WORK-BASED LEARNING MANUAL

KENTUCKY CTE
EMPOWERED
Today's Career and Technical Education

Kentucky Department of
EDUCATION

OFFICE OF CAREER AND TECHNICAL EDUCATION

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Work-Based Learning Manual

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INTRODUCTION
WORK-BASED LEARNING MANUAL

Work-Based Learning (WBL) is an effective teaching approach used to engage students in real-life occupational experiences. It incorporates structured, work-based learning activities into the curriculum, allowing a student to apply knowledge and skills learned in class and connect these learning experiences in the workplace. Work-based learning provides students with the opportunity to engage and interact with employers, while learning to demonstrate essential employability and technical skills necessary for today's workforce.

The purpose of this manual is to provide guidance and direction for schools when developing and implementing the components of work-based learning experiences outlined in 705 KAR 4:041, Work-Based Learning Program Standards and 704 KAR 3:305, Minimum Requirements for High School Graduation. Other specific administrative regulations guide the implementation requirements for Career and Technical Education programs and cooperative education standards, which are referenced throughout this document. The guidance and tools included within this resource are critical to all teachers and administrators involved in the coordination of work-based learning programs.

For further information or questions regarding Work-Based Learning, please contact the Office of Career and Technical Education using the contact information on the Kentucky Department of Education webpage.

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CHAPTER 1:
LEGAL TOPICS AND RESPONSIBILITIES

[704 KAR 3:305](), **Minimum requirements for high school graduation** establishes minimum graduation requirements to ensure that a system of high standards and high expectations are put in place for all students graduating from high school in Kentucky. Our goal is to ensure every student persists to graduation – proficient and prepared to succeed at the next level of education and career. With flexibility provided on how credits may be earned and how learning may be credentialed, performance-based credit offers an alternative to the traditional Carnegie Unit seat-time model. As school districts foster new learning environments that have greater capacity to engage the disengaged and to stretch the learning of every student, credit-bearing, work-based opportunities such as internships, cooperative learning experiences and other school district-supervised experiences in the school and community deserve serious consideration. As that process is launched, school districts are well-advised to first address key legal issues.

When looking at the relationship that exists between employers and employees, it is important to know and understand state and federal statutes and regulations that protect various aspects of the employment relationship, including wage and hour laws, child labor laws, safety and health laws, and workers' compensation. These are the primary areas highlighted in this chapter. State and federal documents are included as a reference at the end of this chapter.

Prior to placing any student in a work-based learning environment, it is important to become familiar with both state and federal requirements. This chapter provides information about both the state and federal laws that could impact work-based learning experiences. ***It also is important to keep in mind that when both state and federal laws apply, in general the more stringent of the two must be followed.*** This will ensure that all work-based learning efforts are operated within the guidelines of the law.

It is the responsibility of each administrator, principal, teacher or director to be aware of and in compliance with all legal aspects related to student employment. It is the direct responsibility of the teacher/coordinators to promote compliance with all state and federal laws and regulations when placing students in work-based programs. This chapter provides guidelines for program operation and addresses a variety of requirements from equal access to labor laws. Guidelines will briefly outline key areas that need to be explored prior to implementing a work-based learning experience. This chapter is intended to facilitate discussions that need to take place before putting a student in an actual work-based learning setting. The information is provided to

inform all responsible school personnel of various legal issues. For the safety of all involved, when exploring work-based learning sites, *only those sites that are in compliance with all existing laws should be considered*.

Employer-Employee Relationship

Activities occurring in the workplace that do not involve the performance of work are not "employment" subject to the state and federal wage and hour and child labor laws. Some examples of these activities include career awareness and exploration, a field trip to a worksite, an employer and/or employee classroom presentation and job shadowing whereby a student performs no work but follows and observes an employee in their daily activities.

Any work-based learning experience that creates an employment relationship must be in compliance with both state and federal child labor laws, as well as wage and hour laws. An employee is defined by Kentucky law as "any person employed by or suffered or permitted to work for an employer." Kentucky law defines an employer as "any person, either individual, corporation, partnership, agency, or firm who employs an employee and includes any person, either individual, corporation, partnership, agency, or firm acting directly or indirectly in the interest of an employer in relation to an employee." (KRS 337.010)

Deciding whether an employer-employee relationship exists depends upon all the circumstances surrounding the relationship and must be looked at very closely to make an accurate determination.

803 KAR 1:006, Employer-employee relationship goes into detail outlining an employer-employee relationship and specifically addresses whether trainees and student-trainees are subject to the wage and hour laws. In order to determine whether an employment relationship exists, all factors surrounding the work-based learning experience have to be reviewed and evaluated according to the following set of criteria.

The six criteria relating to trainees and student-trainees are as follows:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.
2. The training is for the benefit of the trainees or students.
3. The trainees or students do not displace regular employees, but work under their close observation.
4. The employer who provides the training derives no immediate advantage from the activities of the students or trainees, and on occasion, his operation may actually be impeded.
5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period.
6. The employer and the trainees or students understand that the trainees or students are not entitled to

wages for the time spent in training.

If **all** six components of the criteria **do not apply** to a work-based learning experience, an employment relationship *does exist*; therefore, the wage and hour and child labor laws would apply to the experience.

When **all** six components of the criteria **apply** to a work-based learning experience, an employment relationship *does not exist*; therefore, the wage and hour and child labor laws would **not** apply to that particular experience.

Even in the absence of an employment relationship, it is very important to closely monitor the activities of the student to assure that a safe working environment is maintained. It is important to remember that the safety of the student and any individuals working in close proximity to the student is the most important factor in effective work-based learning.

Hours Restrictions

Once it has been determined that an employment relationship exists, there are certain restrictions on the employment of minors. The Kentucky restrictions on hours are divided into two categories. There are specific hour restrictions for 14 and 15 year-olds, and there are other restrictions for 16 and 17 year-olds. The restrictions are detailed in **803 KAR 1:100, Child labor** and are as follows:

14 and 15 year-olds may work:
- Outside school hours (a minor who is enrolled in a school supervised and administered work experience or career exploration program pursuant to 29 C.F.R. 570.35(a) may work during school hours if the employment does not interfere with the minor's schooling, health or well-being)
- No more than 3 hours in any one (1) school day
- No more than 8 hours in any one (1) day when school is not in session
- No more than 18 hours total in any week in which school is in session
- No more than 40 hours total in any week in which school is not in session
- Between the hours of 7 a.m. and 7 p.m. (between June 1 and Labor Day they may work as late as 9 p.m.)

16 and 17 year-olds may work:
- No more than 6 hours in any one (1) school day, except that a minor may work up to six and one-half (6.5) hours in any one (1) school day if a parent or guardian gives permission in writing
- No more than 8 hours in any one (1) non-school day when school is in session

- No more than 30 hours total in any week in which school is in session (except that a minor may work up to forty (40) hours in any one (1) work week if a parent or legal guardian gives permission in writing, and the principal or head of the school the minor attends certifies in writing that the minor has maintained at least a 2.0 grade point average in the most recent grading period. School certification shall be valid for one (1) year unless revoked sooner by appropriate school personnel. The parental permission and school certification shall remain at the employer's place of business.)
- No earlier than 6 a.m. when school is in session. No later than 10:30 p.m. on school nights when school is in session, except that a minor may be employed until 11:00 p.m. on days preceding a school day if a parent or legal guardian gives permission in writing.
- No later than 1 a.m. on days preceding a non-school day when school is in session

The definition of school in session is that time as established by local school district authorities pursuant to **KRS 160.290, General powers and duties of board**.

Hazardous Duties

In addition to the hours restrictions for minors, there are some occupations and specific job duties that have been declared too hazardous for minors to perform at a place of employment. The Hazardous Occupations (HOs) for both non-agricultural occupations and agricultural occupations are listed on the WBL Implementation Resources and Forms webpage.

Hazardous Occupations with a * notation contain exemptions for 16 and 17 year-old apprentices and student-learners provided they are employed under the conditions outlined in Child Labor Bulletins 101 and 102, which can reviewed at the following links:

- Federal Child Labor Law Bulletin 101: Nonagricultural Occupations
- Federal Child Labor Law Bulletin 102: Agricultural Occupations

The conditions for an exemption are set forth in 29 C.F.R. 570.72, which states:

1) The student-learner is enrolled in a course of study and training in a vocational education training program in agriculture under a recognized state or local educational authority or in a substantially similar program conducted by a private school.

2) Such student-learner is employed under a written agreement, which provides that:

   a) the work of the student-learner is incidental to the training;
   b) such work shall be intermittent, for short periods of time, and under the direct and close supervision of a qualified and experienced person;

c) safety instruction shall be given by the school and correlated by the employer with on-the-job training; and

d) a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

3) Each such written agreement shall contain the name of the student-learner and shall be signed by the employer and by a person authorized to represent the educational authority of school.

4) Copies of each agreement shall be kept on file by both the employer and either the educational authority or the school. 29 CFR 570.72(a).

Additionally, 14 and 15 year-olds are not allowed to work in the following occupations or specific duties:

Occupation Standards for 14 and 15 Year-olds

The following list, which is not exhaustive, includes jobs that 14 and 15 year-olds MAY NOT be employed in:

1. Any MANUFACTURING occupation
2. Any MINING occupation
3. Most PROCESSING occupations such as filleting of fish, dressing poultry, cracking nuts, developing of photographs, laundering, bulk or mass mailings (*except* certain occupations expressly permitted as discussed below)
4. Occupations requiring the performance of any duties in WORKROOMS or WORKPLACES WHERE GOODS ARE MANUFACTURED, MINED OR OTHERWISE PROCESSED (*except* to the extent expressly permitted as discussed below; and as discussed in footnote 1 below)
5. ANY OCCUPATION FOUND AND DECLARED TO BE HAZARDOUS BY THE SECRETARY OF LABOR
6. Occupations involved with the operating, tending, setting up, adjusting, cleaning, oiling or repairing of HOISTING APPARATUS
7. Work performed in or about BOILER OR ENGINE ROOMS or in connection with the MAINTENANCE OR REPAIR OF THE ESTABLISHMENT, MACHINES OR EQUIPMENT
8. Occupations involved with the operating, tending, setting up, adjusting, cleaning, oiling or repairing or of ANY POWER-DRIVEN MACHINERY, including, but not limited to, lawnmowers, golf carts, all-terrain vehicles, trimmers, cutters, weed-eaters, edgers, food slicers, food grinders, food choppers, food processors, food cutters, and food mixers. Fourteen and 15 year-olds may operate most office machinery and those machines that are expressly permitted and discussed below beginning on page 1-6
9. THE OPERATION OF MOTOR VEHICLES OR SERVICE AS HELPERS ON SUCH VEHICLES

10. THE RIDING ON A MOTOR VEHICLE inside or outside of an enclosed passenger compartment except as permitted below beginning on page 1-6
11. OUTSIDE WINDOW WASHING that involves working from window sills
12. ALL WORK REQUIRING THE USE OF LADDERS, SCAFFOLDS, OR THEIR SUBSTITUTES
13. ALL BAKING AND MOST COOKING ACTIVITIES except as discussed below
14. WORK IN FREEZERS AND MEAT COOLERS AND ALL WORK IN THE PROCESSING OF MEAT FOR SALE; however, youth are permitted to occasionally enter freezers only momentarily to retrieve items
15. YOUTH PEDDLING, including not only the attempt to make a sale or the actual consummation of a sale, but also the preparatory and concluding tasks normally performed by a youth peddler, such as the loading and unloading of motor vehicles, the stocking and restocking of sales kits and trays, the exchanging of cash and checks with the employer, and the transportation of the minors to where the sales will be made
16. LOADING AND UNLOADING of goods or property onto or from MOTOR VEHICLES, RAILROAD CARS, AND CONVEYORS, except as discussed below
17. CATCHING AND COOPING OF POULTRY in preparation for transport or for market
18. PUBLIC MESSENGER SERVICE
19. OCCUPATIONS IN CONNECTION WITH:
    a. TRANSPORTATION of persons or property by rail, highway, air, on water, pipeline or other means
    b. WAREHOUSING and STORAGE
    c. COMMUNICATIONS and PUBLIC UTILITIES
    d. CONSTRUCTION (including repair)

[1.] *Except* 14 and 15 year-olds may perform office or sales work in connection with a., b., c. and d. above when not performed on transportation media, on an actual means of transportation or at the actual construction site.

The following is the list of jobs the Secretary of Labor has determined will not interfere with the schooling, health, and well-being of 14 and 15 year-olds and therefore MAY BE performed by such youth. <u>Any job not specifically permitted, is prohibited</u>.

1. OFFICE and CLERICAL WORK, including operation of office machines
2. WORK OF AN INTELLECTUAL OR ARTISTICALLY CREATIVE NATURE such as but not limited to computer programming, the writing of software, teaching or performing as a tutor, serving as a peer counselor or teacher's assistant, singing, the playing of a musical instrument and drawing, as long as such employment complies with all the other provisions contained in §§ 570.33, .34, and .35
3. COOKING with electric or gas grills that do not involve cooking over an open flame and with deep fat fryers that are equipped with and utilize devices that automatically lower and raise the baskets into and out of the oil or grease. *NOTE*: this section does not permit cooking with equipment such as rotisseries, broilers, pressurized equipment including fryolators and cooking devices that operate at extremely high temperatures such as "Neico broilers."
4. CASHIERING, SELLING, MODELING, ART WORK, WORK IN ADVERTISING DEPARTMENTS, WINDOW TRIMMING and COMPARATIVE SHOPPING

5. PRICE MARKING and TAGGING by hand or by machine. ASSEMBLING ORDERS, PACKING and SHELVING
6. BAGGING and CARRYING OUT CUSTOMER ORDERS
7. ERRAND and DELIVERY WORK by foot, bicycle and public transportation; except such youth may not be employed by a public messenger service
8. CLEANUP WORK, including the use of vacuum cleaners and floor waxers and the maintenance of grounds, but not including the use of power-driven mowers, cutters, trimmers, edgers or similar equipment
9. KITCHEN WORK and other work involved in preparing and serving food and beverages, including operating machines and devices used in performing such work. Examples of permitted machines and devices include, but are not limited to, dishwashers, toasters, dumbwaiters, popcorn poppers, milk shake blenders, coffee grinders, automatic coffee machines, devices used to maintain the temperature of prepared foods (such as warmers, steam tables and heat lamps), and microwave ovens that are used only to warm prepared food and do not have the capacity to warm above 140 °F
10. CLEANING KITCHEN EQUIPMENT. Minors are permitted to clean kitchen equipment (not otherwise prohibited), remove oil or grease filters, pour oil or grease through filters and move receptacles containing hot grease or hot oil, but only when the equipment, surfaces, containers and liquids do not exceed a temperature of 100°F.
11. CLEANING VEGETABLES AND FRUITS, AND THE WRAPPING, SEALING, LABELING, WEIGHING, PRICING, AND STOCKING OF ITEMS, INCLUDING VEGETABLES, FRUITS, AND MEATS, when performed in areas physically separate from a freezer or meat cooler
12. LOADING ONTO MOTOR VEHICLES AND THE UNLOADING FROM MOTOR VEHICLES of the light, non-power-driven, hand tools and personal protective equipment that the minor will use as part of his or her employment at the work site; and the loading onto motor vehicles and the unloading from motor vehicles of personal items such as a back pack, a lunch box or a coat that the minor is permitted to take to the work site. Such light tools would include, but not be limited to, rakes, hand-held clippers, shovels and brooms. Such light tools would not include items like trash, sales kits, promotion items or items for sale, lawn mowers or other power-driven lawn maintenance equipment. Such minors would not be permitted to load or unload safety equipment such as barriers, cones or signage.
13. THE OCCUPATION OF LIFEGUARD (15 year-olds but not 14 year-olds) at traditional swimming pools and water amusement parks (including such water park facilities as wave pools, lazy rivers, specialized activity areas and baby pools, but not including the elevated areas of water slides) when properly trained and certified in aquatics and water safety by the American Red Cross or a similar certifying organization. No youth under 16 years of age may be employed as a lifeguard at a natural environment such as an ocean side beach, lake, pond, river, quarry or pier.
14. Employment of certain youth under specified conditions inside and outside of establishments WHERE MACHINERY IS USED TO PROCESS WOOD PRODUCTS.
15. WORK IN CONNECTION WITH CARS AND TRUCKS if confined to the following:
    - dispensing gasoline and oil
    - courtesy service on premises of gasoline service station
    - car cleaning, washing and polishing by hand

- Other occupations permitted by Child Labor Regulation No. 3, BUT NOT INCLUDING WORK involving the use of pits, racks or lifting apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring.
16. WORK IN CONNECTION WITH RIDING INSIDE PASSENGER COMPARTMENTS OF MOTOR VEHICLES except as prohibited on page 5 of this guide or when a significant reason for the minor being a passenger in the vehicle is for the purpose of performing work in connection with the transporting – or assisting in the transporting of – other persons or property. Each minor riding as a passenger in a motor vehicle must have his or her own seat in the passenger compartment; each seat must be equipped with a seat belt or similar restraining device; and the employer must instruct the minors that such belts or other devices must be used. In addition, each driver transporting the young workers must hold a valid state driver's license for the type of vehicle being driven and, if the driver is under the age of 18, his or her employment must comply with the provisions of HO 2. (See Child Labor 101 Guide).

