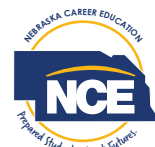


# GUIDELINES FOR IMPLEMENTING THE NEBRASKA WORKPLACE EXPERIENCES CONTINUUM IN THREE PHASES



[www.nebraskaworkplaceexperiences.com](http://www.nebraskaworkplaceexperiences.com)





*This guidance document is advisory in nature but is binding on an agency until amended by such agency. A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document. For comments regarding this document contact [nde.guidance@nebraska.gov](mailto:nde.guidance@nebraska.gov).*



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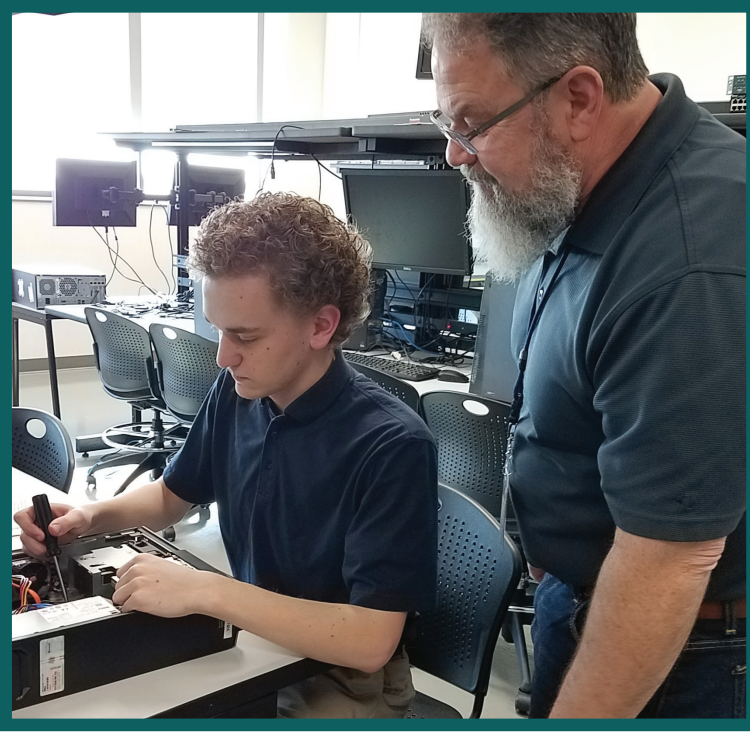
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# INTRODUCTION

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THE NEBRASKA WORKPLACE EXPERIENCES CONTINUUM



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Workplace Experiences are educational strategies that provide opportunities for students to enhance their learning, explore career options, and demonstrate their academic, technical, and Career Readiness Skills in authentic work settings. Workplace Experiences are not extracurricular, but rather expanded learning opportunities central to the student’s educational program. These experiences are integrated into curricular offerings and assessed accordingly.

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## **WELCOME TO THE GUIDELINES FOR IMPLEMENTING THE NEBRASKA WORKPLACE EXPERIENCES CONTINUUM!**

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Nebraska has launched a new initiative to provide students with experiences in business and industry that deliver learning opportunities outside the traditional classroom and campus. These experiences are defined in a new Nebraska Workplace Experiences Continuum that was developed by the Nebraska Department of Education in cooperation with the Departments of Labor and Economic Development. This continuum is designed to engage local business and industry with schools to help students identify career opportunities in Nebraska and develop workplace skills using an essential set of strategies.

This guide explains the Nebraska Workplace Experiences Continuum and the benefits of Workplace Experiences in the personal and career development of students. Additionally, this provides guidance and an overview of recommended documentation necessary to develop and implement a quality work-based learning experience. Information contained herein is provided as a guide for teachers, counselors, administrators, and others involved in Workplace Experiences. This guide should not be considered as legal advice. Any question involving legal considerations should be directed to your institution’s legal counsel.

## WHAT ARE WORKPLACE EXPERIENCES?

While students generally know about their parents' or guardians' work, they lack the full understanding of workplace expectations that lead to a successful career. Our current economic environment, along with increasing activities for high school youth, has resulted in only 36% of high school students participating in the labor force (Bureau of Labor Statistics, Work Activity of 2016 High School Graduates, 2016, USDL-17-0477). This is problematic since, in many cases, the job a student takes after graduating from high school or college is the first work experience for them! This may result in a steeper learning curve for these graduates and potential issues with employers due

to the lack of prior experience in the workplace.

Providing quality Workplace Experiences is a proactive approach to bridging the gap between education and *high skill, high wage, high demand* (H3) careers. At their core, Workplace Experiences are about meeting students where they are in their development and helping them grow their future. Quality Workplace Experiences begin by helping develop a broad understanding and awareness of businesses and industries and the possible careers that are available to them with *the right set of skills and knowledge*.



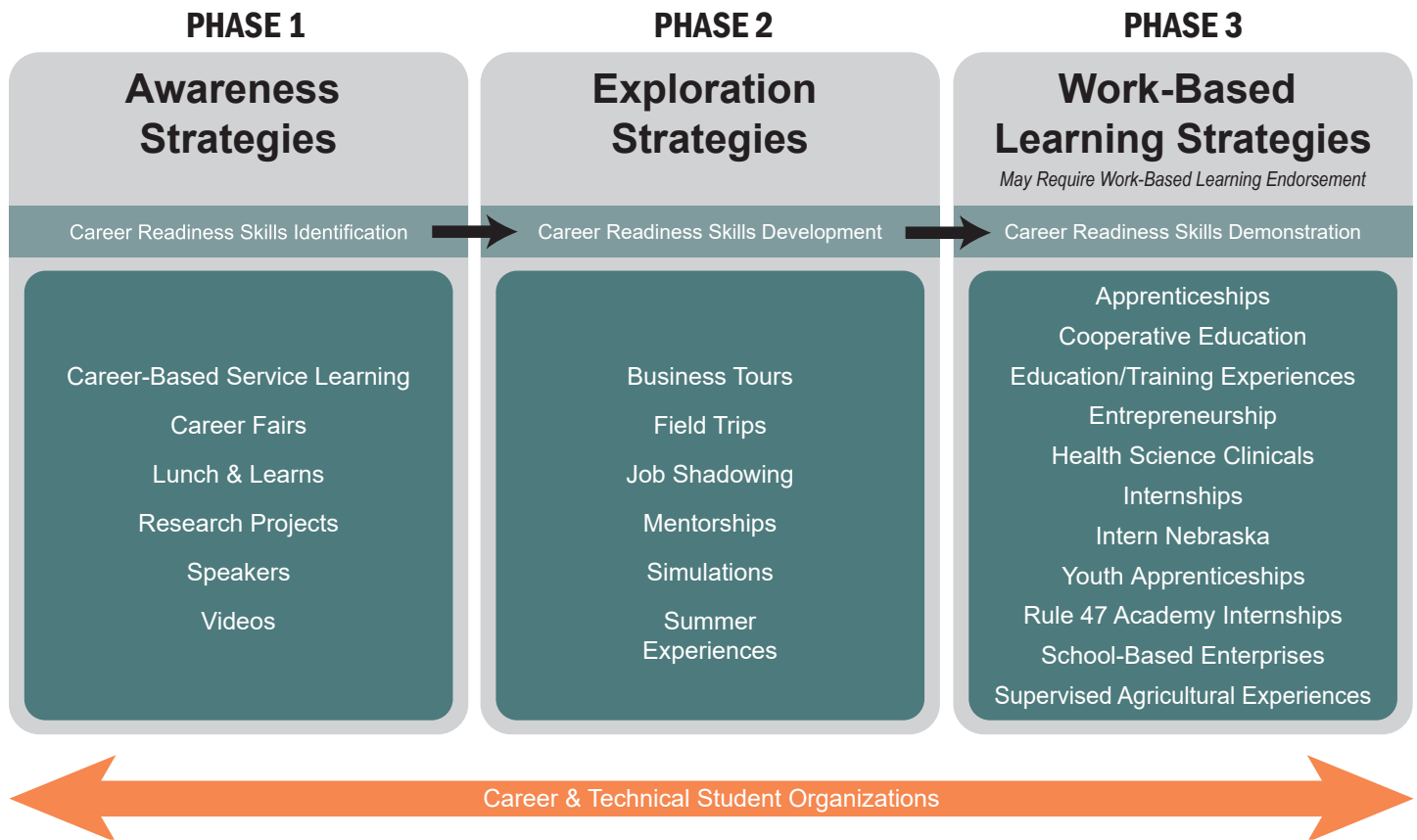
## THE NEBRASKA WORKPLACE EXPERIENCES CONTINUUM

The Nebraska Workplace Experiences Continuum illustrates how Workplace Experiences become more focused as a student progresses through their education. Students gain a better understanding of their talents, strengths and interests; learn what postsecondary education is necessary for their

career choice; and practice the career readiness and technical skills vital for entering the career of their choice. Postsecondary education is **any** education after high school, which includes 2- and 4-year colleges, on-the-job training, and short-term training to acquire needed skills.

**Career and Technical Education (CTE)** provides students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners. In 2017, 98,636 or 71% of Nebraska high school students participated in CTE.

# THE NEBRASKA WORKPLACE EXPERIENCES CONTINUUM IS ORGANIZED INTO THREE PHASES:



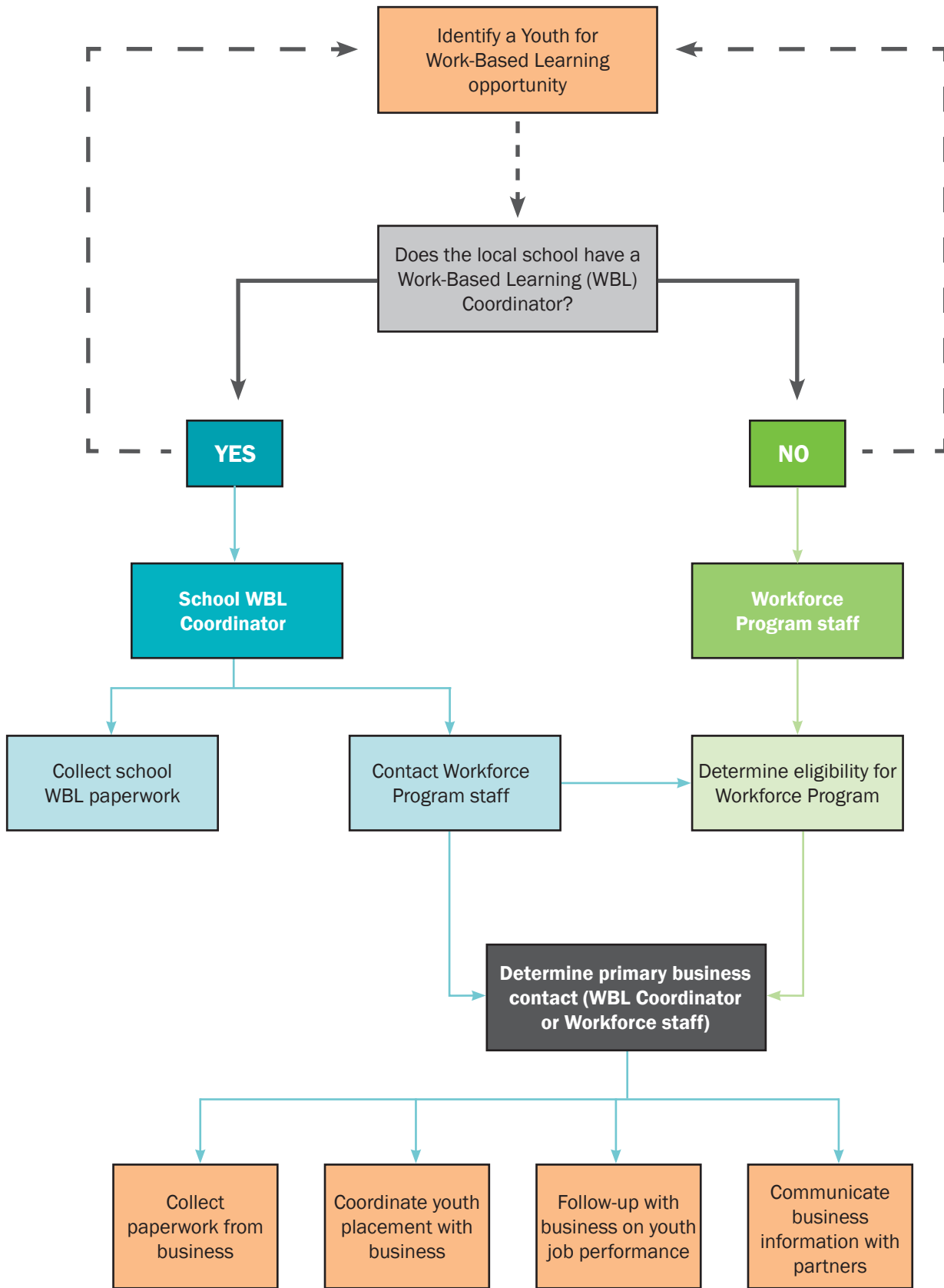
**Awareness Strategies** acquaint students with the world of work and potential career options available. These are usually school-based instructional assignments, but instruction should also encourage students to explore careers in their local and regional communities. Students can also identify career readiness skills needed for work during these awareness activities.

**Exploration Strategies** deepen a student’s experience with workplaces through contextual settings. These strategies connect the student with workers and workplaces through carefully designed interactions. At this stage of the continuum, students begin to develop their career readiness skills.

**Work-Based Learning Strategies** provide supervised on-the-job experiences for students to continue to develop and demonstrate their academic, technical, and career readiness skills. At this “capstone” level student learners focus on the demonstration of specific technical skills and the career readiness skills they gain through the experience.



# YOUTH WORK-BASED LEARNING ROADMAP



# ROLES OF WORKFORCE PROGRAMS & EDUCATION PROGRAMS

	WORKFORCE PROGRAMS				EDUCATION	
	WIOA Youth	Voc Rehab (VR)	Employment Services (ES)	Youth Registered Apprenticeship (RA)	High School WBL Coordinator	NDE Career & Technical Education
Recruit Business to Host WBL	✓	✓	✓	✓	✓	
Collect WBL Paperwork from Business	✓	✓		✓	✓	
Provide Employer Incentives	✓	✓				
Recruit Youth	✓	✓			✓	
Determine Youth Eligibility	✓	✓			✓	
Collect WBL Paperwork from Youth	✓	✓			✓	
Evaluation of Youth WBL	✓	✓			✓	
Provide Financial Incentives to Youth	✓	✓				
Offers School Credit for WBL					✓	
WBL Conducted During School Hours	✓	✓		✓	✓	
WBL Conducted Outside of School Hours	✓	✓		✓		
Provide WBL Resources & Policies	✓	✓			✓	✓

# THE ROLE OF AMERICAN JOB CENTERS (AJCs) AND WORKFORCE SYSTEM PARTNERS IN YOUTH WORK-BASED LEARNING OPPORTUNITIES

- Promote WBL opportunities to employers and recruit employers to be a WBL worksite.
- Assist employers to recruit and screen youth applicants.
- Assist with coordination and collection of employer paperwork.
- Provide funds (WIOA Title I, Vocational Rehabilitation (VR), Career Pathways (VR CPAP) grant, other job training programs for eligible youth:
  - ◇ Direct payment to youth for time spent at the worksite during the Work-Based Learning opportunity (examples: Work Experience; On-the-Job Experience, OJE).
  - ◇ Wage reimbursement to employer for expenses related to training youth during the Work-Based Learning opportunity (example: On-the-Job Training, OJT).
  - ◇ Payment for supportive services, such as tools, uniforms and other supplies needed for the youth to participate in the WBL activity.

