CHAPTER 1
SCHOOL-TO-WORK AND WORK-BASED LEARNING

What Is School-to-Work?

School-to-Work is a statewide system that seeks to create a smooth, seamless, and successful transition for all students from primary through postsecondary education, work, or the military. The system is designed to link employers and education in a collaborative effort to create a prepared workforce.

The federal legislation, School-to-Work Opportunities Act of 1994, includes in Section 101, General Program Requirements, a statement that all students will have access to both school-based and work-based components.

In Section 103 of the Act, work-based learning components include work experiences, planned program of job training and work experience, workplace mentoring, instruction in general workplace competencies, and broad instruction in a variety of elements of an industry.

Why Is School-to-Work Needed?

According to data at national and state levels,

- Three-fourths of high school graduates enter the workforce without a baccalaureate degree and do not possess the academic and entry-level occupational skills necessary to succeed in the changing workplace.
- A substantial number of youth do not complete high school.
- More jobs today require higher levels of education and technical skills, unemployment among youths is intolerably high, and earnings of high school graduates have been falling relative to earnings of individuals with more education.
- The workplace is changing in response to heightened international competition and new technologies.
- There is a lack of a comprehensive and coherent system to help individuals acquire the knowledge, skills, abilities, and information necessary to access the labor market.
- Students can achieve high academic and occupational standards, and many learn better and retain more when they learn in context rather than in the abstract.
- Many students have part-time jobs, and there is infrequent linkage between jobs and the career planning, exploration, or school-based learning.

The work-based learning approach integrates theoretical instruction with structured on-the-job training. This approach, combined with school-based learning, can be very effective in engaging student interest, enhancing skill acquisition, developing positive work attitudes, and preparing youths for high-skill, high-wage careers.

Who Benefits From School-to-Work?

The School-to-Work System provides benefits to students, employers, organized labor, educators, government, and community-based organizations. Some of the benefits are listed below:

Helping students to

- Prepare for high-skill/high-wage careers
- Choose from a wide range of educational options
- Obtain work experience while attending school
- Gain job-readiness skills
- Develop contacts for employment options
- Increase self-confidence and experience success at school and work
- Gain support in attaining career goals

Including opportunities for employers and organized labor to

- Influence curriculum development to meet industry requirements
- Gain access to an expanded pool of qualified applicants
- Evaluate potential employees in work settings
- Improve the quality of life in the community

Providing opportunities for education to

- Integrate academic instruction with actual work and life experiences
- Reduce dropout rates, improve attendance, and increase enrollment
- Acquire better understanding of real-world applications of academic knowledge
- Participate in improved opportunities for professional development
- Increase placement in postsecondary education and increase employment rates of graduates

Providing opportunities for government and community-based organizations to

- Participate in the development of a skilled workforce
- Enhance the employability of all youth
- Stimulate local economic growth through an expanded skilled workforce and taxpayer base

- Become more knowledgeable of education's role in the preparation of a skilled workforce

What Are The Components of a School-to-Work System?

Work-Based Learning

Work-based learning programs focus on experiences and activities gained in a work or work-type environment. These experiences are connected to students' career majors/clusters and are integrated with the academic curriculum.

Programs may include, but are not limited to the following:

- Clinicals
- Cooperative Education
- Entrepreneurial Programs
- Internship
- Mentoring
- School-Based Enterprises
- Shadowing
- Work Experience

Chapter III of this document provides an in-depth description of these programs.

Work-based learning programs should

- Represent all aspects of an industry in order to provide the student with broad-based experiences in an industry related to his/her career major/cluster and career interest.
- Complement student's career major as identified in the Individual Graduation Plan.

School-Based Learning

School-based learning focuses on career awareness, career exploration, career assessment, career counseling, and career planning. It includes the acquisition of the rigorous academic and technical skills needed for students to achieve their career goals.

