◆ is under *direct* and *close* supervision of a qualified person.
 - ◆ follows safety instructions given by the school and/or the employer on the job.
- √ APPRENTICES must be:
 - employed in an apprenticeship program *registered* by

- the Bureau of Apprentices and Training (BAT).
- employed with the understanding that the hazardous portion of the work:
 - ◆ is *incidental* to training.
 - ◆ is *intermittent* and for *short* periods of time.
 - ◆ is under *direct* and *close* supervision of a qualified person.
 (The following additional criteria are not required by the FLSA, but are recommended to insure the safety and well being of the student apprentices.)
- provided with safety instructions given by the school and/or the employer on the job.
- employed under *written* Training Agreement signed by the employer, school, parent, and student.
- employed under a *written* Training Plan that clearly identifies the competencies the student is expected to attain in the related high school course and as a result of the on-the job training.

This brochure is intended as a reference only, not as a legal interpretation, and is not a substitute for legal advice. It is in no way a complete statement of the child labor laws, but a simplified interpretation intended for use by educators, employers, policy makers, and parents as they plan and implement work-based learning opportunities. For more complete information regarding state and federal law, consult the resources listed below. Those needing legal advice should consult an attorney.

Resources:

U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, 200 Constitution Avenue, NW, Washington, D.C. 20210, 202-219-4907. www.youthrules.gov. The following publications are available:

- *Child Labor Requirements in Nonagricultural Occupations Under the Fair Labor Standards Act.* Child Labor Bulletin No. 101.
- *Child Labor Requirements in Agricultural Under the Fair Labor Standards Act.* Child Labor Bulletin No. 102.
- *Handy Reference Guide to the Fair Labor Standards Act*, WH Publication 1282.
- *Employment Relationship Under the Fair Labor Standards Act*, WH Pub. 1297.

Nebraska Work Based Learning Manual, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, 402-471-0948, www.nde.state.ne.us/TECHPREP/WBL

For More Information Contact
Carol Jurgens, Cooperative Education Director
Nebraska Department of Education
402-471-0948 or cjurgens@nde.state.ne.us

Federal
Fair Labor Standards Act

**Legal
Conditions
for
Employment
of Youth
Under
18 Years
of Age
in
Non-
Agricultural
Occupations**

Nebraska Department of Education
2003

EMPLOYMENT OF YOUTH UNDER 18 YEARS OF AGE IN NON-AGRICULTURAL OCCUPATIONS

Employers, schools and students are impacted by a number of labor laws as they participate in work-based learning activities. The degree to which coverage is mandated is dependent on the individual situation. Coverage is principally affected by the determination of whether or not an employer-employee relationship exists between the employer and student.

Child labor laws were enacted to protect minors from injury in the workplace and to prevent work from interfering with education. Students in work-based learning opportunities may engage in a range of types and intensities of activities in the workplace — from gaining career awareness through job shadowing, to learning occupational and employability skills by working in internships or youth apprenticeships.

WHY EMPLOY YOUTH UNDER AGE 18?

It has become increasingly apparent that structured work-based learning enhances rather than detracts from education by reinforcing academic learning and highlighting the relevance of education to goals in later life. The employment of youth under age 18 is desirable in many instances because of the need:

- ◆ To create early opportunities for youth to develop an awareness of new and emerging high-tech, high-wage jobs so they can more effectively plan postsecondary education pursuits. By age 18, students are graduating from high school and tending to pursue more traditional postsecondary avenues.
- ◆ To introduce youth to the modern workplace, equipment and actual workplace problems.
- ◆ To give youth access to jobs that require more knowledge and skills than ordinary "youth jobs".
- ◆ To allow youth to experience a career field before the 12th grade so they can "tone up" their school-based academic and technical program of study before graduation.
- ◆ To demonstrate to youth that high performance in high school "counts" in students' plans for the future.
- ◆ To enable students to observe the interaction of all aspects of a company's operations.

FEDERAL FAIR LABOR STANDARDS ACT (FLSA) CHILD LABOR PROVISIONS

The FLSA was passed in 1938 and is a federal law enforced by the U.S. Department of Labor's Wage and Hour Division. The law applies to all fifty states and ninety percent of nonagricultural businesses. All states also have child labor laws. If the FLSA and the state's child labor laws regulate the same activity, the stricter labor standard is the one that applies, e.g., Nebraska Child Labor Law requires that all workers under age 16 obtain an Employment Certificate from the school district in which the child resides. The following conditions are based on the Federal law which is generally more stringent.

The FLSA applies **only** when an employment (employer/employee) relationship exists. When a child reaches the age of eighteen, the child labor law does not apply.

Child labor law for nonagricultural occupations stipulates conditions of employment in three major areas: Age and Hour Limitations, Occupational Limitations, and Hazardous Occupations Order Exemption Qualifications.

AGE AND HOUR LIMITATIONS

Under 14 Years of Age

Youths under 14 may work **only** if their jobs are exempt from child labor standards or not covered by the Fair Labor Standards Act. Exempt work includes: delivery of newspapers to consumers; performing in theatrical, motion picture, or broadcast productions; and work in a business owned by the parents of the minor, except in mining, manufacturing or hazardous occupations. In general, minors under the age of 14 may not be employed in nonagricultural occupations. Their activities in work-based learning programs must be limited to activities such as career awareness and exploration activities, classroom presentations, field trips to worksites, and job shadowing.

14 and 15 Year Olds

Students who are 14 and 15 years of age may work at jobs such as office work; various food service jobs; sales work and some other jobs in retail stores; errand and delivery work by foot, bicycle and public transportation;

dispensing gasoline and oil and performing courtesy services in gas stations. The hours of work cannot be during school hours; cannot exceed three hours on a school day with a limit of 18 hours in a school week; cannot exceed eight hours on a nonschool day with a limit of 40 hours in a nonschool week; and cannot be before 7:00 a.m. or after 7:00 p.m., except from June 1 through Labor Day, when the evening hour is extended to 9:00 p.m.

14 and 15 Year Olds - WECEP Exception

There are exceptions to these restricted hours and occupations under the Work Experience and Career Exploration Program (WECEP) (29 CFR 570.35(a)). Under WECEP, at risk students who are 14 or 15 years of age and enrolled in an approved program can be employed during school hours, for up to three hours on a school day, up to 23 hours in a school week, and in occupations otherwise prohibited. School districts that would like to implement a WECEP Program must apply for approval. WECEP applications may be obtained from the WECEP Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987.

16 and 17 Year Olds

Sixteen and seventeen year old youth can work at any time for unlimited hours—educators, employers, and parents should, however, control the hours to ensure that education remains the student's top priority. Unless they meet the criteria of a *student learner* or *apprentice*, they cannot be employed in the hazardous occupations listed below.

OCCUPATIONAL LIMITATIONS

There are seventeen Hazardous Occupations Orders (HOO) described in detail in the law. Minors under age 18 may **not** be employed to work in these occupations unless they qualify for an exemption as a *student learner* or *apprentice* enrolled in a state-recognized training program. Industry can hire 16 and 17 year old students to work in HOO # 5, 8, 10, 12, 14, 16, and 17 if they work in partnership with an approved educational facility and an agreement has been signed by the employer, the school, a parent, and the student (see Exemption Qualifications). There are no exemptions for HOO # 1, 2, 3, 4, 6, 7, 9, 11, 13, and 15.

- HO 1 manufacturing and storing explosive
- HO 2 motor vehicle driving and outside helper

AHO 6*

Working from ladder or scaffold at a height of over 20 feet.

AHO 7

Driving a bus, truck, or automobile when transporting passengers, or riding on a tractor as a passenger or helper.

AHO 8

Working inside a fruit, forage, or grain storage designed to regain an oxygen deficient or toxic atmosphere; an upright silo within 2 weeks after silage has been added or when a top unloading device is in operating position; a manure pit; or a horizontal silo while operating tractor for packing purposes.

AHO 9

Handling or applying agricultural chemicals identified by the word *poison* and the *skull and crossbones* on the label or those identified by the word *warning* on the label.

AHO 10

Handling or using a blasting agent, including but not limited to dynamite, black powder, sensitized ammonium nitrate, blasting caps, and primer cord.

AHO 11

Transporting, transferring, or applying anhydrous ammonia.

**AGRICULTURAL HAZARDOUS
OCCUPATIONS ORDER (AHO)
EXEMPTION QUALIFICATIONS
(29 CFR 570.50)**

An AHO Exemption allows industry and schools working in partnership to be protected under the child labor law and employ students in some hazardous agricultural occupations. Child labor regulations allow limited involvement in the six hazardous occupations starred (*) above if the individual is at least 14 years old, a cooperative education student-learner or apprentice, and **all** of the following requirements are properly met:

✓ Individual must be 14 - 15 YEARS OLD

✓ STUDENT LEARNER must be:

- enrolled in a *state-recognized course*, e.g. COOP program.
- employed under *written Training Agreement* signed by the employer, school, parent, and student.
- employed under a *written Training Plan* that clearly identifies the competencies the student is expected to attain in the related high school course and as a result of the on-the job training.
- employed with the understanding that the hazardous portion of the work:
 - ◆ is *incidental* to training.
 - ◆ is *intermittent* and for *short* periods of time.
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 - ◆ follows safety instructions given by the school and/or the employer on the job.

✓ APPRENTICES must be:

- employed in an apprenticeship program *registered* by the Bureau of Apprenticeship and Training (BAT).
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 - ◆ is *incidental* to training.
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Federal
Fair Labor Standards Act

**Legal
Conditions
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Employment
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Under
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in
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Nebraska Department of Education
2003

EMPLOYMENT OF YOUTH UNDER 18 YEARS OF AGE IN AGRICULTURAL OCCUPATIONS

Employers, schools and students are impacted by a number of labor laws as they participate in work-based learning activities. The degree to which coverage is mandated is dependent on the individual situation. Coverage is principally affected by the determination of whether or not an employer-employee relationship exists between the employer and student.

Child labor laws were enacted to protect minors from injury in the workplace and to prevent work from interfering with education. Students in work-based learning opportunities may engage in a range of types and intensities of activities in the workplace — from gaining career awareness through job shadowing, to learning occupational and employability skills by working in internships or youth apprenticeships.

WHY EMPLOY YOUTH UNDER AGE 18?

It has become increasingly apparent that structured work-based learning enhances rather than detracts from education by reinforcing academic learning and highlighting the relevance of education to goals in later life. The employment of youth under age 18 is desirable in many instances because of the need:

- ◆ To create early opportunities for youth to develop an awareness of new and emerging high-tech, high-wage jobs so they can more effectively plan postsecondary education pursuits. By age 18, students are graduating from high school and tending to pursue more traditional postsecondary avenues.
- ◆ To introduce youth to the modern workplace, equipment and actual workplace problems.
- ◆ To give youth access to jobs that require more knowledge and skills than ordinary “youth jobs”.
- ◆ To allow youth to experience a career field before the 12th grade so they can “tone up” their school-based academic and technical program of study before graduation.
- ◆ To demonstrate to youth that high performance in high school “counts” in students’ plans for the future.
- ◆ To enable students to observe the interaction of all aspects of a company’s operations.

FEDERAL FAIR LABOR STANDARDS ACT (FLSA) CHILD LABOR PROVISIONS

The FLSA was passed in 1938 and is a federal law enforced by the U.S. Department of Labor’s Wage and Hour Division. The law applies to all fifty states and ninety percent of nonagricultural businesses. All states also have child labor laws. If the FLSA and the state’s child labor laws regulate the same activity, the stricter labor standard is the one that applies, e.g., Nebraska Child Labor Law requires that all workers under age 16 obtain an Employment Certificate from the school district in which the child resides. The following conditions are based on the Federal law which is generally more stringent.

The FLSA applies **only** when an employment (employer/employee) relationship exists. When a child reaches the age of eighteen, the child labor law does not apply.

Provisions for work in agriculture are less restrictive than those for non-agricultural occupations. Agriculture, as defined by the FLSA “. . . includes farming in all its branches . . . performed by a farmer or on a farm as an incident to or in conjunction with such farming occupations . . .” (29 CFR 780.103).

Child labor law for **agricultural** occupations stipulates conditions of employment in three major areas: Age and Hour Limitations, Occupational Limitations, and Hazardous Occupations Order Exemption Qualifications.

AGE AND HOUR LIMITATIONS

Under 12 Years of Age

Youths under 12 years old may perform jobs on farms owned or operated by parents or, with parents’ written consent, outside of school hours in nonhazardous jobs *on farms not covered by the minimum wage provisions of the Fair Labor Standards Act.*

12 and 13 Year Olds

Youth who are 12 and 13 years of age may work outside of school hours in nonhazardous jobs, either with parent’s written consent or on the same farm as the parents.

14 and 15 Year Olds

Youth who are 14 and 15 years of age may work outside of school hours in nonhazardous jobs. Fourteen and fifteen year old students enrolled in a *state-recognized agricultural education program* may obtain an exemption from Agricultural Hazardous Occupations Orders 1,2,3,4,5, and 6 listed below.

16 and 17 Year Olds

Youth who are 16 and 17 years of age may perform any agricultural job, whether hazardous or not, and whether during school hours or not, for unlimited hours. Educators, employers, and parents should, however, control the hours to ensure that education remains the student’s top priority.

AGRICULTURAL OCCUPATIONAL LIMITATIONS

There are eleven Agricultural Hazardous Occupations Orders (AHO) described in detail in the law. Minors under age 16 may **not** be employed to work in these occupations unless they qualify for an exemption as a *student learner* or *apprentice* enrolled in a state-recognized training program. Industry can hire 14 and 15 year old students to work in AHO # 1,2,3,4,5, and 6 if they work in partnership with an approved educational facility and an agreement has been signed by the employer, the school, a parent, and the student (see Exemption Qualifications). There are no exemptions for AHO # 7,8,9,10, and 11.

AHO 1*

Operating a tractor of over 20 PTO horsepower, or connecting or disconnecting an implement or any of its parts to or from such a tractor.

AHO 2*

Operating or assisting to operate any of the following machines: corn picker, cotton picker, grain combine, hay mower, forage harvester, hay baler, potato digger, or mobile pea viner; feed grinder, crop dryer, forage blower, auger conveyor, or the unloading mechanism of a nongravity-type self-unloading wagon or trailer; power post-hole digger, power post driver, or nonwalking-type rotary tiller.

AHO 3*

Operating or assisting to operate the following machines: trencher or earthmoving equipment, fork lift, potato combine, power-driven circular, band, or chain saw.

AHO 4*

Working on a farm in a yard, pen, or stall occupied by a bull, boar, or study horse maintained for breeding purposes; sow with suckling pigs; or cow with newborn calf.

AHO 5*

Felling, bucking, skidding, loading, or unloading timber with butt diameter of more than 6 inches.

Part V – Workplace Competency Development
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Part V Workplace Competency Development

A. Overview

Part V focuses on the individual, team, and personal/professional competency development of the student and incorporates all of the SCANS competency areas and foundation skills into nine competency areas consisting of 27 assessments. Competency-based programs put the student at the center of the learning with clear expectations that they take an active role in the learning process.

B. Workplace Competency Learning Plan

The students' Workplace Competency Learning Plan provides a tool for helping students and teachers manage learning. The learning plan covers what will be learned, how and when it will be learned, as well as how to judge whether it has been learned. This strategy shifts the responsibility for achieving learning goals from the teacher to the student.

WORKPLACE COMPETENCY DEFINITIONS		
INDIVIDUAL COMPETENCIES	1. Communication and Literacy	The student demonstrates the ability to speak, listen, read, and write to function successfully at the work site.
	2. Organizing and Analyzing Information	The student gathers, organizes, and evaluates the meaning of documents and information
	3. Problem Solving	The student identified problems, understands their context and develops solutions.
	4. Using Technology	The student participates fully in a task or project from initiation to completion, using appropriate time-management skills.
	5. Completing Entire Activities	The student participates fully in a task or project from initiation to completion.
TEAM COMPETENCIES	6. Acting Professionally	The student meets workplace standards on attendance, punctuality, dress code, confidentiality, flexibility and self-control.
	7. Interacting with Others	The student works professionally and respectfully with a diversity of co-workers, supervisors and customers, resolving conflicts in a constructive manner.
	8. Understanding All Aspects of the Industry	The student understands the structure and dynamics of the entire organization, health and safety issues in the industry and the role of the business within the larger economy.
PERSONAL & PROFESSIONAL DEVELOPMENT COMPETENCIES	9. Taking Responsibility for Career and Life Choices	The student balances demands of work, school and personal life and takes responsibility for developing his or her own personal and professional growth.

Using the Workplace Competency Learning Plan

The goal of the *Workplace Competency Learning Plan* * (pages V-7-8) is to promote and measure growth in general skill areas called competencies. You may find that only a few of the competencies match the job or internship a student is performing. If so, identify those competencies and use only those competency assessments that apply to the situation.

Initial and Follow Assessment

Once appropriate competencies have been identified for a specific learning experience, the following process should be followed:

- Step # 1 Initial assessment of the student's competency level prior to the WBL experience. Complete the Workplace Competency Summary Sheet for Initial Review (page V-9).
- Step # 2 Setting goals for student to reach during the WBL experience (see pages V-10-18)
- Step # 3 Follow up assessment of student's competency level to document learning and productivity gain during the WBL experience. Complete the Workplace Competency Assessment Summary Sheet for Followup Review (see page V-9).

* *Massachusetts Work Based Learning Plan Instruction Module*, Massachusetts Office for School and Career Transition, 250 Main Street, Malden, MA 02148, 781-388-3382.

**Workplace Competency Learning Plan
ASSESSMENT TIMETABLE**

Short-Term Placements (2-8 Weeks)

The objective is to measure the student's skill development within a relatively short period. Focus on a few of the competencies and rate the student twice, at the beginning and end of the experience. The supervisor and student can focus on attaining realistic goals using this suggested time line. It requires getting started quickly in order to maximize the benefits of the process. You may need to adapt it to the needs of your particular work site.

Time Frame	Activity
Before Employment	<ul style="list-style-type: none"> • Identify job description and tasks to be completed. • Pick the 3-5 competencies most critical to the job. • Share job description and competencies with student during job interview (if appropriate/applicable). • Complete cover sheet. Pull out work sheets for competencies selected and attach to cover and summary sheets.
1st Week of Employment	<ul style="list-style-type: none"> • Observe student's performance on assigned tasks and projects.
2nd Week of Employment	<ul style="list-style-type: none"> • Conduct initial evaluation meeting with student; share your rating with student; set goals in competency areas.
Throughout Employment	<ul style="list-style-type: none"> • Reinforce performance goals throughout the duration of the placement
Final Week of Employment	<ul style="list-style-type: none"> • Conduct the final assessment meeting; share the level of competency that the student has achieved.