Proof of Age

In the state of Kentucky, work permits are not required for the employment of individuals under the age of 18 (minors). Employers are however required to keep on file proof of age for each minor as outlined in **KRS 339.450, Enforcement of law – Right to enter and inspect premises and records.**

Recordkeeping

KRS 339.400, **Employer's register – Posting copy of law and working hours** requires that employers employing minors keep a record of the names, age, and addresses of each minor, along with the time of the commencing and stopping of work for each day and the time of the beginning and ending of the daily meal period. The employer is also responsible for posting the child labor laws in a conspicuous place for all minors to view. **KRS 337.320, Record to be kept by employer** requires employers to maintain time and payroll records for all employees for one year from the date of entry. The Kentucky School Boards Association (KSBA) provides guidance online related to Records Retention Schedules.

Lunch Breaks

KRS 339.270, Lunch and rest periods states that employees under the age of 18 are not permitted to work more than five hours continuously without at least a thirty-minute uninterrupted lunch break. A lunch break of anything less than thirty minutes does not satisfy the requirement. Minors do not have the opportunity to waive the required lunch break. It is important to reemphasize that it is the employer's responsibility to document the beginning and ending time of the minor's lunch break.

Miscellaneous

Minors who are participating in a work-based learning experience which is determined to be an employment relationship are entitled to minimum wage for the hours worked for the employer pursuant to **KRS 337.275, Minimum wage.** Kentucky's minimum wage increased to $7.25 an hour beginning July 1, 2009. Minors also are entitled to the other wage and hour protections afforded to adult employees such as overtime, rest breaks, timely payment of wages, a statement of deductions, etc.

This chapter is for informational purposes only. Due to statutory and regulatory changes, administrative proceedings, court decisions and legal opinions, the information contained herein is subject to change. For current information on the child labor and wage and hour laws, please contact the following agencies:

Education and Labor Cabinet
United States Department of Labor, Wage and Hour Division

Safety and Health Laws

While implementing work-based learning experiences it is important to remember that the safety and health of the student is of paramount importance. Each party involved must take every step necessary to ensure that students are participating in safe learning environments.

A Kentucky Occupational Safety and Health Program is established by Chapter 338 of the Kentucky Revised Statutes. In 1973, the U.S. Department of Labor approved Kentucky's plan for providing job safety and health protection for workers across the state; therefore, in the state of Kentucky, the enforcement authority for all occupational safety and health laws is housed within the Education and Labor Cabinet.

Employers are required to provide each employee a place of employment free from recognized hazards that are causing or are likely to cause death, illness or serious physical harm to any employee. Occupational safety and health standards are in effect to achieve this end result.

Parties interested in finding out specifics about the safety and health standards that are applicable in Kentucky can contact:

Division of Education and Training KYSAFE
Kentucky Occupational Safety and Health Program
Education and Labor Cabinet

Workers' Compensation Laws

Prior to placing a student in a work-based learning experience, it is imperative that the issues related to workers' compensation be reviewed. Chapter 342 of the Kentucky Revised Statutes requires employers with one or more employees to purchase workers' compensation insurance to cover an employee's income loss that occurs because of a work-related injury. It is worth noting that it is the employer's responsibility to acquire and pay for the insurance coverage for each and every employee.

Work-based learning experiences will take a variety of forms. Depending upon the specifics of each instance, a determination can be made as to whether an employer is required to obtain the insurance coverage for a particular student. For example, it is clear that if a student is in a paid employment situation, the insurance requirement is applicable, whereas, if a student is strictly an observer and is not an employee of the establishment, the law does not require workers' compensation coverage for that student.

Because of the complexity of the issues related to workers' compensation, specific questions need to be directed to the Office of Workers' Claims.

Work-Based Learning and Insurance

Liability issues include such areas as insurance, workers' compensation and safety. It is critical that students, employers, school districts and staff involved in work-based programs have accidental and liability coverage prior to students' placement at the work sites.

Three general categories of liability issues include the student's transportation to and from the work site, the time spent at the work site and safety at the work site. Transportation insurance must be provided to cover transportation to and from the worksite. If the school is transporting the student by school bus, then school bus coverage applies. The same is true if the employer provides transportation. If a student drives to and from a work site, the student's personal or family insurance is to provide the necessary coverage.

Students may have coverage for accidental death and dismemberment as well as accidental medical expense benefits that will pay when other insurance is not available or does not respond for whatever reason. Students involved in **paid** work experience with an employer-employee relationship are to be covered under the employer's Workers' Compensation Coverage. The student's coverage would respond in those instances involving **non-paid** work experience. Student's participation in a **non-paid** work-based learning program at work sites away from the school campus will need to be covered under a specific insurance policy that is provided by the

school district.

In addition to insurance and workers' compensation, the workplace needs to provide adequate, safe equipment and a safe, healthy workplace in conformity with health and safety standards congruent with federal/state laws. The workplace environment is to provide all other safeguards identified by the Kentucky Labor Cabinet.

Other Legislation Impacting Work-Based Learning

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study.

For more specific information, refer here: Perkins V Kentucky State Plan.

Equal Access Legislation

Discrimination on the basis of race, color, national origin, sex, religion and disability is prohibited in CTE programs, activities and employment. The civil rights statutes and regulations apply in career and education programs. Discrimination is prohibited in admission, recruitment, academic requirements, financial and employment practices; nonacademic services or activities; and health, welfare, and social services. Such legislation includes:

1. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, and national origin in any program or activity receiving federal financial assistance. The Department of Education issued directions for implementing Title VI. For additional information, contact local school district regarding plans for implementing Title VI per **KRS 344.015**, **Implementation plans for Federal Civil Rights Act, Title VI by state agencies.**

2. Title VII of the Civil Rights Act of 1964 prohibits the use of an individual's race, color, religion, national origin, or sex as a basis for compensation, terms, condition, or privileges of employment. Also see KRS 344.040**, Unlawful discrimination by employers – Difference in health plan contribution rates for smokers and nonsmokers and benefits for smoking cessation program participants excepted** .

3. The Kentucky Civil Rights Act, KRS Chapter 344 prohibits the use of an individual's race, color, religion, national origin, sex, familial status, age forty (40) and over, or because the person is a qualified individual with a disability, or because the individual is

a smoker or nonsmoker, as a basis for compensation, terms, condition, or privileges of employment where there are eight or more employees – KRS 344.040. Therefore, the Kentucky law is more stringent than the federal law. (amended 1994).

4. Age Discrimination in Employment Act of 1967 protects employees 40 years of age or older. The law prohibits age discrimination in hiring, discharge, pay, promotions and other terms and conditions of employment.

5. Equal Pay Act of 1963 protects men and women who perform substantially equal work in the same establishment (sex-biased wage discrimination).

6. Wage Discrimination Because of Sex, KRS 337.420 to 337.433 and KRS 337.990. The employer is prohibited from discriminating between employees of opposite sexes in the same establishment by different wage rates for comparable work on jobs which have comparable requirements.

7. Title IX is designed to eliminate (with certain exceptions) discrimination on the basis of sex in any education program or activity receiving Federal financial assistance. (1972).

8. The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits discrimination on the basis of genetic information with respect to health insurance and employment.

The Office for Civil Rights issued guidelines for elimination, discrimination and denial of service in vocational education programs and activities on the basis of race, color, national origin, sex and disability in eligibility and admission requirements to all programs and activities; compliance reviews and surveys of enrollments are required for all education.

Americans with Disabilities Act of 1990

1. Title I, Employment covers all aspects of employment, including the application process and hiring, on-the-job training, advancement, wages, benefits and employer-sponsored social activities.

2. Title II, Public Service and Transportation prohibits state and local governments from discriminating against disabled people in their programs and activities. It requires bus and rail transportation to be accessible to disabled passengers. Airline transportation and public school transportation are not covered under Title II. In addition, the Individuals with Disabilities Education Act (IDEA) presents specific requirements for public school transportation of children with disabilities.

For more information, visit: Americans with Disabilities Act of 1990.

Rehabilitation Act of 1973 (revised 1998), PL 105-569

Section 503 of the Rehabilitation Act of 1973 prohibits discrimination and requires employers with federal contracts or subcontracts that exceed $10,000 to take affirmative action to hire, retain, and promote qualified individuals with disabilities.

Section 504 of the Rehabilitation Act of 1973 states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of or be subjected to discrimination under any program or activity that either receives federal financial assistance or is conducted by any executive agency or the United States Postal Service." Each federal agency has Section 504 regulations that apply to its own programs as well as any entities that receive federal aid.

For more information, visit the U.S. Equal Employment Opportunity Commission website..

Technical Assistance

The Kentucky Department of Education, Office of Career and Technical Education, has designees to provide technical assistance regarding the various federal and state laws for civil rights.

Equal Educational Opportunity

Kentucky Department of Education

Kentucky Adult Education

Office of Vocational Rehabilitation

Office for the Blind

Commission on the Deaf and Hard of Hearing

Americans with Disability Act

Individuals with Disabilities Education Act

Section 504 Rehabilitation Act

Work-Based Learning Liability Checklist

This information has been prepared to provide guidance to individuals responsible for implementing work-based learning. Accident and liability insurance coverage are essential for the protection of students, staff, and employers. However, there are various options available to provide such coverage. It is the responsibility of school district staff and participating employers to ensure that adequate insurance is provided.

Students participating in work-based learning

Participation of a student in work-based learning activities is contingent upon coverage of accident insurance. This coverage may be provided through school insurance purchased by the student or personal family insurance. Students covered by personal family insurance must provide a certificate of insurance to school staff to certify in writing they have personal/family insurance coverage and that the insurance will be active for the entire period of the student participation in the work- based learning activity.

Employers participating in work-based learning

All individuals who provide direct work site supervision and mentoring of work-based learning students shall have background checks completed pursuant to the provisions of KRS 160.380 and KRS 161.148.

780 KAR 2:110, Student medical and accident insurance establishes the requirements of the student medical and accident insurance program for the state-operated area technology centers. This policy is to be a full excess policy and is to serve as a secondary provider of insurance.

Visit the Kentucky Department of Education's website for a Work-Based Learning Liability Checklist that may be used for local implementation.

CHAPTER 2:
SERVICE LEARNING

Definitions

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Rationale

Service learning is a concept that requires educators to recognize the capacity students have for curiosity, playfulness, open mindedness, flexibility, humor, sincerity, creativity, enthusiasm, and compassion which uniquely qualifies them to address many critical unmet needs in society. Instead of viewing students as passive recipients of education, service learning suggests that they be viewed as competent, capable producers and willing contributors.

Students can make a difference and, in doing so, grow and learn. Their dedication to making a contribution to their communities and to the world is the foundation of service learning. From this foundation, high-quality service learning programs are built upon two complimentary goals:

- Service learning incorporates the academics and engages students in significant, genuine service to their schools, community and environment.
- Service learning must give students the opportunity to learn through reflection on the experience of serving others.

Recent findings show that students learn best when they apply their knowledge by observing and working with experts while performing real tasks; this underlines the importance of the service learning focusing on real-life contexts. In the process of applying knowledge, it becomes more valuable and interesting. Students grow in their understanding of how their skills and knowledge may be directly applied to solve problems in the adult world they soon will enter.

Therefore, service learning should provide work-based learning experiences that:

- Link service and academic learning;
- Meet community needs;
- Provide concrete opportunities for young people to learn new skills and to think critically in an environment that encourages risk-taking and rewards competence;
- Are coordinated in collaboration with the school and community;
- Are integrated into each student's curriculum or career interest;

- Involve preparation for, reflection on, and celebration of service;
- Provide structured time for each student to think, talk, and write about what he/she did and saw during the actual service activity;
- Involve students in planning from the earliest stages;
- Provide opportunities for students to use newly acquired academic skills and knowledge in real life situations in their own communities;
- Enhance what is taught in the school by extending student learning beyond the classroom; and
- Help foster development of a sense of caring for others.

Steps in Planning and Implementing a Service Learning Program/Project

For successful implementation of service learning, these steps may be followed:

1. Selection of Teacher/Coordinator
2. Planning Phase
   a. Determine who needs help in your community by
      1) Conducting a survey
      2) Inviting community agency representatives in for consultation
      3) Reading local newspapers
   b. Elicit personal vision—how would students like the world to be different?
      1) Create personal world visions
      2) Create a community/school vision
   c. Collaborate with people in existing programs who share similar values
   d. Build on student expertise. Focus on key public issues
3. Implementation Phase
   a. Decide on a service learning activity/project
   b. Collaborate with service recipients and/or the teacher/coordinator
   c. Train students and in-service staff who will be involved in the project
   d. Complete service learning project
   e. Provide structured opportunities for reflection after the service learning experience through discussion, reading, and/or writing
   f. Provide a means of celebrating the completion of the service learning project where special recognition may be given to the participants, students, staff, and service recipients.

Career and Technical Student Organizations

Career and Technical Student Organizations (CTSOs) offer comprehensive events and projects based on the occupational goals of their student membership. These organizations provide an excellent avenue for implementing service learning opportunities. Each organization follows specific competitive event guidelines for both individual and team service learning projects.

Kentucky has eight Career and Technical Student Organizations:

DECA - An Organization of Marketing Students
Family, Community, and Career Leaders of America (FCCLA)
Future Business Leaders of America (FBLA)
Future Educators of America (FEA)
Health Occupations Student Association (HOSA)
National FFA Organization (FFA)
Skills USA
Technology Student Association (TSA)

For more information regarding career and technical student organizations and service learning opportunities, contact the Office of Career and Technical Education: Career and Technical Student Organizations webpage.

Legal Issues

Refer to Chapter 1 for information on laws impacting service learning programs.

As best practice, policy statement(s) regarding off-campus experiences for work-based learning should be components of the curriculum outlined by the School Based Decision Making Council (SBDM).

Professional Staff Criteria

The coordination of the service learning program/project may be done by a parent, community organization, or a non-school person. However, there is added strength in having a teacher, counselor, or administrator monitoring and coordinating the effort. If credits toward graduation are going to be awarded, it is critical that the coordinator hold a valid teaching certificate. Responsibilities of the teacher/coordinator(s) include, but are not limited to the following:

- Developing and monitoring the program/project;
- Assisting classroom teachers who are interested in infusing service learning into their core curriculum;
- Serving as a coach;
- Providing resources and models for interested teachers;
- Monitoring the results of projects;
- Sharing successes;
- Communicating community needs;
- Serving as community liaison;
- Visiting other programs;
- Addressing concerns of the community and school;
- Interfacing with students; and
- Arranging for orientations and ongoing training for service learning participants.

Work-Based Learning Plan/Agreement

The Work-Based Learning Plan/Agreement for service learning would include the standards, expectations, and responsibilities agreed upon by the student, teacher/coordinator(s), school, service recipient(s), and parent/guardian. In many cases, it may be in the form of a permission slip. Visit the Kentucky Department of Education's website for useful resources and a SAMPLE Work-Based Learning Plan/Agreement.

Funding Needs

The following funding needs must be considered:
1. Training and informing administrators to be knowledgeable and supportive leaders and spokespersons of service learning
2. The teacher/coordinator position
3. Staff time to
   a. Learn about service learning through attending conferences
   b. Participate in training and follow-up workshops
   c. Meet and discuss service learning with other staff members
   d. Participate in peer coaching
   e. Visit with community partners to develop working relationships
4. Transportation for students to service learning sites
5. Service learning materials
6. Carrying out service projects
7. Materials and activities for marketing the program

Resources

- Community Education Directors in local school districts with Community Education Projects

- Additional resources on the WBL Implementation Resources and Forms webpage.

CHAPTER 3:
MENTORING

Definition

Mentoring is a form of work-based learning that involves business and community volunteers developing one-to-one relationships with students to build an understanding of careers and work ethics that goes beyond the formal obligations of a teaching or supervisory role.

Rationale

Mentoring provides an avenue for developing voluntary partnerships between employers and schools. Mentoring also gives the mentor an opportunity to have a positive influence on the development of a young person. Above all, a mentoring experience provides young people with someone to look to for support and guidance while facing the challenges of growing into adulthood.

Some Benefits of Mentoring

Some of the benefits of mentoring are as follows:

- offers career exploration opportunities firsthand about a chosen profession;
- immerses the student in the higher-order thought process of the profession helps students see the importance of developing good work ethics and having positive self esteem;
- forms a partnership between students, schools and experience, and volunteers from business and industry;
- requires a strong commitment from both parties to listen, share, respect and trust the other party's concerns and comments; and
- is an opportunity for individuals to have a positive influence on the youth of today.