Some examples of school-based learning for P-12 include the following:

- Career days, guest speakers, workplace visits, mentoring, internships, and shadowing
- Career Choices, a middle school course which provides an exploration of broad-based occupational clusters

- Assessment of a student's career interests
- Development of the Individual Graduation Plan

- Increasing student expectation for learning at a higher level through the use of applied learning strategies and instruction that is relevant to the workplace
- Integration of academic and vocational/technical education
- Creative scheduling that provides an opportunity to increase the amount of time students have for application of learning through real life workplace settings
- Student's selection of a career cluster/major at least by the eleventh grade

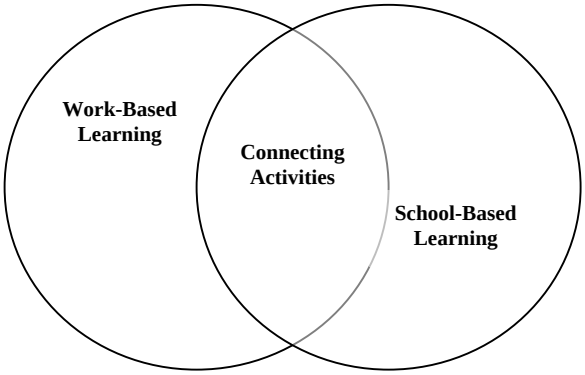
Connecting Activities

Connecting activities focus on the coordination between school-based and work-based activities by the following:

- Recruiting employers
- Matching employment opportunities with student's career path
- Providing technical assistance to employers as they begin to accept responsibility for student learning at the work sites
- Providing job placement services to assist students in preparing for the workplace and to secure a high-skilled, high-wage job that is connected to their career clusters/majors

Each component of the School-to-Work System has distinct characteristics and operational procedures. However, all are interrelated. Figure 1 illustrates this concept.

Figure 1.



School-to-Work funds can enrich work-based and school-based learning for students P-12.

Title VI specifies that the following requirements shall apply to all programs under the School-to-Work Opportunities Act.

1. PROHIBITION OF DISPLACEMENT—No student participating in such a program shall displace any currently employed worker (including a partial displacement, such as a reduction in the hours of non-overtime work, wages, or employment benefits).

2. PROHIBITION ON IMPAIRMENT OF CONTRACTS—No such program shall impair existing contracts for services or collective bargaining agreements, and no such program that would be inconsistent with the terms of a collective bargaining agreement shall be undertaken without the written concurrence of the labor organization and employer concerned.
3. PROHIBITION ON REPLACEMENT—No student participating in such a program shall be employed or fill a job
   a. when any other individual is on temporary layoff, with the clear possibility of recall, from the same or any substantially equivalent job with the participating employer; or
   b. when the employer has terminated the employment of any regular employee or otherwise reduced the workforce of the employer with the intention of filling the vacancy so created with the student.
4. WORKPLACES—Students participating in such programs shall be provided with adequate and safe equipment and safe and healthful workplaces in conformity with all health and safety requirements of federal, state, and local law.
5. EFFECT ON OTHER LAWS—Nothing in this Act shall be construed to modify or affect any federal or state law prohibiting discrimination on the basis of race, religion, color, ethnicity, national origin, gender, age, or disability, or to modify or affect any right to enforcement of this Act that may exist under other federal laws, except as expressly provided by this Act.
6. PROHIBITION CONCERNING WAGES—Funds appropriated under authority of this Act shall not be expended for wages of students or workplace mentors participating in such programs.
7. OTHER REQUIREMENTS—The Secretaries shall establish such other requirements as the Secretaries may determine to be appropriate, in order to ensure that participants in programs under this Act are afforded adequate supervision by skilled adult workers, or to otherwise further the purposes of this Act.

State policies for implementing School-to-Work follow the system requirements outlined at the national level.

For additional information regarding School-to-Work, contact the Kentucky Office of School-to-Work, Capital Plaza Tower, 20th Floor, 500 Mero Street, Frankfort, KY 40601. Phone 502-564-5901; FAX 502-564-5904. Web address: www.state.ky.us/agencies2/stw

CHAPTER 2
LEGAL ISSUES

When looking at the relationship that exists between employers and employees, it is important to know and understand that there are state and federal laws that protect various aspects of the employment relationship. Some of the areas protected by law are 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 reproduced as a reference.

Prior to placing any student in a workplace, it is important to become familiar with both state and federal laws. It is important to keep in mind that generally when both state and federal laws apply, the more stringent of the two must be followed. This will ensure that all school-to-work efforts are operated within the guidelines of the law.

It is the responsibility of each administrator, principal, 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 assure compliance with all state and federal laws and regulations in the placement of students in work related programs. This chapter provides guidelines for program operation and includes a variety of requirements from equal access to the labor laws. The guidelines will briefly outline some of the areas that need to be explored prior to implementing a work-based learning experience. This chapter is intended to facilitate the discussions that need to take place before putting a student in an actual work setting. The information provided is to inform **all responsible school personnel** of various legal issues. For the safety of all involved, when exploring work-based learning sites, only sites that are in compliance with all existing laws should be considered.