Extended Placements (8 Weeks or Longer)

The objective is to promote and measure the student's growth over a substantial length of time. Because there is more time than a short-term placement, more competency areas can be addressed. To cover this ground successfully, observe the student's performance for a longer period (one or two months) before making the initial assessment. Then, regular follow-up assessments (quarterly, for example) are made to ensure student's progress.

Before Employment	<ul style="list-style-type: none"> • Develop job description and tasks to be completed. • Share these with students during job interview.
1st One or Two Months of Employment	<ul style="list-style-type: none"> • Observe the student's performance on the job. • Assess level in as many competencies as you can. • Conduct an initial evaluation meeting, sharing assessment with student, setting performance goals.
Quarterly	<ul style="list-style-type: none"> • Follow-up with subsequent assessment meetings, acknowledging growth and setting goals where applicable.
Throughout Employment	<ul style="list-style-type: none"> • Reinforce goals with student.
Final Week of Employment (or at appropriate intervals)	<ul style="list-style-type: none"> • Conduct the final assessment meeting; share the level of competency that the student has achieved.

Assessing Student Competency Levels

Competency Rating Scale

The Workplace Competency Learning Plan has nine competencies and 2-4 assessments for each competency for a total of 27 assessments.

The Learning Plan has four rating levels in each competency area:

Needs Development	Competent	Proficient	Advanced
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- Each competency has a one-page assessment that breaks the competency into specific student performance.
- Rate the student in each skill by checking the appropriate box in each section, which most closely matches the student.
- Once you have rated the student in each section of the competency, estimate the overall average rating in the competency and indicate it by checking a rating on the corresponding summary sheet.
- Record any comments and goals for progress in the marked space.

Common Questions

What if a student performs between rating levels? You may complete a worksheet and notice that you have checked one box at the Competent level and one at Proficient and yet another at Needs Development. Many supervisors ask how to rate a student in this situation. Use your best judgment to estimate a rating. If a student is truly between ratings in a competency, you should choose the lower rating at an initial evaluation because a student then has an attainable goal of reaching the higher level by the time of the next evaluation. If you set clear goals in the competency, the student will be able to achieve the next level by the next assessment. Seeing measurable progress gives the student a sense of satisfaction and reinforces the idea that he or she can achieve goals.

How are assessments shared with the student?

- Be direct and honest about strengths and weaknesses. Teenagers need honest feedback about their performance. Clarity about goals and expectations is also a critical component of student success.
- Invite the career specialist or teacher to meet with you at the work site if you are uncomfortable about communicating your feedback to the student.
- Verbal reinforcement of goals, objectives and progress between assessments is important. Regular communication on these topics will make it easier for you to give challenging feedback. It will also make for a more comfortable and productive relationship.

What is the student's role in the process?

- Explain the process to the student, so he or she knows what to expect.
- Let the student develop his or her own Learning Plan, either with you, or simultaneously while you develop your version. Students quite often are close to their supervisors in their description of the job, their choice of competencies and even in how they rate themselves. This type of active participation heightens the student's self-awareness and understanding of what he or she can get out of the work experience.

- Involve the student in the goal-setting process. It can be very difficult for students to take the initiative and ask to work on a new project or task. An assessment meeting is often a good time to let the student know that you are interested in his or her development at the work site.

An Example: Rating the Student in Competency # 1

Below is a hypothetical scenario to demonstrate how to rate a student in a competency.

Jeff has been in Corporate Accounts Department for four weeks. He is assigned various data entry, filing and delivery duties. When he began, he was timid and quiet. Now he is comfortable with his co-workers. He speaks more in a sociable way and is always polite. He does not speak very much about his assignments or issues occurring in the department. He generally listens respectfully to instructions, but his supervisor is not always sure he understands. When his supervisor asks him to type a memo regarding his accomplishment last week, however, he produces a document in which his grammar and punctuation are fairly good. Since then, his supervisor has considered giving him more writing assignments.

Rating Jeff:

Start with Competency #1, Communicate and Understand Ideas and Information.

- In *Speaking*, he seems to fall between Needs Development, “Learning to speak clearly, audibly and courteously,” and Competent, “Speaks clearly and uses language appropriate to the environment both in person and on the phone.” He would be rated as Needs Development and given goals of speaking more often, especially about word-related issues, and learning the vocabulary used in the department.
- In *Listening*, he does “make eye contact,” but does not “repeat instructions to confirm understanding,” which define Competent, so he would be rated Needs Development, “Developing listening skills, working to make eye contact and confirm understanding.” His goal here would be to repeat instructions to his supervisor after he heard them, which, if accomplished, would bring him to the Competent level at the next evaluation.
- In *Reading*, it is unclear what his reading level is from this example, so he cannot be rated. He should be given some reading during the next evaluation period to assess his level.
- In *Writing*, his performance most closely matches the description under Competent, “Writes clearly with correct grammar,” so you would check that box.

In this competency, the overall rating would be Needs Development, since he received this rating in two out of three skills that could be rated, and received Competent in the third. He is an example of a student who could move up a level—to Competent—for the next assessment by achieving specific goals, such as taking the initiative to communicate, repeating instructions after he heard them and learning to use department terminology.

C. Workplace Competency Assessment Forms

Form	Purpose	Page #
Workplace Competency Learning Plan	This form is completed for each student to delineate what will be learned, how and when it will be learned, as well as how to judge whether it has been learned.	V - 7-8
Workplace Competency Assessment Summary Sheet	This form is used for both the "Initial" and "Follow up" assessment of student competencies.	V - 9
Assessment of Workplace Competency # 1 Communication & Literacy	These forms are used to set student goals and to assess student competency development as a result of both the school-site and work-site learning experiences.	V - 10
Assessment of Workplace Competency # 2 Organizing & Analyzing Information		V - 11
Assessment of Workplace Competency # 3 Problem Solving		V - 12
Assessment of Workplace Competency # 4 Using Technology		V - 13
Assessment of Workplace Competency # 5 Completing Entire Activities		V - 14
Assessment of Workplace Competency # 6 Acting Professionally		V - 15
Assessment of Workplace Competency # 7 Interacting with Others		V - 16
Assessment of Workplace Competency # 8 Understanding All Aspects of the Industry		V - 17
Assessment of Workplace Competency # 9 Taking Responsibility for Career and Life Choices		V - 18

Workplace Competency Learning Plan

Student: _____ ID# _____ School: _____

Supervisor: _____ Company: _____

Student's Job Title: _____ Career Specialist/Teacher: _____

Step 1: Write a brief (2-4 sentences) job description here:

Step 2: Review the 9 competencies listed below. Pick the competency(ies) that are most applicable to the student's job and pull the applicable page(s).

I. Individual

1. Communication and Literacy
 - a. Speaking
 - b. Listening
 - c. Reading
 - d. Writing
2. Organizing and Analyzing Information
 - a. Collecting and Organizing Information
 - b. Research and Analysis
 - c. Quantitative Analysis and Mathematics
3. Problem Solving
 - a. Identifying Problems
 - b. Solving Problems
4. Using Technology
 - a. Using Work Tools and Office Equipment
 - b. Computer Operation
5. Completing Entire Activities
 - a. Initiating and Completing Projects
 - b. Time Management

II. Team

6. Acting Professionally
 - a. Attendance and Appearance
 - b. Accepting Direction and Criticism
 - c. Flexibility and Maintaining Self-Control
 - d. Respecting Confidentiality
7. Interacting With Others
 - a. Interacting with Customers/Clients
 - b. Interacting with Co-workers
 - c. Managing Stress and Conflict
 - d. Respecting Diversity
8. Understanding All Aspects of the Industry
 - a. Understanding the Structure and Dynamics of the Entire Organization
 - b. Recognizing Health and Safety Issues
 - c. Understanding Personnel Policy and the Labor/Management Relationship

III. Personal and Professional Development

9. Taking Responsibility for Career and Life Choices
 - a. Teaching and Learning on an Ongoing Basis
 - b. Balancing Personal, Professional and Academic Responsibilities
 - c. Setting Career Goals

Step 3: In more detail, list 5-7 objectives, tasks, and/or projects that the student must accomplish at work and list the corresponding competency(ies) that correlates to that task/project.

Task	Competency(ies) (E.g.: lc, 3a,b; 7a)
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Step 4. Initial Review: After 1-2 weeks on the job, rate the student by checking the appropriate boxes on the individual competency sheet(s) (pages V-10-18). Set goals with the student in the chosen competency area(s) and write these in the boxes marked “Goals.” After completing individual sheet(s), record the rating on the Summary Sheet (page V-8).

Step 5. Follow Up Review: At the end of the job, or at appropriate intervals, meet with the student again to revisit the competencies. Discuss which goals the student has met and which the student may want to continue working on in other areas. Rate the overall competency level on the Summary Sheet (page V-9) to assess the student’s growth.

Step 6. After each review, have the appropriate people sign and date the Summary Sheet.

Workplace Competency Assessment SUMMARY SHEET

Student: _____ ID# _____ School: _____

Supervisor: _____ Company: _____

Student's Job Title: _____

WBL Coordinator: _____

Competencies		Needs Development	Competent	Proficient	Advanced
1. Communication and Literacy: The student demonstrates the ability to speak, listen, read, and write to function successfully at the work site.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Organizing and Analyzing Information: The student gathers, organizes, and evaluates the meaning of documents and information.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Problem Solving: The student identifies problems, understands their context and develops solutions.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Using Technology: The student identifies and applies appropriate technologies.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Completing Entire Activities: The student participates fully in a task or project from initiation to completion, using appropriate time-management skills.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Acting Professionally: The student meets workplace standards on attendance, punctuality, dress code, confidentiality, flexibility and self-control.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Interacting with Others: The student works professionally and respectfully with a diversity of co-workers, supervisors and customers, resolving conflicts in a constructive manner.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Understanding All Aspects of the Industry: The student understands the structure and dynamics of the entire organization, health and safety issues in the industry and the role of the business within the larger community.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Taking Responsibility for Career and Life Choices: The student balances demands of work, school and personal life and takes responsibility for developing his or her own personal and professional growth.	Initial Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow Up Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Signature Initial Review Date Follow Up Review Date

Supervisor Signature Initial Review Date Follow Up Review Date

Parent Signature Initial Review Date Follow Up Review Date

WBL Coord. Signature Initial Review Date Follow Up Review Date

ASSESSMENT OF COMPETENCY **1** *Communication and Literacy*

Student: _____ ID# _____ School: _____
 Supervisor: _____ Company: _____
 Student's Job Title: _____ Career Specialist/Teacher: _____
 First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
1a. Speaking			
<input type="checkbox"/> Learning to speak clearly, audibly and courteously.	<input type="checkbox"/> Speaks clearly and uses language appropriate to the environment both in person and on the telephone.	<input type="checkbox"/> Expresses complex ideas in an organized and concise manner.	<input type="checkbox"/> Presents effectively to a group using well-organized format, concise language and clear enunciation.
<i>ΔComments:</i>			
1b. Listening			
<input type="checkbox"/> Developing listening skills; working to make eye contact and confirm understanding.	<input type="checkbox"/> Listens attentively; makes eye contact; repeats instructions to confirm understanding.	<input type="checkbox"/> Listens attentively and demonstrates understanding through relevant responses and questions.	<input type="checkbox"/> Retains complex information over time and applies it to later work.
<i>ΔComments:</i>			
1c. Reading			
<input type="checkbox"/> Reads written directions and workplace documents with assistance.	<input type="checkbox"/> Reads written directions and workplace documents independently.	<input type="checkbox"/> Reads and understands written materials, including technical documents, independently; asks questions where appropriate.	<input type="checkbox"/> Reads complex written materials and executes related tasks independently.
<i>ΔComments:</i>			
1d. Writing			
<input type="checkbox"/> Learning to write clearly with correct grammar.	<input type="checkbox"/> Writes clearly with correct grammar.	<input type="checkbox"/> Writes clearly using work-related terminology	<input type="checkbox"/> Writes and develops professional material such as newsletters and marketing brochures.
<i>ΔComments:</i>			

Goals:

ASSESSMENT OF COMPETENCY **2** *Organizing and Analyzing Information*

Student: _____ ID# _____ School: _____
 Supervisor: _____ Company: _____
 Student's Job Title: _____ Career Specialist/Teacher: _____
 First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
2a. Collecting and Organizing Information			
<input type="checkbox"/> Developing ability to collect and organize information and material needed for a task.	<input type="checkbox"/> Effectively compiles information and resources, including via the Internet.	<input type="checkbox"/> Effectively organizes and evaluates the relevance and accuracy of information.	<input type="checkbox"/> Identifies and obtains missing information based on mastery of subject.
ΔComments:			
2b. Research and Analysis			
<input type="checkbox"/> Developing a familiarity with pertinent information and its location.	<input type="checkbox"/> Researches and synthesizes information from a variety of sources.	<input type="checkbox"/> Analyzes, interprets and draws conclusions from a variety of information types and sources.	<input type="checkbox"/> Develops theories of action and tests them in practice.
ΔComments:			
2c. Quantitative Analysis and Mathematics			
<input type="checkbox"/> Performs simple calculations—addition and subtraction—with and without a calculator.	<input type="checkbox"/> Applies basic math, including multiplication and division, to complete appropriate tasks.	<input type="checkbox"/> Demonstrates understanding of quantitative or geometric applications by calculating fractions, percentages, angles or other mathematical relationships.	<input type="checkbox"/> Applies advanced math, such as statistics, accounting or probability to complete assignments and test hypotheses. Presents quantitative analyses through graphs and charts.
ΔComments:			

Goals:

ASSESSMENT OF COMPETENCY **3** Problem Solving

Student: _____ ID# _____ School: _____
 Supervisor: _____ Company: _____
 Student's Job Title: _____ Career Specialist/Teacher: _____
 First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
3a. Identifying Problems			
<input type="checkbox"/> Identifies problems with help from supervisor.	<input type="checkbox"/> Identifies problems independently.	<input type="checkbox"/> Explores cause of problems and evaluates impact on various stakeholders.	<input type="checkbox"/> Identifies potential problems and proposes preventive action.
<i>ΔComments:</i>			
3b. Solving Problems			
<input type="checkbox"/> Solves problems with help from supervisor.	<input type="checkbox"/> Solves simple problems independently.	<input type="checkbox"/> Explores options and considers several alternative solutions when solving problems.	<input type="checkbox"/> Develops hypotheses and proposes creative solutions and systemic change, including preventive action.
<i>ΔComments:</i>			

Goals:

ASSESSMENT OF COMPETENCY **4** *Using Technology*

Student: _____ ID# _____
 Supervisor: _____
 Student's Job Title: _____
 First Review Date: _____

School: _____
 Company: _____
 Career Specialist/Teacher: _____
 Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
4a. Using Work Tools and Office Equipment			
<input type="checkbox"/> Uses work tools and/or basic office equipment with supervision.	<input type="checkbox"/> Uses work tools and/or office equipment independently.	<input type="checkbox"/> Trouble shoots and solves problems using work tools and/or office equipment.	<input type="checkbox"/> Takes initiative in maintaining tools/equipment and/or seeing to it that they are repaired.
<i>ΔComments:</i>			
4b. Computer Operation			
<input type="checkbox"/> Learning basic computer skills.	<input type="checkbox"/> Demonstrates basic computer skills.	<input type="checkbox"/> Uses appropriate software to complete assignments.	<input type="checkbox"/> Applies appropriate software innovatively to improve organization's productivity.
<i>ΔComments:</i>			

Goals:

ASSESSMENT OF COMPETENCY **5** *Completing Entire Activities*

Student: _____ ID# _____ School: _____
 Supervisor: _____ Company: _____
 Student's Job Title: _____ Career Specialist/Teacher: _____
 First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
5a. Initiating and Completing Projects			
<input type="checkbox"/> Completes tasks and projects as assigned with supervision.	<input type="checkbox"/> Completes tasks and projects as assigned.	<input type="checkbox"/> Initiates and completes projects independently.	<input type="checkbox"/> Delivers high-quality results on schedule.
<i>ΔComments:</i> 			
5b. Time Management			
<input type="checkbox"/> Meets assigned deadlines with supervision.	<input type="checkbox"/> Meets assigned deadlines independently.	<input type="checkbox"/> Sets priorities and deadlines independently.	<input type="checkbox"/> Manages multiple tasks and projects effectively.
<i>ΔComments:</i> 			

Goals:

ASSESSMENT OF COMPETENCY Acting Professionally

Student: _____ ID# _____
 Supervisor: _____
 Student's Job Title: _____
 First Review Date: _____

School: _____
 Company: _____
 Career Specialist/Teacher: _____
 Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
6a. Attendance and Appearance			
<input type="checkbox"/> Maintains consistent attendance, punctuality, and appropriate dress with supervision.	<input type="checkbox"/> Maintains consistent attendance, punctuality, and appropriate dress independently.	<input type="checkbox"/> Is a model of excellent attendance and dress; attends events beyond those required.	<input type="checkbox"/> Represents organization at meetings and events.
ΔComments:			
6b. Accepting Direction and Criticism			
<input type="checkbox"/> Learning to accept direction.	<input type="checkbox"/> Accepts direction with positive attitude.	<input type="checkbox"/> Accepts constructive criticism with positive attitude.	<input type="checkbox"/> Accepts and applies constructive criticism to improve performance.
ΔComments:			
6c. Flexibility and Maintaining Self-Control			
<input type="checkbox"/> Learning to adapt to change. Resumes self-control with supervision.	<input type="checkbox"/> Adapts to change with positive attitude. Resumes self-control independently.	<input type="checkbox"/> Explores change. Maintains self-control in challenging circumstances.	<input type="checkbox"/> Initiates change. Maintains self-control in extremely difficult circumstances.
ΔComments:			
6d. Respecting Confidentiality			
<input type="checkbox"/> Maintains confidentiality with supervision.	<input type="checkbox"/> Understands why certain information must remain confidential.	<input type="checkbox"/> Maintains confidentiality independently.	<input type="checkbox"/> Models good discretion for others in maintaining confidentiality.
ΔComments:			
Goals:			