## Key Contacts

Please refer to the following information to find a partner contact near you.

AGENCY	PARTNER SERVICES	CONTACT INFORMATION
Nebraska Department of Labor	<ul style="list-style-type: none"> <li>• Employment Services</li> <li>• WIOA Youth Program (outside of Lincoln and Omaha)</li> <li>• Workforce Partner Contacts</li> </ul>	<a href="https://dol.nebraska.gov/Home/AboutUs">https://dol.nebraska.gov/Home/AboutUs</a>
American Job Centers (AJC)	<ul style="list-style-type: none"> <li>• WIOA Youth Program (in Lincoln and Omaha)</li> <li>• Workforce Partner Contacts</li> </ul>	<a href="https://dol.nebraska.gov/Home/AboutUs">https://dol.nebraska.gov/Home/AboutUs</a>
Nebraska Vocational Rehabilitation (VR)	<ul style="list-style-type: none"> <li>• VR Services</li> <li>• Pre-Employment Transition Services</li> </ul>	<a href="http://www.vr.nebraska.gov/offices">http://www.vr.nebraska.gov/offices</a>
Career and Technical Education (CTE)	<ul style="list-style-type: none"> <li>• Local High School Work-Based Learning Coordinators</li> <li>• CTE Resources</li> </ul>	Gregg Christensen (402) 471-4337 <a href="mailto:gregg.christensen@nebraska.gov">gregg.christensen@nebraska.gov</a> <a href="http://www.nebraskaworkplaceexperiences.com">http://www.nebraskaworkplaceexperiences.com</a>



# NEBRASKA CAREER READINESS STANDARDS

A common refrain heard from employers is the need for employability/soft skills. In Nebraska, these skills are called Career Readiness Skills. Nebraska Career Education hosted a Nebraska Summit on Career Readiness in November 2009 to bring together key stakeholders and thought leaders from business/industry, education (K-16), non-profit organizations and local and state government. The Nebraska Career Readiness Standards are an outgrowth of the Nebraska Summit on Career Readiness. These standards were validated with business and industry as well as human resources professionals and adopted by the Nebraska State Board of Education in 2011.

A career ready person capitalizes on personal strengths, talents, education and experiences to bring value to the workplace and the community through his/her performance, skill, diligence, ethics, and responsible behavior.

*Definition of career readiness adopted by the Nebraska State Board of Education on May 5, 2010.*

These standards describe the expertise that educators at all levels should seek to develop in their students.

## The Nebraska Career Readiness Standards are:

	The career ready student...		<b>1</b> Applies appropriate academic and technical skills		<b>2</b> Communicates effectively and appropriately		<b>3</b> Contributes to employer and community success
	<b>4</b> Makes sense of problems and perseveres in solving them		<b>5</b> Uses critical thinking		<b>6</b> Demonstrates innovation and creativity		<b>7</b> Models ethical leadership and effective management
	<b>8</b> Works productively in teams and demonstrates cultural competency		<b>9</b> Utilizes technology		<b>10</b> Manages personal career development		<b>11</b> Attends to personal and financial well-being

These standards and related practices are not limited to formal Career and Technical Education (CTE) programs nor to the middle school or high school level. Rather, these standards should be used with increasing complexity and relevance by students as they progress through their education. The standards themselves do not dictate curriculum, pedagogy or delivery of content. Schools and colleges may handle the teaching and assessing of these standards in many different ways.

Career readiness skills development is foundational to quality Workplace Experiences. Through the Nebraska Workplace Experiences continuum, career readiness is identified, developed, and demonstrated.

**Work Awareness Strategies –**  
Career Readiness Skills are *Identified*

**Work Exploration Strategies –**  
Career Readiness Skills are *Developed*

**Work-Based Learning Strategies –**  
Career Readiness Skills are *Demonstrated*

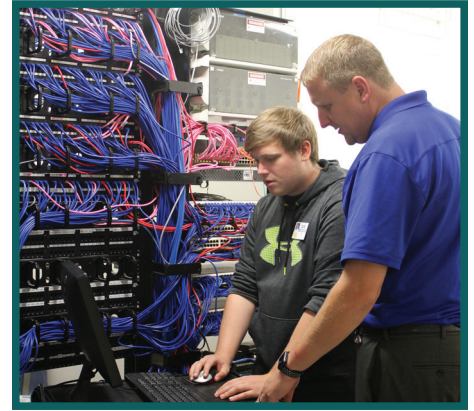
Resources are available for Nebraska educators to use in creating career readiness curriculum and experiences at: [www.education.ne.gov/NCE](http://www.education.ne.gov/NCE)



## EXPERIENCING ALL ASPECTS OF AN INDUSTRY

Nebraska's Workplace Experiences Continuum is designed to give students experiences that help them understand all aspects of an industry. This concept stems from the idea that students should not narrow their career search too early and should understand all the aspects of how a business or industry operates successfully. The All Aspects of an Industry framework emphasizes broad, transferable knowledge of the workplace rather than job-specific skills. This framework identifies nine aspects that are common to any industry. Students should gain experience and understanding of the following concepts:

1. **Planning:** How an organization plans the type of ownership; relationship of the organization to economic, political, and social contexts; goals and objectives; and assessment of needs.
2. **Management:** Structure and process for effectively accomplishing the goals and operations of the organization using facilities, staff, resources, equipment, and materials.
3. **Finance:** Accounting and financial decision-making process, method of acquiring capital to operate, management of financial operations including payroll.
4. **Technical and Production Skills:** Basic skills in math, communications, computer, time management, and critical thinking; specific skills and techniques; ways of organizing production work; interpersonal skills within the organization. The mathematic, scientific, social and economic principles that underlie the technology.
5. **Principles of Technology:** Technological systems being used in the workplace and their contributions to the product or service of the organization.
6. **Labor Issues:** Rights of employees and related issues; wage, benefits, and working conditions.
7. **Community Issues:** Impact of the company on the community, impact of the community on the organization.
8. **Health, Safety, and Environment:** Practices and laws affecting the employee, the surrounding community, and the environment.
9. **Personal Work Habits:** Non-technical skills and characteristics expected in the workplace.



## BENEFITS OF PARTICIPATION IN THE WORKPLACE EXPERIENCES CONTINUUM

### Students Benefit!

Students who participate in quality Workplace Experiences:

- Set and pursue career, educational, and personal goals;
- Understand the connection between school and their postsecondary and career goals;
- Model mature professional behaviors and rise to the expectations of employers while demonstrating good work habits;
- Develop leadership skills and a sense of responsibility;
- Solve problems cooperatively and creatively; and
- Build networks that will support learning and expand future opportunities.

### Employers and Community Organizations Benefit!

Employers and Community Organizations that assist with students' Workplace Experiences:

- Build a pipeline of knowledgeable, motivated talent;
- Increase company brand awareness and loyalty;
- Prescreen potential employees;
- Give back to the community and support strong learning experiences for students; and
- Provide students with exposure to opportunities outside their immediate environments.

### Schools Benefit!

Schools that effectively integrate Workplace Experiences into students' programs of study:

- Incorporate career training techniques used in businesses;
- Develop ongoing relationships with the business community;
- Adapt rapidly to industry trends and workplace expectations;
- Increase the number of workplace opportunities available to all students;
- Create a sequenced plan of Workplace Experiences that build upon each other to foster career awareness, exploration, and preparation; and
- Promote skills that support students' attainment of the Nebraska Career Readiness Standards and CTE program of study/course standards.

## CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

CTSOs are an extension of classroom instruction – applying classroom learning to real-world experiences, they are not clubs. CTSOs are connected to middle school, high school, and post-secondary instructional programs and are integral to the classroom.

### Students Benefit:

- Opportunities for all students with all ability levels
- Apply academic and technical learning and skills to real life situations
- Awards, competitions and scholarships
- Development of the whole person, from technical skills to leadership skills
- Physical and financial well-being; making decisions in real life application
- Career awareness
- Exposure to local, state, national and global opportunities, develop cultural competence
- Discovery and utilization of individual strengths and talents
- Learn how to be responsible, understand organization functions and how to carry those out to completion

### Teachers Benefit:

- Professional development opportunities for growth
- Build relationships with students that enhance classroom and out-of-class experiences
- Connects real-life situations into the classrooms
- Added support and validation of what is taught in the classroom

### Schools Benefit:

- Engaged and involved students
- Continual sense of school pride through organization involvement
- Enhanced public relations between school, community, students, parents and families
- Increased family engagement, involved because of children's involvement
- Leadership opportunities for students that transcends to other areas, apply CTSO knowledge to student council, athletic teams and more
- Create a way to “bridge” classes, all age groups work together for a common purpose

### Communities Benefit:

- Student involvement through community development and service projects
- Career awareness in community, students aware of local careers which may encourage them to return to the local area for future employment or entrepreneurship
- Engage local businesses in school events and activities
- Foster a level of respect for what community members, business leaders and employers offer to the community

### Business & Industries Benefit:

- Ensures that local education and training programs meet business and industry needs
- Prepares students for technical, skilled and service careers
- Teaches students to become world-class employees and responsible American citizens



## Center for Student Leadership and Expanded Learning

The mission of the Center for Student Leadership and Expanded Learning is to provide opportunities for students to develop and demonstrate leadership skills to become college and career ready.

This is accomplished through engagement in Career Student Organizations; leadership and personal responsibility; classroom learning combined with real-world relevance; teamwork and collaboration; and community service and citizenship.



## DECA

DECA is organized around an ambitious goal: to improve education and career opportunities for students interested in careers in marketing, management and entrepreneurship.

[www.nedeca.org](http://www.nedeca.org)



## Educators Rising

Educators Rising is an organization that helps make sure future teachers have the experience and skills they need to be ready for the classroom. We provide passionate young people with hands-on teaching experience, sustain their interest in the profession, and help them cultivate the skills they need to be successful educators. The result is a pipeline of accomplished teachers who are positioned to make a lasting difference.

[www.educatorsrisingnebraska.org](http://www.educatorsrisingnebraska.org)



## FBLA

Future Business Leaders of America (FBLA) provides innovative leadership and career development programs for students interested in business administration, management, finance and information technology careers.

[www.nebraskafbla.org](http://www.nebraskafbla.org)



## FCCLA

Family, Career and Community Leaders of America (FCCLA) is a national student organization that helps young men and women become leaders; address personal, family, work and societal issues through Family and Consumer Sciences Education.

[www.nebraskafccla.org](http://www.nebraskafccla.org)



## FFA

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

[www.neaged.org](http://www.neaged.org)



## HOSA

Health Occupations Students of America (HOSA) is a national student organization that prepares health science students for careers as health professionals by developing leadership, compassion, character, and well being.

[www.nebraskahosa.org](http://www.nebraskahosa.org)



## SkillsUSA

SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel.

[www.skillsusanebraska.org](http://www.skillsusanebraska.org)



# QUALITY WORKPLACE EXPERIENCES

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THE NEBRASKA WORKPLACE EXPERIENCES CONTINUUM

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Education does not occur only within the walls of the typical classroom or laboratory. A well-run school or college utilizes the community, including business and industry, as an extension of their campus. Quality Workplace Experiences create extensive partnerships with the community to enhance the educational experiences of students.

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## CREATING QUALITY WORKPLACE EXPERIENCES

### Common Aspects of Quality Workplace Experiences:

- Introduced in early grades with awareness strategies and deepened over time through exploration strategies and work-based learning strategies;
- Focused on career readiness skill development;
- Driven by standards-based student learning outcomes rather than just the completion of activities;
- Accessible to all students and designed to meet diverse needs;
- Relevant to student interests, personal learning plans, and career goals;
- Integrated within curriculum rather than as a stand-alone experience;
- Diverse enough to provide exposure to multiple career options, including entrepreneurship;
- Designed to provide for assessment, reflection, and analysis;
- Tied to strong counseling resources (career assessments, personal counseling, etc.);
- Supported by a team that includes academic core teachers, CTE teachers, and school counselors; and
- Inclusive of school-based and technology-supported experiences.

### Assessing the Quality of Workplace Experiences

Quality Workplace Experiences are defined by incorporating student learning outcomes into CTE courses or in stand-alone work-based learning courses. The following factors must be assessed to ensure the quality of the workplace experience. The Workplace Experiences must be:

- A part of a sequential program that progresses and builds through the Nebraska's Workplace Experiences Continuum to provide students with meaningful career development opportunities.
- Based on student learning outcomes leading to career preparation.
- Fully integrated into the instructional program, not an add-on or extra credit activity.
- A broad range of experiences, not limited to a job or a specific set of skills so that students develop an understanding of all aspects of an industry.
- Driven by quality criteria designed to meet the needs of the individual student rather than focused on schedules, class projects or number of students participating.
- Documented using a student portfolio or other approach to identify and document student growth and achievement.

## Maximizing Learning through Workplace Experiences

Helping students develop a context for the workplace maximizes their learning once they engage in a workplace experience. There are several ways to do this:

- Discuss expectations for the experience and what the students may learn.
- Discuss behavioral expectations that will allow students to make the most out of the experience.
- Discuss what students know about the company and how the industry impacts them.
- Support students in research of the company and the industry so that they can ask meaningful questions during the workplace experience.
- Have students prepare questions and individual learning objectives that they would like to accomplish during the workplace experience.
- Introduce frameworks and materials that will help organize what they learn at the workplace. These frameworks include the Nebraska Standards for Career Readiness and All Aspects of an Industry.



## Working with Youth with Disabilities or Who Receive Special Education Services

The successful transition of youth with disabilities from school to employment, education/training and independent living is a focal point of the Individuals with Disabilities Education Act (IDEA) and a policy incentive within the U.S. Department of Education, Office of Special Education Programs (OSEP).

[www.ideapolicy.org](http://www.ideapolicy.org)

Often youth with disabilities face unique challenges that must be addressed to reach their post-school goals of postsecondary education, employment and independent living. By age 16, a student's Individualized Education Program (IEP) must include transition services which will assist the student in reaching his/her postsecondary goals.

Transition services are a coordinated set of activities whose outcome is to design a process that promotes movement from school to post-school activities. Some students remain in high school until they are 21 years old. Since most high school students typically graduate at 17 or 18 years of age and progress to postsecondary education or employment, students with disabilities who remain in high school until the age of 21 have fewer opportunities to interact with same-age peers without disabilities. The transition services should be developed to increase the opportunity to interact with same-age peers in age-appropriate settings and provide opportunities for students to gain independent living skills, social skills, employment, and self-advocacy in real-life settings and to participate in age-appropriate activities in their communities.

These services ideally are located outside of the high school in community settings which may include the development of integrated and supported employment. A student's specific needs, based on preferences and interests, define the services that can be included in the transition plan.

Youth with disabilities must be able to access work experience activities. These experiences focus on assisting the student to develop broad, transferable skills for postsecondary education and the workplace. A quality Workplace Experiences program can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations.

The IEP team evaluates the employment needs of a student and then documents the activities and/or goals for the student in the Individualized Education Program. The IEP team may also identify supports available from non-educational agencies to assist the student in meeting the IEP goal of employment.