Steps for Implementing a Mentoring Program

For successful implementation of a mentoring program, these steps may be followed:

1. Discuss and identify the opportunities of the mentoring program;
2. Discuss and identify where and when the mentoring will take place. (e.g., school/off-campus);
3. Develop application materials for interested students and mentors;

4. Develop selection criteria for both students and mentors;
5. Develop an evaluation form to monitor success of the program;
6. Recruit students (in collaboration with their parents) and mentors to participate in the program;
7. Select the teacher(s)/other personnel who will be working with the mentoring program in the school system;
8. Select the individuals (students and mentors) who will be participating in the mentoring program;
9. Match the student with a compatible mentor based on career interest;
10. Conduct a training and orientation session for mentors, students and school staff involved in the mentoring program;
   a. **School Staff:** In these sessions, review
      1) goals of the program
      2) procedures to be followed for the mentoring sessions based on site-based policies
      3) evaluation procedure
      4) expectations for staff members
      5) safety procedures
   b. **Mentor(s):** In these sessions, review
      1) goals of the program
      2) procedures to be followed for mentoring sessions
      3) basic information about the school and the school routine such as beginning and ending time, days off, and school sign in and out policy.
      4) evaluation procedure
      5) expectations for mentors involved in the program
      6) information on school resources, cultural sensitivity, profile of students, liability, safety, etc.
   c. **Students:** In these sessions, review
      1) expectations
      2) proper dress
      3) careers relating to mentoring experience
      4) basic safety practices/procedures
      5) evaluation procedures
      6) transportation for off-campus sessions
11. Facilitate meetings between the mentor and student;
12. Evaluate the mentoring program to continually improve the program outcomes (students, teachers, and mentors each complete an evaluation); and
13. Organize an appreciation meeting for mentors.

Legal Issues

Refer to Chapter 1 for information on laws impacting mentoring programs.

As best practice, policy statement(s) regarding off-campus experiences for work-based learning should be components of the curriculum outlined by the School Based Decision Making Council.

Professional Staff Criteria

School and mentor staff should exhibit successful behaviors such as:

- model a successful work life;
- have a positive outlook on life;
- work well with others;
- be responsible and trustworthy;
- use patience;
- enjoy teaching others how to succeed;
- lack a criminal record; and
- be interested in identifying potential mentors for students.

Work-Based Learning Plan/Agreement

Sample forms provided on the WBL Implementation Resources and Forms website may be modified as needed. Sample forms include:

- Student Application
- Mentor Questionnaire
- Teacher Evaluation
- Student Evaluation
- Mentor Evaluation

Resources

- Schools:
    - Staff to coordinate mentoring program
    - Public awareness materials Space for mentoring sessions
    - Materials to enhance meetings – puzzles, games, books, computers, etc.
    - Mentor appreciation items – awards, party, etc.

- Mentors:
    - Flexible work schedule
    - Time to spend with student Transportation/insurance
    - Personal liability insurance

- Students:
    - Transportation
    - Time to spend with mentor

Additional resources on the WBL Implementation Resources and Forms webpage.

CHAPTER 4:
SHADOWING

Definition

Shadowing is a form of work-based learning that allows students to learn through observation by spending time with an individual from a chosen occupation.

Rationale

Shadowing is an opportunity for employers and schools to work together to aid the educational process. Students are given the opportunity to observe workers on the job in different occupations and to become familiar with expectations of the worker in a real world situation. Students are also given the opportunity to discuss items of interest and concern with the individual actually in the occupation they are shadowing. Shadowing provides a relevant learning experience outside the classroom. Employers are able to contribute to the education of youth, promote company culture, and showcase occupations that are not as well known or those where there will be a shortage of qualified candidates in the near future.

Steps for Implementing a Shadowing Program

To ensure successful implementation of a shadowing program, these steps may be followed:

1. Discuss and identify the goals and policies of the shadowing program.
2. Develop application materials for interested students and employers.
3. Develop selection criteria for both students and employers.
4. Develop an evaluation form to monitor the success of the program.
5. Develop and launch a media campaign.
6. Recruit students (along with their parents), and employers to participate in the program.
7. Select the teacher(s)/other personnel who will be working with the shadowing program inside the school system.
8. Select the individual students and employers who will be participating in the shadowing program.
9. Discuss and identify where and when the shadowing will take place. Discuss and determine transportation needs for the shadowing experiences.
10. Hold a training and orientation session for the employers and school staff involved in the shadowing experiences.

    a. **Employer's Worksite Staff Sessions**
      1) Present an orientation explanation of the goals, procedure for setting up shadowing event, evaluation procedures, and expectations of the school
      2) Review safety precautions
      3) Develop agenda
    b. **School Staff Sessions**
      1) Present an orientation explanation of goals, standard procedure to be followed for the shadowing day, and class make-up plan
      2) Review safety precautions
      3) Develop agenda

11. Hold a training session for the student s involved in the shadowing experience to discuss
    a. Expectations
    b. Proper dress
    c. Research careers relating to shadowing experience
    d. Knowledge of basic workplace etiquette
    e. Knowledge of basic safety practices/procedures
    f. Explanation of the evaluation
    g. Plans for transportation
12. Select an employer and a shadowing site compatible with student interest.
13. Facilitate the shadowing sessions.
14. Evaluate the shadowing experience to improve program outcomes (students, teachers, and employers).
15. Send notes of appreciation to the employers who were involved in the shadowing experience.

Legal Issues

Refer to Chapter 1 for information on laws impacting shadowing experience programs.

As best practice, policy statement(s) regarding off-campus experiences for work-based learning should be components of the curriculum outlined by the School Based Decision Making Council (SBDM).

Professional Staff Criteria

The school and employer staff should provide the following:
- a safety-conscious environment;
- time to spend with the students and their shadowing experiences; and
- adequate supervision of the students at the job site.

Work-Based Learning Plan/Agreement

A sample Work-Based Learning Plan/Agreement that may be used for all types of work-based learning is available on the WBL Implementation Resources and Forms webpage.

Other sample forms provided on the WBL Implementation Resources and Forms webpage which may be modified as needed:

- Student Application
- Questionnaire for Employers
- Teacher Evaluation Student Evaluation
- Employer Evaluation
- Parent Consent/Medical Authorization
- Teacher Consent

Resources

- www.jobshadow.com
  This website provides useful information and resources for job shadowing.

- www.virtualjobshadow.com
  This website provides virtual career exploration of a variety of careers.

- www.reachoutmichigan.org/career/shadowtips.html
  This website provides helpful hints for the worksite.

- www.ja.org/programs/programs.shtml
  This website will provide information on the Junior Achievement Job Shadowing Program.

- Additional resources on the WBL Implementation Resources and Forms webpage.

CHAPTER 5:
ENTREPRENEURSHIP

Definition

Entrepreneurship education allows students to develop a deeper understanding of economic principles and to apply classroom learning by organizing and operating a business enterprise.

Rationale

An entrepreneurship program is to help students further develop skills in the areas of economics, business management, and marketing. An entrepreneurship education program should involve students developing individual entrepreneurship projects in which they assume all risks in expectation of gaining a profit and/or further knowledge. An entrepreneurship program may be a component of a specific course within the curriculum or be a stand-alone course for credit. Entrepreneurship education may be offered in any Career and Technical Education program.

The program should complement instruction and further prepare students to meet their career objectives. Entrepreneurship programs should allow students to experience all aspects of developing and running a business enterprise. Students should receive instruction and support for developing their projects and receive feedback from the teacher/instructor.

Entrepreneurship programs offer many benefits to students. Just as important as the opportunity to apply academic knowledge such as record keeping and economics is the opportunity to grow in the areas of self-discipline, critical thinking, and problem solving. These skills can be mastered only through experience and practice. The real-life experience gained through entrepreneurship projects is viewed favorably by college admissions officers and potential employers. Other benefits to the student include the opportunity to earn money and to make connections within the business world.

An entrepreneurship program may lead students toward entrepreneurship projects that are either short term or long term in nature. Short-term projects usually involve providing only one product or service for a limited period of time. The focus of a short- term project should be to learn and develop specific skills related to the project. Long- term projects continue for a period of one to four years and must include learning a broad range of skills and knowledge.

The intended outcome of an entrepreneurship program is for students to develop management and critical thinking skills that they will use throughout life. These would include but not be limited to product development, marketing, advertising, financing, record keeping, budgeting, Work Based Learning Manual 2023

communication, customer service, decision making, locating and utilizing resources, and complying with governmental regulations. Students should receive instruction on the topics mentioned above as part of the entrepreneurship program. The program should also give students the opportunity to apply these specific skills within their individual projects.

Within the entrepreneurship program, students should have complete control of their individual projects but should use the teacher, parents, and other partners as resources in making management decisions. The teacher should visit work sites, interview student clients, and review business records to gain a complete understanding of student projects. The teacher should provide students with ongoing feedback for improving their entrepreneurship projects and work to connect them with other adults who can provide knowledge and assistance.

As part of the entrepreneurship program, students should receive instruction relating to local, state, and federal regulations relative to small businesses. Adherence to these laws and regulations should be a requirement of the entrepreneurship program and an element of student evaluation.

Students may use the entrepreneurship program to gain recognition from the appropriate youth organization that recognizes this kind of effort.

Steps to Successfully Implement an Entrepreneurship Program

To ensure successful implementation of an entrepreneurship program, these steps may be followed:

- Determine whether the entrepreneurship program will be tied to a specific course, a culminating project for the school or a specific career major, or an out- of-school program.
- Determine whether the focus of the entrepreneurship program will be to have students participate in short-term or long-term entrepreneurship projects. Even if the focus is on short-term entrepreneurship projects, some students may choose to continue and expand their projects.
- Decide how instruction will be delivered in the areas of product development, marketing, advertising, financing, record keeping, budgeting, communication, customer service, decision making, locating and utilizing resources, and complying with governmental regulations.
- Develop a sample business plan for students to use and an instrument for evaluating student progress and performance.
- Determine what resources will be needed to assist students in beginning their entrepreneurship projects.
- Develop an agreement with all parties involved, including students, parents, teachers, and possible mentors. (Visit the Kentucky Department of Education's website for sample forms.)
- Design a system for monitoring student progress and for providing students with feedback on improving their entrepreneurship projects.

Legal Issues

Students should comply with all local, state, and national laws and regulations related to their entrepreneurship program. This should include licensing, copyright, sales tax, income tax, etc.

Refer to Chapter 1 for information on laws impacting entrepreneurship programs.

As best practice, policy statement(s) regarding off-campus experiences for work-based learning should be components of the curriculum outlined by the School Based Decision Making Council (SBDM).

Professional Staff Criteria

An entrepreneurship teacher/coordinator should:

- Have a broad knowledge of business and business management skills;
- Be a successful planner and organizer;
- Work well with people;
- Enjoy teaching others to succeed; and
- Have a positive attitude.

Components of a Work-Based Learning Plan/Agreement

A sample Work-Based Learning Plan/Agreement may be found on the WBL Implementation Resources and Forms webpage. This may be modified to meet the needs of the school, student, and program.

A Work-Based Learning Plan/Agreement for an entrepreneurship project should also include:

- Description of the entrepreneurship project;
- List of skills to be developed through the program; and
- A copy of the student's business plan which should include:
    □ product/service to be provided
    □ proposed budget including projected income and expenses
    □ plans for financing the project
    □ marketing plan for the project
    □ exchange agreement(s) if the student will be exchanging labor for inputs, facilities, or machinery.

Resources

- **705 KAR 4:231 Section 5** General program standards for secondary Career and Technical Education Programs

- Community Ventures Corporation

- Consortium For Entrepreneurship Education

- FCCLA Star Event Manual

- Kauffman Center for Entrepreneurial Leadership

- Kentucky Department of Agriculture

- Kentucky Entrepreneurial Coaches Institutehttp://www.uky.edu/Ag/CLD/KECI/

- Kentucky Small Business Development Center

- U. S. Small Business Administration

- Additional resources on the WBL Implementation Resources and Forms webpage.

CHAPTER 6:
SCHOOL-BASED ENTERPRISE

Definition

A school-based enterprise (SBE) is a simulated or actual business conducted within a school setting.

Rationale

SBEs are designed to replicate a specific business or segment of an industry and assist students in acquiring work experience related to their chosen career cluster. Many communities do not have sufficient numbers of businesses and industries to provide opportunities for students to gain extensive work-based experiences in the private sector. In this case, school-based enterprises can be utilized to fill the void.

Three basic types of businesses that may be incorporated as school-based enterprises are retail, service, and manufacturing. The most common enterprises currently in existence in Kentucky schools are retail and service enterprises: banks IT help desks, school stores, boutiques, and greenhouses. The manufacturing enterprises includes endeavors such as sign-making, printing, and novelty production.

Other successful school-based enterprises include certified child care centers, school farms, construction projects, catering, embroidery/screen printing and stores associated with businesses such as grocery chains, and restaurants. Opportunities for school-based enterprises are limited only by the imagination.

School-based enterprises can provide many and varied experiences for students and local businesses in the community. These enterprises can offer students opportunities to develop an understanding of the kinds of work done in today's workplace. Students may be involved in "all aspects of the business" and can rotate among the various positions and tasks involved in the designated business venture.

School-based enterprises provide students opportunities to:
- utilize basic academic skills;
- experience a work-related environment, and gain skills such as;
    - o work as a team member;
    - o develop leadership skills;
    - o work with the teacher/coordinator and the advisory board to develop policies and procedures for the operation of an enterprise;

o become familiar with technology used in business; and
o develop an understanding of the economic system and its impact on society.

Steps in Planning and Implementing a School-Based Enterprise

The first step in planning a school-based enterprise is communicating with the school administrator. This is the most important phase of any enterprise and vital to its overall success. Time spent planning can save major headaches down the road.

These are best-practice steps to planning and implementing a school-based enterprise:

1. Select enterprise to be replicated;
2. Develop policies and procedures for school-based enterprise;
3. Apply to recommended course within a career pathway;
4. Locate an appropriate site within the school;
5. Design a layout plan for the enterprise;
6. Secure funding and/or sponsorship (business partnership) for needed supplies and materials;
7. Secure supplies and materials;
8. Train student workers;
9. Determine how finances will be handled;
10. Inform student body and staff of services available; and
11. Conduct a grand opening (ribbon-cutting ceremony) of the enterprise.

Develop A Business Mission Statement

It is advisable that a written business plan with guidelines for operation be developed and sanctioned by the CTE administration. When appropriate, the business plan could be an agreement with a partnering business within the community. The business plan should, in general, be in agreement with that of the business serving as a model.

Conduct Market Research

A market research will help to determine what customers/students want so the business can tailor its products or services to the needs of consumers. There are four main areas to research before starting the enterprise: competitor, consumer, product/service, and labor.

There should be an investigation of the costs involved in establishing the enterprise. A list of equipment to purchase and an estimate of monthly expenses must also be prepared.

Setting a price for the product will be a critical business decision. There are two basic criteria in establishing price: Is the price competitive, does it cover costs and percentage of mark-up?

Once these areas of research have been conducted, the business plan will be complete. This plan is the blueprint for the business and should include elements such as:

- the business mission statement;
- a set of business goals;
- a timetable for starting the business plus a schedule of the business hours;
- a personnel plan to address job descriptions, student selection and schedules, staff development; and
- an estimate of the costs involved, and the profits expected.

Before proceeding further with the development of the enterprise, work through the school administrator and board attorney to determine what, if any, government registration and regulation might apply to the operation of the enterprise.

Steps in Implementing a School-Based Enterprise

The planning phase is directly related to the implementation process. Once a decision has been made regarding the designated school-based enterprise, students with the help of the teacher/coordinator will determine the equipment and supplies needed for the business.

Each school-based enterprise will need a variety of equipment and supplies. When ordering and selecting equipment, fixtures, or supplies, keep in mind the space allocation and the types of services the enterprise will provide.

The implementation process involves factors such as:

- locating and purchasing equipment, furniture and supplies;
- making price comparisons for purchasing equipment, materials, and supplies;
- determining who is authorized to purchase merchandise; and
- identifying personnel authorized to make purchases for the enterprise; developing procedures for paying for equipment, fixtures, and supplies; and identifying procedures for record keeping, such as paying for merchandise, inventorying, and reporting lost, stolen, or damaged items.

Step two in this process involves setting up the facility. Using the floor plan designed in the planning process, install equipment to facilitate efficient operation of the business. The facility should be stocked by students as a component of the training plan.

Operational procedures are contingent upon the organizational structure of the specific school-based enterprise. Procedures should include instruction on generic responsibilities such as:

- roles and responsibilities of employees;
- operation of equipment (e.g., cash register, computer);
- accounting procedures;
- stocking of merchandise and caring for facility;
- work schedules for employees;
- inventorying procedures; and

- rules and regulations impacting the business.