ASSESSMENT OF COMPETENCY **7** *Interacting With Others*

Student: _____ ID# _____ School: _____
 Supervisor: _____ Company: _____
 Student's Job Title: _____ Career Specialist/Teacher: _____
 First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
7a. Interacting With Customers/Clients			
<input type="checkbox"/> Developing skills necessary to deal with difficult customers/clients and situations.	<input type="checkbox"/> Appropriately requests assistance when dealing with difficult customers/clients and situations.	<input type="checkbox"/> Resolves client/customer problems independently where appropriate.	<input type="checkbox"/> Proactively handles stress of difficult customers/clients and situations.
<i>ΔComments:</i>			
7b. Interacting With Co-Workers			
<input type="checkbox"/> Developing basic interaction skills. Responds when others initiate conversations.	<input type="checkbox"/> Initiates positive interactions with co-workers.	<input type="checkbox"/> Participates constructively as part of a team.	<input type="checkbox"/> Leads teams of co-workers to complete projects in an effective and timely manner.
<i>ΔComments:</i>			
7c. Managing Stress and Conflict			
<input type="checkbox"/> Identifies conflict and considers its source with supervision.	<input type="checkbox"/> Identifies conflict and considers its source independently.	<input type="checkbox"/> Recognizes and avoids potential conflict. Maintains perspective and a sense of humor.	<input type="checkbox"/> Resolves conflict by appropriately addressing issues with involved parties.
<i>ΔComments:</i>			
7d. Respecting Diversity			
<input type="checkbox"/> Developing an understanding of diversity.	<input type="checkbox"/> Understands diversities and similarities.	<input type="checkbox"/> Demonstrates ability to work with people different from him/herself.	<input type="checkbox"/> Seeks out opportunities to work with people different from him/herself.
<i>ΔComments:</i>			
Goals:			

ASSESSMENT OF COMPETENCY **8** *Understanding All Aspects of the Industry*

Student: _____ ID# _____ School: _____
 Supervisor: _____ Company: _____
 Student's Job Title: _____ Career Specialist/Teacher: _____
 First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
-------------------	-----------	------------	----------

8a. Understanding the Structure and Dynamics of the Entire Organization

<input type="checkbox"/> Is aware of his/her own role within the department.	<input type="checkbox"/> Demonstrates working knowledge of the department's role in the organization and how it relates to other departments.	<input type="checkbox"/> Understands and negotiates the communication and workflow between departments.	<input type="checkbox"/> Understands the role of the organization in the industry and the economy.
---------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------

ΔComments:

8b. Recognizing Health and Safety Issues

<input type="checkbox"/> Practices appropriate health and safety protocol at the workplace with assistance.	<input type="checkbox"/> Practices appropriate health and safety protocol independently and recognizes their importance.	<input type="checkbox"/> Understands the implications of health and safety principles and applies them to new situations.	<input type="checkbox"/> Models good health and safety practices and helps others to understand their importance.
----------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------

ΔComments:

8c. Understanding Personnel Policy and the Labor/Management Relationship

<input type="checkbox"/> Developing an understanding of personnel policy, and where appropriate, the role of labor organizations.	<input type="checkbox"/> Understands personnel policy, and however appropriate, the role of labor organizations.	<input type="checkbox"/> Adheres to personnel policy and understands its impact on individuals.	<input type="checkbox"/> Understands personnel policy and its impact on the organization; and contributes to a positive work culture.
--------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------

ΔComments:

Goals:

ASSESSMENT OF COMPETENCY **9** *Taking Responsibility for Career and Life Choices*

Student: _____ ID# _____ School: _____
 Supervisor: _____ Company: _____
 Student's Job Title: _____ Career Specialist/Teacher: _____
 First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
9a. Teaching and Learning on an Ongoing Basis			
<input type="checkbox"/> Developing an appreciation for learning new skills.	<input type="checkbox"/> Participates in professional development opportunities and shares learning upon request.	<input type="checkbox"/> Participates in professional development opportunities and shares learning independently.	<input type="checkbox"/> Uses and actively acquires new skills; initiates training of others.
<i>ΔComments:</i>			
9b. Balancing Personal, Professional and Academic Responsibilities			
<input type="checkbox"/> Learning to recognize the differences among personal, professional and academic life choices.	<input type="checkbox"/> Applies the ability to manage personal, professional and academic responsibilities	<input type="checkbox"/> Balances personal, professional and academic life choices.	<input type="checkbox"/> Prioritizes effectively among personal, professional and academic responsibilities
<i>ΔComments:</i>			
9c. Setting Career Goals			
<input type="checkbox"/> Needs to gain awareness of career opportunities.	<input type="checkbox"/> Aware of career opportunities.	<input type="checkbox"/> Actively researches career opportunities.	<input type="checkbox"/> Initiates steps to accomplish career goals, including participating in professional development activities such as workshops and seminars.
<i>ΔComments:</i>			

Goals:

D. Workplace Competency Learning Activities

The following instructional activities are available for assessing student workplace competency in each of the nine categories described earlier in this Part. A listing of the activities is provided below. The activities themselves are available in the *Nebraska Work Based Learning Instruction Guide* that can be accessed online at www.nde.state.ne.us/TECHPREP/WBL or ordered from Doris Lux, Central Community College, P.O. Box 1027, Columbus, NE 68602-1027, 402-562-1242, dlux@cccneb.edu. An order form is located on page iii at the beginning of this *WBL Coordination Techniques Guide*.

WORKPLACE COMPETENCY LEARNING ACTIVITIES LIST

This section includes several workplace competency learning activities for each of the following 27 assessments. The assessments are divided into three competency areas: Individual, Team, and Personal and Professional Development.

INDIVIDUAL COMPETENCIES

Competency # 1 - Communication and Literacy

1-a Speaking

Perception Exercises	23
Analyze Your Voice.....	27
The Eye Contact Game.....	31

1-b Listening

Perception Exercises	23
The Eye Contact Game.....	31
Breakdown In Communication.....	35
Listening Exercise	37
The Peanut Butter and Jelly Game	39
Announcement! Announcement!	41

1-c Reading

Perception Exercises	23
Fire, Aim Ready!.....	43

1-d Writing

Perception Exercises	23
Announcement! Announcement!	41
The Write Stuff	47
Career Coverage.....	53
The One and Own-ly	197
Tips from the Top.....	223

Competency # 2 - Organizing and Analyzing Information

2-a Collecting and Organizing Information

Admirable Attitudes	51
Career Coverage.....	53

2-b Research and Analysis

Flash Forward.....	55
Checking It Out	59

2-c Quantitative Analysis and Mathematics

Checking It Out	59
Shopping for Skills.....	61
Minimum Wage.....	65

Competency # 3 - Problem Solving

3-a Identifying Problems

Decision-Making Guide	69
Pick A Bag	73
Late Again	75
3-b Solving Problems	
Decision-Making Guide	69
Pick A Bag	73
Late Again	75
Breaking Into The Shoe Business.....	79
Creativity/Visualization.....	81
Broken Squares	85
Competency # 4 - Using Technology	
4-a Using Work Tools and Office Equipment	
Technology Tools and Equipment.....	91
4-b Computer Operation	
Word Processing	93
Word Processing - Spelling - Grammar Check - Thesaurus.....	97
Competency # 5 - Completing Entire Activities	
5-a Initiating and Completing Projects	
We Can.....	103
Teen Targets.....	105
Law and Order.....	107
Life Preservers	109
Information Stations	111
5-b Time Management	
Tracking Time.....	115
Making Plans.....	119

TEAM COMPETENCIES

Competency # 6 - Acting Professionally	
6-a Attendance and Appearance	
Fit To Be Hired	121
Missing Work.....	123
6-b Accepting Direction and Criticism	
Types of Leaders	127
6-c Flexibility and Maintaining Self-Control	
Types of Leaders	127
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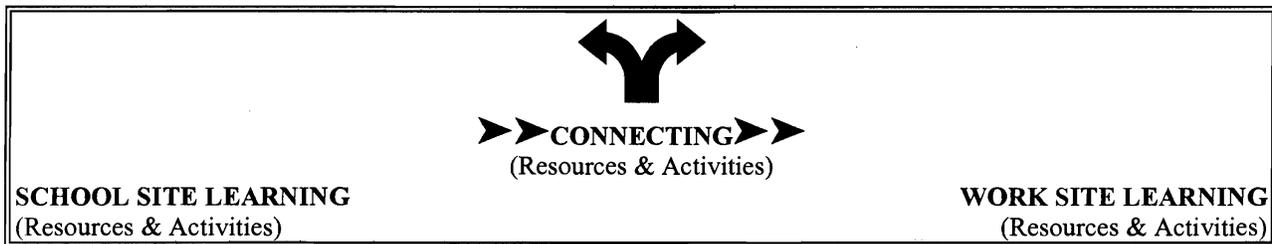
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Part VI WBL Program Planning

A. Overview

It is very important from the outset that everyone in the community understands the mission of work based learning (WBL). People normally think in terms of traditional work experience or career exploration. Work based learning is more than that. Planners need to encourage people to think of work based learning as a two-way bridge between the classroom and the workplace across which the school and the community work cooperatively to provide the resources and the "classroom" that will help each student find and develop his or her potential.

Nebraska is committed to providing quality WBL experiences for all students in all schools. To accomplish this, the implementation strategy is statewide and builds on the capacity of local school to career partnerships, Tech Prep consortia, established Cooperative Education programs and other WBL opportunities. These partnerships, are recognized throughout the state, and are made up of employers, educators and others committed to school excellence.



What kind of work based learning experiences do you want to create in your local education/business partnership? Schools and employers can create unique educational experiences so that students both observe and perform hands-on work, develop workplace readiness skills, and learn to draw their own conclusions. Development and implementation of a *Work Based Learning Local Action Plan* will help to restructure education by bridging classroom and communities to create work based learning opportunities that maximize students' interests, motivation, creativity, and effort.

This section provides the tools needed to assess your partnerships current strengths, tips for getting started in building a WBL program including stakeholder roles and responsibilities, and helpful suggestions for partnership building. It also provides brief descriptions of a wide variety of work based learning options and a plan for creating a local action plan. In addition to the information in this section, detailed "how to" information regarding each of the WBL options described is provided in the *Nebraska Work Based Learning Manual* which is available online at www.nde.state.ne.us/TECHPREP/WBL.

The tools needed to market your WBL program are provided in Part VII of this *Guide*.

B. Partnership Strengths Assessment

The following questionnaire and Guiding Principles are part of the *Getting to Work* materials designed by the National Center for Research in Vocational Education (NCRVE). All Nebraska Tech Prep Consortium Coordinators and School-to-Career Local Directors have a complete set of the *Getting to Work* Modules. They can be ordered from MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, 510-549-4551.

Prior to developing your local partnership's *Work Based Learning Local Action Plan*, it is important to assess your partnership's readiness to begin structuring a viable plan. While your school structure, the needs and resources of local partnership members, and team vision and goals will partially determine the route you take in constructing your *Action Plan*, there are four Guiding Principles that can serve as signposts along the way.

Guiding Principles for Better Schools

Principle One: High Standards. Schools must expect all students to achieve high academic standards and master the knowledge and skills that will qualify them for employment, further education, and career advancement.

Principle Two: Career Focus. Schools should promote career-related academic curricula that stress the application of knowledge and skills to motivate students to achieve high levels of academic performance.

Principle Three: Multiple Assessment. A variety of assessment strategies should be utilized to allow students to demonstrate their multiple talents and abilities whether they work individually or in collaboration, and to assist educators in improving student performance and instructional programs.

Principle Four: Partnerships. Educators and community members must work together to develop high quality programs for all students.

Getting to Work, Introduction, MPR Associates, Inc.,
2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704

These four principles can serve as a useful guide in developing a rigorous, comprehensive program of study organized broadly around work, industry, or careers. Working with your colleagues and community, you can use these principles to help transform your school and expand the educational and employment opportunities for all your students.

If your local education/business partnership is in its infancy, you may want to consider assessing your partnership readiness level prior to attempting to develop and implement a *Work Based Learning Local Action Plan*. Use the Guiding Principles to measure yourselves against the following set of questions to help you evaluate your present level of development in the numerous areas to be explored in developing your local plan.

**Work Based Learning
PARTNERSHIP STRENGTHS ASSESSMENT**

Rate your program/school/partnership on a scale of one to four. Be honest; there is no winning score. The purpose of a strengths assessment is to help you measure where you are now. Think of it as a snapshot; a point in time on the way to where you eventually want to be. Under each question, circle **one** (1) of four numbers:

- 1 = absent: no evidence or examples
- 2 = little: very little evidence
- 3 = moderate: some emphasis; some indicators of strength
- 4 = substantial: solid evidence; very present in program/school

Low numbers on any question indicate an area for study or improvement. Higher numbers reflect strong components or team strengths. Later, your team will list areas of weakness on which you will need to focus to build a better course, program, school-within-a-school. This is not a scientific rubric. Rather, it is an easy way to assess where you are so that you can ultimately get to where you want to be. Honest answers result in an honest self-evaluation. Remember, there are many equally successful paths to better schools.

PRINCIPLE ONE: HIGH STANDARDS

To help youth succeed in a fast-changing world, high schools expect all students to achieve high academic standards and master the knowledge and skills that will qualify them for employment, further education, and career advancement.

EXPECTATIONS

To what extent . . .

Absent Substantial

- | | | | | |
|-----------------------------------------------------------------------------------|---|---|---|---|
| 1. are classes attracting students of different abilities? | 1 | 2 | 3 | 4 |
| 2. are classes attracting students from different backgrounds, race, and genders? | 1 | 2 | 3 | 4 |
| 3. does your program recruit students from diverse backgrounds? | 1 | 2 | 3 | 4 |
| 4. does your program reach out to underserved populations? | 1 | 2 | 3 | 4 |
| 5. do classes contain students with a variety of career aspirations? | 1 | 2 | 3 | 4 |

PREPARATION FOR POSTSECONDARY OPTIONS

To what extent

- | | | | | |
|------------------------------------------------------------------------------------|---|---|---|---|
| 6. are all students prepared for work readiness and college admission? | 1 | 2 | 3 | 4 |
| 7. does your program connect to a community college? | 1 | 2 | 3 | 4 |
| 8. does your program offer credit for classes taken at postsecondary institutions? | 1 | 2 | 3 | 4 |
| 9. do local postsecondary institutions formally support articulated classes? | 1 | 2 | 3 | 4 |

GUIDANCE AND COUNSELING

To what extent . .

Absent Substantial

10.	does the school link teachers and small groups of students in advisory groupings?	1	2	3	4
11.	do counselors share information with teachers?	1	2	3	4
12.	does the community provide counseling and career planning activities	1	2	3	4
13.	are students paired with community role models as mentors?	1	2	3	4
14.	do counselors and/or teachers teach career development in the classroom?	1	2	3	4
15.	does your program counsel at-risk/low-achieving students about postsecondary options and encourage them to pursue these options?	1	2	3	4
16.	is counseling geared to career connections for all students?	1	2	3	4
17.	are students encouraged to develop a coherent, rigorous plan of study?	1	2	3	4
18.	do all students participate in work experience and technical and/or work and postsecondary education?	1	2	3	4
19.	are counseling services linked to work and postsecondary education?	1	2	3	4
20.	are counselors aware of current industry trends?	1	2	3	4

PRINCIPLE TWO: CAREER FOCUS

Career-related academic curricula that stress the application of knowledge and skills motivate students to achieve high levels of academic performance.

INSIDE THE SCHOOL

To what extent . . .

Absent Substantial

1.	are academic and vocational teachers designing and teaching curriculum with a career focus around industry themes or career clusters?	1	2	3	4
2.	are academic and vocational courses aligned?	1	2	3	4
3.	does student curriculum connect to career path/majors?	1	2	3	4
4.	are all students offered academic courses of college or university admission standards?	1	2	3	4
5.	do students express and demonstrate interest in their classwork?	1	2	3	4
6.	do instructors “coach” students, rather than lecture to them?	1	2	3	4
7.	do students solve problems with real consequences or audiences?	1	2	3	4
8.	are student projects graded in more than one class?	1	3	3	4

- | | | | | | |
|-----|----------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 9. | does industry participate in student learning? | 1 | 2 | 3 | 4 |
| 10. | are the books, equipment, and technology now available meeting current and future student learning objectives? | 1 | 2 | 3 | 4 |
| 11. | does your program allow students to practice teamwork or cooperative learning? | 1 | 2 | 3 | 4 |
| 12. | are teachers given time to align course content? | 1 | 2 | 3 | 4 |
| 13. | do teachers and students demonstrate how classroom learning applies to the working world? | 1 | 2 | 3 | 4 |

OUTSIDE THE SCHOOL

To what extent . . .

Absent Substantial

- | | | | | | |
|-----|-------------------------------------------------------------------------------------|---|---|---|---|
| 14. | do members of the community volunteer to be guest speakers and sponsor field trips? | 1 | 2 | 3 | 4 |
| 15. | is up-to-date technology available to all students? | 1 | 2 | 3 | 4 |
| 16. | do students practice academic skills in the workplace? | 1 | 2 | 3 | 4 |

To what extent . . .

Absent Substantial

- | | | | | | |
|-----|-------------------------------------------------------------------------------------------------|---|---|---|---|
| 17. | do students work outside of school in a career or work setting area on assignments from school? | 1 | 2 | 3 | 4 |
| 18. | do students learn work or career skills in a school studio or lab? | 1 | 2 | 3 | 4 |
| 19. | do students learn academic and technical skills through work site learning? | 1 | 2 | 3 | 4 |
| 20. | do students spend time in school reflecting on their work site learning experiences? | 1 | 2 | 3 | 4 |
| 21. | is the school day divided between school and work? | 1 | 2 | 3 | 4 |
| 22. | is community service built into the academic content? | 1 | 2 | 3 | 4 |
| 23. | is observing a worker in a work setting part of the curriculum? | 1 | 2 | 3 | 4 |
| 24. | are mentors part of the curriculum? | 1 | 2 | 3 | 4 |

PRINCIPLE THREE: MULTIPLE ASSESSMENT

Multiple assessment strategies help students demonstrate their multiple talents and abilities whether they work individually or in collaboration, and assist educators in improving student performance and instructional programs.

STUDENT ASSESSMENT

To what extent . . .