Child Labor/Wage and Hour Laws

Any work-based learning experience that creates an employment relationship must be in compliance with both state and federal child labor laws and wage and hour laws. An employee is defined by 803 KAR 1:005 as "any person employed by or suffered or permitted to work for an employer." Deciding whether an employee-employer relationship exists depends upon all the circumstances surrounding the relationship and must be looked at very closely to make an accurate determination. When an employment relationship exists, the following state and federal child labor and wage and hour laws apply.

KENTUCKY CHILD LABOR LAW
HOURS OF WORK PERMITTED FOR MINORS 14 BUT NOT YET 18 YEARS OF AGE

AGE	MAY NOT WORK BEFORE	MAY NOT WORK AFTER	MAXIMUM HOURS WHEN SCHOOL IS IN SESSION	MAXIMUM HOURS WHEN SCHOOL IS NOT IN SESSION
14 and 15 Yrs.	7:00 A.M.	7:00 P.M. (9:00 P.M. June 1 through Labor Day)	3 Hours Per Day 18 Hours Per Week	8 Hours Per Day 40 Hours Per Week
16 and 17 Yrs.	6:00 A.M.	11:30 P.M. Sunday through Thursday; 1:00 A.M. Friday and Saturday When School is in Session	6 Hours Per Day Monday through Friday 8 Hours Per Day Saturday and Sunday 40 Hours Per Week	NO RESTRICTIONS

Minors under 14 years of age shall not be permitted to work at any gainful occupation at any time, except for employment in connection with an employment program supervised and sponsored by the school and approved by the Department of Education.

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Minors under 18 years of age shall not be permitted to work more than five (5) hours continuously without an interval of at least thirty (30) minutes for a lunch period.

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Definitions: Section 1. (1) "School in session" means that time which an individual student is required to be in school as established by local school district authorities. (2) "School not in session" means period of time not included in subsection (1) of this section.

Minors 14 but not yet 16 years of age may NOT be employed in: Any manufacturing, mining, or processing occupations, including occupations requiring the performance of any duties in workrooms or work places where goods are manufactured, mined, or otherwise processed; occupations which involve the operation or tending of hoisting apparatus or any power-driven machinery other than office machines; operation of motor vehicles or service as helpers on such vehicles; public messenger service; occupations in connection with: transportation of persons or property by rail, highway, air, water, pipeline, or other means, warehousing and storage, communications and public utilities, construction (including demolition and repair).

OCCUPATIONS PROHIBITED FOR ALL MINORS UNDER 18 YEARS OF AGE

1. Occupations in or about Plants or Establishments Manufacturing or Storing Explosives or Articles Containing Explosive Components
2. Motor Vehicle Driver and Outside Helper
3. Coal Mine Occupations
4. Logging or Sawmill Operations
5. Operation of Power-Driven Woodworking Machines
6. Exposure to Radioactive Substances
7. Operation of Power-Driven Hoisting Apparatus
8. Operation of Power-Driven Metal Forming, Punching, and Shearing Machines
9. Mining, other than coal
10. Slaughtering, Meat Packing or Processing, or Rendering
11. Operation of Bakery Machines
12. Operation of Paper Products Machines
13. Manufacture of Brick, Tile and Kindred Products
14. Operation of Circular Saws, Band Saws, and Guillotine Shears
15. Wrecking, Demolition and Shipbreaking Operations
16. Roofing Operations
17. Excavating Operations
18. In, about or in connection with any establishment where alcoholic liquors are distilled, rectified, compounded, brewed, manufactured, bottled, sold for consumption, or dispensed unless permitted by the rules and regulations of the Alcoholic Beverage Control Board (except they may be employed in places where the sale of alcoholic beverages by the package is merely incidental to the main business actually conducted).
19. Pool or Billiard room

PROOF OF AGE REQUIRED FOR MINORS 14 BUT NOT 18 YEARS OF AGE

For Further Information Contact: DIVISION OF EMPLOYMENT STANDARDS, APPRENTICESHIP AND TRAINING, 1047 U.S. 127 South, Suite 4, Frankfort, KY 40601. Phone (502) 564-3070 Fax (502) 564-2248
INTERNET ADDRESS: http://www.state.ky.us/agencies/labor/eshome.htm

KENTUCKY WAGE AND HOUR LAWS

POST THIS ORDER WHERE ALL EMPLOYEES MAY READ

MINIMUM WAGE – Effective July 15, 1998, every employer shall pay each employee not less than $5.15 per hour. Subsequently, the state minimum wage rate will adjust in accordance with the federal minimum wage rate as prescribed by 29 U.S.C. Sec.206(a)(1). (KRS 337.275)