A school-based enterprise is to be an integral component of class instruction. The experience should provide students with opportunities to explore real-life business situations. Additional procedures to be integrated into the curriculum include components relating to management, security, and evaluation of employee performance. The purpose of an evaluation is to give student employees feedback on how they are performing in the school-based enterprise. The evaluation can also serve as a basis for determining when a student has mastered the responsibilities of a certain position and is ready to progress to another position. An overall evaluation of the effectiveness of the school-based enterprise is multi-faceted and includes factors such as:

- school usage of the enterprise;
- profit/loss margins; and
- class participant's evaluation.

Legal Issues

Refer to Chapter 1 for information on laws impacting school-based enterprise programs.

As best practice, policy statement(s) regarding off-campus experiences for work-based learning should be components of the curriculum outlined by the School Based Decision Making Council (SBDM).

Staffing for School-Based Enterprises

The CTE Teacher/Coordinator chosen should be directly involved with the curriculum content related to the enterprise.

The teacher serves in a variety of capacities, including consulting with students in the development and operation of the business and services. He/she also serves as a job coach, mentor, or liaison with business and industry as well as coordinator. Specific criteria should be carefully considered as the staffing decision is being made for the school-based enterprise.

The CTE Teacher/Coordinator should:
- have a working knowledge of workplace skills required by the business/industry which is being replicated as a school-based enterprise;
- have a working knowledge of the technology used by business and industry in the application of the school-based enterprise;
- have roles and responsibilities written into the school-based enterprise business plan;
- assist in designing, developing, and implementing the school-based enterprise;
- align the school-based enterprise goals, objectives, and activities;
- work collaboratively with business, industry, and community leaders; and

- address the legal responsibilities pertaining to the coordinator, school-based enterprise, and the business community in the development of the business plan.

Resources

- [DECA--Guide for Starting and Managing a School-Based Enterprise.](#)

- Federal Reserve System, 4105 Fifth Street, Louisville, Kentucky 40202

- Financial Services I and II Curriculum available from the Kentucky Department of Education, Office of Career and Technical Education, 502-564-4286

- [Kentucky Bankers Association](#), 325 West Main Street, Suite 1000, Louisville, Kentucky 40202, 502-582-2453.

- Kentucky Council on Economic Education, 11601 Bluegrass Parkway, Louisville, Kentucky

- [MBA Research & Curriculum Center](#)

- Check other state department of education websites for additional resources, (e.g., [Georgia Department of Education](#)).

- Additional resources on the [WBL Implementation Resources and Forms](#) webpage

CHAPTER 7: INTERNSHIP

Definition

A student internship is a type of work-based learning that provides work experience in a particular occupation, often leading to course credit and/or compensation.

Rationale

Internships give students opportunities to explore careers via workplace learning experiences. Students have opportunities to learn about the world of work and to develop useful skills and attitudes. Through the demonstration of work-place skills, the academic competencies needed to be successfully employed will also be highlighted, which may in turn result in increased motivation to learn academic subject matter.

Internship is just one type of work-based learning experience. One of the major purposes of internship is the opportunity to gain exploration experiences in one or more careers. While students intern at a work site, they probably will not be there long enough to gain a great deal of skill at the position.

Internship is longer than job shadowing but different from cooperative education work experience in several ways. Cooperative education places a student for a longer, often year-long, work experience to gain or expand skills at that job. Cooperative education students are paid for their work; internship students may or may not be paid, depending on the length of their work experience.

Steps in Planning an Internship Program

To ensure successful implementation of an internship program, these steps may be followed:

1. Identify and develop goals, policies and procedures for the internship programs;
2. Develop selection criteria for student participation and internship mentors;
3. Work with community to identify prospective sites for student internship experiences; and
4. Publish information in school handbook.

Structure

The structure of internship experiences consists of a combination of classroom instruction and field experiences. Students are to spend designated time in the classroom/seminar on a regularly scheduled basis. A Work-Based Learning Plan/Agreement (See the WBL Implementation Resources and Forms webpage for a sample.) is to be developed with a specific set of competencies agreed upon by the school and workplace personnel. The field experience is to be designed to address these competencies and class time is provided for instruction and monitoring all aspects of the program.

Content for the classroom/seminar will relate to competencies needed for success in the internship experience. Some sample topics are:
- Employability skills (business correspondence, etiquette, goal setting, résumés, job application, dress codes, proper attire, ethics, etc.);
- Review of Individual Learning Plan (career interest, job description, education skills necessary for various career);
- Protocol in using technology at the worksite (cell phones, email, and other technology);
- Confidentiality; and
- Use of time in accordance with policies and procedures.

Criteria for Paid and Non-Paid Internship

Paid: Students who are to receive pay for an internship experience are those participating in an experience that is a semester or longer and have an established employer-employee relationship as identified in 803 KAR 1: 006. (See Chapter 1, *Legal Topics and Responsibilities*, of this manual for what constitutes an employer-employee relationship.)

Non-Paid: Non-paid students are those individuals who participate in an internship experience on a short-term basis. An employer-employee relationship must meet the guidelines identified in 803 KAR 1: 006 (Chapter 1, *Legal Issues,* of this manual.) Students interning in a not-for-profit organization may also qualify for non-paid internship.

Short-Term/Long-Term Internship

Short term: student participation on a short-term basis may vary from one day to a month contingent upon a student's objective and if an employer-employee relationship is not established.

Long term: Long-term internship may be established for one semester or one year with an established employer-employee relationship.

Program Offerings

Internship may be a component of a student's schedule during the regular school day, after school hours, or during the summer. Each local school or Area Technology Center may choose to implement an after-school or summer program. All legal and curricular requirements established within this chapter and Chapter 1: *Legal Topics and Responsibilities* must be met; specifically, the requirement for on-site supervision. The educational agency must provide properly qualified staff and supervision.

Legal/Liability and Compliance Issues

Districts and Area Technology Centers providing internships are to:
- Comply with state and federal labor laws (See Chapter 1, *Legal Topics and Responsibilities*);
- Make determination if internship experiences meet guidelines for qualifications for paid and non-paid internships. In determining if an internship should be paid, a school must determine if an employer-employee relationship has been created. If all six of the following criteria apply, the trainees or students are not considered employees within the meaning of KRS Chapter 337 and are not required to be paid. The criteria for determining if employer-employee relationships exist is outlined in 803 KAR 1:006 and are as follows:

  a. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a career and technology center;
  b. The training is for the benefit of the trainees or students;
  c. The trainees or students do not displace regular employees, but work under their close observation;
  d. The employer that provides the training derives no immediate advantage from the activities of the trainees or students and on occasion his operations may actually be impeded; special attention and consideration of this criteria is crucial in determining if trainees or students must be paid;
  e. The trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
  f. The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

As best practice, policy statement(s) regarding off-campus experiences for work-based learning should be components of the curriculum outlined by the School Based Decision-Making Council (SBDM).

Student Insurance

One consideration teachers/coordinators must consider when beginning an internship program is that of student insurance (accident and liability). In most instances, if the program is an

established part of the high school or Area Technology Center approved by SBDM and local school board, students would be covered. If students involved in an internship placement which results in a paid internship and the employer/employee relationship has been established, the student would be covered by workmen's compensation. Consult with your Central Office Administration or the school board attorney for confirmation regarding student internship insurance coverage.

Program Development

Internships are an important part of the student's work-based learning programs, and all parties involved should be aware of program policies and procedures. It is advisable that program coordinators make each School Based Decision-Making Council (SBDM), advisory council and school board aware of Work-Based Learning program policies and procedures on a regular basis. School councils have the authority to make curricular and policy decisions to meet each school's individual needs as it relates to internship and Work-Based Learning programs.

Once programs are approved at the school and district level, program coordinators should verify with each school board the liability coverage in place for internship students.

Role of Teacher/Coordinator

As supervisor of the program, the teacher or coordinator generally will:

- Provide information about the program to students, parents/guardians, and employers;
- Keep the school and community informed regarding all aspects of the program;
- Set up an advisory council to promote internships and to involve parents and business leaders in the design and implementation for the program;
- Identify potential internship sites, contact persons, and hosts;
- Visit training sites to meet personnel, observe the work performed at the work-site, and check for appropriate safety practices and safety training;
- Provide orientation for parents/guardians and students;
- Select dates for internship experiences;

- Guide the student in researching background on the company/industry;
- Develop appropriate forms, such as Parent/Guardian Consent Form and Student/Teacher Consent Form, in conformity with school policies;
- Work with students in selection of their placements, considering student interests, personality of students and hosts, and other factors;
- Develop a Work-Based Learning Plan/Agreement in consultation with the student and the employer. (See sample plan on WBL Implementation Resources and Forms webpage);
- Orient work-site personnel to policies, procedures, and guidelines;
- Teach students appropriate dress and behavior skills;
- Make transportation arrangements;
- Identify and coordinate insurance and liability issues;
- Collaborate with teachers if students are to miss a class;
- Observe students at their sites;
- Stay in contact with employers;
- Integrate the student's work-site learning with school-based learning through seminar/class instruction; and
- Provide recognition and appreciation for business/industry and school personnel involved in the program.

Curricular Component of Work-Based Learning Experiences

Individual districts and local SBDM councils may decide the extent and length of coordinating classroom seminar experiences affiliated with their internships. Examples may include, but are not limited to, the following options:

- Semester course covering workplace issues and/or other specifics of the field of interest, in conjunction with the work-based learning experience or having work experience continue after the conclusion of the semester course.
- Seminar one day per week throughout the course of the work-based learning experience.

Work-Based Learning Plan/Agreement

A Work-Based Learning Plan/Agreement needs to be developed for each participating student. It should include the responsibilities of the work-site mentor, student, and school system. It is to identify what each party will contribute and receive from the experiences. Individual teachers may develop standards/rubric for student assessment. A system needs to be developed for student accountability (e.g., sign out from school and sign in at worksites). The system needs to provide accountability measures for supervising and mentoring the program.

Forms

The following sample forms are on the [WBL Implementation Resources and Forms](#) webpage:

- Work Based Learning Plan/Agreement;
- Internship Employer/Supervisor/Mentor Evaluation;
- Medical Consent Form (to be used if no other medical consent is in place);
- Sample Parent/Guardian Consent Form; and
- Sample Employer Evaluation Report.

Resources

- Making the Most of Your Internship, Karen, Kev, John R. Brooks , Jr., Kellye Brooks, Thomson South-Western, 2007.

- Additional resources on the [WBL Implementation Resources and Forms](#) webpage.

CHAPTER 8:
COOPERATIVE EDUCATION

Definition

Cooperative Education is a paid educational program consisting of in-school instruction combined with program related on-the-job work experience in a business or industrial establishment.

Rationale

Cooperative Education is a planned experience that is supervised by the school and the employer to ensure that each phase contributes to the students Individual Learning Plan (ILP) and career pathway. The fundamental purposes of cooperative education are to provide opportunities for students to learn under real-life work conditions and to develop occupational competencies (attitudes, technical skills, and knowledge) needed to be successful in their chosen career. The school selects as a training agency a firm that will provide and coordinate occupational career pathway related experiences that will further the student's education and employability skills. The program provides students with an opportunity to graduate as individuals who practice 21st century skills and are considered to be postsecondary ready. Cooperative Education also serves to reinforce the student's understanding of an industry and all aspects of a particular career pathway, as well as to give the student a chance to observe first hand "high skill, high wage, or high demand" career areas (both important components of the federal Strengthening Career and Technical Education for the 21st Century Act—Perkins V).

Steps in Planning a Cooperative Education Program

To ensure successful implementation of a cooperative education program, these steps may be followed:

- The student must meet eligibility criteria set forth in 705 KAR 4:041, Work-Based Learning Program Standards;
- The cooperative program is to be an integral part of the school's program of studies and be described in the school's advising resources;
- On-the-job training must supplement the planned ILP and career pathway;
- The school arranges with the employer for on-the-job training utilizing the Work-Based Learning Plan/Agreement;
- The school coordinates the training during the on-the-job phases of instruction;
- Credit is granted for the cooperative education training as approved by the Local School

District and the Site-Based Decision-Making Council (SBDM);

- The parent or guardian agrees to accept responsibility for the student's safety and conduct while traveling to and from school, place of employment, and/or home;
- The program teacher or the school's identified work-site supervisor will visit the employer's site prior to sending students to ensure the proper safety and training conditions exist;
- Each work site/student should be visited periodically to check student's progress, attendance, appropriate work assignments, safety, etc.;
- A Work-Based Learning Plan/Agreement is on file for each student;
- The student is paid wages, in accordance with Kentucky Wage and Hour Laws, for the on-the-job phase of instruction;
- Student must be covered by employer's Workers' Compensation Insurance or other approved form of liability insurance;
- Employer must comply with all related Labor Laws, Kentucky Child Labor Laws and Federal Child Labor Bulletin 101;
- The Addendum for Student Learner in Hazardous Occupations form must be on file for each student if they are working in sectors identified in the Federal Child Labor Bulletin 101;
- An Employer Evaluation Report is on file for each student;
- A Student Co-op Experience Evaluation is on file for each student;
- All other appropriate district policies are adhered to; and
- Co-op information must be entered into the Technical Education Database System (TEDS) and the Infinite Campus student information system.

Required Forms

Visit the WBL Implementation Resources and Forms page for the following:
- Work-Based Learning Plan/Agreement
- Log of Work-Based Learning Employer Contact
- Work-Based Learning Employer Evaluation Report
- Student Co-op Experience Evaluation
- If applicable—Addendum for Student Learner in Hazardous Occupations
- Student Verification Form
- Coordinator compliance form similar to DAC requirement

Legal Issues

The teacher/coordinator shall obtain a copy of and understand the most recent Kentucky Child Labor Laws and Federal Child Labor Laws. Cooperative Education is a paid work experience; the employer and student have an employer-employee relationship making the employer subject to all State and Federal Labor Laws. The teacher/coordinator must check with and follow Local District Policy as it relates to Cooperative Education.

Refer to Chapter 1 for information on laws impacting entrepreneurship programs.

As best practice, policy statement(s) regarding off-campus experiences for work-based learning

should be components of the curriculum outlined by the School Based Decision Making Council (SBDM).

References:

- Kentucky Child Labor Law (See Chapter 1, Legal Topics and Responsibilities)
- [Federal Child Labor Law Bulletin 101](#)
- **705 KAR 4:041** Work-Based Learning Program Standards
- **705 KAR 4:231** General Program Standards, Secondary Career and Technical Education
- **704 KAR 3:305** Minimum Requirements for High School Graduation

Coordination

Coordination is an educational activity directed toward the improvement of instruction by combining the efforts of all who influence the learner. Coordination involves selecting training locations, placing students, and evaluating student progress on the job.

In some schools, one person serves as the work-site coordinator while another teaches and supervises the work-based learning plan and agreement; in such cases, communication and cooperation between these two individuals must take place.

The cooperative education teacher/coordinator has many responsibilities. It is a complex role that involves teaching, coordination, guidance and counseling, public relations, and administration.

The primary role of the teacher/coordinator is teaching. Teaching involves directing a learning program that will permit students/trainees to master the 21st century skills and knowledge necessary for success in the world of work. In addition to teaching, the teacher/coordinator must:
- *help students make the transition to college and/or career;*
- *teach students how to cultivate work ethics from their learning experiences outside of the classroom; and*
- *guide students in developing critical thinking, problem-solving and other necessary 21st century skills.*

The teacher/coordinator is the key to a successful cooperative education program. The success of the program depends upon the following:
- *how effectively the teacher/coordinator performs the tasks included in these roles; and*
- *how effectively the teacher/coordinator is able to plan and organize the work to maintain balance among the various functions*

The teacher/coordinator's effort should always be directed toward the primary program goal of preparing students to enter and advance in their careers. When assigning priority to tasks, the teacher/coordinator must constantly keep this objective in mind.

Who Does What?
A CO-OP GUIDE OF THE
ROLES FOR TEACHERS AND WBL COORDINATORS

Roles for Certified Program Area Teacher

Shared responsibilities with the Work-Based Learning Coordinator:
- ✓ Ensures safety of student
- ✓ Communicates clearly with students, parents/guardians and school officials
- ✓ Carefully selects participants who qualify for cooperative education
- ✓ Prepares a Work-Based Learning Plan/Agreement with each student

Sole responsibilities of Certified Program Area Teacher:
- ✓ Develops instructional plan/learner objectives
- ✓ Follows plans and timetables for the instructional program
- ✓ Correlates instructional content with work-based learning experiences and student career objectives.
- ✓ Expands related instruction to meet changing technology
- ✓ Evaluates student's academic performance and progress
- ✓ Maintains resource files including the Work-Based Learning Plan Agreement
- ✓ Reflects on the results of instruction

NOTE: These activities are identified as being the responsibility of a certified program area teacher who ensures CTE pathway alignment and effective curriculum/instruction required to qualify for cooperative education placement in the work-based learning opportunity.