The WBL coordinator may be involved in the transition planning of youth with disabilities. This occurs through attending meetings and working with the IEP team. Once the needs, activities, and goals of the student have been identified, the role of the WBL coordinator is to develop a work-based learning skills plan, identify possible worksites, and develop and coordinate the placement and worksite activities of the student. Collaboration is the key to providing youth with disabilities the best and most appropriate WBL experiences. Through the collaborative efforts of several agencies throughout Nebraska, youth with disabilities have opportunities to become employed adults within the communities in which they live.

## NEBRASKA VR

Nebraska VR works with schools and other organizations across the state to help students plan for the future and prepare for careers that match their skills, abilities, and interests.

To meet the employment needs of students with disabilities, Nebraska VR provides pre-employment transition services which include:

- Job Exploration Counseling
- Workplace Readiness Training
- Work-Based Learning Experiences
- Counseling on Comprehensive Transition or Post-Secondary Educational Programs
- Instruction in Self-Advocacy

In Nebraska, every high school has an assigned Vocational Rehabilitation (VR) counselor who can help students with an identified disability to gain skills, find a job and start a career. They work with school staff to assess interests and strengths, explore careers and post-secondary training options, among many other individualized services.



## PROJECT SEARCH

Project SEARCH is a partnership between Nebraska VR, a business, area school systems, the Commission for the Blind and Visually Impaired, Assistive Technology Partnership, and Division of Developmental Disabilities. This one-year school-to-work program is business-led and takes place entirely in the workplace. The experience includes a combination of classroom instruction, career exploration, and hands-on training through worksite rotations.

### Helping Students Develop Competitive Employment Skills

Project SEARCH is a high school transition program that provides training and education intended to lead to employment for individuals with disabilities. Students who have completed their academic requirements may apply if they are in their last year of high school. Each interested student is required to make a formal application to the program and to interview with a selection committee. Students are selected through a rating process by a committee consisting of representatives of a school, Nebraska VR, and the Project SEARCH host business. All students must be eligible for services with Nebraska VR.

### Seriously Unique High School Transition Program

The program provides real-life work experience to help youth with significant disabilities make successful transitions from school to adult life. Each student participates in three 10-week internships during the school year. In each rotation the student learns job-specific skills while having the opportunity to put career readiness skills into practice. Monthly progress meetings are held to help students define their career goal and to plan necessary steps to achieve that goal.

### Program Model

Project SEARCH is an international trademarked and copyrighted program model, which focuses solely on employment for Project SEARCH interns.

The cornerstone of Project SEARCH is total workplace immersion in a large business. For five days a week students report to the host business, learn career readiness skills in the classroom, and job skills while participating in a variety of work experiences. Managers at the internship sites work with the Project SEARCH staff to support the students during the day. Students get continuous feedback from the internship manager, co-workers, and Project SEARCH staff. A certified special education teacher and job coaches work with both the students and the business staff. Students end their day by reflecting, problem solving, planning, and journaling key learning points. The goal upon program completion and graduation is to utilize skills acquired during the internship for gainful employment.

[www.vr.nebraska.gov/students](http://www.vr.nebraska.gov/students)





# WORKPLACE EXPERIENCES AWARENESS STRATEGIES

PHASE 1

THE NEBRASKA WORKPLACE EXPERIENCES CONTINUUM

**PHASE 1**



# AWARENESS STRATEGIES

Awareness Strategies are the first and most basic level of Workplace Experiences within the Nebraska Workplace Experiences Continuum. These strategies:

- Focus on identifying career readiness skills
- Build basic awareness of career options
- Provide a means to explore careers
- Take place within the traditional classroom setting

## PHASE 1: AWARENESS STRATEGIES

	CAREER-BASED SERVICE LEARNING	CAREER FAIR	CAREER RESEARCH PROJECT	CAREER VIDEO	GUEST SPEAKER	LUNCH & LEARN SESSION
REQUIRED TEACHER CERTIFICATION	Nebraska Teaching Certificate	Nebraska Teaching Certificate	Nebraska Teaching Certificate	Nebraska Teaching Certificate	Nebraska Teaching Certificate	Nebraska Teaching Certificate
CONCURRENT CLASSROOM INSTRUCTION	Yes	Yes	Yes	Yes	Yes	Yes
GRADE LEVEL	K-12	K-12	K-12	K-12	K-12	K-12
SUMMER SCHOOL CREDIT	Yes (if the Coordinator is on an extended contract and the student is enrolled in summer school)	Yes (if the Coordinator is on an extended contract and the student is enrolled in summer school)	Yes (if the Coordinator is on an extended contract and the student is enrolled in summer school)	Yes (if the Coordinator is on an extended contract and the student is enrolled in summer school)	Yes (if the Coordinator is on an extended contract and the student is enrolled in summer school)	Yes (if the Coordinator is on an extended contract and the student is enrolled in summer school)
CREDIT	Option for class credit	Option for class credit	Option for class credit	Option for class credit	Option for class credit	Option for class credit
COORDINATION/SUPERVISION	Nebraska Teaching Certificate	Nebraska Teaching Certificate	Nebraska Teaching Certificate	Nebraska Teaching Certificate	Nebraska Teaching Certificate	Nebraska Teaching Certificate

PHASE 1

## CAREER-BASED SERVICE LEARNING

Career-Based Service Learning combines traditional community service with a structured school- and work-based opportunity to explore a career field, emphasizing the connections between the service experiences, career readiness skill development and academic learning. Students benefit by acquiring career-related skills and knowledge while learning civic responsibility and gaining personal satisfaction. Service learning can be short-term projects and can be individual, team or classroom oriented.

### Benefits

- Students apply knowledge, critical thinking, and good judgment to address genuine community needs.
- Engages students in experiential, hands-on projects in the community while deepening their understanding of an area of career interest.
- Develops skills, habits, and attitudes vital to career success.
- Helps students understand the needs of their local business and non-profit organizations and agencies.
- Provides the context in which students can gain organizational, team, problem-solving, and critical thinking skills, along with attitudes and capabilities necessary to succeed in work and life.

### Success Factors

- Allow students to design and select the career-based service learning activity.
- Provide classroom preparation for the career-based service learning.
- Have students conduct preparatory research and report on the community/business/non-profit organization need.
- Coordinate a planned series of activities with students to allow them to apply their skills and knowledge to help meet a need in the school or greater community.
- Provide opportunities for students to reflect on their learning and contribution to the business, non-profit organization or agency.

### WBL Website Resources

*Teacher Checklist for Service Learning Development*

*Service Learning Project Planning Worksheet*





## CAREER FAIRS

Career fairs are career awareness opportunities for larger groups of students that may be organized by schools and employers to introduce students to opportunities within an industry or in multiple industries.

### Benefits

- Enable many students to explore a variety of career opportunities efficiently (in a concentrated time, in a single location.)
- Allow students to practice the career readiness skills of communicating effectively and appropriately through speaking, writing, and professional etiquette.
- Provide the opportunity to gain a deeper understanding of all aspects of a variety of their industries.
- Engage students critical thinking and decision-making skills as they meet with various career professionals and learn more about the responsibilities and rewards of each career area they represent.
- Encourage networking by making connections with potential employers and mentors.
- Inform students of a range of job and career opportunities available in the community and area.
- Provide the opportunity for students to learn about work-based learning opportunities such as internships.
- Build partnerships with the business community and get prospective business partners involved in the efforts of Career and Technical Education teachers and school counselors.

### Success Factors

- Design career fairs with the specific target audience age ranges in mind.
- Start preparing early, allowing the advance lead time necessary (5-6 months minimum recommended) for working out the logistics of the event (date, times, location, invitation list, etc.)
- Enlist a career day planning team to organize and carry out major tasks.
- Compile a database of local employers (businesses, non-profit organizations, government agencies)
- Invite twice as many presenters as you think you will need.
- Cover all six Career Fields found on the Nebraska Career Education Model. (Agriculture, Food and Natural Resources; Business, Marketing, and Management; Communication Arts; Human Sciences and Education; Health Sciences; Skilled and Technical Sciences)

- Intentionally focus on all post-high school career education options (certificate programs, apprenticeships, specialized training programs, 2-year postsecondary, 4-year postsecondary, military service).
- Provide specific, detailed information to career fair presenters on how to maximize the benefit to the participating students by sharing:
  - o How and why they chose their career field/profession
  - o Training and/or education necessary
  - o Career readiness skills essential to their success
- Provide classroom preparation for the career fair experience.
- Develop a master schedule.
- Have students conduct preparatory research on companies that will be represented at the career fair.
- Organize a welcome session to greet career fair presenters/speakers.
- Provide opportunities for students to reflect on what they learned during the career fair interactions.
- Send thank-you notes or letters to all career fair presenters.
- Have students practice appropriate follow-up communication skills by writing thank-you notes or letters to all career fair presenters and volunteers.

#### **Adapted from the following sources:**

*10 Tips for Career Day Success, ASCA School Counselor, November 1, 2010*

*Host a Career Day, Envision Blog, October 13, 2015*

*How to Plan a School Career Day*

*Career Related Education Manual, revised 2012, Georgia Department of Education, July 2012*

## **LUNCH & LEARNS**

Lunch and Learns are short, focused, 30-45-minute sessions focused around a career readiness, career exploration or workplace experience related topic. They are informal, combining presentations of information with conversations and exploration of interesting content related to the classroom and Workplace Experiences in which the students are engaged. Lunch and learns can be teacher, business/industry professional, or student-led.

#### **Benefits**

- Lunch and Learn sessions offer a unique opportunity for students to interact with a key individual to learn more about their career, their business, and/or the path they took to become successful.
- Students can eat together and engage in conversation in a relaxed, non-threatening environment that promotes learning.
- Students develop communication skills of questioning and listening while engaging in conversation with the presenter.
- Students learn about careers and the requirements for success from actual individuals engaged in the occupation.
- Many students can benefit from one session.

## Success Factors

- Lunch and learn sessions must be well advertised, highlighting the presenter and his/her credentials.
- Only encourage students who have an interest in the career area represented by the presenter to attend the session.
- Provide lunch where possible and keep it “kid friendly” – food that students would enjoy.
- Have a discussion with students about how to ask appropriate questions.
- Discuss appropriate behavior with the students to make a positive impression on the presenter.
- Provide information about the business the presenter represents for students to research prior to the presentation.
- Have a worksheet prepared for students to take notes during the presentation and questioning.
- Lunch and learns can be a great precursor to job shadow experiences at the presenter’s business.



## CAREER RESEARCH PROJECTS

Career Research Projects engage students in researching the educational requirements, required skills, salary ranges, job duties, types of work, and benefits as well as challenges associated with a career field, cluster, or pathway. Quality career research projects involve online research, personal interviews with individuals employed in that career, written presentation/reflection, and oral presentation of the findings.

## Benefits

- Students explore a career field or pathway in which they have an interest.
- Enable many students to explore a variety of career opportunities efficiently.
- Allow students to practice the career readiness skills of communicating effectively and appropriately through speaking, writing, and professional etiquette during a presentation.
- Offer opportunities to use a variety of research methods including internet research, library research, job shadowing, personal interviews, etc.
- Engage students' critical thinking and decision making as they meet with various career professionals and learn more about the responsibilities and rewards of each career field or pathway they represent.

## Success Factors

- Clearly communicate the objectives and expectations for the career research project.
- Provide a sample worksheet with key questions that should be answered in the research (salary, educational requirements, job description, occupational outlook, personal characteristics, skills and knowledge needed, career readiness skills needed, advantages/disadvantages/rewards/challenges).
- Incorporate interviews into the research to allow the practice of verbal and written communication skills.
- Require a presentation of the information and perspectives gained from the career research project.
- Provide a clear grading criteria/rubric to guide the career research project activities and specify outcomes.

# CAREER SPEAKERS

Career Speakers provide opportunities for students to learn about the skills required in various industries or career fields; the career paths taken by those in the field; the tools, materials, and equipment used; and the work environment and expectations for performance in various industries.



## Benefits

- Provide an opportunity for a classroom or group of students to hear directly from a business person or career professional.
- Allow students to gain realistic perspectives on expectations in a job and/or career field and the workplace requirements.
- Supplement information that can be obtained through other work awareness strategies.
- Students explore a career field or pathway in which they have an interest.
- Enable many students to explore a variety of career opportunities efficiently.
- Provide the opportunity to gain an understanding of all aspects of an industry.

## Success Factors

- Reach out to diverse local employers and professionals that align to student identified career interests.
- Consider a panel of 2-3 guest speakers rather than a single presenter to offer more depth and breadth of information and alleviate some of the pressure on a single presenter to fill a specified time.
- Request that the speaker:
  - o Describe a typical work day.
  - o Describe their occupation, educational requirements, and specialized training required.
  - o Discuss the aspect of their jobs they like best/least.
  - o Discuss future employment outlook and projections for their career area.
  - o Share the general wage and salary information.
  - o Discuss benefits provided by the company/organization in which they are employed.
- Suggest that the guest speaker include hands-on activities for the students.
- Obtain a brief biography of the guest speaker in advance of the presentation to share with the class.
- Clearly communicate the objectives of having the guest speaker present to the class.
- Guide students to think about the importance of the career or job by posing an anticipatory set of questions.
- Have students list or discuss the career readiness skills referenced in the guest speaker's presentation.
- Allow time for a brief question and answer period.

PHASE 1

HEAR FROM PROFESSIONALS. LEARN FROM EXPERIENCE.



NEBRASKA CAREER TOURS

## EXPLORE NEBRASKA COMPANIES

Experience virtual industry tours that provide a unique opportunity to get a glimpse inside Nebraska-based industries without leaving your home or classroom.

[www.necareertours.com](http://www.necareertours.com)

PHASE 1

## CAREER VIDEOS

Career videos show the types of work in which individuals employed in a variety of occupations are engaged. Nebraska Career Education, in cooperation with the Nebraska Departments of Labor and Economic Development, offers an array of virtual career tours of Nebraska-based businesses and industries. Discussion guides for the teacher and viewing guides for students have been developed for each career tour. These virtual industry tours provide a unique opportunity to get a glimpse inside Nebraska-based industries without leaving the classroom. Interviews, tours of the business environment, “pop-up” information, and statistics on job markets, salaries, and educational requirements are part of each career cluster’s videos. The videos are free and accessible at **Nebraska Career Tours** – [www.necareertours.com](http://www.necareertours.com).

**CareerOneStop** videos, sponsored by the U.S. Department of Labor, offer a large video collection that allows students to learn about careers, industries, skills and abilities, or work options and education levels. The Career and Cluster videos show the work that people do in nearly 550 careers, organized by the 16 career clusters. The Skill and Ability videos explore the skills and abilities employers are looking for in job candidates. Work Option videos focus on non-traditional careers and work options. The videos can be accessed at CareerOneStop – <https://bit.ly/1ji8XRx>.

## Benefits

- Provide a supplement to information that can be obtained through other work awareness strategies such as curriculum, career fairs, guest speakers, etc.
- Students explore a career field or pathway in which they have an interest.
- Enable many students to explore a variety of career opportunities efficiently.
- Provide the opportunity to gain an understanding of all aspects of an industry.