OVERTIME - No employer shall employ any of his employees for a workweek longer than forty hours unless such employee receives compensation for his employment in excess of forty hours in a workweek at a rate of not less than one and one-half times the hourly rate at which he is employed. This section does not apply to employees of retail stores engaged in work connected with selling, purchasing and distributing merchandise, wares, goods, articles or commodities, or to employees of restaurant, hotel and motel operations, to employees as defined and exempted from the overtime provision of the Fair Labor Standards Act in Sections 213(b)(1), 213(b)(10) and 213(b)(17) of Title 29, U.S.C. or to employees whose function is to provide twenty-four (24) hour residential care on the employer's premises in a parental role to children who are primarily dependent, neglected and abused and who are in the care of private nonprofit child caring facilities licensed by the Cabinet for Human Resources under KRS Chapter 199. (KRS 337.285)

EXEMPTIONS - Nothing in KRS 337.275 and 337.285 shall apply to: (1) Any individual employed in agriculture; (2) Any individual employed in a bona fide executive, administrative, supervisory or professional capacity, or in the capacity of outside salesman, or as an outside collector as such terms are defined by administrative regulations on the Commission; (3) Any individual employed by the United States; (4) Any individual employed in domestic service in or about a private home if there are less than two domestic employees regularly employed; (5) Any individual classified and given a certificate by the Commissioner of Workplace Standards showing a status of handicapped worker or sheltered workshop employee under administrative regulations promulgated by the Commissioner of Workplace Standards; (6) Employees of retail stores, service industries, hotels, motels, and restaurant operations whose average annual gross volume of sales made for business done is less than ninety-five thousand dollars for the five preceding years exclusive of excise taxes at the retail level or if the employee is the parent, spouse, child, or other member of his employer's immediate family; (7) Any individual employed as a baby-sitter in the employer's home, or as a companion by a sick, convalescing or elderly person or by the person's immediate family, to care for that sick, convalescing or elderly person and whose principal duties do not include housekeeping; (8) Any individual engaged in the delivery of newspapers to the consumer; (9) Any employee employed by an establishment which is an organized non-profit camp, religious or non-profit educational conference center, if it does not operate for more than seven (7) months in any calendar year. (KRS 337.010)(2))

TIPPED EMPLOYEES - Effective July 15, 1998, for any employee engaged in an occupation in which more than $30 dollars per month is customarily and regularly received in tips, the employer may pay a minimum of $2.13 per hour if the employer's records can establish for each week where credit is taken, when adding the tips received to wages paid, not less than the minimum wage is received by the employee. Subsequently, the tipped rate will adjust in accordance with the federal minimum tipped rate as prescribed by 29 U.S.C. Sec. 206(a)(1). No employer shall use all or part of any tips or gratuities received by employees toward the payment of the minimum wage. (KRS 337.275(2)) No employer shall require an employee to remit to the employer any gratuity, or any portion thereof, except for the purpose of withholding amounts required by federal or state law. No employer shall require an employee to participate in a tip pool whereby the employee is required to remit to the pool any gratuity, or any portion thereof, for distribution among employees of the employer. Employees may voluntarily enter into an agreement to divide gratuities among themselves. The employer may inform the employees of the existence of a voluntary pool, and the customary tipping arrangements of the employees at the establishment. Upon petition by the participants in the voluntary pool, and at the employer's own option and expense, an employer may provide custodial services for the safekeeping of funds placed in the pool if the account is properly identified and segregated from the other business records and open to examination by pool participants. (KRS 337.065)

RECORDS - Every employer subject to the provisions of the Kentucky Minimum Wage Law shall make and preserve records containing the following information: (a) Name and address of each employee; (b) Hours worked each day and each week by each employee; (c) Regular hourly rate of pay; (d) Overtime hourly rate of pay for hours in excess of forty hours in a workweek; (e) Additions to cash wages at cost, or deductions (meals, board, lodging, etc.) from stipulated wages in the amount deducted, or at cost of the item for which deductions are made; (f) Total wages paid for each workweek and date of payment. Such records shall be kept on file for at least one year after entry. No particular form or order is prescribed for these records provided that the information required is easily obtainable for inspection purposes. (KRS 337.320)