Roles for Work-Based Learning Coordinator

Shared responsibilities with the Certified Program Area Teacher:
- ✓ Ensures safety of student
- ✓ Communicates clearly with students, parents/guardians and school officials
- ✓ Carefully selects participants who qualify for cooperative education
- ✓ Maintains resource files including the Work-Based Learning Plan Agreement

Sole responsibilities of Work-Based Learning Coordinator:
- ✓ Selects appropriate work-based learning partners
- ✓ Fosters public relations for program with families, community and administration
- ✓ Evaluates student progress on-the-job through communication with the employer
- ✓ Makes periodic on-the-job and home visits for each student
- ✓ Maintains records of on-the-job and home visits
- ✓ Communicates with the certified program area teacher on student progress/needs
- ✓ Evaluates adherence to all safety provisions and labor laws at each work site
- ✓ Organizes and facilitates any special events planned for promotion of the program

NOTE: These activities are identified as being the responsibility of the work-based learning coordinator/ worksite supervisor as defined in 705 KAR 4:041 (2) (11), Work-Based Learning Program Standards.

Note: Should the certified program area teacher be acting as both the teacher and coordinator, that individual shall assume all roles and responsibilities above.

BENEFITS OF COOPERATIVE EDUCATION

STUDENTS have an opportunity to:

- *learn, both in class and on the job, through significant experiences;*
- *develop a greater sense of responsibility and dependability;*
- *obtain an understanding of employment opportunities and responsibilities through direct on-the-job experience;*
- *acquire attitudes, skills, and knowledge necessary for success in chosen career;*
- *develop employability skills that are better taught in the work setting;*
- *develop work habits necessary for individual maturity and job competence;*
- *obtain work-based learning that can lead to full-time employment for the student after graduation from high school or any postsecondary institution;*
- *engage in activities that contribute to school-to-work adjustment;*
- *enter the full-time employment market with work experience, thus enhancing chances of success and advancement;*
- *secure a higher salary when employed on a permanent job than would be received without the experience;*
- *achieve a positive attitude toward work and co-workers as well as improve interpersonal skills resulting from work-based learning with experienced workers;*
- *develop self-motivation for education and work-based learning; and*
- *develop self-confidence and self-esteem.*

SCHOOLS benefit because the cooperative education program:

- *allows for the utilization of community resources to expand the curriculum and provides individualized instruction;*
- *enriches the curriculum by providing school-to-work experiences needed in the effective preparation of specific career major goals;*
- *assists students in clarifying career goals and providing a practical means of reaching them;*
- *provides an opportunity for school personnel to stay up to date on constantly changing procedures and practices; thus, course content can be updated accordingly;*
- *uses the facilities of cooperating employers in the community as a laboratory for practical work-based learning;*
- *enables a stronger school-to-work system to be developed by combining the efforts of employers and school personnel in work-based learning;*
- *furthers and maintains a close relationship between school and community; and*
- *furnishes the school with an excellent method of giving students a better understanding of the elements of good human relations in the work environment.*

EMPLOYERS have an opportunity to:

- *reduce future orientation costs by facilitating student transition;*
- *obtain a highly motivated part-time worker who is receptive to instruction;*
- *participate in a community endeavor to prepare people for occupation and adult citizenship;*
- *receive assistance in selecting qualified personnel;*
- *benefit from better communication between educators and employers;*
- *improve the public image of the business* ;
  and
- *participate in planning the work-based learning for the student.*

THE COMMUNITY benefits because cooperative education:

- *introduces local employment opportunities to students;*
- *reduces the number of unemployed students at the conclusion of their instructional program;*
- *encourages students to stay in the community;*
- *provides constant labor resources;*
- *encourages a number of youth to stay in school and thus decreases the dropout rate; and*
- *provides a means for developing good community-school relations.*

INITIATING A COOPERATIVE EDUCATION PROGRAM

Planning for the cooperative phase of an education program should begin at least a year in advance. Administrative approval must be obtained for initiating a new program as well as the adoption of necessary local policies. Operational procedures need also to be adopted. Occupational surveys of the community must be assessed and student interest determined. The curriculum may need to be determined and/or revised, and enrollment procedures must be identified.

The cooperative education program may be initiated by an interested teacher, coordinators, school administrators, and/or business and industry representatives.

Administrative Responsibilities

1. Secure permission from all necessary school officials to investigate the need.
2. Learn how cooperative education operates, who is responsible for organization and administration, and determine the responsibilities and functions of teacher/coordinator and related staff.
3. Contact program area state staff for appropriate information about state requirements.
4. Prepare a basic outline of the plan and schedule you intend to follow in determining the need for cooperative education and submit to appropriate administrative officials.
5. Appoint a planning committee. This may be your program area advisory committee.

6. Conduct a student survey to determine student needs and interests and to determine businesses that already employ students as part-time workers.
   Factors to consider are:
      a. *Students' career plans and interests*
      b. *Students' plans for further education*
      c. *Students' interests in occupations for which work-based learning can be provided*
      d. *Students' type of part-time employment, hours worked, and income earned*
      e. *Students' perceived relevance of school's offerings for personal needs*
      f. *Cumulative records such as results of aptitude, achievement, and interest assessments, as well as student's progress and adjustment to the school environment.*
7. Conduct a local occupational survey to determine the number and types of work-based learning sites available. Some sample groups to survey are below:
      a. *Planning committee*
      b. *Department for Employment Services*
      c. *Comprehensive human resource planning committee for local area*
      d. *Chamber of Commerce*
      e. *United States Census*
      f. *Labor marketing contact*
      g. *Labor groups*
      h. *Counselors*
      i. *Trade associations*
      j. *School placement and follow-up officer*
8. Determine whether cooperative education will fit into the total school program by answering the following questions:
      a. *Are sufficient physical facilities, room, and equipment available for related instruction?*
      b. *Can instructional materials be obtained?*
      c. *Are instructional personnel available in the occupational area?*
      d. *Is the school close to the employment community so that students can get to the work-based learning sites from school and home without undue difficulty?*
      e. *How many students are currently employed?*
      f. *What courses, if any, must be added for effective program operation?*
9. Determine the feasibility of offering cooperative education using the following sources of data:
      a. *Student interest survey*
      b. *Parent interest survey*
      c. *School board recommendations*
      d. *Guidance Counselor recommendations*
      e. *Faculty recommendations*
      f. *Employment data*

Teacher/Coordinator Responsibilities

1. Identify prerequisites.
2. Specify how students' grades will be determined for both the related instruction and on-the-

job experiences.

3. Describe characteristics and needs of students to be placed.
4. Identify occupations for which training will be available.
5. Secure space, classrooms, telephone, office, instructional materials, etc.
6. Plan the appointment of an advisory committee (this may include existing program area advisory committee members).
7. Publicize continuous progress in the development of the co-op program.
8. Inform school faculty of cooperative education objectives and how the program will operate.
9. Inform parents and community about cooperative education.
10. Identify individual students who would benefit from and be interested in cooperative education. Survey other faculty members who can provide this type of information as well as information relative to students' strengths and weaknesses.

Local Cooperative Education Guidelines

The cooperative method of education must place each student in a job that will further develop the student's occupational goals. While other forms of work experience may be worthwhile in teaching work values or helping to alleviate economic problems of the student, unless the educational objectives of the occupation for which they are in training can be met by the work activities, the placement is not justifiably called cooperative education. The need for the student to become employable in the phase of an occupation for which that student is most suited must be the uppermost goal of each co-op placement.

1. **Participating Student Requirements**
   a) Students must have proof of age on file with the employer. This may be a birth certificate, a baptismal record, Bible record, driver's license, or other comparable record. Students under 18 must comply with special labor laws. For information see the Kentucky Child Labor Bulletin and the Federal Wage and Hour Publication #101.
   b) Enrollees must complete the basic skill prerequisites required by the career and technical program and career pathway that they are pursuing and be recommended by their teacher before placement into cooperative training.
   c) A student in the cooperative program shall be:
      ● enrolled in a course included within the student's chosen career pathway within the same academic year; or
      ● a career pathway completer by the conclusion of the student's junior year; or
      ● enrolled in an approved registered youth or pre-apprenticeship program.
   d) Co-op will provide employment opportunities for all students, regardless of race, color, national origin, sex, disability, age, religion, or marital status.

2. **Student Attendance Accounting**
   a) Each program area may establish a minimum amount of class time for which credit may be received.

b) To receive attendance credit, co-op students must be on the job at least as many hours as they would have been in school in full-time attendance.

c) Each co-op teacher/coordinator is to have a system for documenting the total hours worked by each student who is to be counted in school attendance for the time on the job. A system or protocol is to be provided for an employer to report student non-attendance at the worksite.

3. **Student Evaluation**

A system for evaluating the performance of the student should be incorporated into all programs.

4. **Awarding Credit**

Credit is contingent upon two factors: related class and time spent on the job during school hours or an equivalent amount of time based on daily work schedules identified in the Learning Plan/Agreement. Credit is to be awarded for both the related class and work-site experiences. The credit for work-site experiences may be awarded based on the number of class hours spent at the worksite on an hour-for-hour basis .

5. **Work-Based Learning Plan/Agreement**

Each student is to have a Work-Based Learning Plan/Agreement that explains the learning objectives and goals while at the co-op training site. There must be a Work-Based Learning Plan/Agreement written and signed by the student, the parent/guardian, the employer, and the school. The plan/agreement will explain the responsibilities of each party and serve as a basis for the employer's complying with the plan. Each student's Work-Based Learning Plan/ Agreement is to be monitored and evaluated by the program area teacher, as well as kept on file and available for review by office staff and federal and state auditors.

6. **Program Reporting**

Co-op data is reported electronically through the Technical Education Database System (TEDS) for reporting career/technical enrollments. It is crucial that all students participating in co-op be identified via this system.

7. **Approvable Expenditures**

Funds may be available to reimburse staff travel for supervision, as well as purchase equipment and materials, if identified in the Comprehensive School Improvement Plan (CSIP).

8. **Teacher/Coordinator Requirements**

a) Help the students understand the duties they will be expected to perform and introduce the students and employers to one another.

b) Help the students acquire the proper attitude and maturity to be successful employees.

c) Serve as a communication link between the school and the community.

d) Develop Work-Based Learning Plans/Agreements between the students and the employers.

e) Inform employers of the appropriate State and Federal Laws (i.e., Child Labor, Wage and Hour, Revenue, Equal Rights, etc.).

f) Work closely with the administration and faculty members to promote the co-op program.

g) Keep up to date with the professional duties and responsibilities of the job such as
   1. *continuing education and training*
   2. *professional in-service opportunities sponsored by the Kentucky Department of Education, Office of Career and Technical Education*
   3. *membership in professional associations*

9. **Requirements for an Approvable Co-op Plan**
   a) Each program utilizing cooperative education as an instructional method should submit or update its local Comprehensive School Improvement Plan.

   b) Local plans must consider the following:
      1. *Purpose and objectives of the program*
      2. *Plan of operation*
      3. *Number of students expected to be served*
      4. *Occupational area(s) to be served*
      5. *Funds available to operate program*
      6. *Evidence of seeking input from the community including an active advisory committee*
      7. *Development of evaluation procedures*

10. **Sources of Further Information**
    a) Comprehensive School Improvement Planning
       http://education.ky.gov/school/csip/Pages/default.aspx
    b) KDE, Office of Career and Technical Education (502) 564-4286

CO-OP ADVISORY COMMITTEE

In cooperative education, program goals involve the preparation of individuals for specific careers. Therefore, the teacher/coordinator increases the effectiveness of the cooperative education program by working closely with an advisory committee for advice and information concerning the nature of the programs to be offered.

The major purpose of the advisory committee is to advise the teacher/coordinator and other decision makers regarding planning and implementing programs. The educational institution, however, remains the governing body for establishing policy.

Program advisory committees and school-level steering committees may also serve in this capacity, when necessary.

Functions

An effective advisory committee may serve as a sounding board, advising on such topics as:
- Goals and objectives of the program;
- Public relations programs;
- Resources for employment/work-based learning opportunities;
- Job performance standards;
- Follow-up studies;
- Criteria for evaluation of programs;
- Evaluation materials (e.g., forms);
- Recommendations to the administration;
- Relating instruction to the needs of the community;
- Curriculum development; and
- Development of a program of work.

Membership

Members of the advisory committee should be selected from individuals within the community who represent:
- Employers in business and industry;
- Governmental agencies;
- News media;
- Workers from the occupational area;
- Civic organizations;
- Students (current or former);
- Unions (if appropriate);
- Professional associations and organizations;
- School personnel (ex-officio member); and
- Parents/guardians.

Advisory committee members should be appointed for a specific term. Terms should rotate so that some new members are added each year, while others remain to provide continuity. The following procedures are recommended for appointing members:

- *The teacher/coordinator should recommend proposed committee members to the school administrator for consideration. A list of alternates should be prepared for consideration in the event the person cannot serve or is unwilling to serve.*

- *After receiving the approval of the administrator, the teacher/coordinator prepares a letter of invitation (see sample letter in this chapter) asking the individual to serve. This mailing should include information relative to purpose, function, etc., of the advisory committee. This letter is*

prepared for the administrator's signature.

- *Shortly after the letter has been received by the prospective member, visit and briefly explain the purpose of the committee.*

- *After receiving notification of acceptance from each member, an agenda with a cover letter is sent to the members. The letter should include an expression of appreciation as well as time, date, place, etc., of the upcoming meeting.*

Role of Teacher/Coordinator in Establishing an Advisory Committee

- Help select members
- Inform members of the meetings
- Serve as temporary chairperson until a chairperson is selected
- Serve as recorder (see sample meeting minutes in this chapter)
- Plan agenda for the committee meetings

Steps in Planning Advisory Committee Meeting

- Prepare the agenda
- Prepare materials to be presented
- Reserve a meeting room
- Notify the members of meeting date
- Disseminate agenda and supporting materials to committee members

NOTE: Program needs should dictate the frequency of meetings. There should be at least two formal meetings per academic year.

Guidelines for a Successful Advisory Committee Meeting

- *Respect the committee members' limited time; stay within the time scheduled.*
- *Be prompt in the preparation of records (such as minutes, etc.).*
- *Inform the committee of facts about the program.*
- *Set a realistic scope of objectives for the advisory committee.*
- *Keep the committee within the scope of its original objectives.*
- *Consider the committee's recommendations. Appropriate action should be taken as soon as possible on appropriate suggestions. Committee members should be told why any of the proposals are not adopted.*

SAMPLE
INVITATION LETTER

February 25, 20--

Mr. John Andrews, President
Chamber of Commerce
845 Park Avenue
Somewhere, KY 53000

Dear Mr. Andrews:

It is my pleasure to ask you to serve as a member of our Cooperative Business Education Program Advisory Committee. You have been selected because of your extensive knowledge of business and office procedures. Your appointment has been approved by the Board of Education of the Somewhere School District #1 for a term of one year.

This Cooperative Business Education Program has been established to help prepare students for careers in office occupations.

Your acceptance of this appointment will be of great value to the students in our school district. Through the activities of the members of this committee, assistance will be given to the promotion and acceptance of this program by the business people and other members of the community.

Sincerely,

Richard Gordon
Superintendent of Schools

Enclosed (Advisory Committee Brochure)

SAMPLE
AGENDA

COOPERATIVE EDUCATION
ADVISORY COMMITTEE MEETING

BUSINESS EDUCATION

GOLDBLUME CENTER

FEBRUARY 25, 20--

1. Introduction of committee members

2. Explanation of cooperative education program and the need for an advisory committee

3. Responsibilities of advisory committee

4. Functions of advisory committee

5. Term of appointment

6. Selection of meeting place

7. Election of chairperson

8. Appointment of committees

9. Other business

SAMPLE
MINUTES

Cooperative Business Education
Advisory Committee Meeting
April 19, 20--

The following individuals were in attendance at the second luncheon meeting held in the Burgundy Room at the Holiday Inn on April 19, 20--.

June Ashman, Personnel Director, A.E.R.P. Co.
Susan Ching, Unit Director, V.O.C. Co.
Lucinda Dickens, Department Head, South Co. Tom
Garcia, President, S.O.W. Co.

The meeting was called to order by Melanie Rae, Chairperson.

1. June Ashman mentioned that the Business Education Department does not have a medical or legal program now because of lack of funds for cooperative education.

2. Lucinda Dickens proposed the development of a cooperative   workstation at the local hospital. Tom Garcia will contact Mr. Tom Wesley regarding this possibility and will report to June Ashman.

3. A discussion of fundraising ideas to obtain money for sending students to national meetings followed. It was suggested that we look to individual businesses and clubs such as Business and Professional Women for funds. Various money-raising projects were suggested, including selling candy, car washes, and concessions.