## Success Factors

- Identify videos that are current, short in length and include a broad range of demographics (age, gender, ethnicity, etc.).
- Clearly communicate the objectives of viewing the career video(s) to the students.
- Provide a student viewing guide with key questions or information for students to watch for while viewing the video (salary, educational requirements, job description, occupational outlook, personal characteristics, skills and knowledge needed, career readiness skills needed, advantages/disadvantages/rewards/challenges).
- Guide students to think about the importance of the career or job by posing an anticipatory set of questions.
- Develop a set of questions related to the video to pose to the class for discussion or written communications activities.
- Have students list career readiness skills referenced or demonstrated in the career video and explain the importance of each skill to success in that career.



# EXPLORATION STRATEGIES

PHASE 2

THE NEBRASKA WORKPLACE EXPERIENCES CONTINUUM

**PHASE 2**

# EXPLORATION STRATEGIES

Exploration Strategies build on the knowledge gained through the Awareness Strategies through activities conducted outside of the classroom learning environment. These strategies:

- Focus on developing career readiness skills
- Enhance awareness of career options
- Provide a means to connect to local and area businesses
- Help prepare students for careers through practical hands-on experiences
- Can take place during the school day or through summer experiences

## PHASE 2: EXPLORATION STRATEGIES

	BUSINESS TOURS	FIELD TRIPS	JOB SHADOWS	MENTORSHIPS	SIMULATIONS	SUMMER EXPERIENCES
REQUIRED TEACHER CERTIFICATION	Nebraska Teaching Certificate	Nebraska Teaching Certificate	Nebraska Teaching Certificate	Nebraska Teaching Certificate	Nebraska Teaching Certificate	Nebraska Teaching Certificate
CONCURRENT CLASSROOM INSTRUCTION	Incorporated with a class assignment	Incorporated with a class assignment	Incorporated with a class assignment	Incorporated with a class assignment	Incorporated with a class assignment	Incorporated with a class assignment
GRADE LEVEL	7-12	7-12	7-12	7-12	7-12	7-12
CREDIT	Incorporated into a class assignment	Incorporated into a class assignment	Incorporated into a class assignment	Incorporated into a class assignment	Incorporated into a class assignment	Incorporated into a class assignment
COORDINATION/ SUPERVISION	Nebraska Teaching Certificate	Nebraska Teaching Certificate	Nebraska Teaching Certificate	Nebraska Teaching Certificate	Nebraska Teaching Certificate	Nebraska Teaching Certificate
REQUIRED PLANS & AGREEMENTS	Incorporated as a class assignment with follow-up student reflection on the experience	Incorporated as a class assignment with follow-up student reflection on the experience	Incorporated as a class assignment with follow-up student reflection on the experience	Incorporated as a class assignment with follow-up student reflection on the experience	Incorporated as a class assignment with follow-up student reflection on the experience	Incorporated as a class assignment with follow-up student reflection on the experience
STUDENTS PAID FOR WORK	No	No	No	No	No	No

PHASE 2

## BUSINESS TOURS & FIELD TRIPS

A business tour/field trip is an excursion or planned work-based learning experience for a group of students allowing them to explore or observe occupations. These experiences should be carefully planned to provide a quality educational experience, protect the safety of the students and create positive relationships with the business. This experience must be supervised by a teacher or school counselor.

### Purpose/Objective

The purpose of business tours/field trips is to provide students with an informative introduction to careers in various businesses.

### Benefits

- The flexibility of arranging the business tour/field trip for one student, a small group of students or an entire class.
- Expand student learning beyond the walls of the classroom into the local community.
- Provide students with experiences and perspectives that are not possible to duplicate in the classroom.
- Allow students to gain realistic perspectives on expectations in a job and/or career field and the workplace requirements.
- Supplement information that can be obtained through other work awareness and work exploration strategies.
- Allow more informal, personal interaction and conversation between the business tour/field trip guide than traditional classroom presentations.
- Provide an opportunity to develop students' career readiness skills, including communicating effectively and appropriately (speaking, professional etiquette), personal responsibility, etc.
- Provide information on the industry, types of careers and occupations, knowledge and skills requirements and work processes in the actual work setting.
- Students learn the importance of thinking about career development through the career path stories their tour guides share.

### Success Factors

- Reach out to diverse local employers and professionals that align to student's career interests.
- Choose business tours/field trips that allow students exposure to all aspects of the industry.
- Review examples of the business/industry's marketing materials, products, or services performed in advance of the visit.
- Prepare students for the work environment. (Guidelines, restrictions, safety requirements, etc.)
- Have students generate a list of questions prior to the visit to ask the guide(s) during the visit.
- Identify the education or training required and the skills needed for the occupations found at the business/organization.
- Clearly communicate expectations/guidelines and your understanding of what the business tour/field trip will involve to the business guide(s).
- Ask the business/employer to build in demonstrations during the tour to explain why the company has been successful.

- Request that guides allow time for employees to explain their roles, responsibilities, and how they were educated, trained or qualified to be employed at the worksite.
- Provide reflection opportunities after the business tour/field trip.
- Encourage business tour/field trip guides to have tangible take-aways such as brochures, handouts, business cards, etc.
- Clearly communicate the objectives of the business tour/field trip to the guide(s) AND to the students participating.
- Have students identify and discuss the career readiness skills observed.
- Require students to write reflections and/or thank you letters following the worksite visit.
- Recognize business partners, publicly, for their involvement (e.g., thank you letters, awards, newspaper articles, framed certificate).

**Key Legal, Safety and Health Issues**

- Relevant company safety and health rules should be reviewed with students.
- School district policies regarding transportation and liability apply.
- Students and teachers participating in business tours/field trips should receive relevant safety instruction and protective gear (e.g., eye goggles, hard hat, gloves, etc.).

**Prerequisites & Related Instruction**

None

**Student Selection/Qualifications**

Student selection for participation in business tours/field trips is to be determined by the Local Education Agency (LEA). Students in grades 7-12 can benefit from this experience.

**Roles and Responsibilities**

The student is responsible for demonstrating a business-like attitude and appropriate conduct.

**Credits Earned**

Credit is incorporated as a part of related tasks or assignments.

**Supervision/Coordination Requirements**

Adequate supervision as required by the (LEA) is important to participate in the experience.

**Required Documentation & Forms**

Each student must submit all required forms and documentation required for participation by the school district and field trip site prior to the activity.

**Insurance Coverage**

Each student participating in the experience should be covered by personal insurance or group coverage offered by the school or activity sponsor, if applicable.



# JOB SHADOWING

Job shadowing is a structured component of the Career and Technical Education (CTE) curriculum that provides a supervised observational experience in an approved business/industry setting. Job Shadowing experiences are integrated within specific CTE courses that allow the student to observe technical skills learned in the classroom. This experience is directly supervised by the CTE teacher.

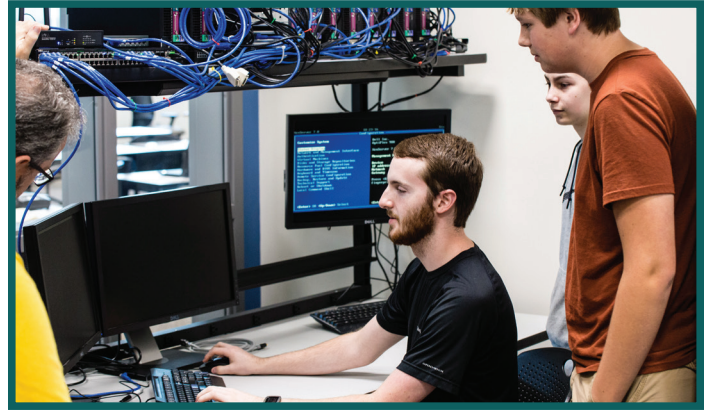
## **Purpose/Objective: Career Exploration**

Job Shadowing provides an opportunity for students in grades 7–12 to gain knowledge by observing previously learned theory in CTE courses. These experiences are uniquely designed to meet course content standards through supervised experiences and observations, which are coupled with related classroom instruction.

## **Benefits**

- Designed to promote:
  - Exploration of a field of interest.
  - Exposure to careers and jobs.
  - Awareness of the academic, technical, and career readiness skills required.
- Provide an exposure to careers and jobs in the actual work setting.
- Expand student learning beyond the walls of the classroom into the local community.
- Provide students with experiences and perspectives that are not possible to duplicate in the classroom.
- Allow students to gain realistic perspectives on expectations in a job and/or career field and the workplace requirements.
- Provide an opportunity to develop students' career readiness skills, including communicating effectively and appropriately (speaking, professional etiquette), personal responsibility, etc.
- Provide information on the industry, types of careers and occupations, knowledge and skills requirements, and work processes in the actual work setting.
- Students learn the importance of thinking about career development through conversations with the job shadowing mentor.





## Success Factors

- Develop a plan that includes a process for selecting potential job shadowing participants and sites for quality job shadowing/work experiences linked to the student's career interests.
- Develop a process to identify employees at a business or organization who are willing to be shadowed and demonstrate the ability to:
  - Support the growth and career development efforts of the participant.
  - Help participants explore career options and job opportunities.
  - Convey a sense of caring and importance.
  - Enhance the student's feeling of self-worth.
- Develop a process for matching student's interests with related careers, businesses, and industries.
- Provide a clear understanding to the job shadowing site and mentor (in writing) that explains how the student will be prepared and what is expected from the site and the mentor.
- Provide safety instruction for all job shadowing/work experiences, especially where there may be a physical risk.
- Ensure that job shadowing/work experience participants are supervised by the school and a school employee is assigned to that duty.
- Conduct orientations for the student and the job shadowing mentor(s).
- Prior to the job shadow, have the student research the occupation, develop questions, and establish learning objectives and goals.
- Arrange for students to have exposure to all aspects of the industry.
- Identify the education or training required and the skills needed for various occupations.
- Provide reflection opportunities after the job shadow such as journals to record and reflect on the shadowing experience.
- Accommodate students of all abilities.
- Review job shadowing activities periodically and adjust accordingly.

## Key Legal, Safety and Health Issues

- Job shadowing experiences are usually considered to be like field trips. School district policies regarding transportation and liability apply.
- Relevant company safety and health rules should be reviewed with students.
- Students participating in job shadowing activities can participate in mock situations, shadow employees or even participate in the operations of the workplace as long as the person typically responsible for the duty is observing the students' actions. (US DOL Fact Sheet No. 013, Employment Relationship Under the Fair Labor Standards Act)

## **Prerequisites**

Prior to placement in a shadowing experience each LEA shall ensure that a Job Shadowing Training Agreement is secured. Parent signature on the training agreement is required to participate in shadowing experience.

## **Student Participation/Qualifications**

Students participating in Job Shadowing must:

- Be enrolled in grades 7-12.
- Be physically and mentally capable of observing and maintaining attention while shadowing.
- Be in good academic standing and have an acceptable discipline record as determined by the CTE Teacher.

## **Roles and Responsibilities**

Job Shadowing requires time, commitment, and collaboration of the following partners:

- Students must arrive at the business/industry at the appropriate time and in the appropriate dress. Students must comply with the rules and regulations of the school district, school, and training facility.
- Parents/Guardians should provide ongoing support to the student and assume the responsibility for the conduct of the students.
- CTE teachers shall identify the business industry and placement of students based on their area of interest.

## **Credits Earned**

Credit is earned for the specific CTE course for which the student is enrolled.

## **Workplace Supervisor's Role**

It is important for the supervisor to understand that job shadowing students are not present to work. They are there to observe and ask questions.

Upon agreeing to take a job shadowing student, the supervisor will:

- Be responsible as the single point of contact for daily oversight and planning.
- Meet with the students at the start and end of each job shadow day.
- Arrange for the actual job shadowing experience(s).
- Inform the student of any relevant policies or regulations at the worksite.
- Answer any relevant questions about the profession or facility.
- Direct students to the area of their career interest.
- Connect the student with professionals that support their area of interest.
- Monitor the student and contact the district supervisor should there be any problems.
- Complete the Workplace Supervisor's Job Shadow Feedback Sheet upon completion of the job shadowing experience.



## Student Expectations

As part of the job shadowing experience, students will:

- Make phone contact with the on-site job shadow supervisor 5-10 business days before the experience begins. Verify: dress code, safety requirements, meeting location and meeting procedures.
- Dress according to the standards of the site.
- Call the site before the scheduled time if unable to attend on the appointed day.
- Call the school contact before the scheduled time if unable to attend on the appointed day.
- Arrive at the site at the agreed upon time.
- Provide the job site with an up-to-date resume.
- Follow all guidelines and policies of the site.
- Complete any school assignments related to the job shadow experience.
- Complete all required paperwork (permission forms, medical authorizations, etc.).
- Send the business a thank you letter within 5 business days of the job shadow.

Suggested list of required assignments for the job shadow:

- Written report on a specific career.
- Information about the job shadow site: media coverage and photos of work areas and projects.  
\*Important: Verify photos are allowed!
- Summary of employee interviews.
- A journal entry describing each day's activities.
- Classroom oral presentation including multimedia on careers represented at the job shadowing site.



## Teacher's Role

The classroom teacher will be responsible to see that all students participating in the job shadowing experience have met all the criteria required prior to the placement of students on the job shadowing sites and assess the job shadow assignments. The teacher leader should collect and review appropriate information from the students including:

- Contact information.
- Job shadow preferences.
- Biographies.
- Parent contact information.
- Parent permission slips.
- Waivers specific to the job shadow site.
- Student resumes.
- Thank you letters drafts.
- Presentations about job shadows.
- Assess student's documentation and presentations.
- Job shadowing supervisor feedback.

## Workplace Coordinator's Role (Teacher Coordinator)

The Workplace Coordinator (Teacher Coordinator) will be responsible to see that all students participating in the job shadowing experience have met all the criteria required prior to the placement of students on the job shadowing sites.

The coordinator's responsibilities and duties include:

- Arrange Job Shadow time frame, student business alignment and record keeping procedures.
- Follow-up with the worksites for feedback on the job shadow.
- Monitoring completion of student assignments.
- Availability and ease of contact in emergency situations.

## JOB SHADOW FORMS at Nebraska Workplace Experiences website

- ▶ Job Shadow Registration Form
- ▶ Job Shadow Observation Worksheet
- ▶ Job Shadow Example Questions
- ▶ Workplace Supervisor's Job Shadow Feedback Sheet
- ▶ Job Shadow and Presentation Evaluation Form
- ▶ Job Shadow Reflection Form
- ▶ Job Shadowing Training Agreement

# MENTORSHIPS

Mentorships are activities in which the student is matched with an adult professional in a chosen field of interest to explore careers, postsecondary education options, industry expectations, and career readiness skills. The career mentor serves as a resource by sharing insights and providing guidance about the workplace, careers and education. The mentors can help the student understand the required education for a given career as well as any requirements such as licenses, certifications, registrations or educational degrees.

Students benefit from regular contact with a knowledgeable and supportive adult mentor outside of the classroom and school environment. A mentor may visit the classroom, conduct interviews, and provide information related to the needs of the business or organization. The student may also visit the workplace and gain better understanding of the career in which the mentor is engaged and the related job duties and responsibilities. Career mentoring is a formal, long-term supportive relationship between a student and an individual more senior in age and experience with similar career interests.

The mentor serves as a positive role model but does not serve as a counselor for the student. Students with personal issues should be referred to the school counselor. The mentoring relationship generally begins after the student has entered the ninth grade and has established a tentative career interest area.