REST PERIODS - No employer shall require any employee to work without a rest period of at least ten (10) minutes during each four (4) hours worked except those employees who are under the Federal Railway Labor Act. This shall be in addition to the regularly scheduled lunch period. No reduction in compensation shall be made for hourly or salaried employees. (KRS 337.365)

LUNCH PERIODS - Employers, except those subject to the Federal Railway Labor Act, shall grant their employees a reasonable period for lunch and such time shall be as close to the middle of the employee's scheduled work shift as possible. In no case shall an employee be required to take a lunch period sooner than three (3) hours after his work shift commences, nor more than five (5) hours from the time his work shift commences. This section shall not be construed to negate any provision of a collective bargaining agreement or mutual agreement between the employee and employer. (KRS 337.355)

PAYMENT OF WAGES - Any employee who leaves or is discharged from his employment shall be paid in full all wages or salary earned by him not later than the next normal pay period following the date of dismissal or voluntary leaving or fourteen (14) days following such date of dismissal or voluntary leaving whichever last occurs. (KRS 337.055)

STATEMENT OF DEDUCTIONS - All employers who employ ten or more and pay their employees by check or otherwise, making deductions from the salaries and wages due said employees, shall state specifically the amount for which the deductions are made, and each such employer at the time of payment of salary or wage to each employee shall furnish the employee a statement giving the amount of each deduction and the purpose for which the deduction is made. (KRS 337.070)

UNLAWFUL FOR EMPLOYER TO WITHHOLD WAGES - No employer shall withhold from any employee's wages any part of the agreed wage rate; unless (a) the employer is required to do so by local, state, or federal law; or (b) when a deduction is expressly authorized in writing by the employee to cover insurance premiums, hospital, or medical dues; or (c) other deductions not amounting to a rebate or deduction from the standard wage arrived at by collective bargaining or pursuant to wage agreement or statute; or (d) deductions for union dues where such deductions are authorized by joint wage agreements or collective bargaining contracts negotiated between employers and employees or their representatives. No employer shall deduct the following from the wages of employees: (a) Fines; (b) Cash shortages in a common money till, cash box or register used by two (2) or more person; (c) Breakage; (d) Losses due to acceptance by an employee of checks which are subsequently dishonored if such employee is given discretion to accept or reject any check; or (e) Losses due to defective or faulty workmanship, lost or stolen property, damage to property, default of customer credit or nonpayment for goods or services received by the customer if such losses are not attributable to employee's willful or intentional disregard of employer's interest. (KRS 337.060)

TIME AND A HALF FOR WORK DONE ON SEVENTH DAY OF WEEK - Any employer who permits any employee to work seven days in any one workweek shall pay him at the rate of time and a half for the time worked on the seventh day. The above shall not apply in any case in which the employee is not permitted to work more than forty hours during the workweek; or to telephone exchanges having less than five hundred subscribers, stenographers, bookkeepers, or technical assistants or professions such as doctors, accountants, lawyers, or other professions licensed under the laws of this state, employees subject to the Federal Railway Labor Act and seamen or persons engaged in operating boats or other water transportation facilities upon navigable streams, persons engaged in icing railroad cars, common carriers under the supervision of the bureau of vehicle regulation, and any officer, superintendent, foreman or supervisor whose duties are principally limited to directing or supervising other employees. (KRS 337.050)

PERFORMANCE BONDS - Performance bond for wages due from employer engaged in construction work, or the severance, preparation, or transportation of minerals. Except for employers who have been doing business in the state for five (5) consecutive years, every employer engaged in construction work, or the severance, preparation, or transportation of minerals, shall furnish on a form prescribed by the commissioner a performance bond to assure the payment of all wages due from the employer. Surety for the bond shall be an amount of money equal to the employer's gross payroll operating at full capacity for four (4) weeks. Any employee whose wages are secured by a bond may obtain payment of those wages, liquidated damages, and attorney's fees as provided by law on presentation to the commissioner of a final judgement entered by a court of competent jurisdiction. The bond may be terminated, with the approval of the commissioner, on submission of the employer's statement, lawfully administered under oath, that the employer has ceased doing business in the state and that all due wages have been paid. (KRS 337.200)

FOR FURTHER INFORMATION CONTACT:
DIVISION OF EMPLOYMENT
STANDARDS, APPRENTICESHIP AND TRAINING
1047 U.S. 127 SOUTH, SUITE 4
FRANKFORT, KENTUCKY 40601
PHONE: (502) 564-3070
FAX: (502) 564-2248
http://www.state.ky.us/agencies/labor/eshome.htm

WAGE DISCRIMINATION BECAUSE OF SEX
(KRS 337.420 to 337.433 and KRS 337.990 (14))

Definitions:

Employee—Any individual employed by any employer, including but not limited to individuals employed by the State or any of its political subdivisions, instrumentalities, or instrumentalities of political subdivisions.
Employer—A person who has two or more employees within the State in each of twenty or more calendar weeks in the current or preceding calendar year and an agent of such a person.
Wage Rate—All compensation for employment, including payment in kind and amounts paid by employers for employee benefits, as defined by the Commissioner in regulations issued under this Act.