Absent Substantial

- | | | | | | |
|----|-----------------------------------------------------------------------------------------------|---|---|---|---|
| 1. | are students encouraged to reflect upon and to criticize their own work? | 1 | 2 | 3 | 4 |
| 2. | does your school use multiple-choice, paper-and-pencil tests? | 1 | 2 | 3 | 4 |
| 3. | are students tested using assessments besides paper-and-pencil tests? | 1 | 2 | 3 | 4 |
| 4. | does your program collect student work in folders or portfolios? | 1 | 2 | 3 | 4 |
| 5. | are year-long projects (e.g., senior project) a component of a student's assessment? | 1 | 2 | 3 | 4 |
| 6. | do students perform their skills under real or simulated conditions for assessment purposes? | 1 | 2 | 3 | 4 |
| 7. | do departments, programs, and teachers share a common instrument to measure student progress? | 1 | 2 | 3 | 4 |
| 8. | are curriculum and assessment linked? | 1 | 2 | 3 | 4 |

PROGRAM IMPROVEMENT

To what extent

Absent Substantial

- | | | | | | |
|-----|---------------------------------------------------------------------------------------|---|---|---|---|
| 9. | does the school have a formal process for program evaluation and improvement? | 1 | 2 | 3 | 4 |
| 10. | does that process of evaluation improve the curriculum and instruction school wide? | 1 | 2 | 3 | 4 |
| 11. | do teachers share their successes and failures? | 1 | 2 | 3 | 4 |
| 12. | do teachers evaluate each other's curriculum and instructional practices? | 1 | 2 | 3 | 4 |
| 13. | are student outcomes shared with students and other teachers? | 1 | 2 | 3 | 4 |
| 14. | does evaluation lead to change, and does change lead to different evaluation methods? | 1 | 2 | 3 | 4 |

PRINCIPLE FOUR: PARTNERSHIPS

Educators and community members work together to develop high-quality programs for all students.

VISION AND GOALS

To what extent . . .

Absent Substantial

- 1. does the administration and teaching staff work together to develop a common vision for the school? 1 2 3 4
- 2. are parents, businesses, and other community members encouraged to contribute to school climate and programs? 1 2 3 4
- 3. are students involved in program development? 1 2 3 4
- 4. do teachers share a common vision and have similar goals for the students? 1 2 3 4
- 5. are committees established that involve members of all stakeholder groups? 1 2 3 4
- 6. have school members reached consensus on implementation strategies to achieve the vision? 1 2 3 4
- 7. have members of the school community designed detailed implementation plans including timelines, staff development, and resources that are needed or available? 1 2 3 4

TEAMWORK

To what extent . . .

Absent Substantial

- 8. are teachers given release time to observe the best practices of other teachers or programs? 1 2 3 4
- 9. do teachers control the resources they need at your school to attain their goals? 1 2 3 4
- 10. do teachers share the same students so that they can discuss students' problems and curriculum projects? 1 2 3 4
- 11. are teachers encouraged to create interdisciplinary curriculum? 1 2 3 4
- 12. are teachers encouraged to team teach? 1 2 3 4
- 13. do teachers work in teams or pool their knowledge to plan a project or integrated course? 1 2 3 4
- 14. do teachers plan together and share teaching techniques? 1 2 3 4
- 15. does the school directly involve parents in student learning? 1 2 3 4
- 16. do advisory boards or industry partners guide student learning? 1 2 3 4

STRUCTURAL ISSUES

To what extent . . .

Absent Substantial

- | | | | | | |
|-----|-----------------------------------------------------------------------|---|---|---|---|
| 17. | is common planning time built into the master schedule? | 1 | 2 | 3 | 4 |
| 18. | do teachers work together to discuss common students? | 1 | 2 | 3 | 4 |
| 19. | do teachers select the speakers and topics for staff development? | 1 | 2 | 3 | 4 |
| 20. | does the schedule contribute to achieving the goals for your program? | 1 | 2 | 3 | 4 |
| 21. | does the staffing help to achieve the goals for your program? | 1 | 2 | 3 | 4 |
| 22. | does the physical space help to achieve the goals of your program? | 1 | 2 | 3 | 4 |

**PLEASE SEE ATTACHED SCORING SHEET
FOR FURTHER INSTRUCTIONS.**

PARTNERSHIP STRENGTHS ASSESSMENT - SCORING SHEET

DIRECTIONS: Please write the number you circled for each question in the blank space next to the number for each question. Total each section in the blanks "T1," "T2," and so on.

PRINCIPLE ONE: High Standards		
Expectations	Postsecondary Options	Guidance & Counseling
1. _____	6. _____	10. _____
2. _____	7. _____	11. _____
3. _____	8. _____	12. _____
4. _____	9. _____	13. _____
5. _____		14. _____
		15. _____
		16. _____
		17. _____
		18. _____
		19. _____
		20. _____
T1= _____	T2= _____	T3= _____

PRINCIPLE TWO: Career Focus	
Inside School	Outside School
1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	
13. _____	
T4= _____	T5= _____

PRINCIPLE THREE: Multiple Assessment	
Student Assessment	Program Improvement
1. _____	9. _____
2. _____	10. _____
3. _____	11. _____
4. _____	12. _____
5. _____	13. _____
6. _____	14. _____
7. _____	
8. _____	
T6= _____	T7= _____

PRINCIPLE FOUR: Partnerships		
Vision & Goals	Teamwork	Structural Issues
1. _____	8. _____	17. _____
2. _____	9. _____	18. _____
3. _____	10. _____	19. _____
4. _____	11. _____	20. _____
5. _____	12. _____	21. _____
6. _____	13. _____	22. _____
7. _____	14. _____	
	15. _____	
	16. _____	
T8= _____	T9= _____	T10= _____

Principle One Score	Principle Two Score	Principle Three Score	Principle Four Score
T1 _____	T2 _____	T3 _____	T6 _____
+T8 _____	+T4 _____	+T5 _____	+T7 _____
+T10 _____	+T9 _____		
= _____	= _____	= _____	= _____

INTERPRETING THE RESULTS OF YOUR PARTNERSHIP STRENGTHS ASSESSMENT

The modules referred to in this assessment are part of the *Getting to Work: A Guide for Better Schools* materials available from your local School-to-Careers Partnership Director, Tech Prep Consortium Coordinator, or MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, 510-549-4551.

Principle One Score - High Standards

(T1 + T8 + T10)

If you scored between **72-54 points**, you and your team are well on your way to developing a program or school with a structure that supports the successful achievement of your vision and goals. The staff in your program or school works hard to help all students achieve high expectations related to academic standards and post-high school options.

If you scored **less than 36 points**, *Module One: Education for Work* would be helpful to your partnership in setting and expecting high academic standards for all students.

Principle Two Score - Career Focus

(T2 + T4 + T9)

If you scored between **104-78 points**, you and your team have developed curriculum inside the classroom that is both academically challenging and interesting to students. Teachers work as a team to deliver a project-oriented curriculum that integrates both academic and vocational education and may include team teaching. In addition, there is a seamless curriculum that extends from secondary to postsecondary institutions.

If you scored **less than 52 points**, your team might consider working together through *Module Two: Integrated Curriculum*. However, if you also scored less than 36 points on the Principle One Score, begin with *Module One: Education for Work*.

Principle Three Score - Multiple Assessment

(T3 + T5)

If you scored between **88-66 points**, you and your team have developed curriculum outside the classroom that provides students with work site learning opportunities that connect to classroom activities. Students are offered a guidance and counseling program that is integrated with classroom learning and that provides career development and future planning opportunities.

If you scored **less than 44 points**, your team might consider working together through *Module Three: Learning Experiences*. However, if you scored less than 36 points on the Principle One Score, begin with *Module One: Education for Work*.

Principle Four Score - Partnerships

(T6 + T7)

If you scored between **56-42 points**, you and your team have developed a student assessment and program improvement system that helps you and your students evaluate both student and program performance. Students are challenged by a range of assessment strategies that test their knowledge and skills both independently and collaboratively.

If you scored **less than 28 points**, your team might consider working through *Module Four: Assessment*. However, Module Four focuses only on student assessment issues. Depending on the difference between your T6 and T7 scores, you may also want to refer to NCRVE's product on program improvement entitled *At Your Fingertips: Using Data for Program Improvement*. However, if you also scored less than 36 points on the Principle One Score, begin with *Module One: Education for Work*.

C. Tips For Getting Started

<p>1. START WITH WHAT YOU HAVE AND BUILD ON YOUR STRENGTHS</p>	<p>This is very important! It is better to build from the work based learning practices already in place within the district than to impose an external, packaged system. People need to “own” the system before they will become committed to it. If your district is already doing a great deal of community service work, then start there. If cooperative education is already working, expand from that point. To find out what is already in place, larger districts will need to survey the district staff and compile a simple database of program descriptions, staff managers, employers, and numbers of students involved. Invariably, there are more things going on than most people realize. A good survey will turn up practices that, with a little fine tuning, will become excellent work based programs.</p>
<p>2. DISTRICT LEVEL PLANNING</p>	<p>Planning is essential to a good work based learning program. Planning discussions might begin with the question, “Why are we doing this?” One answer is that work based learning is a wonderful opportunity for schools to involve the whole community in the exciting task of integrating classroom learning with real life experiences in the world of work. It can be very helpful from the beginning to designate one person as work based learning coordinator to head a district advisory team responsible for planning and implementing work based learning. It helps even more if this advisory team has the time and resources to get the job done and has a clear vision of district goals and how to reach them. Beyond this, success requires a lot of teamwork and involvement. A steering committee of committed people from business and industry, labor, community agencies, legal and other professional fields, parents, students and teachers can be an invaluable resource. A steering committee representative of the whole community can make the difference between success and failure. Give committee members real tasks and responsibilities.</p>
<p>3. DON'T RE-INVENT THE WHEEL</p>	<p>Become knowledgeable about what others are doing. Gather information about successful work based programs and observe good practices in action, then incorporate what you can into your own program. Collaborate with other schools or districts in your area. Although it is important that districts develop materials that meet their own needs, it is also important to recognize the value of standardizing procedures and forms as much as possible. Standardization minimizes confusion and maximizes consistency, especially with work sites participating in WBL programs with several educational entities.</p>
<p>4. SET GOALS AND ESTABLISH TIME LINES</p>	<p>The district advisory team should draft a master plan and use it as a blueprint for the district to follow. Solicit input from all those who will be affected by the plan, particularly school staff, students, parents and employers. Present the master plan to the steering committee as a starting point. Use their input to update and revise the master plan. Establish benchmarks or objectives on a timeline, so that everyone can see the project in smaller segments as well as an overall view. Assign specific, achievable tasks to subgroups and communicate about program strengths and weaknesses frequently.</p>

C. Tips For Getting Started

5. SPEND TIME IDENTIFYING POTENTIAL PROBLEMS	The advisory team should look at the logistics of managing an expanded work site learning program. As the program grows, increasing numbers of students, teachers and employers will be involved. Keeping up with the demands of an expanding program can be very difficult. Increased numbers create a greater need for an organized system with thorough training for each staff member who will be placing students in the community. If your program is disorganized, you risk leaving everyone involved with a negative impression of the value of work site learning in addition to potential legal problems.
6. TYPICAL PROBLEMS AREAS	<ul style="list-style-type: none">◆ Lack of training time for staff◆ Opposition from within the community◆ Schedule conflicts◆ Differences in expectations of various participants
7. PERHAPS THE BEST ADVICE	For districts starting a work based learning program, perhaps the best advice comes from the <i>School-to-Work Toolkit</i> , published by Jobs for the Future, Cambridge, MA. <ul style="list-style-type: none">◆ Don't be overwhelmed. The materials in this manual are intended for use over a period of years, not all at once◆ The most important thing to do is to build a community partnership◆ The information in this manual is a menu, not a list of commandments◆ Expand your community's vision of the possible. Use the materials here to help a community see itself functioning differently, in a youth development partnership◆ Build on existing strengths first◆ Build long-range goals and a timeline for implementing them

D. Stakeholder Roles/Responsibilities

In general, work based learning programs involve all or most of the following, depending on the work based learning activity. The success of the program depends on the involvement and commitment of all participants.

1. SCHOOL RESPONSIBILITIES

In addition to providing classroom instruction that supports the work based learning curriculum, school personnel should work to encourage success by fostering the relationships between students and employers and providing support services as appropriate. These services may include:

- ◆ Orienting students and employers
- ◆ Developing job sites and placements
- ◆ Promoting the program
- ◆ Conducting on-site visits to monitor and evaluate student progress
- ◆ Conducting orientations and/or seminars that may include pre-employment work maturity and work readiness training and job search skills
- ◆ Counseling students about jobs and careers
- ◆ Assisting students with questions and forms relating to work
- ◆ Working with students to develop measurable goals/objectives directed toward CIM or CAM proficiencies
- ◆ Assessing student performance at school and at the work site
- ◆ Assigning student grades
- ◆ Taking disciplinary action when necessary in relation to job placement
- ◆ Attending professionally related meetings and conferences
- ◆ Posting temporary jobs
- ◆ Completing records and forms
- ◆ Maintaining professional relations with employers
- ◆ Matching students with employers
- ◆ Providing basic safety training as appropriate to the placement
- ◆ Preparation of state and federal reports
- ◆ Maintaining records for insurance and tax purposes

2. EMPLOYER RESPONSIBILITIES

The primary role of the employer is to provide an environment in which learning can take place. In general, the employer is responsible for:

- ◆ Interviewing students
- ◆ Signing and abiding by agreements/forms, such as the WBL Training Agreement
- ◆ Providing a work experience that supports the student's educational and career goals
- ◆ Facilitating student exposure to all aspects of the field
- ◆ Orienting students to the work site: business operations, performance expectations, administrative policies and job specific safety training
- ◆ Informing staff of the student's purpose and enlisting their support and help
- ◆ Arranging a "buddy system" and/or employee mentor for student
- ◆ Assisting the student in his/her efforts to accomplish personal and professional goals
- ◆ Meeting with the coordinator to assess student progress and address any problems.
- ◆ Completing formal evaluations of student work and the work based learning program at the end of the student's experience

D. Stakeholder Roles/Responsibilities

<p>3. STUDENT RESPONSIBILITIES</p>	<p>The student is responsible for:</p> <ul style="list-style-type: none"> ◆ Signing and abiding by agreements/forms, such as the WBL Training Agreement ◆ Skills, aptitude and interest tests ◆ Developing goals/objectives/CIM or CAM outcomes ◆ Completing assignments, evaluations, forms, and other activities required by the coordinator ◆ Taking an active role as a participant in the program which includes participation in activities at a work site as well as in school ◆ Being a positive representative of the school and program in the community ◆ Making satisfactory academic progress ◆ Informing their coordinator of any problems that occur at the work site
<p>4. PARENT/GUARDIAN RESPONSIBILITIES</p>	<p>The parent/guardian plays a major role in the support of their student by:</p> <ul style="list-style-type: none"> ◆ Encouraging students to have good attendance at the work site ◆ Being involved and informed about the progress of their student's work experiences ◆ Participating in the school's activities promoting the structured work experience program ◆ Arranging for the transportation of the student to and from the work experience site (if necessary)
<p>5. ADVISORY AND STEERING COMMITTEE RESPONSIBILITIES</p>	<p>Committee members should be prepared to work in one or more of the following areas:</p> <ul style="list-style-type: none"> ◆ Curriculum Development. Creating technical and academic curricula that support career development goals ◆ Articulation. Establishing partnerships and linkages with educational programs beyond high school ◆ Student Relations. Introducing the program to students and their parents, helping orient students and providing support services for program participants ◆ Community Relations and Marketing. "Spreading the word." Informing community members and employers about the existence and potential benefits of the program and encouraging them to participate ◆ Work Site Development. Identifying, recommending and helping establish work sites where students can learn and make meaningful contributions ◆ Strategic Planning. Evaluating program outcomes to ensure that the needs of all program participants are being met ◆ Staff Development. Preparing school site and work site staff members to meet the needs of students in the work based earning program

E. Ongoing Program Improvement and Evaluation

It is critical that work based learning programs monitor whether and how well they work for students. Maintaining a quality program requires mechanisms to ensure that students' experiences meet the educational and other objectives of the program. A range of techniques can be used to monitor students' experiences and to promote continuous improvement of the program.

1. STUDENT PROGRESS	Regular contact between work site, school, and program staff is the main vehicle for monitoring the quality of student placements and learning. Through work site visits, regular meetings with work site and school partners, and analysis of in-school learning, program staff evaluate whether the program is meeting student educational needs.
2. PROGRAM PROCESS	Partners should be engaged in regular discussions to support a process of continuous improvement. Program oversight is a key function of the partnership.
3. TRACK KEY PROGRAM COMPONENTS	Programs must monitor and record program outcomes—student grades, diversity, program attendance and completion rates, and placement in post secondary institutions and job opportunities after program completion—to assess overall progress.
4. OUTSIDE EVALUATORS	It is often difficult for program managers to step back and analyze program progress. Outside evaluators can help facilitate this process through qualitative (interviews with employers, teachers, administrators, students and parents) and/or quantitative (analysis of student outcomes) methods. Outside evaluators can also be helpful in synthesizing “lessons learned” and making suggestions to improve implementation.
5. STUDENT EVALUATION	Students' constructive criticism about their work placements and school site activities is a useful source of information on the quality of the learning experiences and areas in need of improvement. Anonymous evaluations by students on a regular basis are an “insider's” source of information on where the program is and the direction in which it needs to go.
6. EXIT INTERVIEWS	One-on-one, open-ended conversations with students as they are about to complete the program are another means of soliciting their frank and helpful impressions. These may work best if conducted by an outside party (e.g., a volunteer graduate student.)

F. Partnership Building

An Important State Direction. . . A Growing National Trend. Broad based partnerships in states and local communities constitute the underlying principle of work based learning plans and serve as the foundation for successful implementation. Without these partnerships, real and lasting changes are difficult to achieve. They bring together many segments of the community to share and match resources and lead to formal voluntary relationships between business, industry, education, and their communities to plan and carry out activities for the purpose of improving the quality of education.

Schools need the support of business, industry, and the community to provide quality education. Business and industry need a strong public education system to assure economic stability and to maintain a high quality of life for citizens of all ages. Together, they give the community, the state and the nation a more competitive edge in the national and global economy. Everyone benefits from effective partnership activities.

Partnership Benefits	
BUSINESS/INDUSTRY	<ul style="list-style-type: none"> ◆ Intrinsic rewards for employees by sharing their time and talents ◆ Enhanced community image ◆ Contribution to human resource development ◆ Improved return on education tax dollars ◆ Reduction of on-the-job training time ◆ Better prepared employee ◆ Tax deduction for charitable contributions ◆ Recognition and support for their efforts
COMMUNITY	<ul style="list-style-type: none"> ◆ Recognition of education as a joint responsibility ◆ Clarification for citizens of the role they can play in upgrading the quality of schools ◆ Parent involvement
SCHOOLS/TEACHERS/ STUDENTS	<ul style="list-style-type: none"> ◆ New curriculum/teaching resources and ideas ◆ Initiation of special programs ◆ Economic education assistance ◆ Improved channels to communicate education's goals and issues ◆ Increased awareness of business and industry goals and issues ◆ Special student population assistance ◆ Professional development for teachers and staff ◆ Improved administrative and management practices ◆ Recognition and support for efforts

Why Are Partnerships Important?

