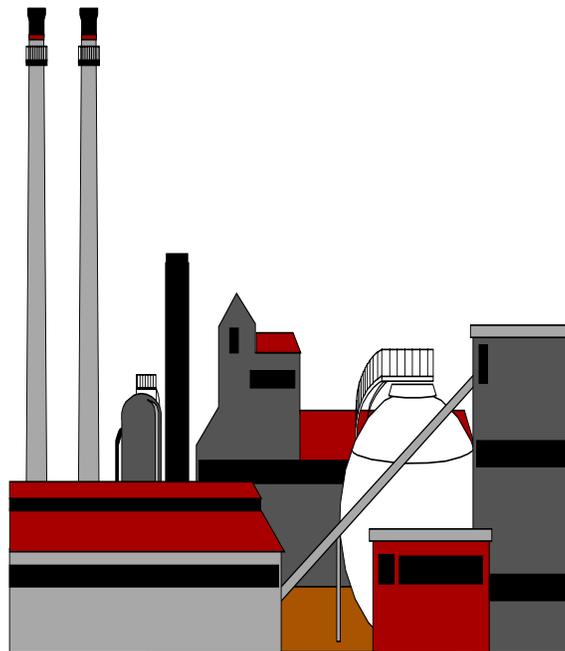


NEBRASKA

Work Based Learning Manual

PART VIII

WORK SITE
CAREER APPLICATIONS
GUIDE



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Part VIII - Work Site Career Applications Guide

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Work Based Learning

WORK SITE CAREER APPLICATIONS GUIDE

Executive Summary

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-based instruction with work site experiences. These structured work experiences (SWE) 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. Student progress in achieving learning plan goals is supervised and evaluated collaboratively by appropriate school and work site personnel. Work site supervisors also help students apply skills to resolve real problems and use appropriate workplace skills and attitudes.

Structured work experiences have the following elements:

- ◆ **Training Agreements.** Written training agreements between the school and work site
- ◆ **Individual Learning Plans.** Written individual learning plans that link the student's work site learning with the content and outcomes of the classroom course work
- ◆ **Pay Status.** May be paid or unpaid
- ◆ **Type of Employers.** May occur in a public, private or non-profit organization
- ◆ **Academic Credit.** May or may not result in academic credit and/or outcome verification
- ◆ **Future Employment Obligation.** Involve no obligation on the part of the work site employer to offer regular employment to the student subsequent to the structured work experience

The following work site career applications included in this Guide are structured work experiences with the exception of the part time work option. Part time work, frequently called work-study, may or may not include all of the above elements.

Work Site Career Application Options	
A. Apprenticeships	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.
B. Clinical Work Experience	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.
C. Cooperative Education	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.
D. Internships/ Practicums	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.
E. Mentorships	Mentorship experiences provide opportunities for developing one-on-one relationships between students and professionals in the career fields they are exploring.

Work Site Career Application Options

Work Site Career Application Options	
F. Part Time Work	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.
G. Service Learning Projects	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.
H. Supervised Agricultural Experiences	SAE is one of the three integral parts (classroom/laboratory instruction, FFA and SAE) of a total program. All students enrolled in an agricultural education class must complete an SAE.
I. WECEP	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.

A. APPRENTICESHIP

Youth Apprenticeship. Youth Apprenticeship is a learning experience which 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 learning 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. Educational credits such as course credit (HS), HS diploma, vocational certificate or possibly an associate degree may be awarded the apprentice. 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 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 student may earn course credit (HS), HS diploma, vocational certificate, journey worker certificate, and possibly an associate degree.

Overview

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 the help of the Bureau of Apprenticeship and Training, 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. The selection of students should involve the cooperation of vocational 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. Cooperative education 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 Bureau of Apprenticeship and Training, the Nebraska Department of Education, local Job Service Offices, and local school district personnel.

Evaluation. Work site evaluation of the student-learner's performance is 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 conduct regular on-site visits to monitor the student-learners progress.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide*.

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *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 businesses'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.

Sources of Funding. Possible sources of funding for apprenticeship program activities include: local schools, the Nebraska Department of Education, Career and Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

Time Commitment.

Youth Apprenticeship. Students may be involved for 3-4 years in Grades 11-14 including summers. Most students will begin the work site experience in Grade 12.

Registered Apprenticeship. Students are usually full-time employees of the company to which they are apprenticed. Most apprenticeships last about four years but may range from one to six years. Students also receive at least 144 hours of related classroom instruction per year by vocational schools or in privately owned training facilities.

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

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

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

For further information regarding apprenticeships in Nebraska, contact the Bureau of Apprenticeship and Training (BAT), 106 S. 15th Street, Room 801, Omaha, NE 68102, (402)221-3281.

Setting Up an Apprenticeship Program	
1. Program Standards	<ul style="list-style-type: none"> ■ Beginning apprentices must be at least 16 years of age. ■ Full and fair opportunity to apply for apprenticeship. ■ Selection of apprentices on the basis of qualifications alone. ■ Schedule of work processes to assure training and experience on the job. ■ Organized instruction to provide thorough knowledge of technical subjects. ■ A progressively increasing schedule of wages. ■ Proper supervision of on-the-job training and adequate training facilities. ■ Periodic evaluation of the apprentice's progress. ■ Recognition for successful completion of apprenticeship. ■ Nondiscrimination in all phases of employment and training. ■ Employee-employer cooperation outlined in a formal written agreement.
2. Training Agreements	<ul style="list-style-type: none"> ■ Names and signatures of the apprentice, training sponsor, and the apprentice's parent or guardian if he/she is a minor. ■ The apprentice's date of birth. ■ Name and address of the program sponsor and registration agency. ■ A statement of the trade or craft in which the apprentice is to be trained and the expected duration of the training. ■ A statement indicating the number of hours the apprentice will spend on-the-job and in the classroom. ■ The graduated scale of wages to be paid the apprentice and a statement of whether or not the required school time will be compensated. ■ Statements which indicate how the apprenticeship agreement may be terminated. ■ A statement that the apprentice will be accorded equal opportunity in all phases of apprenticeship employment and training, without discrimination because of race, color, religion, national origin, or sex.
3. Apprenticeable Occupations	<p>Four basic components must exist for an occupation to be apprenticeable.</p> <ul style="list-style-type: none"> ■ The occupation must be recognized as one which is usually learned through an apprenticeship. ■ The occupation must be recognized throughout an industry. An occupation that is so limited in scope that the craftsman's skills are of need to only one or a limited number of employers would probably not be apprenticeable. ■ The occupation requires a minimum of 2,000 hours per year of occupational on-the-job training. ■ The occupation requires at least 144 hours of trade related instruction per year, coupled with the on-the-job training. <p>Apprenticeable occupations can be found in such industries as electronics, construction, service, metal working, public administration, and medical and health care. There are approximately 800 apprenticeable occupations currently recognized by the Bureau of Apprenticeship and Training, and the State Apprenticeship Agencies.</p>
4. Cooperative Education and Apprenticeship	<p>The similarities between apprenticeship and cooperative education programs are numerous. Both programs:</p> <ul style="list-style-type: none"> ■ use a combination of work and related instruction to meet career objectives. ■ are recognized as proven training programs which strive to meet society's need for trained, skilled workers. ■ enable individuals to earn while they learn. ■ provide opportunities for 16-17 year olds to be employed in certain hazardous occupations.

Excerpt from
The Meaning of Apprenticeship: When and How to Use the Term
Prepared by the Federal Committee on Apprenticeship

What Apprenticeship Is: The Essential Components

1. Apprenticeship is a training strategy that (a) combines supervised, structured on-the-job training with related theoretical instruction and (b) is sponsored by employers or labor/management groups that have the ability to hire and train in a work environment.
2. Apprenticeship is a training strategy that prepares people for work by conducting training in bona fide work settings. 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.
3. Apprenticeship is a training strategy with requirements that are clearly delineated in Federal and State laws and regulations (that) establish minimum requirements for length of training and related instruction and require that issues such as supervision (appropriate ratios of apprentices to journey persons), apprentice selection and recruitment procedures, wages, etc., be addressed by program sponsors.
4. Apprenticeship is a training strategy that leads to a Certificate of Completion and official journey person status. These credentials have explicit meaning and recognition in the eyes of Federal and State governments and relevant industries.
5. Apprenticeship is a training strategy that involves a tangible and generally sizable investment on the part of the employer or labor/management program sponsor.
6. Apprenticeship is a training strategy that pays wages to its participants and that increases these wages throughout the training program in accordance with a predefined wage progression scale.
7. Apprenticeship is a training strategy in which participants learn by working directly under the supervision and tutelage of masters in the craft, trade, or relevant occupational areas.
8. Apprenticeship is a training strategy that involves a written agreement and an implicit social obligation between the program sponsor and apprentice. The written agreement, which is signed by both the apprentice and the program sponsor and is ratified by government, details the role and responsibilities of each party. The implicit social obligation gives program sponsors the right to expect to employ the apprentice upon completion of training given the sponsor's investment in training and gives the apprentice a reasonable right to expect such employment. Labor market conditions should guide the size of training programs to enable each party to maintain his or her side of the obligation.

What Apprenticeship is NOT

Unless they conform to the essential components described previously, apprenticeship is not cooperative education, vocational education, tech prep, two plus two (three or four), summer or part-time work experiences, or any other myriad training strategies that many are promoting as ways to ensure adequate work preparation. Such strategies undoubtedly have value in their own right, but they are not apprenticeship.

What distinguishes apprenticeship from most of these other approaches are such fundamental qualities as training program sponsorship and location, the skills acquired, the value attached to the credential earned, curricula content that is defined exclusively by the workplace, wage requirements, the written agreement, and the implicit social contract that exists between program sponsors and their participants. No other training strategy provides for this unique combination of characteristics. When a person completes a registered apprenticeship program, he/she is prepared to go to work as a fully trained, competent journey person whose skills enable him or her to perform effectively in the workplace. Few, if any, other types of educational programs can make this claim.

Involving Unions in School-to-Work Initiatives. A Guide for STW Systems and Stakeholders. Gail Kinney TNG #35,
Human Resources Development Institute, AFL-CIO, 1101 14th St., NW, Suite 320, Washington, D.C. 20005

Nebraska Success Stories

ABC APPRENTICESHIP PROGRAM

Description. Cooperation BEST School to Career of Papillion-LaVista School District is partnered with the Associated Builders and Contractors (ABC) Nebraska Cornhusker Chapter for a youth apprenticeship opportunities in carpentry, electrical and plumbing. Papillion-LaVista students register for apprenticeship classes taught in the night school program through their guidance counselor and the Career Education Center. The class meets for two-and-a-half hours, twice a week for fifteen weeks. Papillion-LaVista students credit share with ABC Inc., resulting in the student receiving an elective credit towards graduation, and credit with ABC Inc. in the apprenticeship program for all classes taken while in school.

Additional or level I trades apprenticeship classes may be offered at the high school according to interest and demand. Students will always have the option of taking classes at the ABC Inc. Educational Training Site. A Papillion-LaVista Schools certified staff member teaches the night school class following the completion of the requirements to become a certified ABC Inc. instructor.

Program Areas. Industrial Technology

Grade Level. 11 - 12th Grades

Contact. Jean Brown, Papillion-LaVista Public Schools, 420 S. Washington, Papillion, NE 68046, (402) 537-6226.

FEDERAL PLUMBING APPRENTICESHIP

Description. The Beatrice Public Schools in partnership with Lammel Plumbing and the Bureau of Apprenticeship have established a Federal Apprenticeship in the plumbing trade. The apprenticeship is a four-year program with a minimum age requirement of sixteen. The apprenticeship program is a part of the Occupational Internship Program offered as on-the-job training in the Career and Workplace Readiness curriculum. The Occupational Internship allows the student to accumulate a minimum of 250 hours toward their apprenticeship. After graduation the student continues on with the business partner covering a four-year schedule with specific learning objectives set by the Bureau of Apprenticeship obtaining a certification of journey person or master plumber upon successful completion of the program.

Credit toward graduation is granted based on the school's regular credit schedule. One classroom hour per day per semester equals five credits toward graduation. Students meeting required graduation criteria may acquire fifteen hours of work credit per semester toward graduation which is equivalent to three class periods.

Program Areas. Cooperative Education

Grade Level. 11 - 12th Grades

Contact. Carol Schulz, Beatrice Public Schools, 215 North 5th Street, Beatrice, NE 68310, (402) 223-1515.

THEATRE TECHNOLOGY PROGRAM

Description. The program's purpose is simple: to take students behind the proscenium, into the scene shop and box office, and into the wonders of the working stage. Through comprehensive and insightful exposure, students obtain life-long skills and see an exciting career path. The program covers the basics in the arts and crafts of technical theatre, but there is value for the experienced as well. The objective is to provide a comprehensive overview that aspiring stage technicians must grasp. They need to know about properties, scenery, painting, sets, lighting, costumes, rigging and sound, while at the same time understanding finances, customer service and public relations.

The School-to-Work program in theatre technology currently has no prerequisites, but it is recommended that participants have completed a class in theatre arts or have equivalent theatre experience. Enrollment in the Theatre Tech class is for one semester. Upon completion of the class, students serve a paid or non-paid apprenticeship in their specified area of interest. Upon completion of the full program, students could be certified in their area of proficiency. Job placement is provided and help is given with the development of a portfolio and resume. The apprentice is given 6 to 12 hours of college credit.

Program Areas. Industrial Technology, Language Arts

Grade Levels. 11 - 12th Grades

Contact. DuWain Hunt, Omaha Community Playhouse, 6915 Cass Street, Omaha, NE 68132-2696, (402) 553-4890.

Sample Forms For Apprenticeships

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 #
WBL Training Agreement	Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties.	9
Student Learner Exemption Agreement	This agreement should be completed if the student learner is working in one of the seven exempt hazardous occupations.	10
Insurance and Emergency Information	Insurance, medical, and family information for student.	11
Youth Apprenticeship Training Agreement	Clarifies the agreed upon responsibilities of the student, parent, school, and employer in carrying out the apprenticeship experience. This form would be used in place of the WBL Training Agreement.	12
Training Plan and Progress Report	This form outlines the training plan and expectations of all parties involved.	13-17
Student Time Sheet	Record of time spent at the work site to be completed by the student each week.	18
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.	19
Former Student Followup Survey	This form should be sent to students who participated in the program to determine the program's impact on employment and education.	20-21
Record of Coordinator Visits	This form is used to keep track of coordinator visits to student employment sites.	22
List of Students in the Program	Record of the name, social security number, and work site information for all students in the program.	23
Pre-Apprenticeship STC Linkage Agreement	Agreement between the Bureau of Apprenticeship and Training, the employer, and the school-to-career partner.	24-25

SAMPLE

**WORK BASED LEARNING (WBL)
TRAINING AGREEMENT**

Student Name: _____ Telephone: _____

Street: _____ Date of Birth: _____ Social Security #: _____

City: _____ State: _____ Zip: _____

Parent's Name: _____ Address _____ State: _____ Zip: _____

Employer Name: _____ Telephone: _____

Employer Address: _____

Days per Week: _____ Hours per Day: _____ Hours _____ A.M. and _____ P.M.