Prohibition of the Payment of Wages Based on Sex:

The employer is prohibited from discriminating between employees of opposite sexes in the same establishment by paying different wage rates for comparable work on jobs which have comparable requirements. This prohibition covers any employee in any occupation in Kentucky. Any employer violating this Act shall not reduce the wages of any employee in order to comply with the Act.

No employer can discharge or discriminate against any employee for the reason that the employee sought to invoke or assist in the enforcement of this Act.

Exemptions from Coverage:

A differential paid through an established seniority system or merit-increase system is permitted by the Act if it does not discriminate on the basis of sex.

Employers subject to the Fair Labor Standards Act of 1938, as amended, are excluded "when that act imposes comparable or greater requirements than contained" in this Act. However, to be excluded, the employer must file with the Commissioner of the Kentucky Department of Workplace Standards a statement that he is covered by the Fair Labor Standards Act of 1938, as amended.

Enforcement of Law and Power to Inspect:

The Commissioner or his authorized agent has the power to enter the employer's premises to inspect records, compare character of work and operations of employees, question employees, and to obtain any information necessary to administer and enforce this Act. The Commissioner or his authorized representative has the power to hold hearings, subpoena witnesses or documentary evidence, and examine witnesses under oath. If a person fails to obey a subpoena, the circuit court of the judicial district wherein the hearing is being held may issue an order requiring the subpoena to be obeyed. Failure to obey the court order may be punished as a contempt of that court.

Collection of Unpaid Wages:

Any employer who violates this Act is liable to the employee or employees affected in the amount of the unpaid wages. If the employer violates this Act willfully, he is liable for an additional equal amount as liquidated damages. The court may order other appropriate action, including reinstatement of employees discharged in violation of this Act.

The employee or employees affected may maintain an action to collect the amount due. At the written request of any employee, the Commissioner may bring any legal action necessary to collect the claim for unpaid wages in behalf of the employee.

An agreement between an employer and employee to work for less than the wage to which such employee is entitled will not bar any legal action or voluntary wage restitution.

Statute of Limitations:

Court action under this Act may be commenced no later than six months after the cause of action occurs.

Posting of Law:

All employers subject to this Act shall post this abstract in a conspicuous place in or about the premises wherein any employee is employed.

Penalties:

Any person who discharges or in any other manner discriminates against an employee because such employee has:

(a) made any complaint to his employer, the Commissioner, or any other person, or

(b) instituted or caused to be instituted any proceeding under or related to this Act, or

(c) testified or is about to testify in any such proceedings, shall be assessed a civil penalty of not less than $100 nor more than $1,000.

For Further Information Contact:
DIVISION OF EMPLOYMENT STANDARDS,
APPRENTICESHIP AND TRAINING
1047 U.S. 127 South, Suite 4
Frankfort, Kentucky 40601
Phone: (502) 564-3070 Fax: (502) 564-2248

INTERNETADDRESS:
http://www.state.ky.us/agencies/labor/eshome.htm

INFORMATIONAL COPY
Regulation
803 KAR 1:100. Child Labor.

RELATES TO: KRS 339.210 to 339.450
PURSUANT TO: KRS 13.082, 339.230
NECESSITY AND FUNCTION: KRS 339.230(3) authorizes the commissioner of the Department of Workplace Standards to promulgate regulations to properly protect the life, health, safety or welfare of minors. He may consider sex, age, premises of employment, substances to be worked with, machinery to be operated, number of hours, hours of the day, nature of the employment and other pertinent factors. The commissioner may in no event make regulations less restrictive than those promulgated by the U.S. Secretary of Labor under provisions of the Fair Labor Standards Act and its amendments. The function of this regulation is to set standards for the employment of minors. This regulation and KRS Chapter 339 will guide the Department of Workplace Standards in carrying out its responsibilities under the law and assist employers who may be concerned with the provisions of the law in understanding their obligations under the law.

Section 1. Definitions

1. ***School in session*** means that time which an individual student is required to be in school as established by local school district authorities.