"To ensure that our children get the best education...let us resolve that every one of our country's public, private and parochial schools and our community colleges—all 110,000 of them—will have formed a partnership in education."

*The Honorable Ronald Reagan
Former President of the United States*

"Education and business need each other. Partnerships are not only the right thing to do—they are also good business. They improve the quality of the graduates we hire. They help our image in the community. They give us a better return for our tax dollars.

*Robert W. Lundeen
Former Chairman of the Board, The Dow Chemical Company*

Individual Perceptions vs A Shared Vision

Creating shared visions around education and job readiness is the challenge to Business, Industry, and Education Partnerships. Often people have special interests that foster polarity, not a common vision. Here are some of the arguments that prevent partnerships from creating the shared vision so vital to improve education.

Business/Industry Perception	<ul style="list-style-type: none"> ◆ Educators are supported by taxes and should be doing their job; that is, teaching basic core competencies to graduates entering the job market. ◆ I run a business on a bottom-line basis. Teachers have no idea what it is to meet payroll.
Educators Perception	<ul style="list-style-type: none"> ◆ Teacher's salaries are so low that we cannot attract and keep the best teachers. ◆ Business and industry is not aware of what is required of a professional teacher
Shared Vision	<ul style="list-style-type: none"> ◆ Can shape a community of the future for the benefit of educators and business persons ◆ Will develop a labor force to enhance economic development recruitment and attract business and industry, which need to maintain productivity and enable international competition. ◆ Can provide basic skill competencies for graduates who are seeking jobs ◆ Can provide students with support from business, industry and education for a successful transition to jobs-or postsecondary education ◆ Can help communities build support for school finance and make educational excellence a shared community responsibility.

Do's , Don'ts and Potential Pitfalls In Business, Industry, Education Partnerships

DO'S	DON'TS	POTENTIAL PITFALLS
<ul style="list-style-type: none"> ◆ Make the partnership a system-wide priority ◆ Think long-term ◆ Support projects that demonstrate growth and positive community commitment ◆ Think about evaluation and accountability ◆ Ensure that both partners feel a sense of ownership in the project ◆ Be willing to negotiate, but keep in mind which partner is the educator ◆ Make a list of mutually beneficial outcomes ◆ Be aware of unexpected outcomes that can be exciting ◆ Provide public recognition 	<ul style="list-style-type: none"> ◆ Simply look for a handout if you're a potential school partner ◆ Impose a partnership on a school if you're a potential business partner ◆ Be afraid to ask for assistance ◆ Look for financial support for normal budget items ◆ Give up! 	<ul style="list-style-type: none"> ◆ Inadequate planning ◆ Too many projects ◆ Inadequate selling of program to teachers and employees ◆ Lack of genuine commitment by one or both parties ◆ Failure to clarify methods of measuring progress ◆ Too many volunteers to monitor ◆ Don't let expectations get unrealistic ◆ Don't promise what you can't deliver ◆ Don't make it a public relations stunt

Special Kinds of Partnership Opportunities

1. General Business Interests	<ul style="list-style-type: none"> ◆ Donate used equipment ◆ Sponsor field trips, tours ◆ Provide informational literature ◆ Sponsor beautification projects—donate plants ◆ Provide display space ◆ Provide seminars or sponsor training for parents or staff groups ◆ Serve as chairpersons ◆ Sponsor a Boss for a Day Program ◆ Allow students to design holiday cards, covers for annual reports, or other publications ◆ Provide demonstrations of various artistic and technical skills
2. Arts/Entertainment	<ul style="list-style-type: none"> ◆ Sponsor tickets for special events ◆ Provide speakers ◆ Provide artistic demonstrations ◆ Provide tours ◆ Sponsor contest (essay, art, poetry) ◆ Provide approved curriculum materials ◆ Serve as judges for various events ◆ Provide seminars for students or teachers
3. Chambers of Commerce	<ul style="list-style-type: none"> ◆ Participate in a speakers bureau on entrepreneurship and the free enterprise system ◆ Participate in career days ◆ Provide curriculum for consumer education ◆ Assist students with getting exposure and training in local businesses and subsequent employment ◆ Sponsor a Junior Chamber of Commerce in schools ◆ Invite school system personnel to serve on chamber's education committee ◆ Provide workshops for teachers to update their skills ◆ Sponsor student interns in leadership development ◆ Assist schools to obtain additional partners from the business community ◆ Participate in career fairs ◆ Participate in health fairs at schools ◆ Encourage volunteerism among students, staff and parents ◆ Tutor in science and health related courses
4. Law Enforcement/ Governmental Agencies	<ul style="list-style-type: none"> ◆ Sponsor student field trips ◆ Assist the school with its law-related education program ◆ Serve as speakers ◆ Provide field trips to court, city hall or jail ◆ Serve as judges for academic competition ◆ Allow journalism or debate students to interview employees or officials ◆ Sponsor an award for top government students, top achievers or best debate students ◆ Participate in competitive events, field days with staff or students ◆ Tutor dropout-prone students
5. Media/ Communications	<ul style="list-style-type: none"> ◆ Participate in Newspapers in Education Program ◆ Provide speakers for career awareness programs ◆ Provide layout assistance for school publication ◆ Present student workshop on how to sell advertisements for their publications ◆ Sponsor spelling bee, writing, public speaking and debate competition ◆ Help students produce a school news program to air on radio or television ◆ Develop a public relations campaign for education ◆ Assist school to reduce printing costs
6. Retailers	<ul style="list-style-type: none"> ◆ Provide area for students to demonstrate a variety of physical education activities ◆ Provide display for student artwork ◆ Provide on-site musical performances ◆ Provide employment opportunities

Special Kinds of Partnership Opportunities

	<ul style="list-style-type: none"> ◆ Provide field trips/tours ◆ Publicize announcements of activities on employees' bulletin board ◆ Sponsor a fashion show ◆ Provide contest for commercial art students ◆ Sponsor a graphic arts contest ◆ Provide judges ◆ Provide time for handicapped students to visit Santa Claus ◆ Cooperate with school attendance activities
7. Realtors	<ul style="list-style-type: none"> ◆ Make motivational presentations ◆ Tutor a child ◆ Co-sponsor a project with a school service club ◆ Provide emergency assistance for students ◆ Participate as a one-on-one youth motivator ◆ Conduct time management inservice program ◆ Sponsor an after school club—Give it your own name ◆ Provide speakers on community issues
8. Labor Unions	<p>Unions can contribute valuable networks and workplace knowledge by:</p> <ul style="list-style-type: none"> ◆ Using direct links to thousands of private-and public-sector employers ◆ Using established links/communication mechanisms to 14M unionized workers ◆ Sharing their long history of working with employers on training and skill-upgrading initiatives ◆ Leading the effort to ensure safe and healthful workplaces ◆ Applying understanding of workplace dynamics, work and technology, workplace change, and all aspects of industry <p>Unions can give young people unique learning opportunities by:</p> <ul style="list-style-type: none"> ◆ Teaching youth about what workplaces look like and how workers help define work place processes ◆ Working with educators on school- and work based career awareness activities ◆ Giving students and teachers opportunities to learn about the current labor movement and labor history ◆ Teaching youth how workers and unions shape and maintain fair labor standards, bring about safe workplaces, and build the middle class ◆ Making students aware of their rights and responsibilities in the workplace ◆ Teaching youth about labor laws, labor management relations, and problem-solving skills and abilities ◆ Recruiting and training Work Based Learning (WBL) mentors ◆ Giving front-line shadowing opportunities to students and teachers ◆ Recruiting and training workers to work with specific teachers and schools ◆ Using union-run training programs and apprenticeship centers to provide hands-on learning opportunities <p>Unions can help with WBL system-building by:</p> <ul style="list-style-type: none"> ◆ Recruiting unionized employers to participate in WBL activities ◆ Providing program models for serving youth from diverse backgrounds, linking young women with nontraditional work, and serving youth with disabilities ◆ Contributing knowledge about work based learning ◆ Providing models for integrating academic and vocational education ◆ Helping WBL systems focus on career paths with strong employment potential ◆ Ensuring that WBL initiatives comply with all labor laws ◆ Helping to bridge the communication gap between educators and employers

G. Work Based Learning Options

While your school structure, the needs and resources of local partnership members, and team vision and goals will partially determine the route you take in constructing your *Work Based Learning Local Action Plan*, the following Guiding Principles, used in Part A to assess your partnership strengths, also serve as signposts along the way.

Guiding Principles for Better Schools

Principle One: High Standards. Schools must expect all students to achieve high academic standards and master the knowledge and skills that will qualify them for employment, further education, and career advancement.

Principle Two: Career Focus. Schools should promote career-related academic curricula that stress the application of knowledge and skills to motivate students to achieve high levels of academic performance.

Principle Three: Multiple Assessment. A variety of assessment strategies should be utilized to allow students to demonstrate their multiple talents and abilities whether they work individually or in collaboration, and to assist educators in improving student performance and instructional programs.

Principle Four: Partnerships. Educators and community members must work together to develop high quality programs for all students.

Getting to Work, Introduction, MPR Associates, Inc.,
2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704

These four principles can serve as a useful guide in developing a rigorous, comprehensive program of study organized broadly around work, industry, or careers. Working with your colleagues and community, you can use these principles to help transform your school and expand the educational and employment opportunities for all your students.

If your local education/business partnerships is in its infancy, you may want to consider assessing your partnership readiness level prior to attempting to develop and implement a *Work Based Learning Local Action Plan*. The *Introduction* to the *Getting to Work* materials will help you evaluate your present level of development in the numerous areas to be explored in developing your local plan.

What kind of work based learning experiences do you want to create in your local education/business partnerships? School and employers can create unique educational experiences so that students both observe and perform hands-on work, develop work-readiness skills, and learn to draw their own conclusions. Development and implementation of a *Work Based Learning Local Action Plan* will restructure education by bridging classrooms and communities to create work based learning opportunities that maximize students' interests, motivation, creativity, and effort.

The one clear message that needs to be understood by anyone working with or establishing a work based learning experiences is that there **must be a connection between the work experience (including shadowing, mentoring and service learning) and the curricula at the school in some defined fashion**. If the work experience does not connect in a specified manner, it is not School-to-Work, it is just W (work).

The learning experiences described below fall into four categories: (1) *career awareness*, (2) *career exploration*, (3) *school site career preparation*, and (4) *work site career applications*. They span Grades K-16 and focus on providing work based learning experiences that are integrated with classroom curriculum. Students participate in these experiences at either the school or workplace. To help you select options for inclusion in your *Work Based Learning Local Action Plan*, Parts V, VI, VII, and VIII of this manual provide detailed "how to" information including sample forms for each option. The following table provides an overview of possible options within each of these categories.

Overview of WBL Options

1. CAREER AWARENESS	Career awareness includes group activities that help students develop a general awareness of themselves, the world of work and its connection to education and provide the basis for guiding students into future career decision making.	
	Career Fairs Career Day	Career fairs and career days provide opportunities for students to explore a variety of career path clusters of interest to them
	Classroom Guest Speakers	Guest speakers provide students with an understanding of the career choices available at their place of business, how academic and technical skills are integrated on the job, how they have adapted to technological change, and their role in the economic development of the community.
	Field Trips	Student tours with local businesses willing to share their expertise and provide insight into the variety of career pathways available in their business. The tour should emphasize all aspects of the industry.
2. CAREER EXPLORATION	Career exploration includes individual activities whereby students explore career options that match their interests and aptitudes. They provide an opportunity to learn about what people do for a living, observe and interact with work based staff to learn more about the demands of the work place, and help students think about the world of work and their postsecondary options.	
	Career Guidance & Counseling Services	Securing work based learning experiences, learning career development knowledge and skills, and choosing post-high school options are essential elements of an integrated program that links school and work.
	Career Interviews	Career interviews arranged, conducted, and reported on by students who have researched the career/career cluster prior to the interview.
	Job Shadowing	Job shadows involve student visits to a variety of work places, during which time students observe and ask questions of individual workers
	Research Papers/Projects	Research papers/projects that focus on specific careers or class projects such as mock employment interviews and business simulations.

Overview of WBL Options

3. SCHOOL SITE CAREER PREPARATION

By integrating job instruction and career exploration with a program of study based on high academic and skill standards, the following school site career preparation activities provide the bridge for transitioning from school to work and/or postsecondary education.

Applied Academics Classes

Courses that are similar in content to traditional college prep but use real-life examples and emphasize contextual learning. Course content is rigorous and challenging. They are offered in the following subject areas: mathematics, English, biology, physics, and social studies.

Career Academies

Schools-within-schools in which groups of students take several classes together each year with the same group of teachers. Each academy focus on a career theme such as business and finance, electronics, etc.

Entrepreneurship Projects/Classes

Entrepreneurship experiences assist students in developing the competencies needed to own and manage enterprises.

School Based Enterprises

SBE's encompass activities in which students produce goods or services for sale or use by the school or communities. Teachers and students learn to develop, operate, and sustain a real business.

Tech Prep Programs

Tech Prep combines a strong secondary and postsecondary education to prepare students for mid-level technology careers for the twenty-first century and articulates seamless educational pathways for the pursuit of postsecondary education options.

CTSO Projects/Competitions

Career and Technical Student Organizations provide educational opportunities directly linked to the curriculum for vocational and applied technology education students so they may develop personally and professionally in preparation for career and life.

Career & Technical Classes

Competency-based occupational education programs that address the emerging technologies and future employment opportunities in business and industry.

Workplace Readiness Classes

Problem solving, teamwork, self management and the other SCANS foundations and competencies needed to succeed in the changing workplace are the focus of these courses.

Overview of WBL Options

<p>4. WORK SITE CAREER APPLICATION</p>	<p>The following work site learning experiences provide students with the opportunity to apply the skills learned in the classroom in actual work environments. They must be integrated with classroom learning in order to provide maximum benefits to both the employer and the student and should be available for all students.</p>
<p>Apprenticeships</p>	<p>The content of training, both on-the-job and related instruction, is defined and dictated by the needs of the workplace. The length of training is determined by the needs of the specific occupation. In the building trades, for example, some apprenticeship programs are as long as five years with up to 240 hours of related instruction per year.</p>
<p>Clinical Work Experience</p>	<p>Clinical experiences are different from other structured work experiences in that they require on-site supervision by a certified teacher or faculty member. They usually take place in medical settings, where students practice the skills they have learned in the classroom.</p>
<p>Cooperative Education</p>	<p>Cooperative education consists of mutual agreements between schools and employers whereby students in the 11th and 12th grade receive school-based occupational instruction and related paid work experience to develop certifiable occupational career skills.</p>
<p>Internships/ Practicums</p>	<p>Internships and practicums are similar activities in which students engage in learning through practical work site experience. Internships are usually undertaken by students who are at or near the end of a preparatory academic program and are often unpaid.</p>
<p>Mentorships</p>	<p>Mentorship experiences provide opportunities for developing one-on-one relationships between students and professionals in the career fields they are exploring.</p>
<p>Part Time Work</p>	<p>Part time work (often referred to as work-study) provides work experience for which students are paid and may receive high school credit. It is not, however, a bona fide structured work site learning experience that relates the work to school site learning.</p>
<p>Service Learning Projects</p>	<p>Service learning experiences consist of volunteer work in non-profit or public organizations to help student's develop a sense of community involvement, in addition to skills and knowledge common to other structured work experiences.</p>
<p>SAE'S</p>	<p>Supervised Agricultural Experiences are one of the three integral parts of Agricultural Education Programs that also include classroom/laboratory instruction, and FFA.</p>
<p>WECEP</p>	<p>WECEP is a school-supervised Work Experience and Career Exploration Program for underachieving 14- and 15-year olds aimed specifically at motivating dropout-prone youth to stay in school and become better prepared for the world of work.</p>

WORK BASED LEARNING OPTIONS AND OPPORTUNITIES						
<i>WBL OPTIONS</i>	<i>GRADE LEVELS AVAILABLE</i>	<i>DURATION</i>	<i>CREDIT CREDENTIALS</i>	<i>PAID/ UNPAID</i>	<i>TRAINING PLAN OR AGREEMENT</i>	<i>PRIMARY FUNCTION</i>
CAREER AWARENESS ACTIVITIES						
CAREER FAIRS/DAY	4-16	usually 1 day	credit possible	unpaid	no	career awareness
CLASSROOM SPEAKERS	K-16	1 hour	credit possible	unpaid	no	career awareness
FIELD TRIPS	K-16	2-3 hours	credit possible	unpaid	no	career awareness
CAREER EXPLORATION ACTIVITIES						
CAREER GUIDANCE	5-16	ongoing	credit possible	unpaid	sometimes	career exploration
CAREER INTERVIEWS	4-16	1-2 hours	class project credit	unpaid	no	career exploration
JOB SHADOWING	5-16	usually 1 day	credit possible	unpaid	no	career exploration
RESEARCH PAPER/PROJECT	4-16	1 hr to weeks	class credit	unpaid	no	career exploration
SCHOOL SITE CAREER PREPARATION ACTIVITIES						
APPLIED ACADEMICS COURSES	5-16	1 semester - several years	course credit	unpaid	no	career preparation
ENTREPRENEURSHIP PROJECTS/CLASSES	5-16	1-2 semesters	credit possible	usually unpaid	no	career preparation
SCHOOL BASED ENTERPRISE	9-16	hours to years	credit possible	usually unpaid	sometimes	career preparation
TECH PREP PROGRAMS	9-16	1-6 years	credit	both	usually	career preparation
CAREER & TECHNICAL CLASSES	7-16	1 semester - several years	course credit	unpaid	no	school based career preparation
CAREER & TECHNICAL SCHOOL ORGANIZATION (CTSO)	8-16	1 semester - several years	credit possible	unpaid	no	school based career preparation

WORK BASED LEARNING OPTIONS AND OPPORTUNITIES

<i>WBL OPTIONS</i>	<i>GRADE LEVELS AVAILABLE</i>	<i>DURATION</i>	<i>CREDIT CREDENTIALS</i>	<i>PAID/ UNPAID</i>	<i>TRAINING PLAN OR AGREEMENT</i>	<i>PRIMARY FUNCTION</i>
PROJECT/COMPETITION						
WORKPLACE READINESS CLASS	9-16	1-2 sem.	course credit	unpaid	no	school based career preparation
WORK SITE CAREER APPLICATION ACTIVITIES						
APPRENTICESHIPS	11-16 (age 16+)	1-6 years including summers	course credit Voc. Cert. (assoc. (degree possible)	paid	yes	work site application
CLINICAL WORK EXPERIENCES	11-16	1 semester to several years	course credit Voc. Cert. (assoc. (degree possible)	sometimes paid	yes	work site application
COOPERATIVE EDUCATION	11-16	1 sem. to yrs.	course credit	paid	yes	work site application
INTERNSHIP/PRACTICUM	10-16	1 sem. to yrs.	course credit	usually unpaid	yes	work site application
MENTORSHIPS	5-16	weeks to yrs.	no	usually unpaid	sometimes	work site application
PART TIME WORK	9-16	hrs. to years	credit possible	paid & unpaid	no	work site application
SERVICE LEARNING PROJECT	3-16	hrs. to weeks	credit possible	unpaid	sometimes	work site application
SUPERVISED AG. EXPERIENCE	9-12	1 sem. to yrs.	course credit	paid & unpaid	yes	work site application
WECEP	9-10	1-4 semester	course credit	paid	yes	work site application

H. Creating WBL Local Action Plans

Thoughtful completion of the following steps in developing your *Work Based Learning (WBL) Local Action Plan* will insure successful implementation.