4. A discussion of the length of terms for committee members was postponed until the next meeting.

5. Fletcher Norman of First National Bank was suggested as a prospective member representing the downtown area. Dick Wagner will call Mr. Norman, who he knows personally.

6. John Lawrence discussed the possibility of developing a handbook for t raining sponsors. A sub-committee—Don Richards, Bill Zoby, and Carol Sutherland—was appointed to develop an outline of topics for the handbook. These will be considered at our next meeting.

7. Teachers/Coordinators will report on action taken in previous recommendations.

8. The committee wishes to express its thanks for the luncheon provided through the Memorial Fund.

9. The next meeting will be in August or September.

Tom Garcia, Secretary

PUBLIC RELATIONS

The cooperative education program must have public support. A well-planned public relations and promotional program is an important element that aids in obtaining this support.

A sound program that produces entry and advancement level positions is the basis for an effective public relations program. Public relations involve being knowledgeable about the product and communicating this knowledge to others.

1. **Program Image**

   Despite all the new technologies and the media, the most effective means of advertising continues to be word of mouth. Therefore, the public image of a program is created through what various groups feel and say.

   a) **Through the Students**: The program image is largely a reflection of the students—their job and their school performance. Employers judge the merits of the program by the success they have in hiring satisfactory workers. Students' appearances before various groups in the community are usually much more effective than anything the coordinator can report.

   b) **Through Teamwork**: Satisfied employers, co-workers, faculty members, students, advisory committee members, and parents who are convinced of the program's merits are much more effective in developing a program image than the teacher/coordinator's single-handed efforts in publicizing the program. Printed materials and letters bearing the endorsement of employers and other groups, in addition to those of school officials, emphasize the cooperative feature of the program. Recognition of the contributions made by all groups to the development of students is an important means of maintaining teamwork that gives the program a good image.

2. **Develop a Publicity Plan**

   A plan is necessary to formalize the public relations program. Developing a good public relations plan involves a series of steps, often called the Eight-Point Plan.

   The steps are**:**
   1. Establish Objectives;
   2. Research the Subject;
   3. Re-evaluate Objectives;
   4. Determine Theme;
   5. Select Strategy;
   6. Organize Campaign;
   7. Plan Activities; and
   8. Select Tactics.

Publicity must be well planned and delivered continuously. Therefore, organize a yearly plan and then schedule it on a monthly calendar.

3. **Guidelines for Publicity Campaign**

    a. Adjust all publicity to fit the audience. Stress the benefits of the co-op program to a specific audience.
    b. Give recognition for contributions in as many formats as possible and to all appropriate audiences.
    c. Maintain a resource file (i.e., (1) web sites, photographs, and videos of student activities and projects for use in articles, displays, etc.; (2) a listing of resource people; and (3) information on careers and other literature).
    d. Evaluate activities.

4. **Teacher/Coordinator's Responsibilities**

    a. Maintain a sound program that results in well-trained employees.
    b. Maintain continuous contact with the business and industrial community.
    c. Get individuals or groups (such as trade and professional organizations) involved in publicizing the program.
    d. Give visibility to student activities and achievements.
    e. Plan and implement a system for giving recognition to all individuals or groups who contribute to the development of students.

5. **Employer Appreciation and Recognition**

    People like to be recognized and appreciated for the work they do. A variety of methods may be used for showing appreciation to employers. Many programs sponsor an employer appreciation event such as a banquet, picnic, potluck supper, breakfast, or luncheon.

    The appreciation event is used to achieve several goals. Whether this event is a banquet or other type of activity, its arrangement should reflect these goals:

    a. Acquaint individuals with the scope of the program;
    b. Aid others in becoming acquainted with the program;
    c. Keep the school administration in touch with the relationships of the program;
    d. Recognize individuals and groups who have made outstanding contributions;
    e. Recognize student leadership; and
    f. Develop pride and group spirit.

    The most widely used professional activity for employer appreciation is the Employer/Employee Banquet. This project is used more than any other single activity to create goodwill in the community. A successful Employer/Employee Banquet is the result of thorough planning and the assignment of specific responsibilities.

The program for the Employer/Employee Banquet should be as follows:

1. *A Master of Ceremonies (student) should be carefully selected and trained. Also, an alternate should be selected and trained.*

2. *Students should be prepared and practice speeches. Notes or index cards may be used.*

3. *Program activities may include the following:*

    a. *Speaker;*
    b. *Student skits, plays, talent shows, and entertainment;*
    c. *Brief talks by several students or several training sponsors; and*
    d. *Visuals of training stations (if time permits)*

4. *Use a speaker from outside the school environment. Recognition of training sponsors, however, can be equally effective.*

    a. *A speaker should be selected who will inform (within 20 minutes) as well as entertain the audience.*
    b. *Speakers should include males, females, minority, and individuals with disabilities.*
    c. *Consider as speakers:*
        i. *Company representatives*
        ii. *State Senators and State Representatives*
        iii. *Advisory Committee members*
        iv. *Local civic club representatives*

5. *The speaker is not to be paid as this is a public service. All necessary arrangements should be made, however, for the speaker. For example, a student may arrange transportation.*

6. *The speaker's biographical sketch and picture should be secured for publicity.*

7. *Publicize the appreciation event in the local newspaper. Be sure the names of all training sponsors, as well as their company and student/trainee, are identified.*

8. *Present Certificates of Appreciation to all employers.*

9. *Present a few Outstanding Service Awards to individuals who have made a special contribution in support of your program this year.*

RELATED CAREER/TECHNICAL INSTRUCTION

Students participating in cooperative education are to be enrolled in a related class during the school year (or meet other eligibility criteria established within 705 KAR 4:041, Section 2). The instruction is designed to provide individuals with learning experiences that enable them to

progress toward a career objective. The related class is individualized and related to the student's Work-Based Learning Plan/Agreement.

In cooperative education, three environments are conducive to achieving the balanced pattern needed by all students - the classroom/laboratory, the work site, and the student organization. Classroom instruction involves the organized presentation and application of knowledge, skills, and attitudes. Supervised occupational experiences (co-op) require students to apply knowledge, skills, and attitudes in an actual employment setting, utilizing the Work-Based Learning Plan/Agreement to ensure that students have opportunities to apply the theoretical concepts in the job setting. Student organizations make teaching more effective by providing experiences in group dynamics which enable students to accept themselves within the total group situation.

The teacher/coordinator is a director of learning who coordinates the learning experiences in the classroom, at the training station, and through the student organization. The teacher/coordinator tailors the instruction to the individual's needs and learning styles. Utilizing appropriate resources for achieving the desired outcomes, the coordinator individualizes the instructional plan for each student.

Under certain circumstances, the correlation between the on-the-job training and the classroom related instruction may be jointly developed by a full-time coordinator working with a related-subject teacher. In such cases, there is an increased need for communication and cooperation in determining responsibilities and sequencing for instruction and job activities.

Programs of instruction are built around the needs of the students. In order to design such a program, student needs and characteristics must be clearly defined. The skills, knowledge, interests, attitudes, and other attributes of students must be known in order to plan appropriate instruction. No other factor is more important in the planning process than the students' needs—both those that are common to all group members and those that are individual.

Types of Instructional Content

In cooperative education programs, the goal is to assist students in developing career competencies. The instruction is said to be correlated; that is, there is a direct relationship between the study in school and the activities of the training job, both of which are based on a career objective. This correlation involves both (1) the sequence of learning (what is studied when) and (2) the application of learning (what is learned in school and then applied on the job, with the results being reported to the classroom). In addition, the student will have some individual instruction in school; that is, the student will study some things not studied by other students due to individual job needs and an individual career goal.

Criteria for Related Instruction

- Enrollees shall have taken basic skill prerequisites required by the occupational program they are pursuing.

- The student shall work in a salaried position which provides work experience directly related to the student's Individual Learning Plan.
- Instructional materials should be provided to supplement the teaching of a related class.
- Enrollment in a related class or a supervised out-of-school setting should not exceed 31 students or the number of available workstations.

Specific Related Competencies

This instruction includes the teaching of specific skills, knowledge, and attitudes required to progress in a career field. The instruction is directed toward the following kinds of competencies:
- Manipulating tools or equipment
- Gathering, processing, communicating, or applying technical information
- Constructing, assembling, or combining elements
- Performing a service

General Related Competencies

General related instruction is classified into the following groups:

1. Occupational Adjustment and Career Development Capabilities

Occupational adjustment abilities relate to the ability to adjust to employment environments and personalities at the plant, office, store, or institution. By teaching students to interact effectively with other employees, supervisors, and the conditions under which they must work, the students will acquire capabilities which will persist as they progress in their careers and take positions in other employment environments. Occupational adjustment capabilities include the following:

a. *Learning how to learn at the training station;*
b. *Interacting with co-workers, supervisors, and employers;*
c. *Participating in groups as a member and leader;*
d. *Developing desirable employment habits and attitudes;*
e. *Making rational economic decisions about employment, spending, saving, and participating in a private enterprise economy;*
f. *Preparing for future employment;*
g. *Managing employment time and leisure time;*
h. *Keeping abreast with current developments in the occupation; and*
i. *Drawing from the environments where the occupation is found.*

Career development capabilities enable students to find satisfying occupational roles in which they can get a sense of achievement and self-realization. The instruction focuses on learning about the occupational field and the lives of individuals in the occupation and on looking at

one's potential needs, abilities, and aspirations as they relate to occupations and careers. These capabilities include the following:

    a. *Assess and analyze one's own needs, interests, abilities, and aspirations;*
    b. *Assess and analyze the potential opportunities and satisfactions of an occupational field;*
    c. *Predict chances of being successful and satisfied in the occupational field; and*
    d. *Make decisions and plans to achieve goals and aspirations.*

2. Employability Skills

Every student needs to acquire at least a minimum level of competence in employability skills. Some students may need considerable assistance in developing these skills while others do not. Utilize lessons for the various topics for individuals who need to improve in such areas as choosing a job, searching for a job, applying for a job, entering a new job, succeeding on the job, changing jobs, economics awareness, and occupational safety.

Instruction should be organized to produce competencies which are (1) needed by all employees, (2) needed by employees in an occupational field, (3) needed by employees of a specific occupation only, and (4) needed by a particular employee at a specific place of employment. This may be achieved through tutoring or small group activities in addition to specific instructions for the particular position.

Basic Skills Competencies

Teacher/coordinator has an opportunity to assist students in attaining practical competencies needed to function in society. Emphasis can be placed on basic skills, career awareness, and decision making as they relate to the student's career goal.

Experienced teacher/coordinators have found that students see "reading, writing, and math" competencies as relevant and necessary when related to the training station learning experiences. Like all educators, teacher/coordinators need to keep basic skill competencies in mind when teaching the related class.

The student should be able to read, comprehend, and interpret materials and adult encounters in daily living, such as newspapers, magazines, income tax instructions, credit contracts, instructions for operating or maintaining equipment or household appliances, and job descriptions.

The student should be able to use basic computational skills such as computing interest, making change, balancing a checkbook against a bank statement, computing miles driven per gallon of gasoline, constructing a budget, and computing income tax in the context of everyday tasks and problems encountered by adults.

The student should have the ability to listen and communicate in employment situations, demonstrating skills in organizing and presenting ideas or solutions to problems, giving

informative answers to questions, comprehending and giving directions, and listening effectively.

The student should have the ability to write an acceptable report, essay, or resume. Emphasis should be placed on structure, spelling, grammatical correctness, punctuation, clarity, and organization.

Career Awareness and Decision Making

The student needs to acquire substantial information about employment in one or more career fields. The information should include the following:

- *The roles and functions of the position and its relation to other positions;*
- *How one qualifies for entry and advancement (education, experience, aptitudes) and possible routes of entry and advancement in a career;*
- *The employment conditions associated with the position, including physical environment, social setting, hours of work, how the position affects the employee's lifestyle, and other conditions;*
- *The monetary, psychological, and other rewards which employees receive from employment;*
- *The current and projected demands for employees in the field, opportunities for advancement, and lateral movement within the career; and*
- *A personal evaluation of the occupation in relation to the student's interests, values, goals, and abilities.*

Instructional Methods and Materials

Personnel responsible for the related instruction are expected to select instructional methods that are appropriate for the student and contribute to the development of employment qualifications. In addition to providing occupational experiences which lead to mastery of the technical content, the teacher/coordinator must also be able to stimulate student interest and use a variety of techniques that develop multiple skills necessary for success on the job.

Guidelines for Selecting Appropriate Methods

- *Choose activities that develop multiple capabilities and competencies.*
- *Use adult techniques with students.*
- *Use applied methods.*
- *Use appropriate instruction materials. A variety of books, periodicals, occupational materials, plus other media and materials should be available.*
- *Corelate job and related instruction.*

Guidelines for Correlating Job and School

- *Select related instruction activities that are job based*
- *Involve the training sponsor in developing course content*
- *Use career-oriented resources and references*
- *Exchange resources and references from school to job and vice versa*

Coordinating Visits

Timing the Visits - The number of visits, as well as their timing, must be carefully planned for effectiveness and efficiency. Once a student has been placed in a co-op position coordination visits are necessary for:

- *assessing the student's learning progress;*
- *improving the quality of the training stations;*
- *correlating related instruction and job experiences; and*
- *making changes in training plans when necessary.*

Some coordination visits are conducted throughout the entire school year while other types are "seasonal" or occur only at specific intervals. Some types should be considered "constant"—such as the public relations visit, the identification and evaluation of work-based learning stations, and the student progress visits. Anticipate and plan time carefully.

Frequency of Visits - Visitations should be made frequently and for specific purposes; thus, avoiding visits for only crisis situations or problems.

The actual number of visits to each work-based learning site will depend primarily upon the conditions and nature of the work-based learning site and the maturity and ability of the student.

Stagger visits so that the student is observed through the full spectrum of working hours; in other words, don't visit the work-based learning site at the same hour on the same day each week.

Guidelines to Observe

- *Conduct visits in a manner that promotes effectiveness and enhances efficiency.*
- *Make visits at a time convenient to the work-based learning sponsor.*
- *Make an appointment for any visit requiring the work-based learning sponsor's time.*
- *Make the purpose of the visit clear to the work-based learning sponsor when making the appointment and/or arriving at the work-based learning station.*
- *Plan for the visit carefully.*
- *Do not interfere with the student's work.*
- *Summarize and maintain records of all visits.*

- *Keep all information and records concerning the work-based learning station and the student confidential.*
- *Discuss the student's problems and/or weaknesses only in a private session with the work-based learning sponsor (mentor) and/or student.*
- *Take a few minutes to see the employer or a designated representative first when making a call and again when leaving as a common courtesy.*
- *Know and adhere to any legal regulations and/or company policies concerning your movement within the work-based learning station.*
- *Comment on any strengths or successes observed. Positive reinforcement encourages and motivates the person to even more and better work.*

<u>Initial Visits</u> - A series of coordination calls are made prior to the opening of school. Some of these calls may be made during the preceding spring or during extended employment time in the summer to:

- *Evaluate a company as a potential training station including safety evaluation;*
- *Seek cooperation as a work-based learning site;*
- *Develop a Work-Based Learning Plan/Agreement; and*
- *Orient the work-based learning sponsor (mentor) to their cooperative program responsibilities. Discuss legal issues—Workers' Compensation Insurance, Child Labor Laws, Wage and Hour regulations.*

<u>First Visit Following Placement</u> - Visit the work-based learning site during the first week the student starts to work to ensure that the student and work-based learning sponsor (mentor) are getting started in the right direction. Observe and discuss the following work related activities with the student and/or work-based learning sponsor:

- *Purpose of related instruction;*
- *Punctuality of student;*
- *Dress and behavior guidelines of the company;*
- *Work-Based Learning Plan/Agreement review; and*
- *Future visits for discussing job related activities.*

Provide the work-based learning sponsor with a file folder at this time. A folder should contain a full set of information about the cooperative program, including items such as the following:

- *Benefits of the program (company, student, and school);*
- *Work-Based Learning Plan/Agreement;*
- *Student's school schedule;*
- *Business card and how you can be reached;*
- *Sample copy of the Employer Evaluation form;*
- *School's policy regarding co-op; and*
- *Other items you feel will promote the work-based learning sponsor's interest and knowledge of the program.*

Periodic Visits - Visits to check on student progress, supervision by a work-based learning sponsor (mentor), and job-related issues may be made as often as once every two weeks. During these visits you may check on a variety of things such as:

- *Working situation/safety conditions;*
- *Attitudes of student, co-workers, and work-based learning sponsor;*
- *Use of skills and knowledge from related instruction;*
- *Need for additional related instruction;*
- *Attendance;*
- *Exploitation of students;*
- *Training provided by training sponsor; and*
- *Need to readjust the Learning Plan/Agreement.*

If the work-based learning sponsor has little or no previous supervisor experience and/or has not been involved with the cooperative program before, visit more frequently to ensure a successful partnership.