2. ***School not in session*** means period of time not included in subsection (1) of this section.

Section 2. Employment of minors between fourteen (14) and sixteen (16) years of age

1. Minors between fourteen (14) and sixteen (16) years of age may not be employed in any of the following:
   a. Manufacturing, mining, or processing occupations, including occupations requiring the performances of any duties in workrooms or workplaces where goods are manufactured, mined, or otherwise processed;
   b. Occupations which involve the operation or tending of hoisting apparatus or of any power-driven machinery other than office machines;
   c. The operation of motor vehicles or service as helpers on such vehicles;
   d. Public message service;
   e. Occupations in connection with:
      1) Transportation of persons or property by rail, highway, air, water, pipeline, or other means;
      2) Warehousing and storage;
      3) Communications and public utilities;
      4) Construction (including demolition and repair); except such office work, or sales work, in connection with subparagraphs 1., 2., 3., and 4. of this paragraph, as does not involve the performance of any duties on trains, motor vehicles, aircraft, vessels, or other media of transportation or at the actual site of construction operations.

f. Any occupation which the U.S. Secretary of Labor may find and declare to be hazardous for the employment of minors and set forth in CFR Title 29, Part 570, Subpart E, Section 570.50 through 570.68;
g. Any occupation prohibited under KRS 339.230(2)(d).

2. Except as provided in subsection (3) of this section, employment in any of the occupations to which this section is applicable shall be confined to the following periods:
   a. Outside school hours;
   b. Not more than forty (40) hours in any one (1) week when school is not in session;
   c. Not more than eighteen (18) hours in any one (1) week when school is in session;
   d. Not more than eight (8) hours in any one (1) day when school is not in session;
   e. Not more than three (3) hours in any one (1) day when school is in session;
   f. Between 7 a.m. and 7 p.m. in any one (1) day, except during the summer (June 1 through Labor Day) when the evening hour will be 9 p.m.

3. In the case of enrollees in work training programs conducted under the provisions of the Comprehensive Employment and Training Act of 1973, there is an exception to the requirement of subsection (2) (a) of this section if the employer has on file an unrevoked written statement of the regional administrator for employment and training or his representative setting out the periods which the minor will work and certifying that his employment confined to such periods will not interfere with his health and well-being, countersigned by the principal of the school which the minor is attending with his certificate that such employment will not interfere with the minor's schooling.

4. Minors between fourteen (14) and sixteen (16) years of age may be employed by retail, food service, and gasoline service establishments in the following occupations:
   a. Office and clerical work, including the operation of office machines;
   b. Cashiering, selling, modeling, art work, work in advertising departments, window trimming, and comparative shopping;
   c. Price marking and tagging by hand or by machine, assembling orders, packing, and shelving;
   d. Bagging and carrying out customer's orders;
   e. Errand and delivery work by foot, bicycle, and public transportation;
   f. Clean up work, including the use of vacuum cleaners and floor waxers, and maintenance of grounds, but not including the use of power-driven mowers, or cutters;
   g. Kitchen work and other work involved in preparing and serving food and beverages, including the operation of machines and devices used in the performance of such work, such as but not limited to: dishwashers, toasters, dumb-waiters, popcorn poppers, milk shake blenders and coffee grinders;
   h. Work in connection with cars and trucks if confined to the following: dispensing gasoline and oil; courtesy service; car cleaning, washing and polishing; and other occupations permitted by this section, 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;

i. Cleaning vegetables and fruits, and wrapping, sealing, labeling, weighing, pricing and stocking goods when performed in areas physically separate from freezers and meat coolers.

5. Subsection (4) of this section shall not be construed to permit the employment of minors between fourteen (14) and sixteen (16) years of age in any of the following in retail, food service, and gasoline service establishments:
   a. All occupations listed in subsection (1) of this section;
   b. Work performed in or about boiler or engine rooms;
   c. Work in connection with maintenance or repair of the establishment, machines or equipment;
   d. Outside window washing that involves working from window sills, and all work requiring the use of ladders, scaffolds, or their substitutes;
   e. Cooking (except at soda fountains, lunch counters, snack bars, or cafeteria serving counters) and baking;
   f. Occupations which involve operating, setting up, adjusting, cleaning, oiling, or repairing power-driven food slicers and grinders, food choppers, and cutters, and bakery-type mixers;
   g. Work in freezers and meat coolers and all work in the preparation of meats for sale except as described in subsection (4)(i) of this section;
   h. Loading and unloading goods to and from trucks, railroad cars, or conveyors;
   i. All occupations in warehouses except office and clerical work.