Step #1 Sequence WBL Opportunities by Grade Level

Using the information in the *Work Based Learning Options* handout, select the opportunities that best meet the needs and resources of your local partnership. Options may include the following as well as others unique to your area:

Career Awareness	Career Exploration	School Site Career Preparation	Work Site Career Application
<ul style="list-style-type: none"> ◆ Career Fair/ Career Day ◆ Classroom Guest Speakers ◆ Field Trips 	<ul style="list-style-type: none"> ◆ Career Guidance & Counseling Services ◆ Career Interviews ◆ Job Shadowing ◆ Research Paper/Project 	<ul style="list-style-type: none"> ◆ Applied Academics Courses ◆ Entrepreneurship Projects ◆ School Based Enterprises ◆ Tech Prep Programs/Articulation ◆ Career and Technical Student Organization (CTSO) Projects or Competition ◆ Career and Technical Programs ◆ Workplace Readiness Courses 	<ul style="list-style-type: none"> ◆ Apprenticeships ◆ Clinical Work Experience ◆ Cooperative Education ◆ Internship/Practicums ◆ Mentorships ◆ Part Time Work ◆ Service Learning Projects ◆ Supervised Ag Experience ◆ WECEP - Work Experience Career Exploration Programs

Step #2 Structure of the WBL Experience

Determine the following for each option selected in Step #1:

- a. When Will WBL take place during the school year or during the summer?
- b. Length How long will one placement last?
- c. Work Time What days and times will the student be at the work site?
- d. School Time What days and times will the student be in school?
- e. Rotation Will students rotate through various jobs within a place of employment or rotate to various places of employment?
- f. Related Class In what class(s) will students receive classroom instruction related to their WBL activities?
- g. Supervision What teachers/employees will supervise students at the workplace?
- h. Class Schedule What changes in the overall schedule for both students and teachers will be required to implement the WBL experience?
- i. Transportation/ Liability What special arrangements need to be made related to transportation and liability issues?

Step #3 Define WBL Roles and Responsibilities

What will the implementation roles and responsibilities be for the following PATES Partners:

P – Parents **A** – Administrators **T** – Teachers **E** – Employers **S** - Students

Indicate on your plan for each option who will be responsible for:

- a. Recruiting WBL business/industry sites and employers. (Step # 4)
- b. Developing WBL Student Training Plan. (Step # 5)
- c. Orienting, training, and supporting school and work personnel. (Step # 6)
- d. Planning and coordinating additional learning experiences. (Step # 7)

NOTE: Completion of Steps 1-3 provides a framework for your partnerships WBL activities.

Successful implementation will require completion of Steps 4-7 as follows:

Step #4 Recruit WBL Employers to Place Students

Determine the following for each option selected:

- a. Who are the industry partners that you would like to recruit to implement your plan?
- b. Identify current PATES Partners who can help you recruit additional employers.
- c. Set priorities in your recruitment strategy.

Step #5 Develop WBL Student Training Plan

The specific format and contents of your training plan(s) will evolve during discussions with your education and employment partners. Eventually, your final training plan will need to be signed by your PATES Partners - Parents, Administrators, Teachers, Employers, and Students - with the expectations clearly communicated. Example entries for the training plan include: Overall Learner Outcomes, Work Skill and Knowledge Activities, Career Development Activities, All Aspects of the Industry Activities, and Reflection Activities.

Step #6 Orient/Train/Support School and Work Personnel

Before connecting students with employers, an orientation, training and support must be provided for students, teachers, employees, and employers. These are vital steps that will make the school and work partnerships more comfortable and beneficial to all parties.

Step #7 Plan Additional Learning Activities

In addition to providing WBL activities for all students, activities that build work based activities into pre-existing content can be practiced and applied in most every classroom. Possible activities to consider include: seminars on work-related topics, career awareness activities, mock job interviews, journal writing, and situational problem solving.

*Adapted from the Getting to Work, Module 3 - Learning Experiences, MPR Associates, Inc.,
2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, 510-549-4551.*



WORK BASED LEARNING LOCAL ACTION PLAN - PAGE ONE

WBL Partnership: _____
 WBL Coordinator/Team Leader: _____ Phone # _____ FAX # _____ E-mail _____

Grade Level	Step # 1 SEQUENCE	Step # 2 STRUCTURE	Step # 3 ROLES/RESPONSIBILITIES	TARGET DATE
K-6				
7-8				
9th Grade				
10th Grade				

WORK BASED LEARNING LOCAL ACTION PLAN - PAGE TWO

WBL Partnership: _____

WBL Coordinator/Team Leader: _____ Phone # _____ FAX # _____ E-mail _____

Grade Level	Step # 1 SEQUENCE	Step # 2 STRUCTURE	Step # 3 ROLES/RESPONSIBILITIES	TARGET DATE
11th Grade				
12th Grade				
Post secondary				

NOTE: Completion of Steps 1-3 provides a framework for your partnership's WBL activities.
 Successful implementation will require completion of Steps 4-7

SAMPLE WORK BASED LEARNING LOCAL ACTION PLAN

BRYAN HIGH SCHOOL

Worked-based Learning Continuum

Grade Level	9 th	10 th	11 th	12 th
Assessments	Work Keys IDEAS	PLAN True Colors	ASVAB PSAT	Work Keys ACT/SAT
Activities	<ul style="list-style-type: none"> ✓ Lunch Bunches ✓ Career Shadowing ✓ Career Speakers ✓ Service Learning ✓ School-Based Enterprise ✓ Student Organizations ✓ College Visits ✓ College Counselors 	<ul style="list-style-type: none"> ✓ Lunch Bunches ✓ Tours ✓ Career Modeling ✓ Service Learning ✓ School-based Enterprise ✓ Student Organizations ✓ College Visits ✓ College Counselors 	<ul style="list-style-type: none"> ✓ Lunch Bunches ✓ Internships* ✓ Externship ✓ Dual Enrollment ✓ Work Experience ✓ School-based Enterprise ✓ Service Learning ✓ Student Organizations ✓ College Visits ✓ College Counselors 	<ul style="list-style-type: none"> ✓ Lunch Bunches ✓ Internships* ✓ Externship ✓ Dual Enrollment ✓ Work Experience ✓ School-based Enterprise ✓ Service Learning ✓ Student Organizations ✓ College Visits ✓ College Counselors
Selection	Open	Open	By Application	By Application
Outcomes	<ul style="list-style-type: none"> • All students select a career cluster • All students develop a program-of-study with 75% of classes suggested by career cluster • All students identify at least 3 careers of interest within their cluster • Attendance rate averages at least 92% • At least 70% of all students pass all of their classes • 20% or more students are on the honor roll 	<ul style="list-style-type: none"> • All students identify one career of interest • All students define the education and training requirements of their chosen career. • All students demonstrate pre-employment skills competency • Attendance rate averages at least 92% • At least 70% of all students pass all of their classes • 25% or more students are on the honor roll 	<ul style="list-style-type: none"> • 60 students are participating in an internship program • Attendance rate averages at least 92% • At least 70% of all students pass all of their classes • 30% or more students are on the honor roll 	<ul style="list-style-type: none"> • 115 students are participating in an internship program • Attendance rate averages at least 92% • At least 70% of all students pass all of their classes • 35% or more students are on the honor roll • High school completion rate exceeds 60%
Data Sources	<ul style="list-style-type: none"> ◦ Transcripts ◦ Work Keys results ◦ IDEAS results ◦ Explorer Scouts Survey ◦ Advisement Portfolios 	<ul style="list-style-type: none"> ◦ Transcripts ◦ PLAN results ◦ True Colors results ◦ Explorer Scouts Survey ◦ Advisement Portfolios ◦ Career Model Evaluation 	<ul style="list-style-type: none"> ◦ Transcripts ◦ Advisement Portfolios ◦ WBL Journals 	<ul style="list-style-type: none"> ◦ Transcripts ◦ Advisement Portfolios ◦ OPS Longitudinal Study ◦ OJC Follow-up Study ◦ WBL Journals

POST - GRADUATION OUTCOMES	<ul style="list-style-type: none"> 75% students enrolled in post-secondary ed/training are studying in career cluster Post-secondary/training completion exceeds 30%
POST - GRADUATION OUTCOMES	<ul style="list-style-type: none"> 50% of students are employed in career cluster Average salary exceeds \$7.00 per hour 50% of students employed full-time 50% of full-time students receive benefits

SAMPLE WORK BASED LEARNING LOCAL ACTION PLAN (CONTINUED)

DEFINITIONS

CAREER SHADOWING	Students are matched to businesses in their career cluster, after completing the IDEAS assessment, and attend on half-day job shadowing experience. Prior to experience, students receive instruction regarding how to dress, what to expect, how to behave, what questions to ask, etc. Students complete an interview form with their work site mentor upon completion of the job shadow. These interviews are compiled and shared with all students in the same career cluster.
SPEAKER DAY	Career speakers address students at school organized by career cluster on a scheduled day.
SERVICE LEARNING	Students learn through participation in organized community service experiences which are integrated into the academic curriculum (usually history, social studies, government, etc.).
COLLEGE VISITS	Students visit colleges, universities, and other post-secondary institutions, according to career clusters.
COLLEGE COUNSELORS	Post-secondary representatives visit the school and provide information to students relative to their career clusters.
LUNCH BUNCHES	Career speakers address students at school, during the lunch hour, organized according to career interests.
TOURS	Tours of local businesses and agencies are conducted, according to career cluster.
CAREER MODELING	Students are matched to an adult mentor according to career interests. The mentors visit with the students first at school and then twice more in the mentor's place of business.
INTERNSHIP	Students are assigned to an internship placement for 15 – 20 hours of work experience per week. A learning plan is developed in advance with the student and work site mentor. Students meet every two weeks to integrate experiences, with the first three weeks of the internship devoted to exposure to all aspects of the assigned industry. Journals and work logs are kept and analyzed by the students. Internship continues through the senior year.
DUAL ENROLLMENT	Students take classes and earn credit at post-secondary institutions while still in high school.
WORK EXPERIENCE	Internship program designed for students with special needs.
SCHOOL ENTERPRISE	Business/Service ventures planned and implemented by students in the school building.
STUDENT ORGANIZATIONS	Includes programs such as DECA, FBLA, FTA, Junior Achievement, etc.

I. Key WBL Personnel

Three key people for any student in a work based learning component are the Work Based Learning (WBL) coordinator, the school site mentor and the work site mentor. The job descriptions follow for these individuals.

WBL Coordinator

Definition

A WBL coordinator is a person skilled in administration, supervision, counseling and teaching. The coordinator maintains effective relationships with employers in various employment fields and communicates with labor leaders, legislators, government officials, school administrators, faculty, parents and students.

Functions

The functions of the WBL coordinator include the following:

1. Coordinate individual career planning for students with curriculum, personnel and partnership members.
 - ◆ Oversee the implementation of the career exploration curriculum.
 - ◆ Coordinate the training of counselors and teachers.
 - ◆ Participate in the coordination of career counseling activities within the partnership.
 - ◆ Ensure selection of a career major by all students.
 - ◆ Ensure completion of the individual career planning process.
2. Monitor the delivery of the program of study to include integrated academic and occupational skills in the curriculum, instruction and work based learning experiences.
 - ◆ Organize and supervise the faculty teams charged with integrating academic and occupational content.
 - ◆ Coordinate the revision of curriculum to integrate school and work based learning activities.
 - ◆ Ensure the delivery of programs which meet academic and occupational standards.
 - ◆ Ensure secondary/postsecondary articulation.
 - ◆ Implement the recommendations of advisory groups (project staff and employer representatives).
 - ◆ Coordinate school site mentors and workplace mentor planning teams.
 - ◆ Write the learning contract to identify the academic and occupational competencies to be attained by each student.
 - ◆ Coordinate the inclusion of the identified competencies in the curriculum.
 - ◆ Ensure the implementation of the modified curriculum.
 - ◆ Organize and monitor the student evaluation process.
 - ◆ Monitor the record-keeping system.
3. Establish and maintain education and work liaisons.
 - ◆ Identify and recruit employers and community-based organizations for participation.
 - ◆ -Develop and implement incentives and rewards.
 - ◆ -Develop and implement a marketing plan.
 - ◆ -Provide ongoing support to participating employers.
 - ◆ Provide employer orientation training and support for workplace mentors.
 - ◆ -Provide examples of instructional strategies for incorporating academic skills.
 - ◆ -Coordinate work with special populations.
 - ◆ -Promote general occupational and site-specific safety and health.
 - ◆ -Facilitate the use of alternative learning styles.
 - ◆ -Coordinate employer practices and policies.
 - ◆ Create work based learning opportunities based on student needs.
 - ◆ Organize and coordinate supervision of work based learning.
 - ◆ Serve as mediator for any unresolved school site/workplace conflicts.

4. Ensure a safe work based learning environment for the work based learning system.
 - ◆ Evaluate the safety and health information provided by the school site mentor.
 - ◆ Coordinate the provision of safety and health instruction.
 - ◆ Compile accident report information.
 - ◆ Work cooperatively with the district health and safety designee.

5. Coordinate assistance to students in the transition from work based learning (job placement, continuing education and further training).
 - ◆ Identify the student's transition needs in the learning contract.
 - ◆ Identify and develop linkages with agencies and organizations that can provide transition support
 - ◆ Develop and maintain a referral system to help completers gain access to job placement services, continuing educational and additional training agencies and organizations.

6. Develop and maintain a monitoring system for the district's work based learning system.
 - ◆ Set up a system based upon the overall project evaluation design.
 - ◆ Implement the evaluation system.
 - ◆ Collect and analyze the results.

Things to Keep in Mind

The following are essential considerations in selecting and training a WBL coordinator:

- ◆ Work site learning may include all areas of potential employment, including office-based occupations, field-based occupations, medical occupations, custodial occupations, law enforcement, accounting and countless others.
- ◆ Work site learning placements may be either hazardous or nonhazardous. (Keep in mind child labor regulations relevant to working at hazardous sites.)
- ◆ The school district and its designated personnel will be responsible for all matters related to the work based learning sites used by the district.
- ◆ Work site learning must be a safe environment for students and school personnel.
- ◆ Work site learning should serve various purposes: career awareness, career exploration and career preparation, including the attainment of academic general workplace and occupational competencies.
- ◆ The primary purpose of work site learning is education. They are extensions of the educational program of the school.
- ◆ The primary role of the WBL coordinator will be supervisory, coordinating the many aspects of the program.

Knowledge and Abilities

The WBL coordinator must have

- ◆ the ability to develop partnerships.
- ◆ the ability to set priorities.
- ◆ a knowledge of the task analysis process.
- ◆ the ability to effectively manage individuals and processes.
- ◆ the ability to effectively communicate verbally and in writing.
- ◆ a knowledge of child labor laws.
- ◆ a knowledge of safety and health issues.
- ◆ a knowledge of the organization and structure of the workplace.
- ◆ a knowledge of workplace competencies.
- ◆ a knowledge of career development systems.
- ◆ the ability to write a work based learning contract.

School Site Mentor

Definition

A school site mentor is a professional employed by a school who is designated as the advocate for a particular group of students and who works in consultation with classroom teachers, counselors, related services personnel and the employer of the students to design and monitor the progress of the students' WBL program.

Functions

The functions of the school site mentor include the following:

1. Ensure the coordination of career counseling activities between guidance, classroom and workplace experiences. These activities lead to the student's selection of a career major.
2. Monitor the implementation of the student career assessment process and use the information as the basis for selection of a career major.
3. Coordinate the identification of the academic and occupational competencies to be attained by each student.
 - ◆ Coordinate the inclusion of the identified competencies in the student's Individual Career Plan (ICP).
 - ◆ Ensure that the implementation of the modified curriculum includes the academic and occupational competencies to be attained by the student.
 - ◆ Ensure that all modifications are in compliance with all federal and state regulations (e.g., Individual Education Program (IEP), Section 504, *Plans of the Rehabilitation Act of 1973 as Amended in 1990*).
4. Establish and monitor the student evaluation process.
 - ◆ Perform record-keeping functions.
 - Ensure that training agreements are completed and signed.
 - Keep record of student evaluations on file.
 - Record the achievement of academic, workplace skills and occupationally specific skills.
 - Maintain the ICP for each student.
5. Meet with the WBL coordinator on the appropriate school site and work site learning experiences for each learner.
6. Serve as a mediator for any school site/workplace conflicts.
 - ◆ Report any conflicts to the WBL coordinator.
 - ◆ Convene meetings, if appropriate, to resolve school site and work site conflicts.
 - ◆ Record conflicts in the student's file and the action taken for resolution.
7. Refer students to sources of assistance for school-to career opportunities, job placement, continuing education, further training or support services.
 - ◆ Provide information regarding linkages with agencies and organizations that can provide support to students, parents and/or employers.
 - ◆ Provide referral information to the WBL coordinator and/or related personnel as needed.
 - ◆ Secure assistance, if appropriate.
8. Monitor health and safety provisions.
 - ◆ Maintain a record of hazardous workplaces.
 - ◆ Maintain records of occupationally specific safety and health test results.
 - ◆ Ensure a safe work based learning environment.
 - Assess safety and health instructional needs for each site.
 - Coordinate the provision of safety and health instruction.
 - Monitor workplace safety and health provisions.