School Name: _____ School Location: _____

Career Cluster: _____ Training/Occupation Title: _____

Work based Learning Activity: (Check all that apply)

- | | | |
|--|---|--|
| <input type="checkbox"/> Youth Apprenticeship | <input type="checkbox"/> Field Trip | <input type="checkbox"/> Service Learning Projects |
| <input type="checkbox"/> Preapprenticeship | <input type="checkbox"/> Internship/Practicum | <input type="checkbox"/> WECEP |
| <input type="checkbox"/> Registered Apprenticeship | <input type="checkbox"/> Job Shadowing | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Clinical Work Experience | <input type="checkbox"/> Mentorship | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Cooperative Education | <input type="checkbox"/> Part Time Work | <input type="checkbox"/> Other _____ |

EMPLOYER'S RESPONSIBILITIES . The employer agrees to place the student learner in the activity specified above for the purpose of providing occupational experience of instructional value. The activity will be under the supervision of a qualified supervisor and will be performed under safe and hazard free conditions. The trainee will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. Safety instruction will be coordinated by the school and correlated by the employer. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap. The student learner will not displace a regular worker.

WBL COORDINATOR'S RESPONSIBILITIES. The WBL coordinator agrees to work with the employer in developing a written training plan that includes progressive work processes to be performed on the job. The coordinator will visit each student learner at the training station and continue a close working relationship with the person to whom the trainee is responsible while on the job. The coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The coordinator will meet with each student learner's parent and/or guardian prior to placement and during the school year. The local education office and employer will keep each student learner's Training Agreement on file for three (3) years.

PARENT'S/GUARDIAN'S RESPONSIBILITIES. Parent and/or guardian agree for the student to participate in a WBL opportunity provided by the public schools.

STUDENT'S RESPONSIBILITIES. The student learner is enrolled in a WBL course of study and agrees to follow rules and guidelines established by the school, employer and WBL coordinator with regard to hours of work, school attendance and reporting procedures.

HAZARDOUS OCCUPATIONS EXCEPTION. Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? _____YES _____NO (If yes, the **Student Learner Exemption Agreement** must be completed.)

Parents agree to arrange transportation for their child to and from the work site. By signing this form they are giving permission for their child to receive emergency medical treatment in case of injury or illness. They also understand that school personnel will not be present when the student is at the site and will not be responsible for their child. All signatories agree to comply with the responsibilities specified in the training agreement.

Student Date _____ WBL Coordinator Date _____

Parent or Guardian Date _____ Employer Date _____

Employer's Insurance Carrier Carrier's Contact Person

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 Old Student 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)

Student's Signature

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

Parent's/Guardian's Signature

Employer's Name (type or print)

Employer's Signature

Coordinator's Name (type or print)

Coordinator's Signature

Principal's Name (type or print)

Principal's Signature

Optional: Superintendent's Name (type or print)

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

<u>Insurance Coverage</u>	<u>Yes/No</u>	<u>Family</u>	<u>School</u>	<u>Employer</u>
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

**YOUTH APPRENTICESHIP
TRAINING AGREEMENT**

(THIS FORM MAY NOT BE NECESSARY IF THE WBL TRAINING AGREEMENT IS USED.)

This agreement is part of federal and state school-to-work transition guidelines to provide students the opportunity to make the transition from school to work and be prepared to compete for the emerging high skills technology careers for the twenty-first century. An agreement must be signed by the employer, educator, student and parent/guardian that outlines the training plan and expectations of all parties involved. The schools and employers participating in this agreement are equal opportunity organizations and do not discriminate on the basis of race, color, religion, national or ethnic origin, disability, sex or age.

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 _____

ALL PARTIES JOINTLY AGREE TO THE FOLLOWING

1. There will be monetary compensation for participation in the program.
2. Experience shall be at a business/industry site directly related to the occupational interest expressed by the student.
3. Student is responsible for contacting their host to confirm the date and time of the visit.
4. The parent or guardian shall be responsible to the school for the conduct of the student participating in the program.
5. Safety instruction will be provided by the employer.
6. Appropriate accident, liability, and worker's compensation insurance coverage will be provided.
7. This agreement may be terminated after consultation with the coordinator, for due cause, or for unforeseen business conditions.
8. The apprenticeship site shall conform with all federal, state, and local labor laws.
9. The employer will provide regular evaluations of the student.
10. The student will remain in the apprenticeship position for the agreed upon period.
11. The parent or guardian will provide transportation for the student to and from the employment site.
12. Students will be accepted in the program and placed in employment without regard to race, color, national origin, sex, handicap, or disadvantage.

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 _____
Coordinator _____ Date _____
Employer _____ Date _____

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

SAMPLE

**YOUTH APPRENTICESHIP
TRAINING PLAN AND PROGRESS REPORT**

The Pre-Apprenticeship Program is designed as an educational partnership between _____
(School/Partnership), the Bureau of Apprenticeship and Training, and _____
(Employer or Employer Group).

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 _____
Apprenticeship 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 may or may not be paid during the training program.

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: The student successfully completing the program will receive a certificate of mastery. Upon graduation from high school, the student will receive a high school diploma and an Occupational Skill Certificate of Mastery upon successfully completing the expected competency levels. The student will be prepared to enter the work force, participate in an adult registered apprenticeship program, pursue a two-year associate degree, 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 as pre-apprentices through the school-to-career setting, which hopefully will lead to registration in an apprenticeable occupation. (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.) This would be accomplished through the involvement of employers utilizing registered apprenticeship programs, placing the student-learners in part time employment as pre-apprentices approximately 5 to 20 hours per week. Credit towards completion of registered apprenticeship will be concurrently earned by the student-learner.

Upon satisfactory completion of curriculum requirements necessary to graduate from high school and upon having accumulated a recommended minimum of 250 hours of on-the-job training experience with the employer as well as validation of skills achieved, it is the intent of this partnership to acknowledge the participating student with a Certificate of Skills Accomplishments. Full time employment as a registered apprentice with a participating employer is the anticipated outcome upon graduation of the student-learner from high school.

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.
- ◆ Refrain from hiring a student prior to completion of the training program and school year.
- ◆ Not displace a regular employee.
- ◆ Maintain appropriate records.
- ◆ Award a Certificate of Mastery.

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.
- ◆ Award Occupational Skill Certificate.

WORK SITE COMPETENCIES

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

GRADING PERIODS						
WORK COMPETENCIES	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.						
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11.						
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13.						
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15.						
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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	Work site 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

YOUTH APPRENTICESHIP STUDENT TIME SHEET

Due Date _____

Student Name _____

Training Station Manager/Employer _____

Program Title _____ Teacher _____

Student: This time 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. _____

Number of training hours:

Beginning Monday _____	<input type="checkbox"/>	*							
Date	Mon	Tue	Wed	Th	Fri	Sat	Sun	Total Hours	

Training Station Manager/Employer's Signature

Date

Optional Comments: _____

***On-the-Job Training Hours**

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

**YOUTH APPRENTICESHIP
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 apprenticeship 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

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 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

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

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

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

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

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

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

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

**YOUTH APPRENTICESHIP
FORMER STUDENT FOLLOWUP**

Please complete this survey regarding your participation in the Youth Apprenticeship 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

FORMER STUDENT FOLLOW-UP SURVEY

Page 2

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

**YOUTH APPRENTICESHIP
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.							

SAMPLE

PRE-APPRENTICESHIP SCHOOL-TO-CAREER LINKAGE AGREEMENT BETWEEN
(School-to-Career Partner)
THE BUREAU OF APPRENTICESHIP AND TRAINING
AND
(Employer or Employer Group)

INTRODUCTION

The School-to-Career Pre-Apprenticeship Program is designed as an educational partnership between _____, _____, the Bureau of Apprenticeship and Training, and _____.

OBJECTIVE

The objective of the program is to give _____ students the opportunity to gain work experience as pre-apprentices through the school-to-career setting, which hopefully will lead to registration in an apprenticeable occupation. (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.) This would be accomplished through the involvement of employers utilizing registered apprenticeship programs, placing the student-learners in part time employment as pre-apprentices approximately 5 to 20 hours per week. Credit towards completion of registered apprenticeship will be concurrently earned by the student-learner.

Upon satisfactory completion of curriculum requirements necessary to graduate from _____ High School, and upon having accumulated a recommended minimum of 250 hours of on-the-job training experience with the employer as well as validation of skills achieved, it is the intent of this partnership to acknowledge the participating student with a Certificate of Skills Accomplishments.

Full time employment as a registered apprentice with a participating employer is the anticipated outcome upon graduation of the student-learner from _____ High School.

OPERATION

_____ shall be the coordinator for the school-to-career pre-apprenticeship program.

The Training Coordinator shall:

- ◆ Follow the guidelines for apprenticeship and cooperative education, including this school-to-career pre-apprenticeship linkage policy.

- ◆ Impact academic and work-related skills and knowledge (such as problem-solving, teamwork, critical skills and self-management) transferable to a general and broad range of work and life situations.
- ◆ Maintain an appropriate training plan or work schedule including documented safety instruction on each student.
- ◆ Establish contacts with all facets of business, industry, and commerce in order to develop and expand the placement of students and opportunities in apprenticeship.
- ◆ Assist in developing apprenticeship related instructional aids and materials to satisfy industry training needs.
- ◆ Be responsible for gathering data and preparation of statistical analysis as needed.
- ◆ Strengthen the relationships between school and the world of work for students.
- ◆ Actively promote equal placement opportunities for minorities and females in the apprenticeship areas.
- ◆ Work with the Bureau of Apprenticeship and Training, Job Service, Nebraska Department of education, and other support groups as may become involved.
- ◆ Promote integration of academic and vocational instruction that draws from relevant experiential experience of participants.

The _____ Public School System shall maintain records of classes taken, grades acquired, and attendance records during the period the apprentices are attending that institution.

The Student:

- ◆ Must be at least 16 years of age and a junior or senior in high school.
- ◆ Must be physically capable to perform the essential duties of the trade.

The Bureau of Apprenticeship and Training shall:

- ◆ Provide information for the coordinator in the promotion of pre-apprenticeship linkages with _____ and assist in obtaining community support of the program.
- ◆ Assist with the development of on-the-job training outlines for pre-apprenticeship.
- ◆ Provide work schedules and standards for apprenticeable occupations.
- ◆ Assist _____ with information on apprenticeship requirements and available curriculum materials.
- ◆ Develop and install registered standards of apprenticeship with the U.S. Department of Labor, Bureau of Apprenticeship and Training.
- ◆ Coordinate oversight and reporting requirements for the program.
- ◆ Promote equal opportunity for minorities and females in apprenticeable areas.

Participating Employers shall:

- ◆ Provide on-the-job training and experience in the various occupations to the student-learners.
- ◆ Provide equal opportunity to the student-learners in the workplace.
- ◆ Provide safe working environments to the student-learners.

CANCELLATION

This agreement may be canceled upon the voluntary action by any of the participating members/partners.

Member/Partner	Representative Name/Title	Signature	Date
STC Partner	_____	_____	_____
STC Partner	_____	_____	_____
Employer/Group	_____	_____	_____
Nebraska Bureau of Apprenticeship and Training	_____	_____	_____

B. CLINICAL WORK EXPERIENCE

Overview

Clinical experiences are different from other structured work experiences in that they require supervision by a certified teacher or faculty member who is on-site during the entire experience, while the supervision of students on a non-clinical work experience is performed by the work site supervisor and coordinated by the faculty member.

These experiences usually take place in medical settings, where students have opportunities for practical application of previously studied theory through a combination of course work and part-time work experience. Credit hours/outcomes and levels of intensity vary, depending on the course of study. There is strong emphasis on coordination and integration between work site and classroom learning.

Evaluation. Work site evaluation of the student-learner's performance is 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 are on-site during the entire experience to monitor the student-learners progress.

Legal Issues. All state and federal laws child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide*.

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *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 businesses'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.

Sources of Funding. Possible sources of funding for clinical work experiences include: local schools, the Nebraska Department of Education, Career and Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

Time Commitment. This experience lasts from one semester up to two school years. Students receive school credit for their in-class instruction and for their on-the-job training.

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

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

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

Setting Up a Clinical Work Experience	
1. Identifying Potential Work Sites	Most clinical work experience programs have ongoing relationships with local health care organizations. Supervising faculty members can be very useful in helping to set up these experiences.
2. Placing Students	Student placement in clinical experiences is generally arranged by the school. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the clinical work experience. Work site staff members will want to interview prospective interns to ensure a good match. Programs may allow students who are already employed at a job in a clinical setting to earn credit for job experience related to their course of study after it has been formally approved as a clinical experience site.
3. Arranging Schedules	The faculty 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 work experiences for the student, and reinforce positive work habits.
4. Confirming Plans	A program representative should contact a work site representative to confirm arrangement and answer any questions he may have about the program. For clinical experiences, coordinators should check to see if the school district needs to carry additional liability insurance.
5. Preparing Student	<p>Students need to be thoroughly prepared before embarking on a clinical work experience. In addition to classroom preparation that focuses on skills that will be applied at the work site, there are practical concerns to be addressed as well. Many districts provide students with a clinical work experience handbook which contains a combination of the following:</p> <ul style="list-style-type: none"> ● Structured work experience agreements. These agreements outline the responsibilities of both the faculty supervisor and the student, as well as the purpose of and academic expectations for the clinical work experience. The forms should be signed by the student, the faculty supervisor, and the program coordinator. Parent/guardian signatures may be required 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 clinical work experience. The list should include skills the student needs to acquire and/or practice and concepts the student need to understand and apply. Goals and objectives should relate directly to classroom work and career development activities which the clinical experience supports. ● Checklist. Give students a checklist which included everything they need to do to prepare for the clinical experience. Preparing resumes, developing objectives, contacting work site representatives, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items. ● Evaluation materials. Students will be evaluated by their faculty supervisors throughout the clinical work experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their clinical 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.