Some visits may be termed public relations visits; they occur on various occasions as time permits. Some visits may involve visiting members of the advisory committee, civic and community leaders, and parents.

Coordination visits to training stations on a regular basis are very important to a successful co-op program. However, keep visits short and businesslike. Business and industry personnel are busy people.

Problem Visit - Problems do arise at times. You may detect early signs of these from daily contact with the student in the related instruction class, from the student's attendance and evaluation reports, and by requested visits to the training station.

These visits are usually made in addition to the regularly scheduled visits. Or you may receive a phone call or letter from the training site about an emergency. Problems should be dealt with as soon as possible.

Working with Job-Related Issues

One important purpose of evaluation is to uncover problems/issues the student may be experiencing. Teacher/coordinators should be aware of the many types of issues that may arise. Some problems can be avoided altogether or reduced considerably if the various techniques described in this manual are utilized.

From time to time, students have problems at the work-based learning station and/or at school. Your program plan, as well as the general school policies and regulations, should specify in advance the appropriate actions for handling most problems. Also, general school policies should specify due process guidelines to be followed. The recommended student's Work-Based

Learning Plan/Agreement provides additional policies and regulations.

Ways to Handle Problems/Issues - Regardless of the source or causes of the problems, handle them calmly and give fair treatment to all parties. Publish all rules and regulations in advance and follow them. Such rules prohibit certain problem situations from occurring. If an unusual case occurs, follow established procedures as far as possible and act only after ensuring each party due process. Follow these guidelines whenever problems do arise either with students at the work-based learning site or in school:

- *Apply rules and regulations, policies, and procedures stated by school for <u>all</u> students.*
- *Act as the student's representative when appropriate.*
- *Work with the student and then let the student try to work out the problem independently but under your supervision.*
- *Be a referee and/or arbitrator when necessary. Serve as the representative for the school.*
- *Inform administrators of problems.*
- *Involve parents when appropriate.*

The Referee Process - Refereeing means determining what the issue/problem is, what caused it, and how to solve it; then the referee assists in gaining the cooperation of both parties in taking action to solve it. Balancing the needs, interests, and problems of the student/learner, the training sponsor, and the school's responsibility demands many refereeing and arbitration skills of the teacher/coordinator. This aspect of the teacher/coordinator's job is equally as important as the development of the technical skills for a specific occupation.

The referee role is a difficult one to fulfill—it takes finesse and persuasion, calmness, and an understanding of human beings.

Absenteeism - The school teacher/coordinator is required by law to account for students' attendance in school and, consequently, at the work-based learning site.

Written procedures are to be built into the cooperative program to address absenteeism.

- *Students sign an agreement form at enrollment time.*
- *Students submit attendance and work reports on which employers certify the work hours.*
- *Students are to call both the work-based learning sponsor and the teacher/coordinator when an illness or emergency occurs.*
- *The work-based learning sponsor is to phone the teacher/coordinator when the student is absent without prior excuse.*
- *A system is developed in advance for the teacher/coordinator to secure an excused absence from the employer for doctor's appointments, funerals for immediate family, etc.*
- *Absent from school means absent from co-op unless prior approval is obtained from the teacher/coordinator.*

Transfers - Once students are placed at a work-based learning station, they should not be transferred to another company without good cause. Rotations from job to job or between

departments within the same company are usually part of the work-based learning plan. Transfers should be made only after the situation becomes unsolvable by other means. Transfers may be necessary if the student is unable to do the work the work-based learning sponsor requires, if a safety or health problem occurs, or if there is a serious personality conflict between the student and the work-based learning sponsor.

Also, the work-based learning sponsor may refuse to follow the Work Based Learning Plan/Agreement (they may not always rotate the student at a specified time, but this is not usually serious enough to cause a transfer) or simply have no work for the student.

As part of your local program plan, specify the procedures for making transfers—when they may or should be made, who is responsible for initiating the transfer, and what procedures are to be followed to ensure due process and protection of students' rights. Also, identify some alternatives (such as a different job, reassignment to an in-school class, independent study, in-school supervision, simulation, or some other activity) if there is a time lag when making transfers.

Dismissals - A student may be fired because of lack of skill or poor attitude. The work-based learning sponsor should agree to notify the teacher/coordinator before taking such action—and this statement should appear on the Work Based Learning Plan/Agreement. This notification provides the teacher/coordinator time to serve as referee and may allow the problem to be solved without dismissal.

General school policies should provide guidelines and procedures for handling problems such as theft on the job and insubordination. Great care must be taken to ensure the student's rights to due process so that accusations are not made unfairly.

Interviewing

An interview is defined here as any meeting between the coordinator and one or more persons for the purpose of exchanging ideas and information and determining a plan of action.

As a coordinator, you will be involved in many interviews or meetings with a variety of people, such as students, job supervisors, work-based learning sponsors, school administrators, business or trade people, parents, faculty, and counselors. Therefore, it is extremely important that you be effective and efficient in conducting interviews.

Coordination calls are often a form of interviewing; hence an "interview" may be (a) any initial interview with a student, a job supervisor or other person, (b) a coordination call with a job supervisor, or (c) any meeting in which questioning and communication take place.

Successful interviews increase the understanding and cooperation between all parties while unsuccessful interviews or meetings cause frustrations, misunderstandings, and additional problems.

Keeping Records

Because of the diversity of coordination activities, a good system of keeping records and managing paper flow is essential. Functionally designed forms and a central data storage system will avert many problems and facilitate program operation.

Documentation and/or supporting evidence for annual reporting is highly recommended. When using the forms recommended through this manual, simply add the school name with transfer letters or the school's letterhead. Color code forms for easier reference (i.e., blue for form used only by students, pink for forms used by the coordinator, yellow for forms used with the work-based learning station and green for forms used for reports such as those sent to the state department or the school administration office, etc.).

Set up a recordkeeping system for the different types of records and forms already in use or available in this handbook. Computerized recordkeeping may be utilized when it can provide the same information.

The system may be divided into three parts: (1) student files, (2) program administration files, and (3) student's related instruction files.

Student Files

Student Co-op Record Folder. Many of the records may be considered confidential and should remain in a secure location.

Student Co-op Record Folder

Student Name:
  ● Student Identification (SSID) Number, Home Address, Home
Phone Parent's/Guardian's Name:
  ● Business Address, Business Phone, Other Pertinent Data

1. Analysis of Recruitment Interview
2. Student Profile
3. School Record
4. Teacher Recommendations
5. Work-Based Learning Plan/Agreement
6. Home Visit Report (if appropriate)
7. Work Schedule
8. Log of WBL Employer Contact
9. Employer Evaluation Report
10. Student Co-op Experience Evaluation

Program Administration Files

Blank forms for planning visits, recruiting and selecting students, and other operational forms should be kept in this file.

Keep copies of any correspondence with employers, state supervisors, school administrators, and others in folders with appropriate captions.

Keep copies of current legal regulations on hand at all times.

File materials promptly and in the appropriate folders for ease in compiling monthly and yearly reports. These files become an important part of periodic program reviews and state audits.

ENROLLMENT PROCESS

Students who are selected for co-op should have a career objective in a specific occupational area. Equal access should be provided for all students.

There should be a common understanding between employers and the school concerning program entry criteria and standards. The advisory committee may fulfill this purpose. The prerequisites and criteria should be reviewed periodically by the teacher/coordinator, the faculty, the work-based learning sponsors, the administration and counselors, and the advisory committee. A recruitment plan can then be developed to specifically attract appropriate students.

Recruitment Process

Recruitment activities should be conducted indirectly throughout the year. However, most activities are concentrated at certain points in the year: (1) during pre-enrollment or pre-registration time, and (2) at the beginning of the school year. Some activities are long range and others are immediate.

Develop a definite plan of yearly activities as well as activities for the recruitment period just prior to enrollment time. The steps in the process are outlined in this section and a variety of recruitment activities are also suggested.

Guidelines for Providing for Equity During Recruitment

Students must be given information about all occupations available to them. Care must be taken to avoid stereotyping when presenting the programs to prospective students by:

- *using unbiased information regarding programs available to all students;*
- *including program area teachers in the recruitment and selection of students;*

- *using recruitment procedures that are based on occupational objective, interest and aptitude, and not on the basis of race, color, national origin, disability, and/or sex of the student;*
- *having individuals available to serve as role models for non-traditional programs; represent individuals of different race, gender, national origin and/or disability;*
- *involving parents/guardians in presenting information;*
- *gaining support of parents/guardians when a student is interested in a non-traditional program; and*
- *using recruitment materials depicting diversity of individuals and occupations.*

<u>Securing Teacher Recommendations</u> - Select teachers to provide recommendations in two ways: (1) those teaching the prerequisite occupational course(s) and/or (2) those listed by the student (including either occupational or general course). The teachers' recommendations, whether low or high, should be used as a guide only; a low rating or identification of weakness should not mean automatic rejection. It may be the result of a personality conflict and/or discipline problems with the teacher rather than lack of ability. Comments should be used in counseling with the student, for scheduling in occupational courses, enrollment in the cooperative program, placing the student in an appropriate training station, and planning related instruction. Low ratings in vital areas, by all teachers, may result in rejection for the co-op experience. Some personal attention from the teacher/coordinator may result in an excellent co-op placement.

Selection Process

At this point determine which students are eligible for enrollment and selection for the program. Indicate tentative approval, conditional approval, full approval, or rejection. Usually full approval is not given until two more steps are completed: (1) parental permission for enrollment is received and (2) the student has been placed on a job and the Work Based Learning Plan/Agreement has been signed by all parties.

Bias on grounds of race, color, national origin, sex, and disability is prohibited in education. Education must be available to all individuals who can benefit from these programs.

- *Do individuals of different race, color, national origin, sex, and/or disability show interest in the program through application?*
- *Is selection made without bias on grounds of race, color, national origin, sex, or disability?*
- *Are disabled individuals mainstreamed into the program?*
- *Do program enrollments reflect individuals from the local community balance of race, color, national origin, sex, and/or disability?*

Guidelines for Selection of Cooperative Students

1. The student must have a career objective in the occupational area.
2. Select students who:
   a. *are enrolled in the related class;*

b.   *have the necessary prerequisites;*
c.   *have parental consent;*
d.   *have an appropriate job placement;*
e.   *agree to the cooperative program procedures;*
f.   *are willing to forego some after-school activities;*
g.   *need an alternative approach to learning; and*
h.   *have met general policies regarding discipline, attendance, and academics.*

Some students should not be selected in the cooperative program if they are:

● *interested only in earning money;*
● *interested only in getting out of school early;*
● *participating in too many extra-curricular activities or in those scheduled at the end of the day; and*
● *emotionally immature.*

The student should receive notice that he/she will or will not be accepted for the program either in person or by letter. Many teacher/coordinators use a letter as a courteous gesture. The same courtesy should be extended to students who are given tentative or conditional approvals.

Record the decision about each student and file this information along with the acceptance or rejection letter.

Review the student profiles and other papers; identify a tentative job title or area in which to seek placement for that particular student. Record information and place in the student's file.

The Work-Based Learning Plan/Agreement

The Work-Based Learning Plan/Agreement must be completed and signed by all appropriate persons and kept on file in the co-op office. The WBL Plan/Agreement is the official document outlining the student's off-campus work-site experience. Failure to follow this procedure could seriously jeopardize the program and the coordinator. All parties identified for signatures on the Work Based Learning Plan/Agreement must sign.

Home Visits

The home visit is most often used during recruitment time at or near the time of the student's acceptance. Some program areas require the teacher/coordinator to make home visits; others may not choose to do so. These visits are useful for understanding the student, developing the student's program, interpreting the cooperative program and its procedures to the parents, and securing the parental cooperation.

PLACEMENT

The work-based learning station is an extension of the school. A good portion of the success of the cooperative program depends on the quality of the work-based learning station; hence, only those businesses and industries that provide appropriate work-based learning should be utilized as work-based learning sites.

Maintain a Work-Based Learning Station Resource File

Develop a work-based learning station file that identifies companies and industries that may have the potential to be good work-based learning stations. Keep this file up-to-date and current by visiting companies and industries throughout the year, especially new ones. Visit others on regular employer contact calls.

WORKING WITH POTENTIAL WORK-BASED LEARNING SITES

Before a Visit

- *Set up appointment with appropriate human resource personnel.*
- *Arrive on time.*
- *Take professional-looking printed materials that describe the program and its benefits.*

During a Visit

- *Greet the person by name; introduce yourself; use your business card.*
- *State the purpose of the visit.*
- *Explain briefly the purpose of the cooperative program emphasizing benefits to the company, the community, and the occupational area.*
- *Encourage the manager to ask questions and suggest problem areas.*
- *Answer questions carefully, meet problems calmly, admit areas of concern, and avoid controversial issues when they are not related to the co-op program.*
- *Give a brochure briefly outlining the program, roles of each party, and some procedures.*
- *Ask to tour the business to observe equipment, facilities, safety compliance, and working conditions.*
- *Get acquainted with personnel director and department supervisors, if possible.*
- *Ask for the manager's cooperation. (Avoid questions with a possibility of a "no" answer such as "Will you employ a student?" Rephrase the question: "Will you employ one or two students?")*
- *If the manager gives a "yes" answer, describe the type of job needed and/or determine what job(s) are available; ask for the name of the mentor to contact either that day or tomorrow about further arrangements.*

- *Whether getting a "yes" or "no" answer, conclude the interview by thanking the manager. Leave information and your business card.*

After a Visit

- *Record your impressions of the evaluation visit.*
- *Send a thank you letter to the manager.*

Making Placement Visits

After selecting students for the cooperative program, match their career objectives, interests, and abilities with jobs at specific work-based learning stations.

If a student is selected for enrollment but there is not a specific job opening related to their career objective, check the Work-Based Learning Station Resource file for reputable companies that employ individuals for the type of job needed.

Sending a Yearly Letter

In established programs, many coordinators send letters to past and potential work-based learning sites just prior to starting the placement of students. They ask employers to call or write them if they have immediate part-time openings or anticipate having them in the near future.

Keeping Placement Records

Keep records of students who have been placed at a specific work-based learning station; record comments about their experiences and yours in working with the company. File these comments with the Evaluation of Work-Based Learning Site forms.

Maintaining Work-Based Learning Stations

After a work-based learning station has been established, work to maintain it. This may be done in the following ways:

- *Develop a sponsor development plan and provide continuous assistance;*
- *Sponsor employer appreciation events;*
- *Send thank you letters (both teacher/coordinator and student);*
- *Write news releases to give public recognition of the contributions made by employers; and*
- *Give recognition through speeches, comments to the Advisory Committee, and school meetings.*

Preparing for Placement

The teacher/coordinator is responsible for making an appropriate placement for each student. The job must be related to the student's career objective; matched to the student's curriculum, interests, abilities, and potential; and with a company or industry that is willing to cooperate fully in the program.

The student is not fully accepted in the cooperative program until he/she has been placed in a suitable job and a Work Based Learning Plan/Agreement is developed and signed. This placement must be mutually acceptable to the employer and the student (as well as the parents/guardians of a minor) and have the teacher/coordinator's approval.

When to Place Students

The school should have written policies and procedures concerning placement. Generally, students should be interviewed and employed when they are occupationally proficient and have the required competencies.

Some teacher/coordinators select students in the spring and find suitable work-based learning sites for them at that time. Students should begin work in the spring or summer only if the teacher/coordinator is able to provide adequate and continuous coordination and supervision.

Some high school teacher/coordinators should select students in the spring and work with counselors in preparing dual class schedules for the fall. If students are not placed when school begins, they attend a regular class schedule.

The Placement Process

Placement begins when the teacher/coordinator attempts to match the students selected for the program with the job openings available. Job openings seldom just occur; therefore, prior to and during the placement process, the teacher/coordinator will also be searching for job openings at approvable firms. Review the earlier materials on selecting work-based learning stations. Remember, it may be necessary to search for a specific job for an unusual or different career objective; at times information regarding a specific request may not be available on file.

It will be necessary at times to inform prospective employers about students' qualifications; yet at the same time the teacher/coordinator may be legally restricted from doing so. The teacher/coordinator should secure permission to release student records based on school policies.

Student Introduction Cards - Give each student an introduction card that tells the employer that this is the cooperative program student sent for the interview. It also tells the student the name of the company and interviewer as well as the time and place of the interview. Some teacher/coordinators make appointments for the students; others have students make their own.

The teacher/coordinator should inform the interviewer of the names of students.

Employers should select those hired to avoid accusations and problems later. Thus, the student is hired under relatively the same conditions as regular workers. Furthermore, the student experiences the competition of securing a job—a real life situation.