## **Purpose/Objective: Career Exploration**

Students benefit from regular contact with a knowledgeable and supportive adult mentor outside of the classroom and school environment. These experiences are uniquely designed to enhance CTE course content experiences and observations with the mentor.

## **Benefits**

- Promote exploration of a career area of interest for the student.
- Allow students to gain realistic perspectives on expectations in a job and or career area and the workplace requirements from an adult role model.
- Provide the flexibility to educate beyond traditional time, location and method constraints.
- Unite education and business to best meet career interests of an individual student.
- Increase self-confidence, self-worth, self-knowledge, interpersonal skills and knowledge in a career area.
- Supplement information that can be obtained through other work awareness and work exploration strategies.
- Provide an opportunity to develop students' career readiness skills, including communicating effectively and appropriately (speaking, professional etiquette), personal responsibility, etc.
- Provide information on the industry, types of careers and occupations, knowledge and skills requirements and work processes in the actual work settings.
- Engage students in thinking intentionally about the importance of career development through conversations with the career mentor.
- Empower setting long-term attainable goals.



## Success Factors

- Develop a plan that includes a clear process for selecting prospective participants.
- Match students with career mentors based on career interest and personality.
- Develop a process to identify career mentors that demonstrate the ability to:
  - o Support the growth, skill and career development efforts of the student.
  - o Help the student explore options, values and career alternatives.
  - o Convey to the student a sense of caring and importance.
  - o Contribute to the student's feeling of self-worth.
- Have a procedure in place to check the backgrounds of prospective career mentors.
- Work with students in the development of a portfolio that describes career interests, experiences, goals and other background information.
- Develop and provide a written career mentorship agreement that includes:
  - o Expectations of the mentor and student.
  - o Length of the mentorship relationship.
  - o Number and location of the mentorship meetings.
  - o Description of the mentorship evaluation process.
  - o Signatures of mentor, student, parent and school representative.
- Allow the mentor and student to interview and select each other.
- Have the student and mentor set and communicate expectations that are assessed on a regular basis.
- Provide orientation activities for the participant and mentor prior to the beginning of the mentorship.
- Ensure participants are supervised by the local educational agency/institution.
- Develop an application and interview process for prospective students to provide a means for the instructor to meet and clarify mentorship goals.
- Require a mentorship training to prepare the student for the activity.
- Require students to keep a journal to record and reflect on discussions they had with their mentor and observations made of the career and/or workplace. Journals may be graded as a part of the workplace experience program.

- Provide time for weekly meetings with classmates and instructors to share experiences and ensure student follow-through.
- Send thank-you notes to businesses and agencies for allowing their employees to participate in the program. Recognize individuals who volunteer as mentors.
- Contact local media to promote activities and to recognize businesses and agencies that participate.

### **Key Legal, Safety and Health Issues**

- Mentoring should focus on career exploration, training and related education
- Mentoring should take place at the school, workplace or an approved alternative site or tour location.
- Mentors that participate in activities with students outside the workplace should be approved by the school administration and parents. A mentoring permission form should be used when setting up the mentoring relationship.

### **Prerequisites**

Prior to placement in a mentorship experience each LEA shall ensure that a Mentorship Training Agreement is secured. A parent/guardian signature on the mentorship training agreement is required to participate in each mentoring experience.

### **Student Participation/Qualifications**

Students participating in Job Shadowing must be enrolled in Career and Technical Education and seek a mentor in a career area of interest.

### **Credits Earned**

Credit may be awarded through regular classroom and laboratory grading.

### **MENTORSHIP FORMS** at Nebraska Workplace Experiences website

- ▶ Student Application for Mentoring
- ▶ Mentor Questionnaire
- ▶ Teacher Evaluation for Mentoring Form
- ▶ Student Mentoring Evaluation Form
- ▶ Mentor Evaluation Form

# SIMULATIONS

Simulations are a way to expose students to careers and to explore them without actually being in the workplace. Career simulations allow students to experience opening a business, manufacture products, offer services, and demonstrate career readiness skills in a non-threatening, safe environment in the classroom. Simulations can be for individuals or for teams. Simulations can be fun and engaging and have a high degree of accuracy as it relates to the workplace. They offer the opportunity to “preview” jobs. Gaming technology is evolving rapidly and is enhancing the virtual reality experience of career simulations.

## **Purpose/Objective: Career Exploration**

Simulated Workplace Experiences are beneficial when laws, travel or logistics make it difficult to experience the actual workplace. Simulations rely on current software and adequate speed and access to the internet for creating the workplace experience.

## **Success Factors**

- Align simulations with classroom instruction for maximum impact.
- Consider having students work both as individuals and as collaborative groups during the simulation to imitate a real work environment.
- Allow the simulation to take place over an extended time period to replicate real world work.
- Create the simulation of a workplace in the classroom or CTSO experience. Fund raising for a CTSO provides an excellent framework to create a simulated business experience.

## **Benefits**

- Provide students with a workplace experience that may not be available to them due to limiting factors of time, distance, etc.
- Allow all students to participate rather than just those with transportation or other enabling factors.
- Allow students to use technology to make decisions and evaluate the results of those decisions in real time or through an accelerated time frame.
- Permit the flexibility for students to participate in a variety of simulations to explore different career areas.

## **Key Legal, Safety and Health Issues**

- Do not allow students to invest money in any workplace experience simulation or use any simulation that requires a financial investment to complete.
- Carefully monitor personal information provided to workplace simulation websites.

## **Credits Earned**

Credit may be awarded through regular classroom and laboratory grading.

# SUMMER EXPERIENCES

Summer experiences, including special career-related camps, are unique ways to provide in-depth Workplace Experiences for students. Many organizations provide camp or conference types of experiences that provide learning experiences for students.

## **Purpose/Objective: Career Exploration**

Provide an extended opportunity for students to explore the workplace and develop technical and career readiness skills through a focused camp or other summer experience.

## **Benefits**

- Provide a focused, extended workplace experience for students.
- Promote opportunities for students and business/industry to develop partnerships without the restrictions of the school day.

## **Success Factors**

- Successful summer experiences have been developed in many Nebraska communities. These usually involve a partnership with areas business/industry to provide an extended experience. Communities may offer a week-long event where a student can spend a week shadowing a business/industry and discover if they would like to pursue a career in that industry. Most of the successful experiences allow a student to discover all aspects of the industry rather than focusing on one job. Entrepreneurship camps are particularly popular.
- Summer experience camps can be a popular way to engage students in experiencing the work of the industry. Examples are a summer construction or manufacturing camp where students work side by side with industry professionals in work that is approvable for students less than 18 years old. Entrepreneurship camps introduce students to the rewards and challenges of business generation and implementation.
- Summer camps and experiences are most successful when the student is engaged in trying the work rather than watching or being told about the nature of the work.

## **Key Legal, Safety and Health Issues**

- Monitor the activities to make certain they are appropriate for the age of students and do not allow students to work in any of the hazardous occupations identified by the United States Department of Labor.
- Make certain students and parents know the expectations for student behavior, dress, performance, etc.

## **Prerequisites**

Prior to participation, students and parents should sign appropriate forms. Students should research the business they plan to visit.

## **Student Participation/Qualifications**

Students in grades 9-12

## **Credits Earned**

Credit may be awarded through regular classroom and laboratory grading.

**PHASE 2**



# WORK-BASED LEARNING STRATEGIES

PHASE 3

THE NEBRASKA WORKPLACE EXPERIENCES CONTINUUM

**PHASE 3**

# WORK-BASED LEARNING STRATEGIES

Work-Based Learning (WBL) strategies are a planned program of school-site and worksite experiences related to the career interest of the student learner that are designed to enable the student learner to acquire knowledge and skills in a real work setting. The benefits for the student learner, school district, and employer are evident as the student learner develops technical, academic, and career readiness skills while participating in meaningful engagement with employers in his/her area.

Work-Based Learning strategies are the third phase of the Nebraska Workplace Experiences Continuum. These strategies help connect student learners with employers to prepare them for success in an ever-changing workplace. According to Gallup, business leaders value an internship or work-based learning experience more than grades or college major.

## **WBL helps student learners:**

- Strengthen academic, technical, and career readiness (employability) skills
- Explore career options
- Enhance personal finance knowledge and skills
- Foster positive relationships with adults
- Observe all aspects of a company's operation
- Develop an awareness of the requirements of careers so they can effectively plan postsecondary and career pursuits



**PHASE 3: WORK-BASED LEARNING STRATEGIES**

	APPRENTICE-SHIP	COOPERATIVE EDUCATION	EDUCATION & TRAINING EXPERIENCE	ENTREPRENEURSHIP	HEALTH SCIENCE CLINICAL	INTERNSHIP	YOUTH APPRENTICESHIP	RULE 47 CAREER ACADEMY INTERNSHIP	SCHOOL-BASED ENTERPRISES	SUPERVISED AGRICULTURAL EXPERIENCE
<b>REQUIRED TEACHER CERTIFICATION</b>	NA	CE Endorsed Teacher with Work-Based Learning Endorsement	Nebraska Teaching Certificate	CE Endorsed Teacher with Work-Based Learning Endorsement	Health Science Teaching Certificate with Work-Based Learning Endorsement	CE Endorsed Teacher in Instructional area with Work-Based Learning Endorsement	CE Endorsed Teacher with Work-Based Learning Endorsement	CE Endorsed Teacher in Academy area with Work-Based Learning Endorsement	CE Endorsed Teacher	AFNR Teaching Certificate Work-Based Learning Endorsement
<b>CONCURRENT CLASSROOM INSTRUCTION</b>	Yes - offered through apprenticeship	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>GRADE LEVEL</b>	Must be 18	11-12	11-12	9-12	11-12	11-12	11-12	11-12	9-12	7-12
<b>SUMMER SCHOOL CREDIT</b>	NA	Yes (if the Coordinator is on an extended contract, and the student is enrolled in summer school)	NA	Yes (if the Coordinator is on an extended contract, and the student is enrolled in summer school)	Yes (if the Coordinator is on an extended contract, and the student is enrolled in summer school)	Yes (if the Coordinator is on an extended contract, and the student is enrolled in summer school)	Yes (if the Coordinator is on an extended contract, and the student is enrolled in summer school)	Yes (if the Coordinator is on an extended contract, and the student is enrolled in summer school)	Yes (if the Coordinator is on an extended contract, and the student is enrolled in summer school)	Yes (if the Coordinator is on an extended contract, and the student is enrolled in summer school)
<b>CREDIT</b>	NA	Option for class credit and work credit	Option for class credit and work credit	Optional credit	Option for class credit and work credit	Option for class credit and work credit	Option for class credit and work credit	Option for class credit and work credit	Option for class credit and work credit	Option for class credit and work credit
<b>COORDINATION/SUPERVISION</b>	Provided by apprenticeship program	Work-Based Learning Supervisor	Education and Training Teacher	Work-Based Learning Supervisor	Health Science Teacher	Aligned Instructor	CE Certified Teacher	Academy Teacher	CE Certified Teacher	AFNR Certified Teacher
<b>REQUIRED PLANS &amp; AGREEMENTS</b>	Individual Training Plan and Individual Training Agreement	Individual Training Plan and Individual Training Agreement	Education and Training Internship Agreement and Professional Work Sample Portfolio	Individual Training Plan and Individual Training Agreement	Individual Training Agreement, student confidentiality statement, and CPR certification	Individual Training Plan and Individual Training Agreement	Individual Training Plan and Individual Training Agreement	Training agreement and Work Sample Portfolio as required by the Academy	Individual Training Plan	Individual Training Plan and Individual Training Agreement
<b>STUDENTS PAID FOR WORK</b>	Yes	Yes	Usually no	Yes	Usually no	Yes	Must be paid	Usually no	Usually no	Must be paid

\*Career Education (CE)

# IMPLEMENTATION OF WORK-BASED LEARNING STRATEGIES

## Successful WBL strategies include:

- Applied, contextual learning
  - Integration of worksite instruction with technical and school-based instruction
  - Alignment of academic standards with industry and national skill standards
  - Meaningful learning experiences with well-defined tasks and outcomes
  - Links to continued employment and/or further education
- 

## DOCUMENTATION

The school district's WBL Coordinator, in collaboration with the employer, is responsible for the operation and management of a program. This includes maintaining essential written documentation on each student learner enrolled in the program.

- **Individual Training Agreement**

An Individual Training Agreement describes the length of the work experience, hours, starting wages (or appropriate documentation for non-paid experience), and the responsibilities of the student learner, WBL Coordinator, employer, employer/supervisor, and parent/guardian. This document requires the signatures of all parties prior to the student learner beginning at the worksite.

- **Individual Training Plan**

An Individual Training Plan identifies the tasks that will be performed by the student learner under the supervision of the WBL Coordinator and the employer/supervisor. This plan provides the road map for the student learner to develop essential skills and gain knowledge of the employer's business. This plan should be the foundation for performance reviews conducted by the Employer/Supervisor and provide a framework for the WBL Coordinator to have meaningful interactions with the student learner.

- **Student Learner Performance Evaluations**

Periodic evaluations by the WBL Coordinator and Employer/supervisor are required to document the student learner's progress in knowledge and skill development as well as demonstration of the Nebraska Career Readiness Standards.

- **Safety Training Records**

Safety instruction must be completed and documented by both the school district and the employer. It is imperative that written documentation of the safety instruction provided be maintained. These records should contain:

- Date, time, and length of safety instruction
- Description of safety instruction provided, including instruction on all equipment, especially hazardous equipment
- Signature of the student learner and WBL Coordinator for safety instruction completed at the school site
- Signature of the student learner and employer/supervisor for safety instruction completed at the worksite

Guidelines and examples of documentation can be found at [www.nebraskaworkplaceexperiences.com](http://www.nebraskaworkplaceexperiences.com).

## TIPS FOR SUPERVISING YOUTH

- Introduce the young person to other employees in the workplace.
- Clearly explain the operations of the job and the functions of the organization.
- Give the student learner clear job specifications, verbal and written.
- Speak directly to the young person when giving instructions.
- Give honest feedback.
- If it appears the student learner needs help in finishing a task, ask if they need help, and if they do, ask how you can help.
- Be a good listener.
- If the young person displays inappropriate behavior, speak with them to clearly describe appropriate versus inappropriate behavior.
- When possible, include the student learner in company-wide activities.
- Be flexible and open-minded to new ways of doing things.
- Be an example for positive job attitude, attendance, and performance.
- Remember the young person is not yet an adult but is working on becoming one.



PHASE 3



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Employers, schools, and students are impacted by a number of labor laws as they participate in WBL activities. Insurance coverage is primarily affected by the determination of whether an employer-employee relationship exists between the employer and student. The student's status at the worksite is critical in the design, implementation, and monitoring of all worksite experiences.

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## **EMPLOYMENT OF ALL YOUTH UNDER 18 YEARS OF AGE**

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### **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

The FLSA applies to all fifty states, 90% of nonagricultural businesses, all businesses with annual gross sales of less than \$500,000, all hospitals, schools, and public agencies. It applies only when an employment relationship exists. There are NO waivers to the FLSA. The two major components of the FLSA are the Wage and Hour Law and the Child Labor Laws.

Federal child labor laws were enacted to protect minors from injury in the workplace and to prevent work from interfering with education. 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: nonagricultural occupations and agricultural 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 locally approved workplace experience programs.