Setting Up a Clinical Work Experience	
6. Preparing Faculty Supervisors	<p>Faculty supervisors must be thoroughly prepared for the clinical experience. Make sure that they are aware of everything that they are expected to do. Many districts prepare a handbook for faculty 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 faculty supervisors need to be aware of, such as safety concerns and child labor, discrimination and sexual harassment laws. Make sure that faculty supervisors and work site representatives understand their legal responsibilities and potential liabilities in advance. ● Activity suggestions. Remind faculty supervisors that the purpose of the clinical experience 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. Supervisors will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with program coordinator to insure that academic requirements are met, signing structured work experience agreements, arranging student work schedules with work site representatives, and informing students about work site policies and procedures. ● Evaluation materials. Employer response to the clinical experience program is essential for maintaining a successful operation. Provide faculty supervisors with forms on which they can evaluate student participation, as well as the program itself.
7. Preparing Work Site Staff	<p>Work site staff members should be aware of the presence and needs of students involved in clinical work experiences, and should be encouraged to provide support when appropriate. Work site staff members should be aware of the abilities and training limitations of these students, and avoid putting them in situations that could prove dangerous to themselves or others.</p>

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

Connecting the Classroom to the Work Site	
1. Pre-Experience Activities	<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 based on their research and writing ● Students and teachers discuss professional standards for behavior and dress ● Students practice skills that will be needed on the work site ● Teachers emphasize practical applications of the concepts/skills they teach in class
2. On-Site Activities	<ul style="list-style-type: none"> ● Students learn actual job skills by participating in work-related activities ● Students observe practical applications of academic concepts ● Students work toward achieving individual goals and objectives

Connecting the Classroom to the Work Site

3. Seminar/Class

Seminars provide students with opportunities to better understand their clinical experiences and enhance their learning. Seminar schedules can vary from three meetings per term to as often as once a week. Curriculum can include:

- Job search skills and techniques (resume writing and interviewing skills)
- How to develop goals and objectives
- Reflective assignments, such as weekly logs and journals
- Education on workplace issues: Sexual harassment, Workplace basics, Managing conflict, Responding to criticism, Labor laws, Discrimination, Professionalism
- Workplace skills and techniques related to student placements
- Guest speakers
- Round-table discussions
- Collaborative learning activities
- Values clarification

4. Post-experience Activities

- 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 clinical experience

Nebraska Success Stories

MEDICAL SCIENCE PROGRAM

Description. The Medical Science Program provides students with transferable skills and technical experience to meet the needs of the health care industry. A two-year program, classes will be held every day at a local health care provider, with instruction provided by registered nurses and Nebraska certified secondary school educators. Students will receive multi-skill training, education and introductory experiences in a variety of health care fields. Teaching methods include lecture, hands-on laboratory experiments, career shadows, informational interviews, computer research, video viewing and clinical rotations.

During the first year of the program, students study the state-approved primary care assistant curriculum, anatomy and physiology, medial terminology, and acute care. Opportunities will be available for students to job shadow a variety of health care professions. During the second year, students study medical records, electrocardiography, phlebotomy, microbiology, and participate in clinical modules.

Students are provided with lab coats and stethoscopes. They are required to have a current physical (including a negative TB test) and be free of communicable diseases. Hepatitis vaccinations are strongly encouraged. Students must also purchase liability insurance. The Omaha Job Clearinghouse assists with purchasing any of the above listed items when the need arises.

Program Areas. Health Occupations

Grade Levels. 11 - 12th Grades

Contact. Penny Boykins, Omaha Job Clearinghouse, PO Box 3777, Omaha, NE 68103-0777, (402) 457-2598.

Sample Forms for Clinical Work Experience

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

TITLE	DESCRIPTION	PAGE #
WBL Training Agreement	Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties.	32
Insurance and Emergency Information	Insurance, medical, and family information for student.	33
Clinical Work Experience Training Agreement	Clarifies the agreed upon responsibilities of the student, parent, school, and employer in carrying out the clinical work experience.	34
Training Plan and Progress Report	Describes the student competencies resulting from the experience.	35-39
Student Time Sheet	Record of time spent at the work site to be completed by the student each week.	40
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.	41
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.	42-43
Record of Coordinator Visits	This form is used to keep track of coordinator visits to student employment sites.	44
List of Students in the Program	Record of the name, social security number, and work site information for all students in the program.	45

SAMPLE

**WORK BASED LEARNING (WBL)
TRAINING AGREEMENT**

Student Name: _____ Telephone: _____

Street: _____ Date of Birth: _____ Social Security #: _____

City: _____ State: _____ Zip: _____

Parent's Name: _____ Address _____ State: _____ Zip: _____

Employer Name: _____ Telephone: _____

Employer Address: _____

Days per Week: _____ Hours per Day: _____ Hours _____ A.M. and _____ P.M.

School Name: _____ School Location: _____

Career Cluster: _____ Training/Occupation Title: _____

Work based Learning Activity: (Check all that apply)

- | | | |
|--|---|--|
| <input type="checkbox"/> Youth Apprenticeship | <input type="checkbox"/> Field Trip | <input type="checkbox"/> Service Learning Projects |
| <input type="checkbox"/> Preapprenticeship | <input type="checkbox"/> Internship/Practicum | <input type="checkbox"/> WECEP |
| <input type="checkbox"/> Registered Apprenticeship | <input type="checkbox"/> Job Shadowing | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Clinical Work Experience | <input type="checkbox"/> Mentorship | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Cooperative Education | <input type="checkbox"/> Part Time Work | <input type="checkbox"/> Other _____ |

EMPLOYER'S RESPONSIBILITIES. The employer agrees to place the student learner in the activity specified above for the purpose of providing occupational experience of instructional value. The activity will be under the supervision of a qualified supervisor and will be performed under safe and hazard free conditions. The student learner will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. Safety instruction will be coordinated by the school and correlated by employer. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap. The student learner will not displace a regular worker.

WBL COORDINATOR'S RESPONSIBILITIES. The WBL coordinator agrees to work with the employer in developing a written training plan that includes progressive work processes to be performed on the job. The coordinator will visit each student learner at the training station and continue a close working relationship with the person to whom the student learner is responsible while on the job. The coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The coordinator will meet with each student learner's parent and/or guardian prior to placement and during the school year. The local education office and employer will keep each student learner's Training Agreement on file for three (3) years.

PARENT'S/GUARDIAN'S RESPONSIBILITIES. Parent and/or guardian agree for the student to participate in a WBL opportunity provided by the public schools.

STUDENT'S RESPONSIBILITIES. The student learner is enrolled in a WBL course of study and agrees to follow rules and guidelines established by the school, employer and WBL coordinator with regard to hours of work, school attendance and reporting procedures.

HAZARDOUS OCCUPATIONS EXCEPTION. Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? _____YES _____NO (If yes, the **Student Learner Exemption Agreement** must be completed.)

Parents agree to arrange transportation for their child to and from the work site. By signing this form they are giving permission for their child to receive emergency medical treatment in case of injury or illness. They also understand that school personnel will not be present when the student is at the site and will not be responsible for their child. All signatories agree to comply with the responsibilities specified in the training agreement.

Student Date _____ WBL Coordinator Date _____

Parent or Guardian Date _____ Employer Date _____

Employer's Insurance Carrier Carrier's Contact Person

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

<u>Insurance Coverage</u>	<u>Yes/No</u>	<u>Family</u>	<u>School</u>	<u>Employer</u>
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

**CLINICAL WORK EXPERIENCE
TRAINING AGREEMENT**

(THIS FORM MAY NOT BE NECESSARY IF THE WBL TRAINING AGREEMENT IS USED.)

This agreement is part of federal and state school-to-work transition guidelines to provide students the opportunity to make the transition from school to work and be prepared to compete for the emerging high skills technology careers for the twenty-first century. An agreement must be signed by the employer, educator, student and parent/guardian that outlines the training plan and expectations of all parties involved. The schools and employers participating in this agreement are equal opportunity organizations and do not discriminate on the basis of race, color, religion, national or ethnic origin, disability, sex or age.

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

Clinical Work Site _____ Phone # _____ Address _____
Date Assignment Starts _____ Planned Ending Date _____
Travel arrangements _____

ALL PARTIES JOINTLY AGREE TO THE FOLLOWING

1. There will be monetary compensation for participation in the program.
2. Experience shall be at a business/industry site directly related to the occupational interest expressed by the student.
3. Student is responsible for contacting the business to confirm the date and time of the experience.
4. The parent or guardian shall be responsible to the school for the conduct of the student participating in the program.
5. Safety instruction will be provided by the employer.
6. Appropriate accident, liability, and workers' compensation insurance coverage will be provided.
7. This agreement may be terminated after consultation with the coordinator, for due cause, or for unforeseen business conditions.
8. The work site shall conform with all federal, state, and local labor laws.
9. The employer will provide regular evaluations of the student.
10. The student will remain in the position for the agreed upon period
11. The parent or guardian will provide transportation for the student to and from the employment site.
12. Students will be accepted in the program and placed in employment without regard to race, color, national origin, sex, handicap, or disadvantage.

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 may not be present when student is working at the site.

Parent/Guardian _____ Date _____
Student _____ Date _____
Coordinator _____ Date _____
Employer _____ Date _____

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

SAMPLE

**CLINICAL WORK EXPERIENCE
TRAINING PLAN AND PROGRESS REPORT**

The Clinical Work Experience program is designed as an educational partnership between _____
(School/Partnership) and _____
(Employer or Employer Group).

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 _____
Clinical Work 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 may or may not be paid during the training program.

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: The student successfully completing the program will receive a certificate of mastery. Upon graduation from high school, the student 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 a 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 clinical work experience through the school-to-career setting, which hopefully will lead to an Occupational Skill Certificate of Mastery. This would be accomplished by placing the student-learners in part time employment in a clinical setting approximately 5 to 20 hours per week. Credit towards completion of an associates degree may be concurrently earned by the student-learner.

Upon satisfactory completion of curriculum requirements necessary to graduate from high school and upon having accumulated the recommended number of hours in on-the-job training experience with the employer as well as validation of skills achieved, it is the intent of this partnership to acknowledge the participating student with a Certificate of Skills Accomplishments.

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.
- ◆ 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.
- ◆ Refrain from hiring a student prior to completion of the training program and school year.
- ◆ Not displace a regular employee.
- ◆ Maintain appropriate records.
- ◆ Award a Certificate of Mastery.

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.
- ◆ Award Occupational Skill Certificate.

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.						
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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.						
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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	Work Site 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

**CLINICAL WORK EXPERIENCE
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

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 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

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

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

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

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

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

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

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

**CLINICAL WORK EXPERIENCE
FORMER STUDENT FOLLOW UP**

Please complete this survey regarding your participation in the Clinical Work Experience 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

FORMER STUDENT FOLLOW-UP SURVEY

Page 2

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

**CLINICAL WORK EXPERIENCE
LIST OF STUDENTS IN THE PROGRAM**

PROGRAM AREA/SCHOOL

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

C. COOPERATIVE EDUCATION

Overview

Cooperative Education (COOP) is a structured 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.

There are several essential components of Secondary Cooperative Education Programs that must be in place to qualify as a *state recognized program* by the Nebraska Department of Education.

- A qualified teacher-coordinator
- Selected student-learners
- Related classroom instruction
- Supervised on-the-job training
- Selected training stations
- Coordination of school-based and work-based learning
- Training agreements
- Training plans
- Student evaluation
- An advisory committee

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.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide*.

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *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 businesses'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.

Sources of Funding. Possible sources of funding for cooperative education program activities include: local schools, the Nebraska Department of Education, Career and Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

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. Agreements that outline the responsibilities of all parties and describe the school site and work site competencies to be attained are signed by the student, parents, school coordinator, and employer .

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

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

COOP Program Components

Teacher Coordinator. Teacher-coordinators are educators who coordinate school-based and work based learning experiences for students enrolled in Cooperative Education. It is highly recommended that the teacher/coordinator hold a Cooperative Education/Diversified Occupations Teaching Endorsement. If any students in the program are employed in one of the Hazardous Occupations Orders Exceptions available to 16 and 17 year olds, the teacher/coordinator must hold this endorsement in order for the program to meet the Nebraska Department of Education **approved** status.

Selected Student-Learners. Student-learner is the name given to students enrolled in Cooperative Education. 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 or Seminar. The related class/seminar should be taught by the teacher-coordinator, complement the student-learners' on-the-job learning experiences, and be developed to meet the specific needs of each student. The class may focus on a specific occupational area (marketing, industrial technology, business, ag, family and consumer sciences) or a combination class which is referred to as Diversified Occupations. It should be designed to improve personal and social skills, provide needed basic education, and develop relevant occupational skills and knowledge. Occupationally specific instruction is an important part of the related class; however, research has found that employers believe that the related class should have a broad focus and should include topics such as computational skills, communication skills, computer and other technological skills, good work attitudes, appropriate work behaviors, job seeking skills, and job coping skills.

Supervised On-The-Job Training. This training, provided by employers during their usual working hours, should involve the application of theory and specific skills common to the occupation. Indicators of quality on-the-job training include: (1) students are paid for their work, (2) the job content is meaningful, (3) adequate safety instruction is provided, (4) the job challenges the student's ability, (5) the work is related to the student's career/occupational choice, (6) the duration of the work experience is long enough for the student to perform a variety of meaningful tasks, (7) job activities foster responsibility, (8) the job provides an adequate amount of work to keep the student busy, and (9) the instruction is sequentially planned. In addition, student-learners must be employed and paid in conformity with federal and state laws and regulations and in a manner that does not result in their exploitation.

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-learners of their choice; however, student-learners cannot be hired if it causes the displacement of a regular workers. 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 should include student's name, address, telephone number, date of birth, age and social security number; date employment begins; program completion date; starting rate of pay; 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. The alteration of study and work through Cooperative Education must be well planned to ensure that student-learners acquire the skills needed for employment. The teacher-coordinator, student-learner, and training sponsor should develop a list which spells out the attitudes, skills, and knowledge which are needed by the student-learner to successfully obtain his/her occupational objective. Once these competencies have been identified, the coordinator and the training sponsor should decide if they are to be learned in the related class, on-the-job, or both. This detailed outline of sequentially planned tasks becomes the training plan. Documentation of safety instruction is a critical part of the training plan. The student-learner should be informed of the level of competency that he/she will be required to demonstrate.

Coordination. Close supervision of student's school site learning and work site training must be coordinated if both are

to contribute effectively to their education and employability. Teacher-coordinators are responsible for the health, safety, welfare and educational progress of their students; consequently, a work schedule that permits adequate time for supervision of student-learners on the job is essential. Coordinators must maintain written schedules of regular visits to training stations. The following documents should be kept 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.)

Evaluation. The awarding of credit for related class progress and on-the-job performance is recommended for cooperative education student-learners. Secondary students must 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.

Advisory Committee. An advisory committee comprised of representatives from business, industry, and the community can assist a teacher-coordinator by: identifying possible program goals and objectives, reviewing the instructional program, determining expected program outcomes, assisting with student placements, furnishing equipment and supplies, gaining support and assistance for public relations efforts, promoting the program, identifying community problems and training needs, updating the teacher-coordinator, and providing community feedback.

COOP Program Benefits

Students are given opportunities to:

- Discover their occupational interests and abilities.
- Learn about employment opportunities and responsibilities.
- Develop and refine occupational competencies to secure employment and advance in their chosen occupation.
- Acquire specialized occupational skills which 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.

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 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 on which you will have any occasion to call.
- ◆ The information you should have before making the call, in addition to that you received from your survey of the community, should include: Who does the hiring; with permission from whom? Whom 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 cooperative education. If they have employed cooperative education 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: The objectives of cooperative education. That the primary function of the training station is to train the student. That the 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. That the student is enrolled in classes/seminars that are directly related to his/her work. That this is best done by way of a progressive training plan worked out by the sponsor and the teacher-coordinator. That periodic ratings based on the training plan and the development of the student-learner 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. That candidates for part-time employment have had vocational 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.
- ◆ 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.