- ◆ -Report accident information.
 - ◆ Comply with federal and state employment and civil rights legislation.
9. Provide ongoing support for workplace mentors/employers.
- ◆ Provide education support.
 - ◆ -Provide examples of instructional strategies for incorporating academic skills based on individual student needs.
 - ◆ -Coordinate individual strategies for working with special population students.
 - ◆ -Ensure compliance with general occupational and site-specific safety and health regulations.
 - ◆ -Facilitate the use of alternative learning styles.
 - ◆ -Coordinate employer practices and policies with student learning.
 - ◆ -Conduct workplace learning supervision.
10. Participate in the monitoring of the district's Work Based Learning Opportunities system.

Things to Keep in Mind

The following are essential considerations in selecting and training a school site mentor:

- ◆ Work based learning experiences are provided to all students, so the school site mentor must possess the communication skills and ability to work with a variety of students and their individual needs.
- ◆ Compliance with all federal and state laws is mandatory.
- ◆ Work site learning must be a safe environment for students and school personnel.
- ◆ The primary purpose of the learning sites is education. They are extensions of the educational program of the school.
- ◆ The primary role of the school site mentor is to coordinate the student's individual career plan, classroom instruction and work site learning experiences.
- ◆ The school site mentor must possess the counseling and teaching skills necessary to maintain effective relationships.

Knowledge and Abilities

The school site mentor must have

- ◆ the ability to set priorities.
- ◆ knowledge of the task analysis process.
- ◆ the ability to effectively manage individuals and processes.
- ◆ the ability to effectively communicate verbally and in writing.
- ◆ knowledge of child labor laws.
- ◆ knowledge of workplace competencies.
- ◆ knowledge of career development systems.
- ◆ knowledge of educational learning styles.
- ◆ knowledge of evaluation techniques.
- ◆ knowledge of problem-solving skills for conflict resolution.
- ◆ the ability to find and implement the use of support services for students.
- ◆ the ability to manage multiple priorities.

Work Site Mentor

Definition

A work site mentor is an employee at the workplace, or another individual approved by the employer, who possesses the skills and knowledge to be mastered by a student and who instructs the student, critiques the performance of the student, challenges the student to perform well and works in consultation with classroom teachers and the employer of the student.

Functions

The functions of the work site mentor include the following:

1. Ensure the occupational health and safety of the student in the workplace.
2. Work in consultation with the classroom teacher, school site mentor, work based learning coordinator and employer.
3. Provide instruction in workplace skills and serve as a role model for the student.
4. Provide instruction in technical skills.
5. Provide instruction in and reinforcement of related academic skills.
6. Assist the student to meet state core content standards and/or national competency standards.
7. Participate in the evaluation of the student's performance.

Knowledge and Abilities

A work site mentor must

1. possess a knowledge of health, safety and child labor issues for the particular workplace.
2. possess the skills and knowledge to be mastered by the student.
3. possess a knowledge of the relevant career majors and the school based curriculum.
4. possess a knowledge of federal, state and local program policies and practices related to the work based learning experience.
5. have a knowledge of "all aspects of the industry."
6. be available to adequately mentor the student.
7. be available to participate in training associated with the work site mentoring process.

Part VII - Marketing and Work Site Development
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Part VII

Marketing and Work Site Development

A. Overview

For schools to gain the support of the community and nurture effective relationships with employers and community organizations, a full range of work based learning (WBL) marketing activities should be undertaken. This guide focuses on three aspects of marketing work based learning: program promotion, work site development, and designing marketing tools.

Program Promotion

Promotion, as defined by marketing professionals, includes four categories: publicity, advertising, personal contact selling, and sales. An effective work based learning marketing program utilizes all of these activities to stimulate community interest and encourage participation in the program. Overall work based learning program promotion is usually performed by school district staff on behalf of an entire program. Marketing efforts on this level include public relations, personal selling by administrators and sales activities like community meetings and brochure development. These activities are broad based and focus on informing the community at large of program benefits and features.

Work Site Development

Personal contact selling is usually performed by individuals who are responsible for developing work based learning sites and is directly related to their particular programs and students. Work site developers primarily engage in personal contact with individual employers and may utilize sales tools such as business cards, brochures and flyers created by the school district or themselves. Personal contacts made on this level are the foundations upon which successful programs are built.

Marketing works best when activities on all levels are coordinated. Each marketing activity should be viewed as part of an overall communication strategy whose ultimate goal is developing a successful work based learning program. The activities described in the following pages should begin during startup activities and continue in various forms as the program grows and changes.

Make sure that each individual involved in marketing activities understands and uses the correct terminology to ensure accurate communication on each level, across all types of marketing activities, and at all phases of development.

B. Program Promotion

1. Message Strategies

- **Focus on explaining how WBL will improve public education, and how audiences can get involved.**
Research shows there is no need to persuade key audiences of the need to change our public schools. Limited resources should be focused on describing how STW will improve the quality of education students receive, and how audiences can get involved in creating more opportunities for students.
- **Emphasize the inclusive nature of WBL—that it benefits all students.**
A wide margin of students believe they will go to college—and so do their parents. While statistics show these expectations do not materialize, it would be counter-productive to attempt to convince families otherwise. Communications should emphasize that WBL programs benefit all students, regardless of their future plan, because they: 1) make classroom learning more relevant; and 2) teach skills that apply to any career choice.
- **Communicate in emotional, anecdotal terms.**
Throughout the research, the more emotion-laden arguments—keeping kids off the street and in school, giving them hope for a job, keeping college-bound students focused on their studies—appeal more to audiences than statistical ones. Emotional arguments, substantiated by reliable data, should be used to convince audiences that WBL will improve the quality of education students receive and is worth the effort.
- **Have students describe the relevance WBL brings to the classroom.**
Emotion moves audiences, and few are as capable of imparting passion about WBL as students involved in structured work experiences and other WBL programs. In student focus groups during site visits, students spoke convincingly about how WBL experiences have brought relevance to their studies. Communications tools and activities should be structured to include student testimonials and anecdotes in a significant way.
- **Focus resources on personal interaction over mass media.**
Research shows the mass media is not connecting with public, parents, students or business on school reform issues. In fact, parents said they get most of their information about schools from personal observation, school newsletters and contact with school staff. Resources should be focused on activities that connect all audiences, in a personal way, with WBL.
- **Gain support of stakeholders by ensuring:**
 - ◆ they know the program exists.
 - ◆ they perceive the program accurately.
 - ◆ they believe the program is of value to them.
- **Marketing efforts must be coordinated and sustained.**
“One shot” efforts are seldom effective, no matter how good they are.

When developing marketing materials such as brochures, videotapes or newsletters, be certain to consider these important points:

- **Promote the benefits of work based learning, not the features.**
People make decisions to support a program primarily to meet some need of their own. Therefore, everything you communicate—to every audience—should address the benefits to them.
- **Understand and address audience concerns “up front”.**
People know that nothing is free; help them understand how the benefits of work based learning outweigh the costs. Those costs can be both real and perceived. For example, parents may fear that school-to-careers is a form of tracking. Show them that students will have access to postsecondary school options, and that success in work based learning programs often leads students to consider education options they previously had not considered.

- **Shift your marketing activities as the program develops.**
As the program and public opinion toward it evolve, different marketing strategies may be required.

School-to-Work Marketing and Communications Plan: Report and Recommendations for 1995-96 Oregon Department of Education

2. Evaluating Promotional Activities

Take the time to evaluate your marketing activities and discontinue those that don't work or achieve your objectives. Your evaluation techniques should be manageable and practical. Evaluation involves monitoring results by comparing a planned performance against an actual performance. How accurately did the planned budget, timetable and resources reflect the actual budget, timetable and resources?

3. Marketing Your WBL Program to Stakeholders

The following table provides strategies for marketing your work based learning program to district personnel, the entire school staff, teachers and counselors, students, parents, and employers.

Marketing Your WBL Program to Stakeholders	
A. DISTRICT PERSONNEL	<ul style="list-style-type: none"> ● Sell the concept of work based learning Provide administrators and school boards with concrete information on the implementation process and success stories of other work based learning programs. Provide solid data (e.g., drop-out and postsecondary completion rates) to clarify the need for the program. This is an ongoing process. ● Produce formal orientation materials A formal description of the program which articulates program goals, expectations, support structures, and teacher and counselor roles and responsibilities provides an opportunity to address staff concerns. Brochures and handbooks are good formats for orientation materials.
B. STAFF ORIENTATION AND DEVELOPMENT	<p>Orientation and ongoing staff development activities empower teachers and counselors to adopt new practices that connect school and work. Topics may include:</p> <ul style="list-style-type: none"> ● Formal orientation and handbook. A formal introduction to the program which articulates program goals expectations, support structures, and teacher and counselor roles and responsibilities provides an opportunity to address staff concerns. ● Potential WBL sites and employers. Provide information regarding the industries in which students will work and the potential of workplaces as learning environments. ● High expectations for all students. Reaffirm school's commitment to high expectations for student performance. ● Applied academics. Encourage the development and use of applied learning activities/courses that encourage the active exploration of the work environment and the development of higher-order thinking skills. ● Curriculum integration. Build a supportive peer network through which they can work together to develop new teaching materials and strategies and reinforce each others' efforts. ● Summer internships and job-shadowing days. Employer-sponsored internships are a popular and proven technique for giving first-hand exposure to academic, social, and technical demands of today's workplace.

Marketing Your WBL Program to Stakeholders	
	<ul style="list-style-type: none"> ● Consensus-building and joint planning meetings. Regular meetings to discuss the demands and opportunities of the program and to resolve problems as they arise are very important in facilitating buy-in and program improvement. Programs should strive to incorporate this necessary function into the regular school day, which may require shifts in class schedules, teacher course leads, etc. ● Training institutes and workshops. Specially designed institutes and workshops provide opportunities to learn and practice instructional approaches for linking school and work and impart techniques that encourage active, student-directed learning.
C. TEACHERS AND COUNSELORS	<p>Designing and implementing school-to-career programs requires fundamental changes in standard practices. Teachers collaborate with employers to develop integrated curricula, team-teach with their peers and “coach” rather than lecture to students. Guidance counselors connect student to the local labor market and range of postsecondary options, not only four-year colleges. Without strong teacher and counselor support, it is impossible to realize these necessary changes to the traditional operation of schools.</p> <ul style="list-style-type: none"> ● Bring them into the design process. Unless they have an opportunity to influence the design process, it is unlikely that they will take program implementation seriously. ● Link program goals to concerns that they have identified. Make it clear that the goals of the program are consistent with concerns raised by staff about student performance, efficient operation of the school, professional development and support and preparing students for the world at large. ● Educate them about the changing demands of the workplace and the wide range of postsecondary options. Help them better understand the academic, social, and technical demands of modern work and the range of career and learning opportunities in the community by providing opportunities to visit the work place and meet with work site staff. ● Provide staff support. Support staff by: arranging visits to other school-to-career programs to learn first-hand how project-based learning and team-teaching approaches are put in place; supporting attendance at school-to-careers conferences; providing time for teachers and counselors to meet with peers on issues of curriculum and program development; and supplying concrete examples of integrating school-based and work based learning. ● Enlist current participants from other programs. Teachers and counselors often become more interested when they hear the enthusiasm of their peers and their students.

Marketing Your WBL Program to Stakeholders

D. STUDENTS

The best incentive for student participation is a program that is considered by peers and parents as high status, with a range of postsecondary options including college, work, and technical training. Program staff should provide students, and the adults who influence them, with clear and compelling information about program design and benefits, emphasizing that the program; is a stepping stone toward further high value work and postsecondary educational opportunities; doesn't cut off options, but enhances them; and provides support to students. At every step, help students get a clear idea of what it means to participate.

The world of work is foreign to most students. Expectations, rewards and consequences need to be spelled out clearly through orientation. Marketing activities can play an important role in helping dispel students' initial fears and confusion.

- **Distribute student information packages**, including program brochures, course listings, newspaper articles, information on local industry trends and brief quotes from program participants.
- **Hold student assemblies** with employers and have participating students provide testimonials.
- **Host open houses** for students, parents, and staff at employer facilities.
- **Involve students in the promotion process** after the first year of implementation, since students can be a program's best friend.
- **Present at middle school civics** and career development classes to promote the program.
- **Conduct community outreach** using newspapers, radio, television and presentations at parent/community-based organization meetings.
- **Prepare a formal handbook** outlining the policies and expectations of the program.
- **A separate introduction** to a student's particular workplace, as a new employee. Such introductions generally give students necessary information about procedures and expectations (e.g., health and responsibilities). A thorough work site orientation helps build a direct relationship of responsibility and obligation between student and employer. It emphasizes that the student is not just a high school student on a field trip, but has a role and function in the workplace and can make a contribution.
- **A kick-off reception** for students and their parents, hosted by the employers and attended by school and community partners, including local government representatives, is a further means of initiating student participation in a supportive work and learning community. A final dinner/awards ceremony at the conclusion of the year can also be held. The following year's recruits can also be invited, to view firsthand the progress of participating students.

Marketing Your WBL Program to Stakeholders

E. PARENTS

Parents can be either enthusiastic supporters or suspicious opponents of work based learning programs. Program promotion should address parents' concerns.

- **Begin your program early.** Parents are usually enthusiastic about career awareness and job-shadowing opportunities at the elementary or junior high school levels. Starting all children in career-focused programs early can lessen the chance that the WBL program will be labeled by parents as "second-best."
- **Ask parents their concerns, and respond to them.** Be ready to respond to typical concerns of parents, such as: Is the program another form of tracking? Will college options still be open to my child? Will my child be forced into making a career choice too early? What sort of job will he or she be doing? Will transportation be made available between the school and the workplace?
- **Involve parents in program design and ongoing operations.** Parent-teacher organizations can be a good venue for recruitment and orientation.
- **Have parents sign a mutual expectations agreement.** Being party to an agreement with employers, teachers and their child can enlist parents in reinforcing their child's learning.
- **Work with community-based organizations.** Community-based organizations are often a voice and advocate for parents. Working with these organizations can be a vehicle for parent communication.
- **Invite parents to visit the people and institutions connected with the program.** Making it possible for parents to visit the firm(s) and school(s) where their children will be learning can help them better understand the nature of the program. Providing opportunities for them to meet the supervisors and teachers on an informal basis gives parents the chance to discuss their concerns and interests in the program with the people who will be working with their children.
- **Stress the guidance and career planning components of work based learning.** Students often complain that "no one at school cares." Stressing to parents that special supports will be provided to help students negotiate the demands of work based learning and make decisions about future education and career goals will help demonstrate to parents that your program is not "business as usual."

Marketing Your WBL Program to Stakeholders

F. EMPLOYERS

Work based learning programs ask employers to play a significant role in designing and providing work and learning opportunities for students. This is a departure from most school-business partnerships, which typically are more limited in scope and employer commitment. To recruit employers, program designers must understand what might motivate employers to play this more significant role and make it as easy as possible for them to get involved. Basic strategies for recruiting employers include:

- **Use business leaders to recruit their peers.** Peers have the best chance of convincing employers of the value of participation. CEOs and other top managers can gain access to and command the respect of the leaders of other firms, with whom they share common concerns and expectations.
- **Anticipate and be prepared to answer employer concerns.** Employers want to hear clear, concise answers to their questions and concerns about program administration, design, costs and benefits. Employers who have had mixed results with previous school-business partnerships will particularly want to know how the work based learning program can be structured for success.
- **Highlight specific benefits to employers.** The message crafted for employers should underscore the short-and long-term benefits of participation. Two areas of emphasis are broad labor market trends—aging of the existing workforce, rapid technological change, the demand for new skills, the high costs of recruitment, the decline of traditional training pipelines—and the individual firm's civic profile.
- **Build a genuine partnership.** Involve employers early in the program planning so that they have significant responsibility and sense of ownership. Employers will have a greater interest in becoming involved and maintaining their support if they feel that it is their program, too.
- **Clarify the expected roles and responsibilities of employers.** Work based learning programs require employers to commit time, staff and money. It is essential to make clear from the beginning appropriate roles and responsibilities that are consistent with program goals and basic design. Employers will be more willing to become involved if they know up-front what is being expected of them.
- **Enlist upper-level management to sell the program.** Secure CEO endorsement and enlist human resource development staff to make a presentation to department supervisors. This will send the message the program is highly valued and integrated with the company's overall human resources strategy.

C. Work Site Development

Establishing and maintaining education and work liaisons is a major component in creating work based learning opportunities. WBL coordinators and/or other personnel such as the teacher/coordinator of a work based learning program are involved in the work site development process.

The primary purpose of work site learning is education. Work site learning is an extension of the education program of the school. Work site learning sites can serve various purposes: career awareness, career exploration, and career preparation and application, including the attainment of academic general workplace and occupational competencies. The following steps will insure the establishment of work site learning opportunities that meet these objectives.

1. Determining Your Needs

Decide what type of work based learning experience you are trying to set up for your students. Carefully consider which employers to target for contact.

2. Researching Employers

Gather as much information about potential employers as you can through personal contacts and professional organizations.

- **Network** with your friends and coworkers and ask for contacts within the organizations.
- **Research each organization.** Public libraries often have the publication *Contacts Influential* which provides specific information about companies such as the number of employees, contact names, and information about other similar companies or organizations.
- **Survey local organizations.** Find out what types of work based learning activities the organizations in your community are willing to participate in. In some areas, business education contacts take on the role of connecting businesses with schools through the development of databases. In other areas, Chambers of Commerce have assumed this connecting role. In smaller communities, the work based learning coordinator should be prepared to take on this responsibility.

3. Identifying Potential Employers

Some firms are more likely than others to participate in a new work based learning program. The following criteria can help you focus your initial recruitment efforts on those employers most likely to become involved.

- **Prior involvement in school-business partnerships.** Employers who already have served on vocational education advisory boards, school-business partnerships, Tech Prep consortium boards, or district- or city-wide education reform committees may be inclined to participate, particularly if their experiences have been positive.
- **Tradition of leadership in community affairs.** Banks, hospitals and public utilities are typically interested in positive public image and are generally responsive. Business leaders with a history of public service and community leadership can also be powerful allies.
- **Commitment to being a "learning organization".** Firms that invest in the development of work skills are more likely to have the vision and organizational capacity to provide quality work site learning experiences for young people. Indicators of this kind of commitment include basic-skills and English as a Second-Language programs, quality management programs and tuition reimbursement plans.
- **Industry areas which employ large or increasing numbers of employees.** Companies that are growing, and those that are not currently hiring but can articulate a three- to five-year hiring strategy to meet their long-term goals, can see the need to build their labor supply.
- **Firms and organizations experiencing labor shortages.** Firms experiencing high retirement rates and/or lack of entry-level workers may see immediate need for work based learning programs.