Employers covered by FLSA must comply with the act if an employment relationship exists. The FLSA does not apply if work is done 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 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 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 Individual Education Plan (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 worksite 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 Experiences

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

- **Student Learners.** Enrolled in a career education program of study and in a training program.
- **Apprentices.** Employed in a craft recognized as an apprenticeable trade that is registered by the Bureau of Apprenticeship and Training.
- **Minimum Wage.** As of January 1, 2016, the Nebraska minimum wage is \$9.00 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 enrolled in a WBL program may receive a subminimum wage of 75% of the applicable minimum wage 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., waitstaff) 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.
- **Other 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 student learners, and apprentices.



# RISK MANAGEMENT

Risk management 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 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 workers 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.** Medical expenses for employees will ordinarily be paid by the company's workers compensation policy. For the unpaid participant, expenses are usually paid by the injured individual's (or parent's) 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 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 an unpaid participant. An endorsement may extend coverage to these individuals.

## Liability Shields

Liability shields are used to determine responsibility in the case of an accident or property damage. Five common liability shields are:

- **Waivers.** Documents in which student learner waives his/her 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 student learner 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 resulting from 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).
- **Teacher Endorsement.** The school district's teacher serving as the WBL Coordinator who is actually supervising the student learner on the worksite should have the WBL Endorsement on their valid Nebraska Teaching Certificate. This is an indication that they have been properly trained for the responsibilities of supervision.

## Transportation

Insurance liability issues arise in worksite learning activities because student learners 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 learner, the school transportation policies apply. The same is true if an employer, parent, or teacher provides transportation.

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

## Health & Safety

Health issues affect the planning of WBL opportunities for minors under the age of 18. Check with your local health department, the Nebraska Department of Health and Human Services, or the Nebraska Department of Labor regarding the health and safety requirements in your area. Immunizations and protection from disease are important for your student learners and the people they come in contact with during their work experience. Health and safety measures in some occupations may require that student learners have up-to-date immunizations. Check with local agencies to determine who pays for the cost of these tests.

Documentation of safety instructions must be maintained as described on page 51.

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# YOUTH WORK

## Talking Safety

### Teaching Young Workers About Job Safety and Health

The National Institute for Occupational Safety and Health (NIOSH) offers Youth@Work—Talking Safety, a foundational curriculum in occupational safety and health. This curriculum is meant to be used in a classroom or other group training setting, and has been customized for each state, Washington D.C., Puerto Rico, and the U.S. Virgin Islands to address their specific child labor rules and regulations. Talking Safety is data-driven and routinely updated based on current research and changes to rules and regulations. Nebraska's Youth@Work Talking Safety curriculum can be accessed at: [www.cdc.gov/niosh/talkingsafety/states/ne/2015-145/default.html](http://www.cdc.gov/niosh/talkingsafety/states/ne/2015-145/default.html).

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# LEGAL QUESTIONS AROUND YOUTH WORK-BASED LEARNING

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**Our goals are to design and implement work-based learning experiences that are:**

- Meaningful and valuable to the student and business;
- Safe for the student and everyone at the workplace; and,
- Opportunities for students to learn valuable technical and professional skills and earn wages and/or credit.

When students participate in work-based learning at a workplace outside of school, questions and concerns often arise around legal issues, and particularly regarding liability and insurance. Schools and businesses will generally find that they already possess the necessary insurance coverage to engage in student work-based learning with limited added risk. The best way to reduce risk is to ensure that students, businesses, and parents/guardians are fully aware of the nature of the work-based learning and additional risks, and prepared in terms of knowledge and skills that will limit potential for injury or accident. Additionally, paid work-based learning opportunities create an employer-employee relationship and employers should provide clear recourse should accidents occur.

## AGE RESTRICTIONS

Students 16+ can engage in work-based learning, and businesses should follow child labor laws around hours worked and hazardous occupations when designing these opportunities.

**Recommendation:** Work-based learning should be designed for students 16 and over. For students under 16, there are other options for opportunities to introduce students to the work place.

## LIABILITY OF BUSINESSES

The issue of liability arises whenever any business has individuals on its work site. A business' Comprehensive General Liability (CGL) policy should cover students and volunteers engaging in work-based learnings, whether paid or unpaid. Exposure to liability is generally no different than what exists relative to employees and the general public, such as when visitors enter the workplace; and CGL policies should not increase in cost because of minors at the work-site. If students are paid and considered employees of the business, students and the business are protected as in any other employer-employee relationship, and the student would be eligible for Workers' Compensation benefits should he/she be injured during the work-based learning. Workers' Compensation costs are based on wages, and not the age of the employee, therefore Workers' Compensation premiums should not increase substantially because wages for student interns will be low. If the student is unpaid, the business' CGL policy should cover what the student's personal health insurance will not in the case of injury. *\*See Workers' Compensation note*

**Recommendation:** To participate in paid or unpaid work-based learning, businesses must have Comprehensive General Liability (CGL) policies and must ensure that those policies will cover student interns. Whenever possible, students should be paid for their work experiences, and paid students must be covered by the employer's Workers' Compensation insurance. For unpaid work-based learning, it is

recommended that schools and work-based learning hosts enter into “Indemnification, Hold Harmless” contracts in which schools extend their liability policies to businesses to provide added peace of mind. Unpaid work-based learnings should also follow the criteria as put forth by the U.S. Department of Labor.



## LIABILITY OF SCHOOLS

School liability policies generally do cover school-sponsored activities off-site, including work-based learning. Schools, school staff, and school committee members are generally protected under school liability policies if students are hurt, injure another employee, or do damage at a worksite. School liability policies typically do not cover individual students for any activities, in the event that they are injured or cause damage. \*See *Workers' Compensation note*

**Recommendation:** Schools should have liability insurance policies and ensure with their provider that those policies cover off-site school-sponsored work-based learning. Schools should also consider offering basic accident or catastrophic insurance to students as added protection in the case of accident or injury.

## SAFE AND INFORMED EXPERIENCES

Above all, students, parents/guardians, and businesses should be fully aware of the opportunities and risks of work-based learning, and should be clear on the expectations of the experience. Businesses should be expected to maintain safe working environments in terms of physical safety and discrimination and harassment. Students should be fully prepared for the experiences and expected to follow the norms and expectations of their worksite.

**Recommendation:** Schools and/or intermediaries managing work-based learning should hold comprehensive orientations for businesses and students covering topics such as workplace safety, workers' rights, and discrimination and harassment, and should provide clear lines of recourse in case any situations should occur relating to these issues. Parents should sign permission forms and waivers for their students to engage in work-based learning and acknowledge the added risks of these activities. Parents and guardians should also give permission for transportation to the work-based learning sites, whether that is through public transportation, school transportation, or students transporting themselves. Schools and/or intermediaries may also want to request and confirm student medical and auto insurance coverage, if applicable.

**\*Workers' Compensation** is handled by Nebraska's Workers' Compensation Court. For general information, please visit their website at [www.wcc.ne.gov](http://www.wcc.ne.gov) and view the *Rights and Obligation under the Nebraska Workers' Compensation Law sheet* available at: [www.wcc.ne.gov/publications/rightsobligations\\_information\\_sheet.pdf](http://www.wcc.ne.gov/publications/rightsobligations_information_sheet.pdf). For specific questions, please contact your individual insurance provider.

Source: "Workforce Guidance: Defining Work-based Learning Activities and Standards." Governor's Workforce Board of Rhode Island. January 2018. [https://gwb.ri.gov/wp-content/uploads/2017/06/GWB-WBL-Guidance\\_COMBINED.pdf](https://gwb.ri.gov/wp-content/uploads/2017/06/GWB-WBL-Guidance_COMBINED.pdf)



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In addition to the requirements outlined in the Employment of ALL Youth Under 18 Years of Age section, the following requirements may apply to youth working in nonagricultural occupations.

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## **EMPLOYMENT OF YOUTH UNDER 18 YEARS OF AGE IN NONAGRICULTURAL OCCUPATIONS**

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### **AGE AND HOUR LIMITATIONS**

#### **Under 14 Years of Age**

Youths under 14 years of age may work only if their jobs are exempt from child labor standards or not covered by the FLSA. 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 WBL 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 non-school day with a limit of 40 hours in a non-school 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 – Work Experience and Career Exploration Program 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 must apply for approval. WECEP applications may be obtained from the Nebraska Department of Education contact listed in the Resources section of this booklet.

## 16- and 17-Year-Olds

Youth 16 and 17 years of age 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 the student meets the criteria of a student learner or apprentice, he/she cannot be employed in the hazardous occupations that do not provide an exemption for student learners.

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## STUDENT LEARNER QUALIFICATIONS FOR HAZARDOUS OCCUPATIONS

A Hazardous Occupations Order (HO) Exemption allows industries and schools working in partnership to be protected under the child labor law and employ students in some hazardous occupations.

### Student Learner must be:

- 16-17 years old
- Enrolled in a state-recognized course
- Employed under a written Individual Training Agreement signed by the employer, school, parent, and student
- Employed under a written Individual 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 following understandings about 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 the employer on the job

### APPRENTICES must be:

- Employed in an apprenticeship program registered by the Bureau of Apprenticeship and Training
- Employed with the following understandings about 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

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**Student learners** are those students who are enrolled in a WBL course along with their Career and Technical Education courses in Nebraska's secondary schools. The WBL course should include safety instruction and career readiness instruction (employability skills) to enhance the technical instruction received in Career and Technical Education courses. Student learners may receive credit for their WBL experience. The WBL Coordinator must have the WBL endorsement on their valid Nebraska Teaching Certificate.

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## APPRENTICES should be:

- Provided with safety instructions given by the school and/or the employer on the job
- Employed under a written Individual Training Agreement signed by the employer, school, parent, and student
- Employed under a written Individual 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.

*These are not required by FLSA, but are strongly recommended to ensure the safety and well-being of the student apprentices.*

## HAZARDOUS OCCUPATIONS ORDERS EXEMPTIONS & LIMITATIONS

There are 17 Hazardous Occupations Orders (HOs) described in detail in the law. Minors under the age of 18 years old may not be employed to work in these occupations unless they qualify for an exemption as a student learner or apprentice enrolled in a school district's training program. Following is a list of the Hazardous Occupations Orders and those that have exemptions for student learners or apprentices:

**HO 1 Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components.** ANY job in or about plants or establishments manufacturing or storing explosives or articles containing explosive components are particularly hazardous.

*(No exemption for student learners)*

**HO 2 Occupations of motor-vehicle driver and outside helper.**

Occupations of motor-vehicle driver and outside helper on any public road, highway, or in or about any mine (including open pit mine or quarry), place where logging or sawmill operations are in progress, or in any excavation of the type identified in 570.68(a) are particularly hazardous.

Limited exemption from HO 2 for 17-year-old employees/student learners:

The driving may not involve:

- Towing vehicles
- Any other vehicle than an automobile or truck (i.e. bus, motorcycle, ATVs, golf cart)
- Route deliveries or route sales
- Transportation for hire of property, goods, or passengers
- Urgent, time-sensitive deliveries
- Transporting more than three passengers, including employees of the employer



- Driving beyond a 30-mile radius from the youth's place of employment
- More than two trips away from the primary place of employment in any single day to deliver the employer's goods to a customer (other than urgent, time-sensitive deliveries which are prohibited)
- More than two trips away from the primary place of employment in any single day to transport passengers, other than employees of the employer

**HO 3 Coal-mine occupations.** All occupations in or about any coal mine, except the occupation of slate or other refuse picking at a picking table or picking chute in a tippie or breaker and occupations requiring the performance of duties solely in offices or in repair or maintenance shops located in the surface part of any coal-mining plant, are particularly hazardous.

*(No exemption for student learners)*

**HO 4 Forest fire fighting and forest fire prevention, timber tract, forestry service, and logging occupations; and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage stock mill.** All occupations in forest fire fighting and forest fire prevention, in timber tracts, in forestry services, logging, and the operation of any sawmill, lath mill, shingle mill, or cooperage stock mill are particularly hazardous for the employment of minors between 16 and 18 years of age.

*(No exemption for student learners)*

**HO 5 Occupations involved in the operation of power-driven woodworking machines.** The occupation of operating power-driven woodworking machines, including supervising or controlling the operation of such machines, feeding material into such machines and helping the operator to feed material into such machines but not including the placing of material on a moving chain or in a hopper or slide for automatic feeding. The occupations of setting up, adjusting, repairing, oiling or cleaning power-driven woodworking machines. The occupations of off-bearing from circular saws and from guillotine-action veneer clippers.

*(Exemption applies to student learners)*

**HO 6 Exposure to radioactive substances and to ionizing radiations.** Occupations involving exposure to radioactive substances and to ionizing radiations are particularly hazardous and detrimental to health for minors between 16 and 18 years of age.

*(No exemption for student learners)*

**HO 7 Occupations involved in the operation of power driven hoisting apparatus.** Occupations involved in the operation of power-driven hoisting apparatus are particularly hazardous for minors between 16 and 18 years of age. Work of operating, tending, riding upon, working from, repairing, servicing or disassembling an elevator, crane, derrick, hoist or high-lift truck, except operating or riding inside an unattended automatic operation passenger elevator. Tending such equipment includes assisting in the hoisting tasks being performed by the equipment. Work of operating, tending, riding upon, working from, repairing, servicing or disassembling a manlift or freight elevator, except 16- and 17-year-olds may ride upon a freight elevator operated by an assigned operator. Tending such equipment includes assisting in the hoisting tasks being performed by the equipment.

*(No exemption for student learners)*





**HO 8 Occupations involved in the operation of power driven metal forming, punching and shearing machines.** Occupations particularly hazardous for the employment of minors between 16 and 18 years of age:

- The occupations of operator of or helper on the following power-driven metal forming, punching and shearing machines:
- All rolling machines such as beading, straightening, corrugating, flanging or bending rolls; and hot or cold rolling mills.
- All pressing or punching machines, such as punch presses except those provided with full automatic feed and ejection and with a fixed barrier guard to prevent the hands or fingers of the operator from entering the area between the dies; power presses; and plate punches.
- All bending machines, such as drop hammers and power hammers.
- All shearing machines, such as guillotine or squaring shears; alligator shears; and rotary shears.
- The occupations of setting up, adjusting, repairing, oiling or cleaning these machines including those with automatic feed and ejection.

*(Exemption applies to student learners)*

**HO 9 Occupations in connections with mining, other than coal.** All occupations in connection with mining, other than coal, are particularly hazardous for the employment of minors between 16 and 18 years of age or detrimental to their health or well-being and employment in such occupations is therefore prohibited under section 12 of the Fair Labor Standards Act.

*(No exemption for student learners)*

**HO 10 Occupations in the operation of power-driven meat-processing machines and occupations involving slaughtering, meat and poultry packing, processing or rendering.** Occupations in or about slaughtering and meat packaging establishments, rendering plants or wholesale, retail or service establishments are particularly hazardous for the employment of minors between 16 and 18 years of age.

*(Exemption applies to student learners)*

**HO 11 Occupations involved in the operation of power-driven bakery machines are particularly hazardous for the employment of minors between 16 and 18 years of age.** The occupations of operating, assisting to operate or setting up, adjusting, repairing, oiling or cleaning any horizontal or vertical dough mixer; batter mixer; bread dividing, rounding or molding machine; dough brake; dough sheeter; combination bread slicing and wrapping machine; or cake cutting band saw. The occupation of setting up or adjusting a cookie or cracker machine.