Setting up a Cooperative Education Experience	
2. Placing Students	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.
3. Arranging Schedules	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.
4. Confirming Plans	Students should contact the work site supervisor to confirm arrangements and answer any questions he may have about the program.
5. Preparing Work Site Supervisors	<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.

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 may be 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 which 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.

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.

Pre-Experience Activities	<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
On-Site Activities	<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
Seminar	<p>Seminars provide students with opportunities to better understand their COOP experiences and enhance their learning. Seminar schedules can vary from three meetings per term to as often as once a week. 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
Post-Experience Activities	<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

Nebraska Success Stories

DIVERSIFIED OCCUPATIONS INTERNSHIP

Description. In 1993, Bryan High School initiated its career cluster program. The recent result of the "cluster" program is a new course entitled "Diversified Occupations Internship." The course allows qualified students to spend an average of ten hours a week in supervised, on-the-job learning in jobs connected to the students chosen cluster. Special seminars at school and/or on the job site supplement worksite learning!

This new opportunity for Bryan students is a significant, new component in the "work based learning continuum" developed by Bryan staff in 1995.

Program Areas. Cooperative Education

Grade Level. 11 - 12th Grades

Contact. Tom O'Hara, Bryan High School, 4700 Giles Road, Omaha, NE 68157, (402) 557-3100.

Sample Forms for Cooperative Education

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.	56
COOP/DO Training Agreement	Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties.	57
Student Learner Exemption Agreement	This agreement should be completed if the student learner is working in one of the seven exempt hazardous occupations.	58
Insurance and Emergency Information	Insurance, medical, and family information for student.	59
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.	60
Training Plan and Progress Report	Clarifies the agreed upon responsibilities of the student, parent, school, and employer in carrying out the COOP experience.	61
Training Plan and Progress Report	This form outlines the expectations of all parties involved and delineates competencies to be attained.	62-65
Summer Addendum Training Agreement	Clarifies the agreed upon responsibilities of the student, parent, school, and employer throughout the interim period of summer employment.	66
Parent Information Letter	Sent by WBL coordinator informing parents of child's participation.	67
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 earnings.	68
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.	69
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.	70-71
Record of Coordinator Visits	This form is used to keep track of coordinator visits to student employment sites.	72
List of Students in the Program	Record of the name, social security number, and work site information for all students in the program.	73
Nebraska COOP/DO Program Standards	Nebraska COOP/DO standards that must be met by schools seeking approval of their programs.	74-76
Overview of WBL Legal Issues Brochure	A brochure that provides an overview of the conditions for employment of youth under the age of 18.	77-78
Non-Agricultural Occupations Brochure	A brochure that describes the legal conditions for employment of youth under the age of 18 in non-agricultural occupations.	79-80
Agricultural Occupations Brochure	A brochure that describes the legal conditions for employment of youth under the age of 18 in agricultural occupations.	81-82

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 STUDENT 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)

Student's Signature

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

Parent's/Guardian's Signature

Employer's Name (type or print)

Employer's Signature

Coordinator's Name (type or print)

Coordinator's Signature

Principal's Name (type or print)

Principal's Signature

Optional: Superintendent's Name (type or print)

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

<u>Insurance Coverage</u>	<u>Yes/No</u>	<u>Family</u>	<u>School</u>	<u>Employer</u>
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.

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.

1. 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

2. I hereby request permission to drive or ride in a privately owned vehicle to my work site.

Student Signature

Date

Telephone

3. 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

GRADING PERIODS						
SCHOOL COMPETENCIES	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 begin 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-learners 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. _____

Date	Day of Week	Start Time	End Time	Regular Hours	Overtime Hours	Total Hours	Weekly Earnings
TOTALS							

<hr/> Training Station Manager/Employer's Signature	<hr/> Date
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**

Student Name _____ For the Period _____ 20 ____
Employer _____ Job Title _____
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

FORMER STUDENT FOLLOW-UP SURVEY

Page 2

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.							

Nebraska Program Standards
COOPERATIVE EDUCATION - DIVERSIFIED OCCUPATIONS
A School-Site and Work-Site Work-Based Learning (WBL) Program

Secondary School _____

Career and Technical Educational Program _____

	Met	In Progress	Not Met
Qualified Instructional Personnel			
1. The instructor(s) participates in professional development activities to update content knowledge and pedagogy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The instructor(s) communicates program goals and objectives to the school and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum			
1. The program meets applicable local and state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The curriculum is evaluated and revised on an ongoing basis to incorporate best practices and the state curriculum framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Courses of study are planned and sequenced with clearly defined instructional objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Partnerships			
1. Community partnerships are utilized as resources to assist in program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies			
1. Appropriate instructional and assessment strategies are utilized to accommodate the needs of diverse student learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The program offers opportunities for students to participate in career exploration and/or a work-based learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The program addresses bias and stereotyping and applies equity strategies that support knowledge and skill development for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The program engages students in specific activities designed to enhance basic skills and integrate knowledge across curriculum areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The program is linked from secondary to postsecondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment			
Each program can verify and document:			
1. Student attainment of state academic standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student attainment of occupational/technical skill proficiencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student attainment of employability skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student attainment of a secondary school diploma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Retention of students in vocational educational programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Completion of the vocational education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Placement in postsecondary (2-year or 4-year) education, military service, advanced training or employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Participation of students in training that leads to employment in nontraditional occupations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Student satisfaction with the academic and occupational skills gained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Employer satisfaction with the academic and occupational skills gained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STANDARDS

A. Scope & Sequence. The program is of such scope and sequence to develop essential knowledge and skills.

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)

The core Cooperative Education/Diversified Occupations program will offer the following courses:

1. **School-Site Learning (SSL).** A regularly scheduled related class devoted to the employability skills and safety instruction required for the occupational area of students' employment. This class shall be taught by a qualified teacher/coordinator and will meet concurrently with the student's work-site learning experience.
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.

B. Curriculum/Instructional Strategies

- Required:*
1. **Student Evaluation.** Each cooperative education student shall receive two grades: one for the **SSL related class** and one for the **WSL experience**.
 2. **Training Stations.** Selected to insure a meaningful and accountable learning experiences for student and to communicate essential program components to employers.
 3. **Assessment.** Training agreements, training plans, earnings reports, evaluations, and coordination visitation records completed and maintained for five years.
 4. **Coordination Time.** A minimum of one class period daily, or the equivalent, for supervision of students at their training station. Reimbursed 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 to set up training stations, write training plans, and complete student assessments.
 7. **Professional Development.** Teacher/coordinator involvement in activities that update their skills as well as provide a career focus.
 8. **Student Organizations.** Student involvement in leadership/teamwork/community service activities.

DOCUMENTATION

A. Check all courses offered at some time during the current year. Circle any courses required of all students.

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

HIGH SCHOOL (Grades 9 - 12)

A.	Met	In Progress	Not Met
----	-----	-------------	---------

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

B.	Met	In Progress	Not Met
----	-----	-------------	---------

1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FLSA . . . Wage 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 Work 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 Law

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. 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.

School-to-Work & Employer Liability: A Resource Guide. The National School-to-Work Office, 400 Virginia Avenue, SW, Room 210, Washington, DC 20024, 1-800-251-7236, www.stw.ed.gov

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

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
January 2002

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 worksite 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

- 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 & 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 Apprenticeship 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. 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

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
January 2002**

EMPLOYMENT OF YOUTH UNDER 18 YEARS OF AGE IN NON-AGR/CULTURAL 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 explosives
- 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:
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√ APPRENTICES must be:

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

Legal
Conditions

for
Employment

of Youth

Under

18 Years

of Age

in

**Agricultural
Occupations**

**Nebraska Department of Education
January 2002**

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.
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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, is 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.

D. INTERNSHIP/PRACTICUM

Overview

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. These structured work experiences involve the practical application of previously studied theory through a combination of course work and part-time work experience. Credit hours/outcomes and levels of intensity vary, depending on the course of study. These experiences are targeted to the student's chosen career field and allow students to explore career options and to learn work terminology and business/industry protocol.

Evaluation. Work site evaluation of the student-learner's performance should 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 should conduct regular on-site visits to monitor the student-learners progress.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide*.

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *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 businesses'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.

Sources of Funding. Possible sources of funding for internship/practicum activities include: local schools, the Nebraska Department of Education, Career and Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

Time Commitment. The student generally works during the day as part of a course of study. Although internships are usually short term, their duration varies as well as the complexity of knowledge and skills the student is required to master at each placement. Internships are offered during the summer or school year and provide students the opportunity to obtain "hands on" learning in their area of career interest via a one-on-one student mentor relationship.

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

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

Wages. Although internship and practicums may be paid or unpaid, they are generally unpaid. Class project credit may be given.

Setting Up Internship/Practicum Experiences	
1. Identifying Prospective Work Sites	The first step in setting up an internship/practicum 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 internship/practicum sites on their own. The program depends on the maintenance of a pool of potential 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.
2. Placing Students	Student placement in internship/practicum 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 internship/practicum experience. Employers will want to interview prospective interns to ensure a good match. Programs may allow students who are already employed at a job relevant to their studies to earn internship/practicum credit for their job experience, provided that the coordinator formally approves of the site.
3. Arranging Schedules	The program 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.
4. Confirming Plans	Students should contact the work site supervisor to confirm arrangements and answer any questions he may have about the program.
5. Preparing Students	<p>Students need to be thoroughly prepared before embarking on an internship/practicum 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 an internship/practicum handbook which contains a combination of the following:</p> <ul style="list-style-type: none"> ● Internship/practicum 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 internship/practicum experience. The forms should be signed by the student and the work site supervisor, as well as the program coordinator. ● Outline of dress and behavior expectations. While classroom preparation for career exploration activities usually covers this information, it is important 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, the school, and 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, worksite supervisors and program coordinators need to work together to develop a list of goals and objectives for the internship/practicum experience. The list should include skills the student needs to acquire and/or practice, concepts the student needs to understand and apply, and should relate directly to classroom work and career development activities that the experience supports. ● Checklist. Give students a checklist that includes everything they need to do to prepare for the internship/practicum 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 internship/practicum experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their internship/practicum experiences, as well. Students should be encouraged to write or talk about their experiences.

Setting Up Internship/Practicum Experiences	
6. Preparing Work Site Supervisors	<p>Work site supervisors must be thoroughly prepared for the internship/practicum experience. 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. For unpaid work experiences, all parties need to be aware of federal guidelines related to unpaid work experience. ● 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 the internship/practicum 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 that offer an opportunity to develop workplace skills. ● Checklist. Employers will probably find a checklist very useful. Checklist items must include: arranging meetings, planning with program coordinator to insure that academic requirements are met, signing structured work experience agreements, arranging student work space as appropriate, and informing students about company policies and procedures. ● Evaluation materials. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

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

Connecting the Classroom to the Work Site	
1. Pre-Experience Activities	<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 and teachers discuss professional standards for behavior and dress ● Teachers emphasize practical applications of the concepts and skills they teach in class
2. On-Site Activities	<ul style="list-style-type: none"> ● Students learn actual job skills by participating in work-related activities ● Students observe practical applications of academic concepts ● Students work toward achieving individual goals and objectives

Connecting the Classroom to the Work Site
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Connecting the Classroom to the Work Site	
3. Seminar/Class	<p>Seminar provide students with opportunities to better understand their internship/practicum experiences and enhance their learning. Seminar/class schedules can vary from three meetings per term to as often as once a week. 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: sexual harassment, workplace basics, managing conflict, responding to criticism, labor laws, discrimination, professionalism ● Workplace skills and techniques related to student placements ● Guest speakers ● Round-table discussions ● Collaborative learning activities ● Values clarification
4. Post-Experience Activities	<ul style="list-style-type: none"> ● Students write about the difference 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 internship/practicum experience

Nebraska Success Stories

BUILDING CONSTRUCTION PARTNERSHIP

The purpose of the Building Construction Partnership program held at the Omaha Public Schools Career Center is to generate interest in and to expose students to career opportunities in all aspects of the construction industry and to develop entry-level competencies in targeted skills areas.

The two-year program for juniors and seniors involves businesses, schools, parents, and students working together for the ultimate benefit of young adults, the building construction industry and the Omaha community. The courses include activities and experiences related to the basics in residential and commercial building construction, such as safety, applied math, drafting, and blue print reading, basic tools and equipment, site preparation and layout, concrete and masonry, footings and foundations, framing, electrical, plumbing, HVAC, drywalling, painting/decorating and finishing, and working as a team member.

Between the junior and senior years, students have the opportunity for summer work as a paid intern. There are 40 students enrolled for the 1998-99 school year.

Program Areas: Construction Trades

Grade Levels: 11 - 12th Grades

Contact: Connie Eichhorn, Omaha Public Schools, 3215 Cuming Street, Omaha, NE 68131-2024, 402-557-2222.

Sample Forms for Internship/Practicum Experiences

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 WBL coordinator to evaluate prospective work sites as training stations.	89
WBL Training Agreement	Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties.	90
Insurance and Emergency Information	Insurance, medical, and family information for student.	91
Training Agreement	Clarifies the agreed upon responsibilities of the student, parent, school, and employer in carrying out the experience. This form would be used in place of the WBL Training Agreement.	92
Training Plan and Progress Report	This form outlines the expectations of all parties involved and delineates competencies to be attained.	93-97
Business Participation Survey	Recruitment flier to be sent to businesses by WBL coordinator.	98
Student Assignment	Time and place of internship/practicum and reminder of student tasks.	99
Questions to Ask Business Host	Questions for students to ask their business host during the internship/practicum.	100-101
Advance Absence Notification	Notification to student's teachers and attendance office of absence.	102
Activities for Business Host	Suggested activities/materials to cover during the internship/practicum.	103
Business Host Evaluation	Business host evaluation of the program and student who interned.	104
Student Time Sheet	Record of time spent at the work site to be completed by the student each week.	105
Student Evaluation	This evaluation is to 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.	106
Record of Coordinator Visits	This form is used to keep track of coordinator visits to student employment sites.	107
List of Program Participants	Record of the name, social security number, and work site information for all students in the program.	108

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: _____

Coordinator Signature _____

SAMPLE

**WORK BASED LEARNING (WBL)
TRAINING AGREEMENT**

Student Name: _____ Telephone: _____

Street: _____ Date of Birth: _____ Social Security #: _____

City: _____ State: _____ Zip: _____

Parent's Name: _____ Address _____ State: _____ Zip: _____

Employer Name: _____ Telephone: _____

Employer Address: _____

Days per Week: _____ Hours per Day: _____ Hours _____ A.M. and _____ P.M.