- **Cooperative labor-management relations**—Workers and their organizations have been active partners in work based learning programs in unionized and non-unionized workplaces. However, workers often have legitimate concerns about their job security and access to training. Firms with cooperative labor-management relations are more likely to be able to resolve these issues.
- **Friendly competition with firms in the same industry.** One firm's participation can encourage others to jump on board. The perception that a rival may gain prestige, publicity, community approval, or access to labor can be a powerful motivator.
- **Familiarity with U.S. and European work based learning models.** First-hand knowledge of youth apprenticeship or other work based learning systems can increase employer receptivity.

4. Establishing Student Work Sites

- **Effective communication is the foundation for developing and maintaining work based learning sites.** Some employers will prefer to have a single point of contact to maintain and develop relationships with schools. Program coordinators or business education contact personnel can fulfill this role. Other employers will prefer to work directly with school staff members responsible for placing students in their organizations.
- **Call employer(s) and community organizations.** It is always best to have the name of an individual within a company to call. In marketing terms this is referred to as a “warm” call. If you don't have a name you will need to do a “cold” call. When cold calling, explain your reasons for calling and ask for the name of the person who might be responsible for this type of activity. You may be referred to the Human Resources Department or Personnel Department, especially in large organizations.
 - **Prepare a phone conversation script** that has all the information you will need to give an employer. Introduce yourself and ask for some time to discuss your program. Explain program needs clearly and concisely. Emphasize the benefits of participation. When preparing your script, pretend that you are the employer. What would you want to know first? e.g., Liability? Time commitment? Paperwork? Costs? What would make you listen to what you have to say? e.g., concern for the well-being of young people; benefits for the company. Solicit questions and immediate concerns from the employer. If possible, set up a meeting time for further discussion. Confirm arrangements by letter or phone call.
- **Meet the work site staff in person.**
 - **Bring written material.** Some suggestions: business cards, fliers, letter of introduction, booklets, sales packet/portfolio, name tags, brochure, flip charts, agreement form, newsletters, letters from the high level school administrator.
 - **Practice professionalism.** When meeting with the employer, follow the same interview guidelines you teach your students. Know your material. Listen well. Utilize good communication skills. Respect the employer's time. Dress appropriately.
 - **Conduct the meeting in a place where interruptions are minimal.** Give a brief explanation of your program needs. Include information about type and age of students involved. Use the meeting to learn about the work site and the industry. Do more listening than talking. Allow time for questions from both sides.
 - **Emphasize the benefits of participation.** Benefits can fulfill needs or solve problems. Potential benefits for employers depend on the type of activity in which they participate. Some possible benefits to employers include access to motivated part-time personnel, reduction in training costs and pre-screening time, opportunities to observe possible candidates for full-time jobs, and, most importantly, the satisfaction of knowing that they are taking an active role in improving the community. Use persuasion skills to “sell” participation to work site staff.
- **Get the Commitment.** Ask for what you want—participation and support. Be honest and clear about your expectations. Employers do not like surprises.

- **Prepare and Sign Written Agreements Where Applicable.** Sample documents are included in the Parts V-VIII of this manual. Make sure that all involved parties understand program expectations and responsibilities. Employers appreciate having things spelled out. Structured work experiences (internships, apprenticeships, etc.) require formal training agreements signed by all parties. Less formal experiences (job shadows, informal observations) can use simple checklists or outlines.
- **Set up time(s) for students to participate.** For older students, setting up their own appointments and schedules can be a valuable part of the learning experience. Make sure that everyone who needs to—parents, employers, students—has correct information about when and where activities will take place.
- **Provide written material that spells out employer responsibilities.** Sample letters thanking the employer for agreeing to participate and outlining his/her role and suggested activities can be found in Parts V-VIII.

5. Recruiting Work Site Staff

Dedicated trainers and mentors are essential to successful student learning experiences at the work site. Department supervisors and staff may have misgivings about getting involved in a school-to-careers program, anticipating the demands placed on their time. Address their concerns while highlighting the personal and professional rewards of providing guidance and training to students. Some suggestions for recruiting workers:

- **Use peer-to-peer recruitment.** Build a cadre of staff who are committed to education and enlist their help in recruiting their peers. Prospective mentors and trainers will be more receptive to the school-to-careers concept when it comes from respected colleagues.
- **Encourage upper-level management to sell the program.** Secure CEO endorsement and enlist human resource development staff to make a presentation to department supervisors. This will send the message that the program is highly valued and integrated with the company's overall human resources strategy.
- **Address key questions and concerns.** Taking on the role of a mentor or trainer means changing the way department supervisors and staff do their work. Work with the CEO or human resources department to answer questions about job security, liability, and potential impact on productivity.
- **Clarify roles and responsibilities.** Mentors and trainers must commit significant time and energy to their student protegeses. Clarifying roles and responsibilities, and the ways in which mentor participation supports the goals of the company, can help recruit work site staff to the program.
- **Build in support systems.** Mentors and trainers need orientation and support to work effectively with students and to structure quality work based learning experiences. A head mentor or work site coordinator can help manage the program at the work site.
- **Reward employees for their participation.** Formally recognize employees' participation in the program through newsletters, lunch table presentations, seminars and/or personal thank you letters.

6. Connecting Students With Work Sites

- **Establish an application process for purpose of matching.** This will help the work based learning coordinator learn about the student and make appropriate matches with work sites to ensure that the work based learning experience addresses the student's interests, needs and goals. Encourage employers to help students develop specific learning objectives that integrate classroom theory and knowledge with the skills and knowledge gained at the work site.
- **Match participants with work sites.** Site supervisors will want to participate in the selection of the students they will be working with, especially if they are providing a paid work based learning experience. They will want to select individuals who are compatible with their staff and work activities. Arrange

student interviews with site supervisors, and allow them to select the students to be placed in their work sites whenever possible. Have students prepare resumes, applications and cover letters. Employers may request these materials prior to or during an interview. Ask the employer to provide job descriptions to ensure a successful match with students' skills.

- **Advise employers that you have pre-screened applicants and give the employer a copy of your criteria.** Design criteria as needed. Inform employers of students' strengths, such as reliability, good work habits, and skill level. Describe specific skills such as: "a student can keyboard on a Mac personal computer 40 WPM, but has not mastered spreadsheets or databases."

7. Follow-up

- **Call or visit with the student's site supervisor.** The amount of contact depends upon the type of activity. For activities that last less than a day, like job shadows or observations, a follow-up call or letter is usually appropriate. Longer activities such as mentoring, cooperative education placements, internships and practicums require ongoing contact between school and work site staff. A minimum of two contacts during a twelve week term is considered appropriate. If concerns or problems arise, more frequent contact may be necessary.
- **Use follow-up contacts to check on a range of issues.** Discuss student participation and progress to concerns or problems. Ask informal, open-ended questions to help elicit information from the site supervisor about the experience.
- **Send an evaluation form to be completed by the site supervisor.** Evaluation forms should focus on the student's participation as well as the employer's impression of the activity and how it could be improved. The student's evaluation can be included in his/her portfolio or as part of a written report.
- **Have student(s) send a thank you note to employer.** If necessary, provide students with a sample thank you letter. Encourage students to personalize their letters by highlighting at least one thing that they learned or enjoyed during the experience. Suggest that students ask permission to use the employer as a reference,

Send a thank you from the school, as well. We all like to know that we are appreciated. Keep small note cards and envelopes on hand. A short, personal, hand-written note is often more valued than a letter or memo unless the letter can be placed in a personnel file. If it's not possible to write a personal note, at least send a form letter. It's great PR for next time.

Other ways to say thanks.

- Give certificates of appreciation
- Conduct award to recognition ceremonies
- Give small, inexpensive gifts such as pens or note pads with school/program name

- **Create an employer file.** Document all employers and the activities in which they've participated for future reference. Maintain a mailing list of organizations that are active in your program. This data base should also include the names of individual students who have worked with each organization. Recalling the experiences of past participants can be helpful when placing new students.
- **Stay in touch with employers.** They'll be more inclined to work with you if you have a good, ongoing relationship. Some ideas: encourage student(s) to write letters some time later explaining how the experience made a difference; publish a quarterly newsletter or one page flyer sharing student/employer activities.

D. Designing Marketing Tools

Communication is enhanced when materials are written and designed well. They do not have to be expensive. Attractive materials communicate a level of professionalism and help engage the reader in the message. The following materials provide guidelines for preparing brochures, newsletters and news releases. They were created by Steve Walter, Tri-County Technical College, Pendleton, SC, 803-646-8361 X2253., copyright 1994, and are published here with his permission.

1. Designing Effective Brochures

Your first step in developing an effective school-to-careers program brochure should be to ask for professional help with the writing and design if it is available. That help might come from the public information office of your local school district or from another partner in your coordinating council, perhaps. If no such resources are available, however, you can create an attractive, effective brochure yourself.

Determine early on how the brochure will be printed—by commercial printer or by the in-house duplication center of one of your partners. Talk to your printer early about your plans, and allow him to help you get the best results from whatever money you have available to spend.

The greatest challenge in developing an effective brochure is to capture the reader's attention and create enough interest that he or she will open the cover and read on. Having accomplished that, you want to present the information inside in a way that will guide the reader through the text and help him or her locate information quickly.

Formats

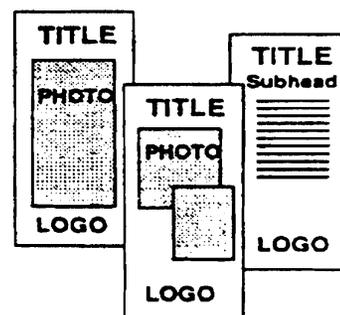
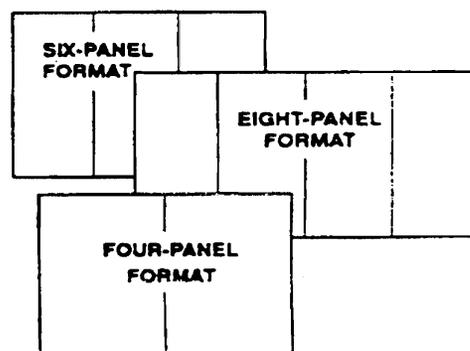
Choose the format and size which best suit the purpose of your brochure. Format and size are often determined by the method of distribution. If it's going to be mailed with a cover letter, for instance, the brochure should be designed to fit inside a business envelope.

The most common brochure format is an 8 ½" by 11" sheet folded like a letter to create six vertical panels. Although the vertical format is most common, the same format can be printed horizontally. To gain more room for copy or illustrations, you may choose a slightly larger 8 ½" by 14" sheet containing eight panels. The brochure can be printed horizontally or vertically. Even larger formats can be used if brochures will be distributed by hand, displayed in literature racks, or mailed in oversized envelopes.

The Cover

Cover design is also dependent to some degree on your distribution method. If the brochure is to be displayed in a literature rack, the headline and other identifying information should be located so they will be visible.

Often the cover consists of a photograph or illustration and a large headline. Sometimes it includes a series of smaller illustrations instead of a large one, or no photographs or illustrations at all. Instead, the headline is the dominant visual element. Frequently a subhead is used to amplify the brochure's headline and lure the reader inside. Whatever else is on the cover, plan for it to include your program logo, or other identifying elements.



Layout Options

Your brochure can be arranged as a series of individual panels or as sets of side-by-side panels. Multi-panel "spreads" can add variety and interest to the entire layout, provide space for photographs or illustrations too large for a single panel, or emphasize a portion of your text. Just be sure not to disturb the publication's overall continuity.

Remember to correctly organize the sequence of information on the panels. Before beginning to "lay out" or locate information on the brochure, you should fold a blank sheet and create a "dummy" so you will know where each section should go.

Your brochure should be designed for easy left-to-right reading. The layout should make it easy for the reader to follow the central "thread" of the document and establish a hierarchy of importance for the content, reinforcing your message. (Since some readers may only scan the headlines and subheads, those should be written so as to communicate the gist of your message.)

Type and Artwork

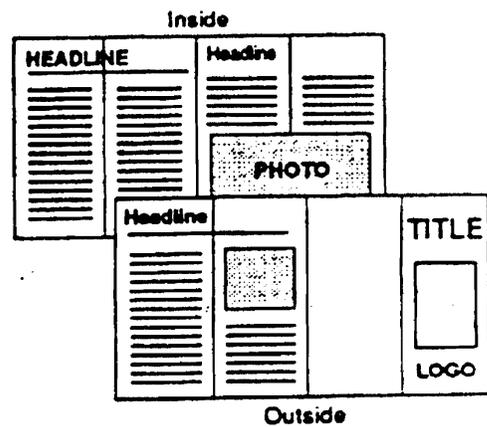
The text and white space are your brochure's most important design elements. Type should be clean and easy to read. Avoid elaborate typefaces that can overpower your message and inhibit quick reading.

Resist the temptation to crowd too much copy onto a page. Generous margins communicate to the reader that the content is well organized. Cut the copy if you have to in order to leave adequate margins.

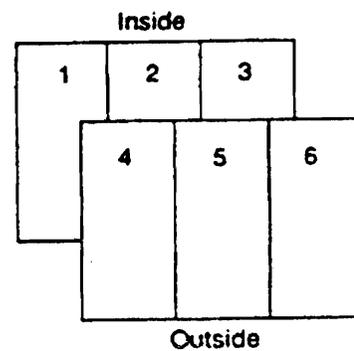
Checklist for Brochure Design

1. Is the design and format appropriate for its method of distribution?
2. Does the front cover contain a headline or copy that invites the reader to read on?
3. Is there a smooth and logical development of ideas from the front to back covers?
4. Is there an attractive balance between text, illustrations, and white space?

Multi-panel Spreads



Brochure Dummy



2. Preparing New Releases

A news release is an effective, free way to reach the public. It can be submitted to newspapers, television and radio stations. While the use of your release may depend solely on the availability of time or space, you can improve your chances by choosing a topic which may have some impact on the community and by preparing an effective release. The illustrations below and on the next page show the elements of a well-prepared release:

NEWS FROM YOUR SCHOOL/DISTRICT/COUNCIL

Educators Attend Work Based Learning
Marketing Seminar

CONTACT: (Name of person submitting the news release)

FOR IMMEDIATE RELEASE

WHO **WHERE**

NORTH PLATTE-- [Thirty six Nebraska educators] met [at the _____

WHEN **WHY**

School District office] [Monday, June 15, 20__] [to share experiences and learn

WHAT

more about marketing their work based learning (WBL) programs.] The seminar was one of many training activities conducted across the state with funding support from the Nebraska Departments of Education and Economic Development.

Local WBL practitioners conducting the program included

Mrs. _____, Program Director of the _____ County Youth Apprenticeship Initiative, Mrs. _____, science teacher at _____ High School, and Mr. _____, counselor at _____ High School. Participants included secondary and postsecondary faculty, staff and administrators from Columbus, Ogallala, Grand Island, and Scottsbluff. The participants also included educators from other parts of Nebraska.

The Work Based Learning education reform initiative involves curriculum reform at both the secondary and postsecondary levels aimed at increasing the number of students who complete high school and go on to some postsecondary education.

This release prepared by:

Name of WBL Partnership

Address

City/State/Zip

Phone

FAX

E-mail address

Tips for a Successful News Release

- ◆ Send it to the correct person at the paper or station. If you don't know who that is, call and ask.
- ◆ Be brief and to the point. Two or three pages (double spaced) should be your limit. If they want more information they will call for an interview.
- ◆ Provide photographs if you have them. They may make your release more appealing to the public and more likely to be used. If you send photos, include captions for each.

Creating The Perfect Newsletter

Is there such a thing as a "perfect" newsletter? Probably not, but any publication that does a selling job for your program probably comes as close to "perfect" as is necessary. The points described below contain information appropriate to a wide variety of organizations interested in reaching a particular segment of the public. All of the points will not apply to every newsletter, and some of them should be ignored or reversed in special circumstances, but a checklist like this will help you cover all the necessary bases.

- ◆ Work for a special look. Use color, graphics, and innovative design. Emphasize photographs. Consider using a distinctive typeface in the title.
- ◆ Choose typefaces elsewhere for maximum readability. Most readership studies show that serif typefaces are easier to read than sans serif. (Serifs are the little "feet" on the letters. This typeface is serif.)
- ◆ Keep typefaces, spacing, type sizes, illustration styles and format consistent throughout.
- ◆ Use a three-column format for maximum flexibility and interest. One-column is hard to read, two columns can be monotonous.
- ◆ Stick to the same format in every issue and on every page.
- ◆ Choose a distinctive name, but don't be so clever that the purpose of your publication is obscured.
- ◆ Be brief. Space is not unlimited Use simple, readable sentences.
- ◆ Consider the advantages of starting several articles on the front page to keep readers from "dropping out."
- ◆ Keep a file of extra articles, quotes, or graphics to use as fillers in an emergency.
- ◆ Try to use information that will pique the interest of readers.
- ◆ Use wide margins. They make reading easier.
- ◆ Number the pages.
- ◆ Include your mailing address and phone number. Provide the name of a contact person; you never know where your news-letter may end up.
- ◆ Choose ink and paper colors carefully. Readability of type and photographs is best with black ink on white paper. What you gain in design, you can lose in readability.
- ◆ Use electronic transmission to reach large groups.
- ◆ To save money, specify "pot" inks rather than PMS colors which have to be mixed by the printer.
- ◆ Use a calendar in each issue with special dates marked.
- ◆ Leave copies in the guidance office, the school library, and other appropriate places.
- ◆ Consider sending a cover letter with the newsletter to re-emphasize a special point or event.
- ◆ Mail a copy to all inquirers.
- ◆ Compare bulk rate postage vs, first class and choose the method most suitable for your purposes and circumstances.
- ◆ Consider designing the newsletter as a self-mailer instead of using an envelope. Will there be enclosures? Will the post office handle your mailing?
- ◆ Be clear about your budget. Determine all of your out-of-pocket expenses in advance. So there are no surprises

Part VIII Bibliography

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- Developing and Implementing School-to-Work in South Carolina*, South Carolina Department of Education, 1429 Senate Street, Columbia, SC 29201, Phone: 803-734-8492, Fax: 803-734-8624
- Getting to Work: A Guide for Better Schools*, MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, Phone: 510-549-4551
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- Workplace Learning Strategies Manual*, Allan Hancock College, 800 S. College Drive, Santa Maria, CA 93454, Phone: 805-922-6966, EXT 3613