*Exemptions for student-learner:*

Ingredient Preparation and Mixing	Pie-crimping Machine Operator Finishing and Icing
Flour-sifting Machine Operator	Depositing Machine Operator
Flour-blending Machine Operator	Enrobing Machine Operator
Sack-cleaning Machine Operator	Spray Machine Operator
Product Forming and Shaping	Icing Mixing Machine Operator
Roll-dividing Machine Operator	Slicing and Wrapping
Roll-making Machine Operator	Roll Slicing and Wrapping Machine Operator
Batter-sealing Machine Operator	Cake Wrapping Machine Operator
Depositing Machine Operator	Carton Packing and Sealing Machine Operator
Cookie or Cracker Machine Operator	Panwashing
Wafer Machine Operator	Spray-type Panwashing Machine Operator
Pretzel-stick Machine Operator	Tumbler-type Panwashing Machine Operator
Piedough Rolling Machine Operator	
Piedough Sealing Machine Operator	

**HO 12 Occupations involved in the operation of balers, compactors, and paper-products machines.**

The occupations of operation or assisting to operate any of the following power-driven paper products machines:

- Arm-type wire stitcher or stapler, circular or band saw, corner cutter or mitering machine, corrugating and single-or-double facing machine, envelope die-cutting press, guillotine paper cutter or shear, horizontal bar scorer, laminating or combining machine, sheeting machine, scrap paper baler, paper box compactor or vertical slotter.
- Platen die-cutting press, platen printing press or punch press which involves hand feeding of the machine.
- The occupations of operation or assisting to operate any baler that is designed or used to process materials other than paper.
- The occupations of operation or assisting to operate any compactor that is designed or used to process materials other than paper.
- The occupations of setting up, adjusting, repairing, oiling or cleaning any of the machines listed.

*(Exemption applies to student learners)*

- HO 13 Occupations involved in the manufacture of brick, tile & kindred products.** Occupations involved in the manufacture of clay construction products and of silica refractory products are particularly hazardous for the employment of minors between 16 and 18 years of age.  
*(No exemption for student learners)*
- HO 14 Occupations Involving the Operation of Circular Saws, Band Saws, Guillotine Shears, Chain Saws, Reciprocating Saws, Wood Chippers, and Abrasive Cutting Discs.** The occupations of operator of or helper on the following power-driven fixed or portable machines except for machines equipped with full automatic feed and ejection: circular saws, band saws, and guillotine shears. The occupations of operator of or helper on the following power-driven fixed or portable machines: chain saws, reciprocating saws, wood chippers, and abrasive cutting discs. The occupations of setting-up, adjusting, repairing, oiling, or cleaning circular saws, band saws, guillotine shears, chain saws, reciprocating saws, wood chippers, and abrasive cutting discs.  
*(Exemption applies to student learners)*
- HO 15 Occupations involving wrecking, demolition & ship-breaking operations.** All occupations in wrecking, demolition, and shipbreaking operations are prohibited.  
*(No exemption for student learners)*
- HO 16 Occupations involving roofing operations and on or about a roof.** All occupations in roofing operations and all work on or about a roof are prohibited.  
*(Exemption for student learners)*
- HO 17 Occupations involving excavation operations.** Excavating, working in, or backfilling (refilling) trenches, except manually excavating or manually backfilling trenches that do not exceed four feet in depth at any point, or working in trenches that do not exceed four feet in depth at any point. Excavating for buildings or other structures or working in such excavations, except manually excavating to a depth not exceeding four feet below any ground surface adjoining the excavation, or working in an excavation not exceeding such depth, or working in an excavation where the side walls are shored or sloped to the angle of repose. Working within tunnels prior to the completion of all driving and shoring operations. Working within shafts prior to the completion of all sinking and shoring operations.  
*(Exemption for student learners)*

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A complete list of HO Exemptions can be found at:  
<https://www.dol.gov/whd/regs/compliance/childlabor101.pdf>



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In addition to the requirements outlined in the Employment of ALL Youth Under 18 Years of Age section, the following requirements may apply to youth working in agricultural occupations.

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## EMPLOYMENT OF YOUTH UNDER 18 YEARS OF AGE IN AGRICULTURAL OCCUPATIONS

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### AGE AND HOUR LIMITATIONS

#### Under 12 Years of Age

Youth under 12 years old may perform jobs on farms owned or operated by a parent, or, with a parent's 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 15-year-old students enrolled in a state-recognized agricultural education program may obtain an exemption from Hazardous Occupations Orders in Agriculture 1,2,3,4,5, and 6 listed on the next page.

#### 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.

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*Student learners* are those students who are enrolled in a WBL course along with their Career and Technical Education courses in Nebraska's secondary schools. The WBL course should include safety instruction and career readiness instruction (employability skills) to enhance the technical instruction received in Career and Technical Education courses. Student learners may receive credit for their WBL experience. The WBL Coordinator must have the WBL endorsement on their valid Nebraska Teaching Certificate.

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# HAZARDOUS OCCUPATIONS ORDERS IN AGRICULTURE EXEMPTION QUALIFICATIONS

A Hazardous Occupations Order in Agriculture (HOA) Exemption allows industries 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 hazardous occupations if the individual is at least 14 years old, a student learner or apprentice, and all of the following requirements are properly met:

## Student Learner must be:

- At least 14-years-old
- Enrolled in a state-recognized course, e.g. Agricultural Education or WBL course.
- Employed under a written Individual Training Agreement signed by the employer, school, parent, and student.
- Employed under a written Individual 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.
- 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.



## **APPRENTICES should be:**

- Provided with safety instructions given by the school and the employer on the job.
- Employed under a written Individual Training Agreement signed by the employer, school, parent, and student.
- Employed under a written Individual 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.

*These are not required by FLSA, but are strongly recommended to ensure the safety and well-being of the student apprentices.*

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## **HAZARDOUS OCCUPATIONS ORDERS IN AGRICULTURE LIMITATIONS**

There are 11 Hazardous Occupations Orders in Agriculture (HOA) described in detail in the law. Minors under the age of 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 HOA #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. There are no exemptions for HOA #7, 8, 9, 10, and 11.

**HOA 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.

*(Exemption applies to student learners)*

**HOA 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.

*(Exemption applies to student learners)*

**HOA 3** Operating or assisting to operate the following machines: trencher or earthmoving equipment, fork lift, potato combine, power-driven circular, band, or chain saw.

*(Exemption applies to student learners)*

**HOA 4** Working on a farm in a yard, pen, or stall occupied by a bull, boar, or stud horse maintained for breeding purposes; sow with suckling pigs; or cow with newborn calf.

*(Exemption applies to student learners)*

- HOA 5** Felling, bucking, skidding, loading, or unloading timber with butt diameter of more than 6 inches.  
*(Exemption applies to student learners)*
- HOA 6** Working from ladder/scaffold at a height of over 20 feet.  
*(Exemption applies to student learners)*
- HOA 7** Driving a bus, truck, or automobile when transporting passengers, or riding on a tractor as a passenger or helper.  
*(No exemption applies to student learners)*
- HOA 8** Working inside a fruit, forage, or grain storage designed to retain an oxygen deficient or toxic atmosphere; an upright silo within 2 weeks after silage has been added or when a top unloading device is in operating position; a manure pit; or a horizontal silo while operating tractor for packing purposes.  
*(No exemption applies to student learners)*
- HOA 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.  
*(No exemption applies to student learners)*
- HOA 10** Handling or using a blasting agent, including but not limited to dynamite, black powder, sensitized ammonium nitrate, blasting caps, and primer cord.  
*(No exemption applies to student learners)*
- HOA 11** Transporting, transferring, or applying anhydrous ammonia.  
*(No exemption applies to student learners)*





# APPENDIX

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# TERMINOLOGY

## ALL ASPECTS OF THE INDUSTRY

Whenever possible, Workplace Experiences learning opportunities for students should include instruction and experience in all aspects of the industry. This is important to ensure that Career and Technical Education teaches more than the skills needed for specific entry-level jobs. The following knowledge and skills are important components of studying all aspects of the industry:

- Planning
- Management
- Finance
- Technical and production skills
- Underlying principles of technology
- Labor issues
- Community issues
- Health, safety, and environmental issues
- Personal Work Habits

## APPRENTICESHIP (Registered)

Registered apprenticeship programs meet federally approved standards designed to provide on-the-job training while safeguarding the welfare of apprentices

## APPRENTICESHIP (Youth or Pre)

An educational program conducted by a high school for 11th and 12th grade students in association with a registered apprenticeship. Pre-apprenticeship programs help prepare students for a registered apprenticeship program.

## ASSESSMENT

The process of measuring performance against a set of standards (through examination, practical tests, performance observation and/or the completion of portfolios of work and assignments).

## CAREER ACADEMY

A school-within-a-school or small learning community that offers students' academic and career education programs organized around career themes.

## CAREER AND TECHNICAL EDUCATION (CTE)

Career and Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners. In 2017, 98,636 or 71% of Nebraska high school students participated in CTE.

## CAREER DEVELOPMENT CONTINUUM

*The Nebraska Career Development Continuum is composed of three phases:*

**Career Awareness** focuses on group activities that help students develop a general awareness of themselves, the world of work and its connection to education. These activities are usually in the elementary/middle grades.

**Career Exploration** activities provide an opportunity for individual examination of career options that match a student's interests and aptitudes. They provide an opportunity for students to learn about what people do for a living and to observe and interact with business and industry professionals to learn more about the demands of the work place.

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

## **CAREER EDUCATION**

Nebraska's Career Education System is comprised of all aspects of career development and preparation. The system includes the following components:

- Career and Technical Education programs of study and courses
- Career Technical Student Organizations
- Career Readiness Skills
- Workplace Experiences
- Career guidance including career exploration activities
- Extended/expanded learning opportunities

## **CAREER FAIR**

An activity designed to help students think about their interest and abilities in relation to potential careers by exposure to people directly involved in the career.

## **CAREER GUIDANCE & COUNSELING**

Programs that provide students with experiences in the Nebraska Career Development Model including career awareness, career planning, career preparation.

## **COMPETENCY**

Indicates the ability to perform the activities within an occupation to established standards. It may incorporate the ability to apply the relevant skills and knowledge to new situations within the occupational area as well as generic skills.

## **CONSORTIUM**

A group of schools and/or agencies that enter into a cooperative agreement to share information or provide services that benefit students.

## **COOPERATIVE EDUCATION**

A structured method of instruction allowing students to attend school and work in a career related field while earning credit for both.

## **CURRICULUM INTEGRATION**

A method of teaching academic and career technical occupational subjects showing the relationships among the disciplines.

## **DUAL-CREDIT**

Dual-credit courses are college courses offered to high school students for both high school and college credit.

## **EDUCATION AND TRAINING EXPERIENCE**

Students interested in pursuing careers in the education field participate in various levels of experience ranging from early childhood to high school in which they fully participate in teaching and related work. These experiences are part of the Education and Training course work and are supervised by the Education and Training Instructor.

## ENTREPRENEURSHIP

Individual youth entrepreneurship provides an opportunity for a student to establish a business from the initial startup phase through full operation while receiving guidance from a teacher at the school. This activity is a paid experience because the student who actually starts a business will be receiving income from the sale of a product or providing a service. Students assume the risks of creating the entrepreneurial venture in expectation of gaining a profit or further knowledge and skills necessary for success as an entrepreneur. Entrepreneurship may be on or off the school site and is a part of the school's course work to receive academic credit.

## JOB ROTATION

A periodic transfer through a wide variety of positions and tasks requiring different skills and responsibilities.

## JOB SHADOWING

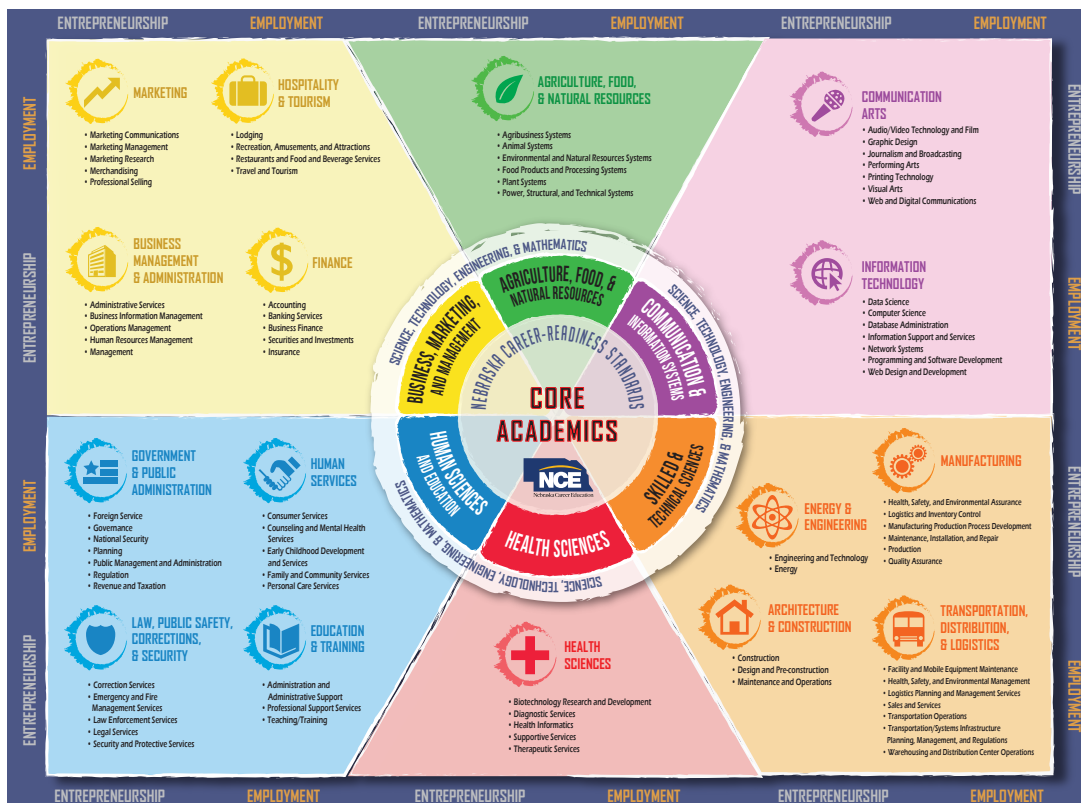
A career exploration activity for late middle school or early high school where the student follows the employee at a firm for one or more days to learn about an occupation or industry.

## INDUSTRY RECOGNIZED CREDENTIAL (IRC)

An industry recognized credential certifies the holder has demonstrated mastery of a core set of content and performance standards related to a specific occupational cluster.

## NEBRASKA CAREER EDUCATION MODEL

Career education in Nebraska follows a state model for the delivery of instructional material and for career advisement. The Nebraska Career Education Model follows the national 16 career clusters and breaks them into six career fields.



## **NONTRADITIONAL OCCUPATION**

A non-traditional occupation (NTO) is defined as any occupation in which women or men comprise less than 25% of the workforce.

## **ON-THE-JOB-TRAINING**

Hands-on training in an occupational skill in the work-based curriculum.

## **PORTFOLIO**

A collection of work documenting a student's educational performance.