School Name: _____ School Location: _____

Career Cluster: _____ Training/Occupation Title: _____

Work based Learning Activity: (Check all that apply)

- | | | |
|--|---|--|
| <input type="checkbox"/> Youth Apprenticeship | <input type="checkbox"/> Field Trip | <input type="checkbox"/> Service Learning Projects |
| <input type="checkbox"/> Preapprenticeship | <input type="checkbox"/> Internship/Practicum | <input type="checkbox"/> WECEP |
| <input type="checkbox"/> Registered Apprenticeship | <input type="checkbox"/> Job Shadowing | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Clinical Work Experience | <input type="checkbox"/> Mentorship | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Cooperative Education | <input type="checkbox"/> Part Time Work | <input type="checkbox"/> Other _____ |

EMPLOYER'S RESPONSIBILITIES. The employer agrees to place the student learner in the activity specified above for the purpose of providing occupational experience of instructional value. The activity will be under the supervision of a qualified supervisor and will be performed under safe and hazard free conditions. The student learner will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. Safety instruction will be coordinated by the school and correlated by the employer. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap. The student learner will not displace a regular worker.

WBL COORDINATOR'S RESPONSIBILITIES. The WBL coordinator agrees to work with the employer in developing a written training plan that includes progressive work processes to be performed on the job. The coordinator will visit each student learner at the training station and continue a close working relationship with the person to whom the student learner is responsible while on the job. The coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The coordinator will meet with each student learner's parent and/or guardian prior to placement and during the school year. The local education office and employer will keep each student learner's Training Agreement on file for three (3) years.

PARENT'S/GUARDIAN'S RESPONSIBILITIES. Parent and/or guardian agree for the student to participate in a WBL opportunity provided by the public schools.

STUDENT'S RESPONSIBILITIES. The student learner is enrolled in a WBL course of study and agrees to follow rules and guidelines established by the school, employer and WBL coordinator with regard to hours of work, school attendance and reporting procedures.

HAZARDOUS OCCUPATIONS EXCEPTION. Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? _____YES _____NO (If yes, the **Student Learner Exemption Agreement** must be completed.)

Parents agree to arrange transportation for their child to and from the work site. By signing this form they are giving permission for their child to receive emergency medical treatment in case of injury or illness. They also understand that school personnel will not be present when the student is at the site and will not be responsible for their child. All signatories agree to comply with the responsibilities specified in the training agreement.

Student _____ Date _____ WBL Coordinator _____ Date _____

Parent or Guardian _____ Date _____ Employer _____ Date _____

Employer's Insurance Carrier _____ Carrier's Contact Person _____

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

<u>Insurance Coverage</u>	<u>Yes/No</u>	<u>Family</u>	<u>School</u>	<u>Employer</u>
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

**INTERNSHIP/PRACTICUM
TRAINING AGREEMENT**

(THIS FORM MAY NOT BE NECESSARY IF THE WBL TRAINING AGREEMENT IS USED)

This agreement is part of Federal and State school-to-work transition guidelines to provide students the opportunity to make the transition from school to work and be prepared to compete for the emerging high skills technology careers for the twenty-first century. An agreement must be signed by the employer, educator, student and parent/guardian that outlines the training plan and expectations of all parties involved. The schools and employers participating in this agreement are equal opportunity organizations and do not discriminate on the basis of race, color, religion, national or ethnic origin, disability, sex or age.

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

Internship/Practicum Site _____ **Phone #** _____ **Address** _____
Date Assignment Starts _____ **Planned Ending Date** _____
Travel arrangements _____

ALL PARTIES JOINTLY AGREE TO THE FOLLOWING

1. There may be monetary compensation for participation in the program.
2. Experience shall be at a business/industry site directly related to the occupational interest expressed by the student.
3. Student is responsible for contacting the employer to set up an interview.
4. The parent or guardian shall be responsible to the school for the conduct of the student participating in the program.
5. Safety instruction will be provided by the employer.
6. Appropriate accident, liability, and workers' compensation insurance coverage will be provided.
7. This agreement may be terminated after consultation with the coordinator, for due cause, or for unforeseen business conditions.
8. The employer shall conform with all federal, state, and local labor laws.
9. The employer will provide regular evaluations of the student.
10. The student will remain in the position for the agreed upon period.
11. The parent or guardian will provide transportation for the student to and from the work site.
12. Students will be accepted in the program and placed in employment without regard to race, color, national origin, sex, handicap, or disadvantage.

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 _____
Coordinator _____ Date _____
Employer _____ Date _____

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

SAMPLE

**INTERNSHIP/PRACTICUM EXPERIENCE
TRAINING PLAN AND PROGRESS REPORT**

The internship/practicum experience 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 _____

Work 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.

WAGES: Wages may or may not be paid during the training program in accordance with state and federal child 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 hopefully will lead to an Occupational Skill 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.						

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

(Parent/Guardian's Signature and Date)

(Student's Signature and Date)

(School Representative's Signature and Date)

(Employer's Signature and 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.

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

**INTERNSHIP/PRACTICUM
BUSINESS PARTICIPATION FORM**

Background. Students from _____ School are participating in an internship/practicum program. These work based learning experiences are part of a career applications program aimed at better preparing our students for the work force of the 21st Century. We hope to make classroom learning more relevant to what goes on in the “real world”.

What is an Internship/Practicum? 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. These structured work experiences involve the practical application of previously studied theory through a combination of course work and part-time work experience. Strong emphasis on coordination and integrating between work site and classroom learning. Credit hours/outcomes and levels of intensity vary, depending on the course of study. These experiences are targeted to student’s chosen career field and allow students to explore career options and to learn work terminology and business/industry protocol.

The student generally works during the day as part of a course of study. Although internships are usually short term, their duration varies as well as the complexity of knowledge and skills the student is required to master at each placement. Internships are offered during the summer or school year and provide students the opportunity to obtain “hands on” learning in their area of career interest via a one-on-one student mentor relationship. Host businesses are encouraged to perform their normal work activities with a willingness to talk to students about their work and its significance in the organization. Students will be encouraged to ask questions of their host employer and to learn as much as they can about all aspects of the industry in which they are interning.

Expectations of Business Host

- ◆ Accept a phone call from the Work Based Learning Coordinator to confirm an internship/practicum with you.
- ◆ Designate a member of your organization to supervise the student during the internship.
- ◆ Sign training agreement and fulfill employer expectations within the agreement.
- ◆ Respond to periodic phone calls from staff.
- ◆ Complete a brief evaluation upon completion of the internship/practicum

Expectations of Students

- ◆ Check with the Work Based Learning Coordinator to confirm job site location and appointment.
- ◆ Sign training agreement and fulfill all student expectations within the agreement.
- ◆ Maintain regular attendance in school and at their internship/practicum site.
- ◆ Abide by all rules and regulations of work site. Respect confidentiality.
- ◆ Arrange transportation to and from job shadow site.
- ◆ Dress appropriately. Ask relevant questions of host business and report back using designated form. Obtain signature of employer to verify the experience.

Other Information. Students are on a limited time schedule. They will be excused from school for time spent on the internship/practicum and time traveling to and from the work site.

How Do I Get Involved? Simple fill out the following form and return to the Work Based Learning Coordinator at _____ School, address, city, state, zip or call 000-000-000 or FAX 000-000-000. A FAX would be greatly appreciated.

YES! My business/organization is interested in participating in the _____ School Internship/Practicum Program.

Company Name _____ Type of Business _____

Contact Person _____ Address _____ Phone _____

Brief Description of Your Job _____

Brief Description of Your Organization _____

I would prefer to host a student(s) during: _____ morning (8-12) _____ afternoon (12-4) _____ weekday (M,T,W,Th,F)
Best time to call _____ weekend (Sat, Sun)

Other people from my organization who might be interested in participating _____

Our business has not been cited for state or federal safety and health violations during the past five years.

SAMPLE

**INTERNSHIP/PRACTICUM
STUDENT ASSIGNMENT**

TO: _____
(Name of Student)

FROM: _____ (Name of Work Site Learning Coordinator) _____ (Phone #)

DATE: _____

SUBJECT: **INTERNSHIP/PRACTICUM ASSIGNMENT**

Your internship/practicum experience is scheduled from _____ to _____
(Date) (Date)

with _____
(Name of Business)

Your contact person at the site will be _____. His/her phone # is _____.

Business address is _____.

Please call and confirm the above arrangements with the business person above. You may choose to use the following phone script.

"May I speak with _____, please?
Hi, my name is _____, calling from _____ School
to confirm my Internship/Practicum with your business and to verify the beginning date and time on
_____, _____, from _____ to _____.
(day of week) (month and day) (beginning time to end time)
Thank you and I look forward to meeting you."

OR, if your contact person is not available, ask if you can leave a message and leave the same information written above.

You do **not** need to leave a telephone number. If they ask for a number, give them the phone number of the Work based Learning Coordinator. You can also let the person know that there is no need for your host to call you back.

FORMS TO BE COMPLETED			
PRIOR TO JOB SHADOWING		FOLLOWING THE JOB SHADOWING	
<input type="checkbox"/> WBL Training Agreement	<input type="checkbox"/> Obtain Copy of Questions	<input type="checkbox"/> Observation/Evaluation Rep.	<input type="checkbox"/> Thank You Letter
<input type="checkbox"/> Internship Agreement	<input type="checkbox"/> Advance Absence	<input type="checkbox"/> Class Presentation -if required	<input type="checkbox"/>
<input type="checkbox"/> Training Plan	<input type="checkbox"/> Confirmation Call to Business	<input type="checkbox"/>	<input type="checkbox"/>

FORMS TO BE COMPLETED

<input type="checkbox"/> Insurance/Emergency Info	<input type="checkbox"/>		
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SAMPLE

**INTERNSHIP/PRACTICUM
QUESTIONS TO ASK YOUR BUSINESS HOST**

Student Name _____

Business Host _____

Dates of Internship/Practicum _____

The following guidelines should help you to get the most out of your work site learning experience. You should try to ask as many of these questions as possible, but feel free to ask other questions that might also be appropriate .

1. What is the primary mission of this organization? _____

2. What are the responsibilities of your department? _____

3. What are your responsibilities? _____

4. How does your job relate to the overall organization? _____

5. What other people do you work most closely with? _____

6. Are computers used on the job? If so, in what capacity? _____

7. What type of education and/or training does one need to do the job? What type of education/training you had? _____

8. How did you decide to do this type of work? _____

NOTE: Complete and return to coordinator. Must be signed by Business Host.

SAMPLE

**INTERNSHIP/PRACTICUM
ADVANCE SCHOOL ABSENCE NOTIFICATION**

This is to notify you that _____ will be excused from school on _____
(Name of Student)

_____ to participate in an Internship/Practicum experience. This is to be treated as a work based

learning experience. The student agrees to arrange for make-up work prior to the Internship/Practicum.

Internship/Practicum Location _____ Date _____ Time _____

PLEASE SIGN BELOW TO INDICATE THAT YOU HAVE BEEN NOTIFIED.

(Attendance Office)

(Work Based Learning Coordinator)

TEACHER'S SIGNATURE	SUBJECT	Makeup Required	
		YES	NO
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

NOTE: Return to Coordinator

SAMPLE

**INTERNSHIP/PRACTICUM
SUGGESTED ACTIVITIES FOR BUSINESS HOST**

Name _____ Home Phone _____

School _____ School Phone _____

Coordinator _____

Shadowing Agency _____

Shadowing Supervisor _____

Shadowing Occupation _____

SUGGESTED ACTIVITIES

1. Introduce the student to the staff.
2. Explain the internship.
3. Tour the facility (if possible/practical).
4. Create an internship plan for the student related to his/her career interest. This activity must be planned in advance of the student's arrival.
5. Expose the student to the same routine a new employee would experience.
6. Answer questions that the student has regarding the job.

OFFER ANSWERS TO THE FOLLOWING QUESTIONS

1. Describe the supervisor's occupation. (What are his/her duties?)
2. Describe the working conditions associated with the internship position (i.e., physical working conditions, amount of overtime required, stress level, amount of responsibility, amount of travel required, etc.).
3. What is the supervisor's educational background? What school subjects does he/she feel would be most helpful to prepare for this position?
4. What does the supervisor enjoy most about this position?
5. What does the supervisor find most difficult, stressful, etc., about this position?
6. What recommendations would the supervisor offer to someone who is interested in entering a similar position?
7. In the supervisor's opinion, what type of attitude, personality traits, or personal characteristics are important in order to be successful in his/her career field?
8. What opportunities are there for advancement in this career field?
9. Describe the supervisor's role.
10. What are the starting salaries and educational requirements at this company for persons who hold the career positions in which the student has interest.
11. What does this company do to encourage its employees to continue their education?
12. What are some good ways for the student to find out about this career?

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

**INTERNSHIP/PRACTICUM
BUSINESS HOST EVALUATION**

Thank you for participating in the Internship/Practicum Program and hosting a high school student. In an effort to improve the experience for employers and students we would appreciate you completing this evaluation.

Company Name: _____
Employee Name/Title: _____
Student Name: _____

1. Please indicate the level of job interest demonstrated by the student.
 Not interested Moderately uninterested
 Somewhat interested Very interested

2. Did the student ask questions directly related to the application of skills required for the job?
 Yes No

3. Did the student ask questions about training/education required to perform the job?
 Yes No

4. Did the student have the opportunity to interact with more than one individual during the experience?
 Yes No

5. Did the student dress appropriately for the environment in which the Internship/Practicum took place?
 Yes No

6. Please comment on the amount of time that was required for the Internship/Practicum experience:
Day: _____ Hours _____
 Too long About right Not enough time

7. What could have been done to help make the experience more meaningful for the student and/or the employers?

8. Would you participate in the Internship/Practicum Program again?
 Yes No

Comments _____

Return to: Work Based Learning Coordinator _____
School Address _____ City/State/Zip _____

SAMPLE

**INTERNSHIP/PRACTICUM EXPERIENCE
EMPLOYER EVALUATION OF STUDENT PERFORMANCE**

Student Name _____ For the Period _____ 20____
Employer _____ Job Title _____
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

**INTERNSHIP/PRACTICUM EXPERIENCE
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.							

E. MENTORSHIPS

Overview

A mentor is someone who, along with parents, provides young people with support, counsel, friendship, reinforcement, and constructive example. Mentors are good listeners, people who care, people who want to help young people bring out the strengths that are already there.

The student is mentored by a worker (employer) in consultation with classroom teachers and counselors to provide instruction and guidance in a specific career skills and appropriate workplace behaviors. The mentor's role is guidance and introduction, aiding the student in identifying his/her areas of interest, educational requirements, work skill acquisition, etc. The school connection is in working with guidance counselors to identify courses which lead the student toward his/her professed goals.

Mentorship experiences provide opportunities for developing one-on-one relationships between students and professionals in the career fields they are exploring. Through the mentor/student relationship, students learn specific information about the world of work and develop skills related to the mentor's career field. Mentorships offer professionals a chance to make direct contact and share their insights and experiences with young people.

This educational experience can occur at the school site or work site. It is important that the experience is tied to the classroom by curriculum which coordinates and integrates school site instruction with work site experiences. A mentorship is a formal relationship, as opposed to visits, between a student and a work site role model who provides support and encouragement to the student. A mentor helps students become accustomed to the rules, norms, and expectations of the workplace, and can provide career insight and guidance based on personal career experience. A mentor serves as a resource to students, helping them resolve personal problems and work-related issues and conflicts.