Students' Interviews - Exceptions to the three applicants per job and three interviews per student can and should be made occasionally. The shy, timid, reserved, and less mature student will seldom be selected if competing with the extroverted, mature student. Students should be sent to interview for jobs for which they qualify. In some cases, consider sending only one applicant to be interviewed. For example, a student may have specific job needs depending on ability level. On occasion a student may have a different career objective than any other student enrolled; thus, only one student can be sent for a matching job opening.

Some teacher/coordinators ask students to prepare a standard job application form for the occupational cluster, type application letters, and prepare resumes. The student takes a file folder with these materials to the interview and gives it to the interviewer. Suggest that they add a copy of their school transcript to the folder and/or a copy of their Individual Learning Plan.

Students' Report on the Interview - As soon as students have been interviewed, they should report their impressions both in writing and orally. Set a time and place for them to do this.

Students are to indicate in which position they are most interested and why. At the same time let them know they will not necessarily be employed for the preferred position. The employers will make those decisions while the teacher/coordinator will do their best to secure a good, appropriate job for them.

If a student dislikes a specific situation, he/she should be permitted to decline employment. The teacher/coordinator should determine the reason and decide if it is legitimate. The interviewer returns the employer's half of the Introduction Card. Collect the results of the interviews as soon as possible after the last applicant has been interviewed by visiting the prospective employer personally if possible. The personal visit is much preferred to a phone call.

The employer confers with the teacher/coordinator before making any commitment to a student/applicant. This procedure enables the teacher/coordinator to confer with the employer while developing the Work-Based Learning Plan/Agreement process. The teacher/coordinator is responsible for supervising the employment situation and reviewing with the employer the legal requirements of the following:

- *Child labor laws (total hours, time of day to work, hazardous work);*
- *Social security;*
- *Wage and hour laws; and*
- *Equal opportunity for employment.*

Ideally, students should be sent for a second interview only after the teacher/coordinator learns that they were not selected by the first company; however, because of the time involved in having each company interview three applicants, some students may be sent on a second interview before the first company makes a selection. Therefore, one student may be selected by two different companies. If companies confer with the teacher/coordinator prior to making definite offers to students, the problem of students switching at the last minute can be avoided.

Develop the Work-Based Learning Plan/Agreement - See section "Work-Based Learning Plan/Agreement." Complete this suggested form for each student. (Visit the Kentucky Department of Education's website for useful resources and a SAMPLE Work-Based Learning Plan/Agreement.)

Determine a definite date for the student to start work. All papers and legal forms (Employment Certificate, social security number, etc.) must be filed in appropriate places before the student starts work. Coordinate the student's orientation to the job.

Discuss new employee orientation with the work-based learning sponsor and a job mentor/supervisor. Provide an orientation checklist. Develop the Work-Based Learning Plan/Agreement with the training sponsor and job supervisor.

Prepare a Supervisor's (Mentor) File Folder - Prepare and deliver a file folder on the student to the appropriate work-based learning sponsor or mentor. Include copies of the Work-Based Learning Plan/Agreement, brochures about the cooperative program, orientation checklist, and other materials. You may want to include a sample of the Evaluation or Progress Report to be completed at a later date and forms for Student's Attendance and Evaluation.

EVLAUATION PROCESS

Evaluation of the cooperative education program is a continuous process and includes evaluation of the total program, including the student learner, the workstation, and the related instruction. Continuous evaluation is required so that any deficiencies or problems can be identified in time to be corrected. More detailed periodic evaluations are required for the purpose of assigning grades.

Continuous Evaluation

The continuous evaluation approach seeks to identify problems or potential pitfalls before they become serious. Continuous evaluation consists of (1) observations made by the

teacher/coordinator during coordination visits and (2) analysis of the student's reports made at frequent intervals.

Visits to the work-based learning station should be made periodically. Visits may be made to observe, to assess, and to promote. If there appear to be problems relating to the student or the work-based learning station, more frequent visits should be made. The frequency should be determined by the teacher/coordinator, with some input from the employer. It is up to the teacher/coordinator to make good use of this time in fulfilling coordination responsibilities.

Following are some of the major reasons for making coordination visits:

1. Observe the type and quality of work being performed by student;
2. Ensure that a variety of experiences are provided according to the Work-Based Learning Plan/Agreement;
3. Secure the Employer Evaluation Report of student's performance;
4. Ensure that the work-based learning sponsor provides consistent guidance and supervision;
5. Verify the application of 21st century skills, knowledge, and attitudes acquired in the school related classes;
6. Discuss with the work-based learning sponsor methods of improving instruction and training for the particular job the student is performing;
7. Become acquainted with management policies;
8. Verify compliance with all federal and state laws concerning the employment of minors;
9. Make certain students are not exploited;
10. Correct any problem relationships that arise between the student and the work-based learning sponsor;
11. Obtain suggestions for making selection and placement of other students more effective;
12. Secure supplementary teaching materials that will make the related instruction more valuable;
13. Discover potential work-based learning stations of high quality;
14. Extend and improve public relations between school and business;
15. Provide and follow up on plans for rotation; and
16. Ensure safe working conditions.

Employer Evaluation Report

The Employer Evaluation Report must be made frequently enough to be of use in identifying potential problems before they become serious. The Employer Evaluation Report should be completed weekly or biweekly and should be used for discussion in the related class.

Teacher/coordinators can use the information on the reports as a basis for discussion in the related class. The information might also signal the need for individual conferences with learners who are having problems.

The Employer Evaluation Report has a number of purposes, including the following:

- *Provides a record of work hours that need to be reviewed for compliance with child labor laws, total hours worked per week, and the time of day/evening worked;*
- *Provides a check for attendance in school with attendance on the job;*
- *Provides a running record of hours worked by dollars earned for compiling monthly/yearly program records as required by the Technical Education Database System (TEDS); and*
- *Provides employer's rating and remarks on student's progress.*

Student Co-op Evaluation Report

Students may be asked to provide an evaluation report as often as the teacher/coordinator feels necessary. Students should comment about strengths, weaknesses, and potential problems they are experiencing at the job-site. This information can be used in counseling the student and talking with the employer prior to the development of actual problems.

Read the comments carefully. Counsel with the student in a private setting. If any problems are suspected at the training station with the (a) job supervisor, (b) co-workers, or (c) levels of tasks, try to provide "intervention" and/or preventive measures when possible.

Periodic Evaluation

Each student's progress must be evaluated periodically at or near the end of the school evaluation period—the grading period. The periodic evaluation may come at the end of a job/task rotation. This type of evaluation is extremely important because it must—

- *Evaluate the student's strengths and weaknesses;*
- *Include a review of the WBL Plan/Agreement and revise if necessary;*
- *Serve as a basis for rotating jobs;*
- *Assist in identification of related instruction topics and upcoming projects;*
- *Evaluate the training provided by the workstation; and*
- *Evaluate safe working conditions.*

Prior to making an evaluation visit, the teacher/coordinator and possibly the related-subject teacher should review the student's file, progress made in the related class, Student Work-Based Learning Evaluation Report and the Employer Evaluation Report. Compare the progress on these reports with those activities identified on the Work Based Learning Plan/Agreement.

The evaluation visit to assess the student's progress on the job must be conducted in a businesslike manner; preferably, it should be a three-way conference between the work-based learning sponsor, the student, and the teacher/coordinator and/or related subjects teacher. The evaluation visit should be made personally by the teacher/coordinator, with an appointment made in advance.

Use a progress or evaluation form to record the work-based learning sponsor's evaluations. Ask for examples of both strengths and weaknesses and record them as they provide data for making improvements, assigning grades, and discussing concerns.

Guidelines for Making Periodic Evaluations

- *Make an appointment*
- *Meet with work-based learning sponsor in person*
- *Involve student*
- *Get examples of both strengths and weaknesses*
- *Review the Work-Based Learning Plan/Agreement*
- *Revise the Work-Based Learning Plan/Agreement if necessary*
- *Follow up on action plan*

Follow up the evaluation visit with a private conference with the student to discuss the comments made at the conference. The examples of strengths and weaknesses are especially useful in discussing why the student will remain with the same job tasks, determining related instruction, and planning for the next evaluation period.

Assigning the Grade for On-The-Job Experience

Various options are open for determining the on-the-job grade. The teacher/coordinator may take sole responsibility, or it may be a joint responsibility between the teacher/coordinator and the work-based learning sponsor. If the teacher/coordinator is not the related-instruction teacher, that person should also be involved in assigning the grade. A disadvantage of teachers/coordinators having sole responsibility for the grade is that they are not at the work-based learning station on a continuous basis. On the other hand, care must be given to the weight of the grade assigned by the work-based learning sponsor. There may be little equity between the grades assigned from one trainer to another.

In general, the work-based learning grade is a combination and examples obtained from the work-based learning sponsor on the Employer Evaluation Report and the comments made by the teacher /coordinator on the [Log of Work-Based Learning Employer Contacts](#). Improvements in skills, production rates, and attitudes, as well as taking on additional responsibilities, should be carefully considered. Review the Employer Evaluation Report for other criteria; the student should receive a copy of this form at the beginning of the year.

As part of the operational plans, identify guidelines and procedures that will determine the student's grade for the on-the-job experiences. Inform students of these procedures at enrollment time.

Guidelines for evaluating on-the-job experiences include the following:

- *Identify the factors to be evaluated;*
- *Identify who is responsible for the grade;*
- *Identify the process and procedures involved;*
- *Identify the time and frequency of grading; and*
- *Identify how the forms will be utilized in assigning a grade.*

CHAPTER 9:
REGISTERED YOUTH APPRENTICESHIP AND PRE-APPRENTICESHIP

Rationale

The Tech Ready Apprentices for Careers in Kentucky (TRACK) youth and youth pre-apprenticeship program is a partnership between the Kentucky Department of Education's (KDE) Office of Career and Technical Education (OCTE) and the Education and Labor Cabinet's (ELC) Office of Employer and Apprenticeship Services (OEAS) to accelerate and streamline opportunities for secondary students into Registered Apprenticeship.

This is a business- and industry-driven approach for partners to create a pipeline of students to enter postsecondary apprenticeship training. Upon successful completion at the high school level, the student will be awarded an industry certification and all on-the-job hours worked will be counted toward the postsecondary apprenticeship. In addition, Career and Technical Education (CTE) courses can be awarded as credit for prior learning toward the Related Technical Instruction (RTI) component of the apprenticeship.

TRACK is its own career pathway, has designated Classification of Instructional Programs (CIP) codes and results in an industry certification. The TRACK certificate is a standalone "postsecondary readiness indicator" within the state's K-12 assessment and accountability system, as students enrolled in a TRACK Pre-Apprenticeship or Youth Apprenticeship pathway who receive the TRACK certificate are identified as "career ready".

Definitions

Apprentice- means a worker at least 16 years of age, except where a higher minimum age standard is otherwise fixed by law, who is employed to learn an apprenticeable occupation.

Journeyperson certificate- The culmination of an apprenticeship leads to nationally recognized and portable credential. This is also known as the Apprenticeship Certificate of Completion.

Registered Apprenticeship Program (RAP)- A Registered Apprenticeship Program has been validated by the U.S. Department of Labor (USDOL). It combines paid on-the-job training and classroom instruction under the supervision of an experienced industry professional.

Related Technical Instruction (RTI)- The classroom component of the Registered Apprenticeship. For every 2000 hours of the apprenticeship, there are 144 hours of related technical instruction that must accompany.

State Apprenticeship Agency (SAA) - Registered Apprenticeship program activity is handled directly by state administrators and staff, acting on behalf of the USDOL. The Education and Labor Cabinet's Office of Employer and Apprenticeship Services (OEAS) is the SAA for Kentucky.

Youth Apprenticeship- A program for students that combines academic and technical classroom instruction with work experience through a Registered Apprenticeship Program.

Youth Pre-Apprenticeship- A program or set of strategies designed to prepare students for entry into Registered Apprenticeship Programs.

Registered Apprenticeship Overview

Registered Apprenticeship effectively allows employers to recruit, train and retain highly skilled workers. Registered Apprenticeship is a proven model of job preparation that combines paid, on-the-job learning with technical instruction to increase workers' skill levels and wages progressively. In addition, Registered Apprenticeships allow employers to develop and apply industry standards to high-quality, structured training programs that increase productivity, safety and workforce quality.

Registered Apprenticeships are esteemed opportunities that provide participants a chance to earn money while they learn in a non-traditional classroom setting. The earn-and-learn model allows apprentices to see a direct relationship between their increasing skills and wages.

Five Components of Registered Apprenticeship

1. *Business-Driven/Employer Involvement*

Employers are the foundation of every RAP, and the skills needed by these employers for workforce success form the core of the model. Businesses must play an active role in building RAPs and are involved in every step of their design and execution.

2. *Structured and Supervised On-the-Job Learning*

Every RAP includes structured and supervised On-the-Job Learning (OJL). Companies hire apprentices and provide hands-on training from an experienced mentor/journey worker. This training is developed by mapping the skills, knowledge and abilities the apprentice must learn to

be fully proficient at the job. To complete a RAP, apprentices must master a core set of competencies and document – through time, testing or observation – that they can perform certain tasks and have mastered specific competencies.

3. *Related Technical Instruction (RTI)*

Apprentices in RAPs receive Related Technical Instruction or classroom-style training that complements the OJL. This instruction helps refine the technical and academic skills that apply to the job. RTI may be provided by a postsecondary institution, technical school, apprenticeship training school or the business itself. This instruction can be provided online, at the worksite or at the school. In some instances, RTI is provided upfront, before the OJL portion of the training.

4. *Progressive Wages/Rewards for Skill Gains*

Apprentices in RAPs receive increases in pay as their skills and knowledge increase. Progressive wage gains reward and motivate apprentices as they advance through training and become more productive and skilled at their job.

5. *Nationally-Recognized Occupational Credential*

Every RAP graduate receives a nationally-recognized credential, referred to as a Journeyperson Certificate or Certificate of Completion. This portable credential signifies that the apprentice is fully qualified to perform an occupation successfully. Many RAPs also offer industry-recognized interim, stackable credentials as apprentices master skills as part of a career pathway.

Types of Apprenticeships

The length of time of an apprenticeship program depends on the complexity of the occupation and the type of program. RAPs can be time-based, competency-based or hybrid. The related instruction in technical subjects related to the occupation is a minimum of 144 hours for each year of the apprenticeship; the term of a registered apprenticeship ranges from one year to six years, not less than 2,000 hours of work experience and is consistent with training requirements as established by industry practices.

Time-Based Approach

A time-based program focuses on primary work activities for a given occupation. Time-based programs are effective if the sponsor believes that repetition of primary tasks is sufficient for learning an occupation. A time-based structure is often preferred in the Building and Construction and Industrial Trades industries because licensing requirements often require documented minimum hours of work experience. Time-based programs require at least 2,000 hours of on-the-job learning.

Competency-Based Approach

Competency-based programs allow employers/sponsors to use a competency checklist to evaluate and determine apprentice skills attainment. The length of the program is contingent on the pace at which apprentices successfully demonstrate competency in skills and knowledge through proficiency tests.

Hybrid Approach

A hybrid program combines time spent in primary work activities with a task proficiency checklist or another format that allows the employer/sponsor to evaluate and determine skill attainment leading to mastery. In a hybrid program, the apprentice can move through the program at their own pace as they gain proficiency. Like competency-based programs, hybrid programs are especially helpful for occupations that need to adapt to rapidly changing technology.

TRACK Program Overview and Implementation

All employer partners must have a USDOL Registered Apprenticeship to participate in the TRACK program. Visit the Registered Apprenticeships - Kentucky Works website for more information about the registration process.

The TRACK youth apprenticeship model consists of three CTE courses that relate to the apprenticeship and paid cooperative education placement with a designated employer partner. Students must have achieved concentrator status by completing at least two CTE courses to be eligible for on-the-job learning. The employer will work with the school to identify candidates for the selection process. For more information, please refer to the *Youth Apprenticeship* section of the TRACK Process Document.

This model is designed for students to continue in the apprenticeship immediately upon graduation and the student agrees the apprenticeship will be their primary postsecondary education. In some cases, depending on when the student enters the TRACK program and the length of the apprenticeship, completion of the apprenticeship may occur before graduation.

The TRACK youth pre-apprenticeship program is a designated 4-course sequence and an end-of program assessment. For more information, please refer to the *Pre-Apprenticeship* section of the TRACK Process Document.

Resources:

- [Tech Ready Apprentices for Careers in Kentucky (TRACK)](#) homepage

- [The Kentucky Educational Excellence Scholarship](#) or KEES can be utilized for Registered Apprenticeship.

- [Requirements for Apprenticeship Sponsors Reference Guide](#)

- [Help calculating Related Technical Instruction](#) (RTI)

- Employer-School-Student Roles/Responsibilities [At-A-Glance](#)

- [TRACK Process Document](#) for Youth and Pre-Apprenticeship