## **PRIVATE CAREER SCHOOLS**

Sometimes called proprietary or vocational schools, operated under private control, independently owned and operated; usually designed around a specific career cluster.

## **SERVICE LEARNING**

An instructional method combining community service and academic/technical learning. Career-based service learning combines traditional community service with structured school and work-based learning opportunities.

## **SKILL**

A combination of perceptual, motor, manual, intellectual, and social abilities. The nature of tasks usually requires a combination of these and usually also requires the application of cognitive and psychomotor functions together with appropriate knowledge. Skill is cumulative (it is built up gradually with repeated practice), and sequential (each part is dependent on the previous part and influences the next).

## **SKILL STANDARD**

The identification of the knowledge, skill and level of ability needed to satisfactorily perform a given job. These standards may be specific to a given occupation, cross occupational lines or apply to groupings of occupations. This concept of skill standards can be tailored to any industry to reflect its particular needs and economic environment.

## **SPECIAL POPULATIONS**

Individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional training and employment, single parents (including single pregnant women), displaced homemakers and individuals with other barriers to educational achievement (including individuals with limited English proficiency).

## **WORK-BASED LEARNING COORDINATOR**

An individual to oversee components of a Work-Based Learning system including school based learning, work based learning and connecting activities.

## **WORKPLACE SUPERVISOR**

A Workplace Supervisor is an employer or designated employee at a workplace who directs the student in mastery of employment skills.

# FREQUENTLY ASKED QUESTIONS

## **What qualifications are required for teachers engaged with Workplace Experiences?**

Any Nebraska certified teacher may infuse Workplace Experiences into their curricular offerings. Only the Work-Based Learning Strategies require the Work-Based Learning Endorsement for the work-based learning coordinator.

## **Are Workplace Experiences limited to career education courses?**

No, a quality Workplace Experiences program integrates the experiences in as many courses as possible to broaden the educational opportunities for students.

## **Does a school have to designate a Work-Based Learner Coordinator?**

It is advisable to have a point of contact for the Workplace Experiences program. This helps maintain continuity with business and industry and community organizations that may be partnering with the program. It is imperative if the school is implementing Workplace Experiences at the Work-Based Learning Strategies level that a teacher with the Work-Based Learning endorsement be designated as the Work-Based Learning Coordinator.

## **What qualifications are required for a WBL Coordinator at a local school?**

If the student learner is receiving credit for participation in workplace experience, especially WBL strategies identified in the Nebraska Workplace Experiences Continuum, the school coordinator must hold a valid Nebraska Teaching Certificate with an endorsement in WBL.

## **How do I get a WBL endorsement?**

Several Nebraska colleges (Chadron State, Hastings College, UNL, UNK, UNO, Wayne State) offer the coursework needed to receive the WBL endorsement. It requires the completion of a three credit hour course to understand the legal and educational aspects of WBL. The course is offered on-line. Additional course requirements vary by college/university.

## **Can a WBL endorsement be added to a Career Education Permit?**

No, the WBL endorsement can only be added to a regular teaching certificate, not a career education permit.

## **Can student learners receive credit for participation in WBL strategies?**

Yes, student learners may receive credit for WBL. It may be awarded as a part of their Career and Technical Education course or it may be awarded separately through a WBL course. If they are in a related CTE course, credit may be offered for a related WBL experience. The course coding would depend on the course related to the work they are doing. See Nebraska's Course Codes and Clearing Endorsements document. If the student learner is not in a related CTE class, schools may offer a WBL class and give credit using one of the WBL course codes.

## **Is the school district required to carry liability insurance for WBL participants?**

The district should provide liability insurance either through their normal liability insurance policy or with an additional rider specific to WBL. The district should check with their carrier for additional information.

## **How many times must a school WBL Coordinator visit the student learner on the worksite?**

There is no standard requirement for the number of visits. It can depend on the student learner and the situation. At a minimum a student learner should be visited at the worksite twice within the first few weeks of the semester. After that it depends on the needs of the student learner and the site. There should be at least two to three visits per semester, more if it is a student learner in a hazardous occupation. There should be on-going communication between the school's WBL Coordinator and the employer to determine if additional visits are needed.

## **How does the student learner get to the worksite?**

This is generally the responsibility of the student learner or parent. Local district policies will apply as to student learners providing their own transportation.

### **How is safety instruction documented?**

Safety instruction must be documented both at the district and employer level. This includes documentation of the date, time and duration of instruction, copies of safety tests passed if applicable, and signatures of the student learner, teacher and employer. See page 51 for additional information.

### **Where can the district and employer find appropriate forms to use for agreements, performance reviews, etc.?**

Sample forms for districts and employers to use are listed on the Nebraska Workplace Experiences website at: [www.nebraskaworkplaceexperiences.com](http://www.nebraskaworkplaceexperiences.com)

### **Is it acceptable to award work-study credit?**

Work-study is typically a release program from school for student learners to go to work on a job that is not connected to their instructional program and not recognized as a WBL experience. The decision to award credit for this is a local decision.

### **Can WBL strategies be offered during the summer?**

Yes, if the district offers summer school experiences. The WBL Coordinator must be on an extended contract to provide the coordination and supervision required. Credit may be awarded for this experience. Preparatory instruction including safety instruction must be completed during the school year on in class prior to placement in a summer experience.

### **Is it necessary to have WBL Coordination time built into the school's WBL Coordinator's schedule?**

An important and unique part of the school's WBL Coordinator's duties is to evaluate and facilitate the student learner's job functions and learning opportunities while assessing progress on the job. It is advisable to have the WBL Coordinator's schedule arranged so that he or she is available during periods in the school day when student learners are released to the worksites. This flexibility allows the WBL Coordinator to:

- Meet employers and coordinate WBL placements
- Conduct on-site visits and maintain student learner records
- Attend WBL professional meetings and workshops
- Promote WBL opportunities
- Conference with parents and student learners
- Serve as a liaison between the school, parents, community, business and industry, and postsecondary institutions

### **What are the recommended qualifications for a student learner to participate in a WBL program?**

Recommended qualifications for a WBL placement include the student learner:

- Be at least 16 years old, in good academic standing, and on track for graduation
- Have an acceptable attendance and discipline record
- Have a parent or guardian signature on all required documents (it is advisable for a parent or guardian to attend a WBL Parent Orientation)
- Demonstrate a positive attitude with an ability to work well with adults
- Be enrolled in appropriate Career and Technical Education coursework
- Have reliable transportation to work off campus at the beginning of the WBL period

# THE SUPERVISOR AND STUDENT LEARNER RELATIONSHIP

The role of the supervisor in any WBL experience is a very important one. The experience may be a young person's first exposure to a workplace that may seem very foreign to him or her. Also, it may be the first time an employee has had contact with a student learner in a workplace setting.

The employer/supervisor has a lot of expertise to share and will guide the young person in learning both technical and core employability skills competencies. A WBL experience can be very rewarding for both the student learner and the adult.

Following are some basic strategies the employer/supervisor can use to have a meaningful experience with a student learner:

- 1. Get to know the young person** – Ask the student about his/her career dreams, goals, strengths, limits, and needs. This information will help the employer identify what kinds of activities will be most beneficial to the student learner. For example, in a job shadowing experience where a young person has a general interest in a health career, they should spend time in a variety of departments within a health care facility.
- 2. Emphasize safety and health at all times** – Young people are often not aware of the dangers in the workplace, and will need instruction in general safety rules, machine safety and required health precautions. Frequent reminders to the student learner are important to their health and well-being.
- 3. Provide opportunities for the student learner to make some decisions regarding the WBL experience** – A student learner's level of involvement may be increased through allowing the young person to express their choices and interests. Learning to make informed decisions helps a student learner grow as an individual.
- 4. Teach the student learner about workplace culture** – As a new experience for a young person, they need to learn about the culture of the business/organization, such as the rules, customs and standards. An employer can encourage a student learner's curiosity through inviting questions and providing opportunities for exploration.
- 5. Be a positive role model** – A young person is easily influenced by what is occurring around them. As a role model, the employer/supervisor should use proper techniques and practices, including respectful language.
- 6. Be clear with directions/instructions** – Young people need to learn about the company/organization's policies as soon as possible. A workplace orientation should be provided, preferably the first day of the experience. Directions and instructions for tasks or use of equipment need to be clear and straightforward. The information may need to be repeated. It is important to make sure the young person understands the "what" and "why". If possible, allow them to work out the "how". This can equip a young person with problem-solving skills and teach them to take responsibility for the outcomes of their actions. An exception to the "how" is where there is an issue of student learner safety.



# ESSENTIAL COMPONENTS CHECKLIST

*for Implementing Work-Based Learning Strategies  
as a part of the Nebraska Workplace Experiences Continuum*

## **School-Site Components:**

- WBL Coordinator must hold a valid Nebraska teaching certificate with Work-Based Learning (WBL) endorsement
- Release time or extended contract for WBL Coordinator to make worksite visits
- Insurance coverage for WBL student participants
- Policy outlining student transportation to worksite and parental release form
- Career readiness, safety, and technical skill instruction provided and documented to prepare student for the worksite experience. This can be done through regular Career and Technical Education (CTE) classes or WBL class instruction.
- System for recording and retaining essential documentation and forms
- Signatures of student, parent, WBL Coordinator, and employer on required documentation, including but not limited to Individual Training Plan, Individual Training Agreement, safety training documentation, waivers, etc.

## **Student-Based Components:**

- Individual Training Plan for student learning and growth
- Individual Training Agreement between school, business, student, and parent
- Performance evaluations from school and worksite
- Record of safety training and training on equipment to be used at worksite

## **Worksite Components:**

- Designated supervisor for WBL student participant
- Compliance with Fair Labor Standards Act, Child Labor Laws, and applicable state laws.
- Insurance coverage for WBL student participants including Workers Compensation, Liability, and impact on medical insurance in case of injury
- Individual Training Plan and Individual Training Agreement for each student participant
- Record of safety training and training provided for specific equipment to be used
- Documentation of performance evaluations and conversations about student development and growth

## CONTACTS

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Washington, D.C. 20210

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[www.youthrules.gov](http://www.youthrules.gov)

The following publications are available from US Department of Labor:

- 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

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## WWW.NEBRASKAWORKPLACEEXPERIENCES.COM

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This document 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 strategies. For more complete information regarding state and federal law, consult the resources listed within this document.

Those needing legal advice should consult an attorney.

*This guidance document is advisory in nature but is binding on an agency until amended by such agency. A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document. For comments regarding this document contact [nde.guidance@nebraska.gov](mailto:nde.guidance@nebraska.gov).*



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**INTRO**

**QUALITY**

**PHASE 1**

**PHASE 2**

**PHASE 3**

**APPENDIX**

**INTRO**

**QUALITY**

**PHASE 1**

**PHASE 2**

**PHASE 3**

**APPENDIX**

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# LEGAL QUESTIONS AROUND YOUTH WORK-BASED LEARNING

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**Our goals are to design and implement work-based learning experiences that are:**

- Meaningful and valuable to the student and business;
- Safe for the student and everyone at the workplace; and,
- Opportunities for students to learn valuable technical and professional skills and earn wages and/or credit.

When students participate in work-based learning at a workplace outside of school, questions and concerns often arise around legal issues, and particularly regarding liability and insurance. Schools and businesses will generally find that they already possess the necessary insurance coverage to engage in student work-based learning with limited added risk. The best way to reduce risk is to ensure that students, businesses, and parents/guardians are fully aware of the nature of the work-based learning and additional risks, and prepared in terms of knowledge and skills that will limit potential for injury or accident. Additionally, paid work-based learning opportunities create an employer-employee relationship and employers should provide clear recourse should accidents occur.

## AGE RESTRICTIONS


Students 16+ can engage in work-based learning, and businesses should follow child labor laws around hours worked and hazardous occupations when designing these opportunities.

**Recommendation:** Work-based learning should be designed for students 16 and over. For students under 16, there are other options for opportunities to introduce students to the work place.

## LIABILITY OF BUSINESSES

The issue of liability arises whenever any business has individuals on its work site. A business' Comprehensive General Liability (CGL) policy should cover students and volunteers engaging in work-based learnings, whether paid or unpaid. Exposure to liability is generally no different than what exists relative to employees and the general public, such as when visitors enter the workplace; and CGL policies should not increase in cost because of minors at the work-site. If students are paid and considered employees of the business, students and the business are protected as in any other employer-employee relationship, and the student would be eligible for Workers' Compensation benefits should he/she be injured during the work-based learning. Workers' Compensation costs are based on wages, and not the age of the employee, therefore Workers' Compensation premiums should not increase substantially because wages for student interns will be low. If the student is unpaid, the business' CGL policy should cover what the student's personal health insurance will not in the case of injury. *\*See Workers' Compensation note*

**Recommendation:** To participate in paid or unpaid work-based learning, businesses must have Comprehensive General Liability (CGL) policies and must ensure that those policies will cover student interns. Whenever possible, students should be paid for their work experiences, and paid students must be covered by the employer's Workers' Compensation insurance. For unpaid work-based learning, it is





recommended that schools and work-based learning hosts enter into “Indemnification, Hold Harmless” contracts in which schools extend their liability policies to businesses to provide added peace of mind. Unpaid work-based learnings should also follow the criteria as put forth by the U.S. Department of Labor.



## LIABILITY OF SCHOOLS

School liability policies generally do cover school-sponsored activities off-site, including work-based learning. Schools, school staff, and school committee members are generally protected under school liability policies if students are hurt, injure another employee, or do damage at a worksite. School liability policies typically do not cover individual students for any activities, in the event that they are injured or cause damage. \*See *Workers' Compensation note*

**Recommendation:** Schools should have liability insurance policies and ensure with their provider that those policies cover off-site school-sponsored work-based learning. Schools should also consider offering basic accident or catastrophic insurance to students as added protection in the case of accident or injury.

## SAFE AND INFORMED EXPERIENCES

Above all, students, parents/guardians, and businesses should be fully aware of the opportunities and risks of work-based learning, and should be clear on the expectations of the experience. Businesses should be expected to maintain safe working environments in terms of physical safety and discrimination and harassment. Students should be fully prepared for the experiences and expected to follow the norms and expectations of their worksite.

**Recommendation:** Schools and/or intermediaries managing work-based learning should hold comprehensive orientations for businesses and students covering topics such as workplace safety, workers' rights, and discrimination and harassment, and should provide clear lines of recourse in case any situations should occur relating to these issues. Parents should sign permission forms and waivers for their students to engage in work-based learning and acknowledge the added risks of these activities. Parents and guardians should also give permission for transportation to the work-based learning sites, whether that is through public transportation, school transportation, or students transporting themselves. Schools and/or intermediaries may also want to request and confirm student medical and auto insurance coverage, if applicable.

**\*Workers' Compensation** is handled by Nebraska's Workers' Compensation Court.

For general information, please visit their website at [www.wcc.ne.gov](http://www.wcc.ne.gov) and view the *Rights and Obligation under the Nebraska Workers' Compensation Law* sheet available at: [www.wcc.ne.gov/publications/rightsobligations\\_information\\_sheet.pdf](http://www.wcc.ne.gov/publications/rightsobligations_information_sheet.pdf). For specific questions, please contact your individual insurance provider.

*This document does not substitute for the advice of an attorney or of the government agencies charged with administering and enforcing the laws.*