- Commitment varies from one hour to several days per month
- Criminal background and character reference checks on all adult mentors
- Provides a learning activity (non-paid), not an actual job
- Provides youth with an adult who will serve as an advisor and coach
- May provide career insights and how basic skills relate to success
- School assists in matching students with adult mentors

Evaluation. Mentor periodically completes a written evaluation. School personnel typically remain in close contact with the mentor on a regular basis.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide*.

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *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 activities) 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 businesses'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.

Sources of Funding. Possible sources of funding for mentoring activities include: local schools, the Nebraska Department of Education, Career and Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

Time Commitment. Career or personal mentoring is typically a short-term (from one week up to one school year) and can begin as early as the 5th grade. The commitment is usually up to five hours per week for approximately one year.

Training Agreement /Training Plan. Informal and formal agreements may be used. School district personnel need to have parents complete forms that ensure a safe, successful student experience. Clear agreements among the mentor, school/teacher and/or parent is reached, but may or may not be formally signed by all parties.

Transportation. Students and parents should provide transportation. In some cases, the school or school district may make transportation arrangements.

Wages. Mentorships are generally unpaid.

Setting Up a Mentorship Experience	
1. Identifying Potential Mentors	The first step in setting up a mentoring experience is finding individuals who are willing to take on the responsibility of mentoring a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible mentors. Students may also identify possible mentors on their own. For more detailed information on this subject, see the <i>Marketing and Work Site Development Guide</i> , Part III of this manual.
2. Background Checks	Because of the personal nature of the mentor/student relationship, it is necessary to take precautions to ensure student safety. The school must complete a criminal background and character reference check on each mentor prior to placing a student.
3. Placing Students	In most cases, the school arranges student placement in mentorship experiences. Connecting students with mentors they will be comfortable working with can be difficult. One possible approach is to give the student and potential mentor an opportunity to meet and “interview” one another prior to placement. Doing this gives both parties a chance to identify potential problems before a commitment is made. Invite parents to meet with and approve of potential mentors, as well. Some districts sponsor activities at the outset of the mentorship experience in which students and mentors have a chance to get to know one another. Retreats or other activities can serve this purpose well. A one-month trial period may also be valuable when establishing mentoring relationships. Students and mentors may be asked to evaluate the experience at the end of the first month to make sure that both parties are interested in continuing their relationship.
4. Arranging Schedules	The mentor and student should arrange a meeting schedule that is convenient for both of them. Meetings should take place in public settings or visible business settings for the safety of both mentor and student. It is best if the meeting time is the same each week, though some mentors’ schedules may make this difficult. Two or three hours per week of meeting time is the standard arrangement.
5. Confirming Plans	Students should contact the mentor to confirm arrangements and answer any questions about the program.

Setting Up a Mentorship Experience

Setting Up a Mentorship Experience

6. Preparing Mentors

Mentors must be thoroughly prepared for the monitoring experience. Make sure they are aware of everything they are expected to do. Many districts prepare a handbook for mentors which contains a combination of the following:

- **An overview of legal responsibilities.** There are many legal issues that mentors need to be aware of, including discrimination and sexual harassment laws. Make sure that mentors 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 mentors that they will be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage mentors to provide as many active learning experiences as possible.
- **Activity suggestions.** Remind mentors that the purpose of the relationship is to provide students with career-related guidance. Encourage mentors to allow students to participate in as many work related activities as possible, especially those activities which offer an opportunity to develop workplace skills.
- **Checklist.** Mentors will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with program coordinator to insure that academic requirements are met, signing mentorship agreements, arranging student work space as appropriate, and preparing information for students about company policies and procedures.
- **Copies of student questions.** Help mentors to be better prepared by letting them know what kinds of questions students will be asking.
- **Evaluation materials.** Employer response to the mentorship 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.
- **Responsibilities of a career mentor.**
 - Honor the time commitment you have made to the student by being consistent and available.
 - Foster a positive work related relationship with the student.
 - Work with the student to encourage and advance educational goals.
 - Expose the student to the world of work and the importance of work related skills needed for success.
 - Demonstrate the relevance of the following values: Reliability, Teamwork, Attendance, Responsibility, Loyalty, Work Ethic
 - Be non-judgmental and accepting of other lifestyles, cultures, socio-economic status, religious affiliations, etc.

Setting Up a Mentorship Experience

7. Preparing Students

Students need to be thoroughly prepared before embarking on a mentorship experience. In addition to classroom preparation that focuses on career research and exploration, there are practical concerns to be addressed as well. Many districts provide students with a mentorship packet that contains a combination of the following:

- **Mentorship agreements.** These agreements outline the responsibilities of both the mentor and the student, as well as the purpose of and academic expectations for the mentorship experience. The forms should be signed by the student, the mentor, and the program coordinator. Parent/guardian signature may be needed for minor students.
- **Outline of dress and behavior expectations.** While the 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 the 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 should be encouraged to develop a list of goals or objectives for the mentorship experience. The list should include skills the student wants to acquire and concepts the student needs to understand. Goals and objectives can also relate to classroom work which will enrich the mentorship experience.
- **Checklist.** Give students a checklist which includes everything they need to do to prepare for the mentorship experiences. Preparing objectives, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.
- **Evaluation materials.** Ask students to evaluate their mentorship experiences. Evaluations can also be included as part of a follow up activity in which students write or talk about their experiences.

Connecting the Classroom to the Work Site

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

Pre-Experience Activities

- Students research the general career fields and specific organizations in which their mentors work
- Students write about their preconceptions and expectations related to the organization in which their experiences will take place
- Students prepare questions to ask their mentors based on their research and writing
- Students and teachers discuss professional standards for behavior and dress
- Teachers emphasize practical applications of the concepts they teach in class

On-Site Activities

- Students ask mentors about the ways in which different academic subjects relate to the work they do
- Students observe practical applications of academic concepts

Post-Experience Activities

- 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 mentorship experience

Nebraska Success Stories

TEAMMATES MENTORING PROGRAM

Description. TeamMates is a school based program in the Lincoln Public Schools that pairs individual volunteers or volunteers from local businesses and community organizations with selected students on a one-to-one basis. The adult TeamMate serves as a positive role model for students needing an additional responsible adult's attention. The adult TeamMate agrees to have regular, weekly contact with the youth TeamMate. Adult TeamMates genuinely like and respect youth and are willing to make a sustained personal commitment to their student. When successful pairings occur, some differences emerge. In successful one-to-one mentoring relationships, it is found that mentors identify the youths' interests and take them seriously, allow the young people to take the lead in establishing trust, offer regular assurance, and view their role as being there to give. Initially, the relationship might be one-directional. The adult TeamMate needs to be patient in developing a trusting relationship.

"Our young people face different challenges today. Issues that our young people face happen to them personally. If we are going to make a difference, we have to get involved with them personally as one-to-one mentors."

- Coach Tom and Nancy Osborne

Program Areas. All

Grade Level. All

Contact: VIP/STW, 6800 Monterey Drive, Lincoln, NE 68506, (402) 436-1950.

Sample Forms for Mentorship

TITLE	DESCRIPTION	PAGE #
WBL Training Agreement	Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties.	115
Insurance and Emergency Information	Insurance, medical, and family information for student.	116
Mentoring Training Plan	Describes the student competencies resulting from the mentoring experience.	117
One-to-One Mentoring Application	Application form to be completed and signed by adults interested in participating in the mentoring program.	118
Adult Mentor Agreement	Agreement signed by the adult mentor that states the commitment of the mentor and asks the mentor to verify that he/she has not been convicted of a felony, misdemeanor, public indecency or possession of a controlled substance in the past 10 years.	119
Teacher/Staff Request for a Student to Participate in Mentoring Program	A form for teachers/staff to use in referring a student for participation in the mentoring program.	120
Student Profile	The student profile provides information regarding a students personal and career interests.	121
Parent Permission Form	Letter to parents asking permission for their son/daughter to participate in the mentoring program.	122

SAMPLE

**WORK BASED LEARNING (WBL)
TRAINING AGREEMENT**

Student Name: _____ Telephone: _____

Street: _____ Date of Birth: _____ Social Security #: _____

City: _____ State: _____ Zip: _____

Parent's Name: _____ Address _____ State: _____ Zip: _____

Employer Name: _____ Telephone: _____

Employer Address: _____

Days per Week: _____ Hours per Day: _____ Hours _____ A.M. and _____ P.M.

School Name: _____ School Location: _____

Career Cluster: _____ Training/Occupation Title: _____

Work based Learning Activity: (Check all that apply)

- | | | |
|--|---|--|
| <input type="checkbox"/> Youth Apprenticeship | <input type="checkbox"/> Field Trip | <input type="checkbox"/> Service Learning Projects |
| <input type="checkbox"/> Preapprenticeship | <input type="checkbox"/> Internship/Practicum | <input type="checkbox"/> WECEP |
| <input type="checkbox"/> Registered Apprenticeship | <input type="checkbox"/> Job Shadowing | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Clinical Work Experience | <input type="checkbox"/> Mentorship | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Cooperative Education | <input type="checkbox"/> Part Time Work | <input type="checkbox"/> Other _____ |

EMPLOYER'S RESPONSIBILITIES. The employer agrees to place the student learner in the activity specified above for the purpose of providing occupational experience of instructional value. The activity will be under the supervision of a qualified supervisor and will be performed under safe and hazard free conditions. The student learner will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. Safety instruction will be coordinated by the school and correlated by the employer. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap. The student learner will not displace a regular worker.

WBL COORDINATOR'S RESPONSIBILITIES. The WBL coordinator agrees to work with the employer in developing a written training plan that includes progressive work processes to be performed on the job. The coordinator will visit each student learner at the training station and continue a close working relationship with the person to whom the student learner is responsible while on the job. The coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The coordinator will meet with each student learner's parent and/or guardian prior to placement and during the school year. The local education office and employer will keep each student learner's Training Agreement on file for three (3) years.

PARENT'S/GUARDIAN'S RESPONSIBILITIES. Parent and/or guardian agree for the student to participate in a WBL course of study provided by the public schools.

STUDENT'S RESPONSIBILITIES. The student learner is enrolled in a WBL course of study and agrees to follow rules and guidelines established by the school, employer and WBL coordinator with regard to hours of work, school attendance and reporting procedures.

HAZARDOUS OCCUPATIONS EXCEPTION. Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? _____YES _____NO (If yes, the **Student Learner Exemption Agreement** must be completed.)

Parents agree to arrange transportation for their child to and from the work site. By signing this form they are giving permission for their child to receive emergency medical treatment in case of injury or illness. They also understand that school personnel will not be present when the student is at the site and will not be responsible for their child. All signatories agree to comply with the responsibilities specified in the training agreement.

Student Date _____ WBL Coordinator Date _____

Parent or Guardian Date _____ Employer Date _____

Employer's Insurance Carrier Carrier's Contact Person

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

<u>Insurance Coverage</u>	<u>Yes/No</u>	<u>Family</u>	<u>School</u>	<u>Employer</u>
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 the student is participating in a WBL activity, a copy should also be on file at the work site

SAMPLE

**Mentorship
TRAINING PLAN**

Student Name _____ Social Security # _____ Age _____

Home Address _____ Home Phone _____ Birth Date _____

Student's Career Objective _____

Work Based Learning Coordinator _____ Phone _____

School/Address _____

COMPETENCIES TO BE DEVELOPED
(List competencies the student will need to complete.)

COMPETENCY	Date of Evaluation
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

SIGNATURES

Instructor's Signature _____ Date _____

Student's Signature _____ 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

Mentorship
ONE-TO-ONE MENTORING APPLICATION

(adapted from Lincoln Public Schools TeamMates Program)

NAME _____
ADDRESS _____
HOME PHONE _____ WORK PHONE _____
YEARS OF POSTSECONDARY TRAINING _____ EMPLOYER/OCCUPATION _____

Preference of Day

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Any day

Preference of Time

- Morning
- Noon-hour
- Afternoon
- Anytime

Preference of School

**Preference to volunteer
individually or pair up with
another volunteer?**

- Individually
- Pair Up

Please write a brief statement as to why you wish to be a mentor. _____

Describe any special interests or experiences that may be helpful in matching you and your student (for example:
stamp collecting, roller skating, needlepoint, computers, music, lived n Japan for four years, etc.) _____

Other areas you have a special interest in: _____

Present or past volunteer experiences: _____

Physical limitations or difficulties the youth mentee or school contact should be aware of: _____

Other information you wish to share that will help match you with a student: _____

EMERGENCY CONTACT

Name _____ Phone number _____
Allergies _____ Medical conditions _____
Hospital preference in case of an emergency _____

PLEASE LIST 3 REFERENCES

Name	Address	City/State/Zip	Phone
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Please return this form to : _____

SAMPLE

Mentorship
ADULT MENTOR'S AGREEMENT
(adapted from Lincoln Public Schools TeamMates Program)

I _____ (*fill in your name, please*) understand that the Mentoring Program involves spending time weekly at the assigned school with my youth mentee during the school year. I will be committed to one year in the program and will then have the opportunity to renew for another year. I have not been convicted within the past 10 years of any felony or misdemeanor classified as an offense against a person or family of public indecency or a violation involving a state or federally controlled substance. I am not under current indictment. I also agree to the following:

- ◆ to actively participate in a training session before beginning.
- ◆ to be on time for scheduled meetings.
- ◆ to sign in on the volunteer registration sheet at the school prior to each visit.
- ◆ to notify the school office if I am unable to keep my regularly scheduled meeting with my youth mentee.
- ◆ to engage in the one-to-one mentoring relationship with an open mind.
- ◆ to accept assistance from the student's teacher and Mentoring Program facilitator.
- ◆ to keep discussions with the student confidential, except to inform the teacher or volunteer facilitator about situations that negatively effect the student's health or welfare.
- ◆ to ask school contact when I need assistance or do not understand something.
- ◆ to notify the volunteer facilitator of any changes in my employment, address and telephone number.
- ◆ to notify the volunteer facilitator of any problems or difficulties with the relationship.

Signature

Date

Please return this form to: _____

SAMPLE

Mentorship

**TEACHER/STAFF REQUEST FOR A STUDENT TO PARTICIPATE IN THE
MENTORING PROGRAM**

(adapted from Lincoln Public Schools TeamMates Program)

Staff Person Making Request _____

School _____

Name of Student _____

Student's personal interest/hobbies _____

Reasons why this student would benefit from the services of an Adult Mentor _____

List below some specific strategies the Adult Mentor might use to assist this student's (e.g., talking, reading, listening,

playing chess, etc.) _____

Additional comments: _____

Please return this form to: _____

Date _____

SAMPLE

**Mentorship
STUDENT PROFILE**

(adapted from Lincoln Public Schools TeamMates Program)

Name _____ Nickname (if any) _____

Age _____ School _____ Grade _____ Teacher _____

Parent/Guardian _____

Home Address _____

Home Phone _____ Work Phone _____

List names and ages of your brother(s)/sister(s):

Name	Age
_____	_____
_____	_____

What are your hobbies or interests?

What are your favorite "free time" activities?

What is your favorite schools subject? _____

What is your least favorite school subject? _____

What subjects could you use help in? _____

What is your favorite TV program? _____

What kind of music do you enjoy? _____

List books or magazines you read regularly? _____

What are your plans after high school? _____

Could you use help in planning for your college or career? Yes No

SAMPLE

Mentorship
PARENT PERMISSION FORM
(adapted from Lincoln Public Schools TeamMates Program)

Dear Parent/Guardian:

Your student has been selected to participate in the Mentoring Program which matches a volunteer from the community with a student to serve as a one-to-one Adult Team Mentor. An Adult Mentor is anyone who serves as a model, friend, champion, coach or guide. A mentor will take a personal interest in the growth and development of your student.

The Adult Mentor will meet with your son/daughter once a week during school hours. You will be notified of all group meetings. They may also have contact with your student by phone or mail.

We hope that you will agree to have your student become a part of the program and that you will offer active support and encouragement to make this a successful experience for them. Please share this letter with your student.

If you have nay questions, please call the school.

.....

_____ Has my permission to join the Mentoring Program.

Parent/Guardian's signature

Home Phone

Work Phone

Please return form to:

Program Facilitator

Phone

Address

City/State/Zip

F. PART TIME WORK

Overview

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. It provides an opportunity for students to be employed and receive school credit for learning from a satisfactory job performance. It is hoped that this experience will help develop a positive attitude and promote an understanding of the relationship between formal education and job success through supervised, part time employment as part of the student's total school program.

Evaluation. Work site evaluation of the student'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's progress.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide*.

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *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 businesses'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.

Sources of Funding. Possible sources of funding for part time work program activities include: local schools, the Nebraska Department of Education, Career and Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

Time Commitment. This experience lasts from one semester up to one school year. Students may receive school credit for their part time employment.

Training Agreement/Training Plan. Agreements that outline the responsibilities of all parties are signed by the student, parents, school coordinator, and employer.

Transportation. Students and parents should provide transportation.

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

Nebraska Success Stories

SENIOR'S ARTICULATION

Description. Logan View seniors who qualify may elect to become part of a work-study or a combination of work-study and articulated vocational study through Metropolitan Community College. Seniors attend Logan View part time while meeting class requirements of U.S. Government, English, one vocational class in their area of study and one elective class. Students are then released to a work station or combination of work station and vocational study to complete their school day.

Requirements include satisfactory completion of required courses through the junior year; the endorsement of their mentor; the endorsement of a vocational instructor in their vocational area; meet English portfolio and mathematics skills requirements; and a signed agreement to include the student, the student's parents, the employer and the guidance counselor at Logan View Jr.-Sr. High School. The agreement includes a pre-employment agreement with the employer; a quarterly employment evaluation; and final employment approval of the Logan View principal.

The goal of the program is to allow entrance into the workforce at or above an entry-level position; allow the student to continue a vocational community college education program with advanced status; or allow continued study towards a bachelor's degree at a liberal arts college.

Program Areas. Careers/Guidance

Grade Level. 12th Grade

Contact. Don Huwaldt, Logan View Jr.-Sr. High School, RR 1, Box 104, Hooper, NE 68031, (402) 654-3317.

Sample Forms for Part Time Work Experiences

The forms on the following pages provide the structure required to offer school credit for part time work experiences.

TITLE	DESCRIPTION	PAGE #
WBL Training Agreement	Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties.	126
Insurance and Emergency Information	Insurance, medical, and family information for student.	127
Student Time Sheet	Record of time spent at the work site to be completed by the student each week.	128
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.	129

SAMPLE

**WORK BASED LEARNING (WBL)
TRAINING AGREEMENT**

Student Name: _____ Telephone: _____

Street: _____ Date of Birth: _____ Social Security #: _____

City: _____ State: _____ Zip: _____

Parent's Name: _____ Address _____ State: _____ Zip: _____

Employer Name: _____ Telephone: _____

Employer Address: _____

Days per Week: _____ Hours per Day: _____ Hours _____ A.M. and _____ P.M.

School Name: _____ School Location: _____

Career Cluster: _____ Training/Occupation Title: _____

Work based Learning Activity: (Check all that apply)

- | | | |
|--|---|--|
| <input type="checkbox"/> Youth Apprenticeship | <input type="checkbox"/> Field Trip | <input type="checkbox"/> Service Learning Projects |
| <input type="checkbox"/> Preapprenticeship | <input type="checkbox"/> Internship/Practicum | <input type="checkbox"/> WECEP |
| <input type="checkbox"/> Registered Apprenticeship | <input type="checkbox"/> Job Shadowing | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Clinical Work Experience | <input type="checkbox"/> Mentorship | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Cooperative Education | <input type="checkbox"/> Part Time Work | <input type="checkbox"/> Other _____ |

EMPLOYER'S RESPONSIBILITIES. The employer agrees to place the student learner in the activity specified above for the purpose of providing occupational experience of instructional value. The activity will be under the supervision of a qualified supervisor and will be performed under safe and hazard free conditions. The trainee will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. Safety instruction will be coordinated by the school and correlated by the employer. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap. The student learner will not displace a regular worker.

WBL COORDINATOR'S RESPONSIBILITIES. The WBL coordinator agrees to work with the employer in developing a written training plan that includes progressive work processes to be performed on the job. The coordinator will visit each student learner at the training station and continue a close working relationship with the person to whom the student learner is responsible while on the job. The coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The coordinator will meet with each student learner's parent and/or guardian prior to placement and during the school year. The local education office and employer will keep each student learner's Training Agreement on file for three (3) years.

PARENT'S/GUARDIAN'S RESPONSIBILITIES. Parent and/or guardian agree for the student to participate in a WBL opportunity provided by the public schools.

STUDENT'S RESPONSIBILITIES. The student learner agrees to follow rules and guidelines established by the school, employer and WBL coordinator with regard to hours of work, school attendance and reporting procedures.

HAZARDOUS OCCUPATIONS EXCEPTION. Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? _____ YES _____ NO (If yes, the **Student Learner Exemption Agreement** must be completed.)

Parents agree to arrange transportation for their child to and from the work site. By signing this form they are giving permission for their child to receive emergency medical treatment in case of injury or illness. They also understand that school personnel will not be present when the student is at the site and will not be responsible for their child. All signatories agree to comply with the responsibilities specified in the training agreement.

Student Date _____ WBL Coordinator Date _____

Parent or Guardian Date _____ Employer Date _____

Employer's Insurance Carrier Carrier's Contact Person

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

<u>Insurance Coverage</u>	<u>Yes/No</u>	<u>Family</u>	<u>School</u>	<u>Employer</u>
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

**Part Time Work
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

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 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

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

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

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

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

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

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

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

G. SERVICE LEARNING PROJECTS

Overview

Service learning provides students an opportunity to integrate school site learning with work site activities in a community agency or service project. Students develop work skills and workplace behaviors as a member of a work team with specific goals and activities. This is a non-paid activity and usually lasts for up to several weeks. Class project credit may be given. In some school districts, this is a course that lasts from nine weeks to one semester. Use the Serving to Learn K-8, 9-12, and Adult Education guides available through the Department of Education for ideas and format of service learning ideas.

Service learning experiences consist of volunteer work in non-profit or public organizations. The purpose of these experiences is the development of the student's sense of community involvement, in addition to skills and knowledge common to other structured work experiences. Students learn and develop by participating in thoughtfully organized community service work activities that meet actual community needs, are designed in collaboration by the school and community, and are closely linked to the student's classroom learning activities.

Evaluation. It is customary to have the student report on or write about the experience he/she had during the service learning experience. The school personnel (classroom teachers and/or WBL coordinator) responsible for the student's involvement in the service learning experience should provide structured school site activities that connect the student's experience at the project site with learning at school.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide*.

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *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 businesses'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.

Sources of Funding. Possible sources of funding for providing service learning experiences include: local schools, the Nebraska Department of Education, Career and Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

Time Commitment. It is a short-term experience that varies from one hour, to several days, to as long as one year and can take place from the 7th through 12th grade, although the earlier the service learning projects begin the better.

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

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

Wages. Student are not paid for participating in job shadowing experiences. Students may be paid stipends to apply toward future studies.

Service Learning Framework

Preparation consists of the learning activities that take place prior to the service itself. Prior to their service experience, students must understand what is expected of them, as well as what they can expect from the service project.

Preparation components include the following:

- ◆ identifying and analyzing the problem
- ◆ selecting and planning the project
- ◆ training and orientation

Action is the service itself and needs to meet certain criteria. It must:

- ◆ be meaningful
- ◆ have academic integrity
- ◆ have adequate supervision
- ◆ provide for student ownership
- ◆ be developmentally appropriate

Reflection enables students to critically think about their service experiences. When students reflect on their experiences, they think about them, write about them, share them with others and learn from them. The reflection time is a structured opportunity for students to learn from their experiences. They can reflect through:

- ◆ discussion
- ◆ reading
- ◆ writing
- ◆ projects

Celebration is the component of service learning which recognizes students for their contributions. It also provides closure to an ongoing activity. Society needs to let young people know that their contributions are valued. There are many ways that this final component of service learning can be implemented:

- ◆ school assemblies
- ◆ certificates
- ◆ special media coverage
- ◆ pizza parties
- ◆ joint celebration with service recipients

Setting Up a Service Learning Experience	
Identifying Potential Work Sites	<p>For more detailed information on this subject, see the <i>Part III -Marketing and Work Site Development</i> section of this manual.</p> <p>The first step in setting up a community service learning 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 community service learning sites on their own. The community service learning program depends on the maintenance of a pool of potential 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.</p>
Placing Students	<p>Student placement in community service learning 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 community service learning experience. Organization staff will want to interview prospective volunteers to ensure a good match. Programs may allow students who are already involved with an organization that provides community service relevant to their studies to earn community service learning credit for their volunteer experience.</p>

Setting Up a Service Learning Experience	
Arranging Schedules	The work site 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 the work site can prepare meaningful community service experiences for the student and reinforce positive work habits.
Confirming Plans	The student should contact the work site supervisor to confirm arrangements and answer any questions he/she may have about the program.
Preparing Students	<p>Students need to be thoroughly prepared before embarking on a community service learning 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 community service learning experience handbook which contains a combination of the following:</p> <p>Structured 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 service learning experience. Forms should be signed by the student, work site supervisor, and program coordinator. Parent/guardian signatures may be required for minor students.</p> <p>Outline of dress and behavior expectations. While classroom preparation for career exploration activities usually covers this information, it's good 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.</p> <p>Goals/Objectives worksheet. Students, work site supervisors and program coordinators need to work together to develop a list of goals and objectives for the community service learning experience. List should include skills the student needs to acquire and/or practice and concepts the student needs to understand and apply. Goals/objectives should relate directly to classroom work and career development activities that the community service learning experience supports.</p> <p>Checklist. Give students a checklist which includes everything they need to do to prepare for the community service learning experience. Developing objectives, contacting organization staff, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.</p> <p>Evaluation materials. Students will be evaluated by their work site supervisors throughout the community service learning experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their community service learning 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.</p>
Preparing Work Site Supervisors	<p>Work site supervisors must be thoroughly prepared for the community service learning experience, as well. 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> <p>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.</p> <p>Instructions for work with young people. Many professionals are unaccustomed to the unique challenges of communication 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 learning experiences as possible.</p>

Setting Up a Service Learning Experience	
Preparing Work Site Supervisors (continued)	<p>Activity suggestions. Remind work site supervisors that the purpose of the community service learning is to provide students with an environment where learning can take place in the context of community service. Encourage supervisors to allow students to participate in as many learning activities as possible, especially activities that offer an opportunity to develop workplace skills.</p> <p>Checklist. Work site supervisors will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with program coordinator to insure that academic requirements are met, signing structured work experience agreements, arranging student workspace as appropriate, and informing students about organization policies and procedures.</p> <p>Evaluation materials. Employer response to the community service learning 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.</p>
Connecting the Classroom to the Work Site	<p>It is important to make the community service learning experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the experience.</p> <p>Pre-experience Activities</p> <ul style="list-style-type: none"> ● Students research the general career fields and specific organizations in which their service experiences take place ● Students write about their preconceptions and expectations related to the organization in which their experiences will take place ● Students prepare questions to ask their colleagues based on their research and writing ● 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 practical applications of academic concepts ● Students work toward achieving individual goals and objectives <p>Seminars</p> <p>Seminars provide students with opportunities to better understand their community service learning experiences and enhance their learning. Seminar schedules can vary from three meetings per term to as often as once a week. 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, professionalism ● Workplace skills and techniques related to student placements ● Guest speakers ● Round-table discussions ● Collaborative learning activities ● Values clarification <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 community service learning experience

Nebraska Success Stories

LINCOLN SERVES AMERICA PROJECT

Students in the Lincoln Serves America project involving youth from the YWCA project, participated in a “Week Without Violence” activity, which focused on understanding interpersonal violence. The curriculum designed by the Nebraska Domestic Violence Sexual Assault Coalition served to increase understanding as well as sensitivity to this very important issue. Some projects completed were the painting of a mural at an activity center, involving art students from the high school. The mural of the pledge was painted at the center and was well enough done that it has remained at the center. The students also painted a fence that was covered with graffiti. About 50 students were involved in the “Week Without Violence” activity which included assembling community awareness mailers.

The youth were also involved in a “Toys for Tots” program that distributed toys through the Salvation Christmas Store and served over 2,500 families in the program. They also sacked poinsettias for the elderly shut-ins and helped deliver 80 plants.

Program Areas. All Areas

Grade Level. 6 - 12th Grades

Contact. Tami Damian, YMCA of Lincoln, 1432 “N” Street, Lincoln, NE 68508, (402) 434-3494.

THE MOST BEAUTIFUL PLACE IN THE WORLD PROJECT

The Ainsworth Family, Careers and Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA), and the FFA wish to provide opportunities for their members to work in the community to make it a better place in which to live.

The teachers from all of Brown County’s elementary schools read the book, *“The Most Beautiful Place in the World,”* to their students. The moral of this story is that the character’s hometown is the most beautiful place in their world. The first and second graders drew pictures in art class of what they felt is the most beautiful place in their environment. The third graders drew a picture of what they thought was the most beautiful place in their home town. These pictures were made into quilts (with help from local quilters) and raffled off. The proceeds from the raffle went to buy trees and were planted in the community.

The fourth and fifth graders did six short environmental education units. They took turns taking disposable cameras home, taking pictures of something they liked about the community and something that could use improvement. From the pictures, feasible fix-up projects were selected and completed, such as playground improvement and trash pick up. The sixth graders wrote to the author of the book informing her of their projects. They also did historical interviews with the senior citizens in the rest home. These interviews were compiled into books which were distributed in the community.

The seventh and eighth graders wrote a story or poem of what they thought was the most beautiful thing about Brown County. These were compiled into books which were sold. The proceeds again were used to buy trees which were planted in the community. A video tape was made of all aspects of this project. A computer presentation was made as well as a homepage on the Internet.

The second part of the goal was to give computer training to some of the Senior Citizens in town by going to the Senior Center and the Retired Teachers Organization. This way the senior citizens gained computer skills while learning about the students in Brown County.

Program Areas. Agriculture Education, Business Education, Family and Consumer Sciences

Grade Level. 1 - 12th Grades

Contact. Glenna Prewitt, Ainsworth Community Schools, 520 East 2nd Street, Ainsworth, NE 69210, (402) 387-2082.

Sample Forms for Service Learning Projects

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 #
WBL Training Agreement	Agreement signed by the student, parents, school coordinator, and employer that spells out the responsibilities of all parties.	136
Insurance and Emergency Information	Insurance, medical, and family information for student.	137
Service Learning Project Training Plan	Describes the student competencies resulting from the service learning experience.	138
Business/Community Organization Evaluation	Business/community organization representative's evaluation of the student's participation in the service learning project.	139
Student Observation/Evaluation Report	Student observations and evaluation of their service learning experience.	140

SAMPLE

**WORK BASED LEARNING (WBL)
TRAINING AGREEMENT**

Student Name: _____ Telephone: _____

Street: _____ Date of Birth: _____ Social Security #: _____

City: _____ State: _____ Zip: _____

Parent's Name: _____ Address _____ State: _____ Zip: _____

Employer Name: _____ Telephone: _____

Employer Address: _____

Days per Week: _____ Hours per Day: _____ Hours _____ A.M. and _____ P.M.

School Name: _____ School Location: _____

Career Cluster: _____ Training/Occupation Title: _____

Work based Learning Activity: (Check all that apply)

- | | | |
|--|---|--|
| <input type="checkbox"/> Youth Apprenticeship | <input type="checkbox"/> Field Trip | <input type="checkbox"/> Service Learning Projects |
| <input type="checkbox"/> Preapprenticeship | <input type="checkbox"/> Internship/Practicum | <input type="checkbox"/> WECEP |
| <input type="checkbox"/> Registered Apprenticeship | <input type="checkbox"/> Job Shadowing | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Clinical Work Experience | <input type="checkbox"/> Mentorship | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Cooperative Education | <input type="checkbox"/> Part Time Work | <input type="checkbox"/> Other _____ |

EMPLOYER'S RESPONSIBILITIES. The employer agrees to place the student learner in the activity specified above for the purpose of providing occupational experience of instructional value. The activity will be under the supervision of a qualified supervisor and will be performed under safe and hazard free conditions. The trainee will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. Safety instruction will be coordinated by the school and correlated by the employer. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap. The student learner will not displace a regular worker.

WBL COORDINATOR'S RESPONSIBILITIES. The WBL coordinator agrees to work with the employer in developing a written training plan that includes progressive work process to be performed on the job. The coordinator will visit each student learner at the training station and continue a close working relationship with the person to whom the student learner is responsible while on the job. The coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The coordinator will meet with each student learner's parent and/or guardian prior to placement and during the school year. The local education office and employer will keep each student learner's Training Agreement on file for three (3) years.

PARENT'S/GUARDIAN'S RESPONSIBILITIES. Parent and/or guardian agree for the student to participate in a WBL opportunity provided by the public schools.

STUDENT'S RESPONSIBILITIES.The student learner is enrolled in a WBL course of study and agrees to follow rules and guidelines established by the school, employer and WBL coordinator with regard to hours of work, school attendance and reporting procedures.

HAZARDOUS OCCUPATIONS EXCEPTION. Will the student be involved in a hazardous occupation as defined under the Federal Child Labor guidelines? _____YES _____NO (If yes, the **Student Learner Exemption Agreement** must be completed.)

Parents agree to arrange transportation for their child to and from the work site. By signing this form they are giving permission for their child to receive emergency medical treatment in case of injury or illness. They also understand that school personnel will not be present when the student is at the site and will not be responsible for their child. All signatories agree to comply with the responsibilities specified in the training agreement.

Student Date _____ WBL Coordinator Date _____

Parent or Guardian Date _____ Employer Date _____

Employer's Insurance Carrier Carrier's Contact Person

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

<u>Insurance Coverage</u>	<u>Yes/No</u>	<u>Family</u>	<u>School</u>	<u>Employer</u>
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 the student is participating in a WBL activity, a copy should also be on file at the work site

SAMPLE

**Service Learning Project
TRAINING PLAN**

Student Name _____ Social Security # _____ Age _____

Home Address _____ Home Phone _____ Birth Date _____

Student's Career Objective _____

Work Based Learning Coordinator _____ Phone _____

School/Address _____

COMPETENCIES TO BE DEVELOPED
(List competencies the student will need to complete.)

COMPETENCY	Date of Evaluation
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

SIGNATURES

Instructor's Signature _____ Date _____

Student's Signature _____ 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

**Service Learning Project
BUSINESS/COMMUNITY ORGANIZATION EVALUATION**

Thank you for participating with the student from our school in his/her service learning project. In an effort to improve the service learning experience for employers and students we would appreciate your completing this evaluation.

Business/Community Organization Name: _____

Representative's Name/Title: _____

Student Name: _____

1. Please indicate the level of interest demonstrated by the student.

- | | |
|--|--|
| <input type="checkbox"/> Not interested | <input type="checkbox"/> Moderately uninterested |
| <input type="checkbox"/> Somewhat interested | <input type="checkbox"/> Very interested |

2. Did the student ask questions directly related to the application of skills required for completing the project?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

3. Did the student ask questions about training/education required to complete the project?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

4. Did the student have the opportunity to interact with more than one individual during the experience?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

5. Did the student dress appropriately for the environment in which the project took place?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

6. Please comment on the amount of time that was required for the project experience:

Days: _____ Hours _____

- | | | |
|-----------------------------------|--------------------------------------|--|
| <input type="checkbox"/> Too long | <input type="checkbox"/> About right | <input type="checkbox"/> Not enough time |
|-----------------------------------|--------------------------------------|--|

7. What could have been done to help make the experience more meaningful for the student and/or other volunteers?

8. Would you participate in the Service Learning Program again?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

Comments _____

Return to: Work Based Learning Coordinator _____

School Address _____ City/State/Zip _____

SAMPLE

**Service Learning Project
STUDENT OBSERVATIONS/EVALUATION**

Work Site _____ Student _____

Business Host _____

Department _____ Date _____

Time Reported in at Site _____

Time Reported out at Site _____

1. Who was your service learning supervisor? _____

2. Was he/she prepared for the project? _____

3. How would you rate your service learning experience?

- Excellent Good Not Very Good

4. Describe your service learning experience _____

5. Write down one interesting thing you learned _____

6. What workplace skills did you learn? _____

7. What kind of training/education is necessary to complete the project? _____

8. Did the experience change your mind about your career plans?

- Yes No

9.. Comments: _____

NOTE: Return to your Work Based Learning Coordinator

H. SUPERVISED AGRICULTURAL EXPERIENCE (SAE)

Overview

Since its creation in 1917, the work based experience component called Supervised Agricultural Experience (SAE) has been the cornerstone of the Agricultural Education program. The program is composed of technical knowledge related to the diverse industry of agriculture offered through classroom/laboratory instruction, leadership instruction with application provided through the FFA, and work based learning provided through the supervised agricultural experience program.

The purposes of SAE are:

- ✓ to provide practical application of classroom/laboratory instruction
- ✓ to explore career options
- ✓ to demonstrate employment skills and responsibility
- ✓ to demonstrate entrepreneurship skills
- ✓ to further develop knowledge and skills in their chosen occupational pursuit area
- ✓ to provide recognition for outstanding student accomplishments

Integral Part of Agricultural Education Program. SAE is one of the three integral parts (classroom/laboratory instruction, FFA and SAE) of a total program. **All** students enrolled in an agricultural education class must complete an SAE.

Performance Portfolio. All students must maintain an approved performance portfolio of their SAE experiences. This portfolio must include SAE financial records, documentation of skill development, references from employers/supervisors/mentors and personal resume.

Student Recognition. Award programs are provided through the FFA Organization to recognize outstanding SAE's through the Proficiency Award and Stars award programs. Students can earn scholarships, travel and partner with agribusinesses for internship and shadow experiences through these award programs.

SAE's are generally categorized in one of the following three areas:

- ✓ *Entrepreneurship* - actual ownership and management either in production agriculture or agribusiness. A mentor should be identified to provide guidance along with the agricultural education instructor and parents/guardians.
- ✓ *Placement* - work experience in either a paid or unpaid job in which students develop employability and occupational skills. A supervisor works with the instructor to monitor the SAE.
- ✓ *Experiential* - a program designed for students to job shadow, work with mentors, conduct research or create other plans to enhance their knowledge of the occupation and develop necessary skills. The individualized program is developed with the help of the instructor to provide meaningful experiences for the student.

Evaluation/Supervision. The local agricultural education instructor is responsible for supervision and visitation of each student and their SAE. On-site visitation of each student is required during summer SAE experiences.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. Special agricultural exemptions might apply to some situations. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide*.

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *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 businesses'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.

Time Commitment. The SAE is completed outside of regular class time and is usually year-long program. The length can vary from one semester to multiple years if the student is enrolled in agricultural education classes. Students may opt to continue their SAE until 3 years after high school if the retain active FFA membership. Students may qualify for awards and scholarships throughout this time.

Training Agreements/Training Plans. SAE are competency based and individually designed for each agricultural education student to achieve their career and personal goals. In the development of quality SAE programs, the agricultural education instructor and student together complete the Agricultural Experience Plan for the year. Students must also have an agreement outlining the terms of their employment, entrepreneurship or experiential SAE

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

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

Benefits of SAE Programs

Benefits For Students

- ◆ Develops occupational skills
- ◆ Makes classroom and laboratory instruction relevant
- ◆ Teaches problem solving techniques with real agricultural problems
- ◆ Teaches decision making skills
- ◆ Develops plans for career and personal life
- ◆ Develops human relations skills
- ◆ Develops record keeping abilities
- ◆ Provides experience in money management
- ◆ Assists in development of an employment portfolio

Benefits For Teachers

- ◆ Keeps instructional program practical and relevant
- ◆ Improves school-community relations
- ◆ Serves as a motivational tool
- ◆ Keeps the teachers and students in touch with new agricultural technology
- ◆ Promotes parental involvement and support of the agricultural education program
- ◆ Develops good public relations
- ◆ Enhances the FFA program

Benefits For Employers

- ◆ Provides a supply of experienced employees
- ◆ Keeps youth involved in the community
- ◆ Assists school in improving and updating education

Benefits for Agricultural Education Programs

- ◆ Strengthens the occupational emphasis by having students learn meaningful competencies
- ◆ Increases involvement in FFA activities and award programs
- ◆ Serves as a motivational tool for students to excel in the program
- ◆ Provides the basis for year-round instruction
- ◆ Provides greater emphasis on student instruction

Benefits For Communities

- ◆ Meets the community need for a well educated work force
- ◆ Provides leadership to carry out community activities
- ◆ Develops work ethics in youth
- ◆ Develops earning capacity in youth

Benefits For Agricultural Industry

- ◆ Provides leadership in implementing change
- ◆ Develops knowledge and a well-informed society
- ◆ Develops creative and critical thinking in youth

For a current set of forms and procedures used for SAE agreements, training plans, competency identification and performance portfolio, please contact:

Craig Frederick
Director, Agricultural Education
Nebraska Department of Education
402-471-2451

I. WORK EXPERIENCE CAREER EXPLORATION PROGRAM (WECEP)

Overview

A Work Program for At-Risk 14- and 15-Year Olds

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.

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.

Legal Issues. All state and federal child labor laws must be followed for learners under the age of 18. These requirements are defined in this manual, *Part IX - Nebraska Work Based Learning Legal Issues Guide*.

Insurance. The following insurance considerations should be understood by parents, school administrators and employers:

- *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 businesses'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.

Sources of Funding. Possible sources of funding for cooperative education program activities include: local schools, the Nebraska Department of Education, Vocational-Technical Education, Tech Prep, School-to-Careers, Educational Service Units, local business and industry partner, etc.

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 may work during school hours, which is an exception to the Fair Labor Standards Act specifically for at risk 14 and 15-year olds.

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

Transportation. Students and parents should provide transportation. In some cases, the school or school district may

make transportation arrangements for students to and from the work site.

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

WECEP Guidelines/Application

A copy of the WECEP Guidelines/Application is provided on the following page. To obtain help in completing the application, please contact the WECEP Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, 402-471-0948.

WECEP
Nebraska Guidelines and 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.

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 one-year basis with renewal optional. To sustain approval, written approval for renewal must be made prior to June 30 of each year.

Send completed application 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

10/01

Overview

A Work Program for At-Risk 14- and 15-Year Olds

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/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.
- 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
 - (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 _____ Soc. Sec. # _____

Student permission to be off campus during the following hours:

Mon. ____ Tues. ____ Wed. ____ Thurs. ____ Fri.

Signature of Student

Signature of Principal

Teacher-Coordinator

WECEP APPLICATION AND STANDARDS

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

Directions for Submitting Application

1. Complete and forward *two* copies of this 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. Obtain an original signature on the cover page of both copies.
3. Make application for Employment Certificates and file with the Child Labor Office, Nebraska Department of Labor, 5404 Cedar Street, 3rd Floor, Omaha NE 68106.

Nebraska WECEP Standards. Standards for WECEP Programs in Nebraska schools have been established 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.

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.

WECEP Guidelines/Application - page 7

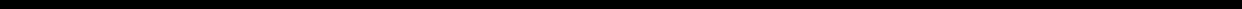
PART V - INSTRUCTIONAL PROGRAM

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.



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.

WECEP Guidelines/Application - page 10

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 Information and 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.	161
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.	162
Sample Training Agreement	Example of a training agreement that contains the elements that must be included in such an agreement.	164
Sample Training Agreement Lincoln Public Schools	Training Agreement used by Lincoln Public Schools	165
Sample Training Plan Lincoln Public Schools	Example of a Training Plan used by Lincoln Public Schools.	166
Home Visitation Reports	Home visitations are highly recommended as a method of involving parents and keeping students focused on their goals.	168
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.	169
Teacher/Coordinator Visitation Record	Teacher/Coordinator visits to the employment site for WECEP students should be conducted frequently.	170
Coordinator's Rating of OTJ Work Experience	Teacher/Coordinator evaluation of student performance on the job.	171
Employer's Rating of OTJ Work Experience	Employer evaluation of student performance on the job.	172

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		

	<p>Clerical or office Sales (not performed at construction site)</p>	<p>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</p>
<p>Operating or Tending Hoisting Apparatus or Power-Driven Machinery</p>	<p>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</p>	<p>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</p>
<p>Food Processing</p>	<p>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</p>	<p>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</p>
<p>Public Messenger Work</p>	<p>None</p>	<p>Public messenger service</p>
<p>Window Washing</p>	<p>None</p>	<p>In retail, food service and gasoline service establishments Outside window washing from sills All work requiring use of ladders, scaffolds, or their substitutes</p>

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 where 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 is a vital part 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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