Section 3. Employment of minors between sixteen (16) and eighteen (18) years of age.

1. Minors between sixteen (16) and eighteen (18) years of age may be employed at any occupation except as hereinafter restricted:
   a. Occupations particularly hazardous as declared by the U.S. Secretary of Labor and set forth in CFR Title 29, Part 570, Subpart E, Section 570.50 through 570.68 which is incorporated herein and made a part hereof by reference.
   b. Any occupation prohibited under KRS 339.230(2)(d).

2. Employment in any occupation, not prohibited by subsection (1) of this section, shall be confined to the following periods:
   a. Not more than forty (40) hours in any one (1) week when school is in session;
   b. Not more than six (6) hours in any one (1) day when school is in session, Monday through Friday; nor more than eight (8) hours on Saturday and Sunday, when school is in session;
   c. Between 6:00 a.m. and 11:30 p.m. Sunday through Thursday, and between 6:00 a.m. and 1:00 a.m. on Friday and Saturday when school is in session. (LAB 120; 1 Ky.R. 157; eff. 12-11-74; Am. 3 Ky.R. 245; eff. 11-3-76; 6 Ky.R. 61; 179; eff. 9-5-79; 583; eff. 7-2-80.)

FEDERAL/STATE OF KENTUCKY COMPARISON FACT SHEET

Kentucky Labor Cabinet
Joe Norsworthy, Secretary

Division of Employment Standards,
Apprenticeship and Training
Larry Roberts, Director
1047 U.S. Highway 127 South, Suite 4
Frankfort, Kentucky 40601
(502) 564-3070 FAX (502) 564-2248

WAGE DISCRIMINATION: RACE, COLOR, NATIONAL ORIGIN, SEX
REFER TO COMMISSION ON HUMAN RIGHTS 1-800-292-5566 OR 502-595-4024 ALSO REFER TO POSTER

WAGE AND HOUR LAWS

Minimum Wage:
$4.25 per hour
$5.15 per hour as of 7/15/98

COVERAGE KRS 337.275 & KRS 337.285
Exclusions:
- Agriculture
- Federal Employees
- Domestic help in private homes
- Retail stores, hotels, motels & restaurants with gross sales less than $95,000
- Any individual employed as a babysitter in the employer's home, or as a companion by a sick convalescing or elderly person or by the person's immediate family whose principal duties do not include housekeeping
- Any individual engaged in delivery of newspapers to consumers.

U.S. Department of Labor
Wage and Hour Division

Donald T. Outland District Director
601 West Broadway, Room 31
Louisville, Kentucky 40202
(502) 582-5226 FAX (502) 582-6890

DISCRIMINATION: RACE, COLOR, NATIONAL ORIGIN, SEX
REFER TO EQUAL EMPLOYMENT OPPORTUNITY COMMISSION 1-800-669-4000 OR 502-582-6082.

WAGE AND HOUR LAWS

Minimum Wage:
$4.25 per hour
$4.75 per hour as of 10/1/96
$5.15 per hour as of 9/1/97

COVERAGE Fact Sheet ATL #14-9312
Must have at least 2 employees
1. do at least $500,000 a year in business; or
2. hospitals, businesses providing medical or nursing care for residents, schools, and preschools and government agencies; or
3. construction enterprises, laundries, and cleaners which were in business on March 31, 1990; or
4. retail enterprises with 1989 sales of $362,500 (non-retail sales of $25,000) which were still in business on March 31, 1990.

OR

COVERAGE KRS 337.275 and 337.285
Assume coverage unless an exclusion.

RECORDKEEPING KRS 337.320
Maintain for one year, date of entry

1. Name and address of employees
2. Hours worked each day and week by employee
3. Regular hourly rate of pay
4. Overtime hourly rate for hours in excess of 40 per week
5. Additions or deductions to cash wages
6. Total wage paid for each workweek and date paid
7. Date of birth if under 18

REST PERIODS KRS 337.365
During every four hours worked must receive a paid ten minute rest period except employees under the Federal Railway Labor Act. This is in addition to regularly scheduled lunch period. Employees of firms which are not covered enterprises under FLSA may still be subject to its minimum wage, overtime pay, and child labor provisions if they are individually engaged in interstate commerce or in the production of goods for interstate commerce. Such employees include those who work in communications or transportation; regularly use the mails, telephones, or telegraph for interstate communication, or keep records of interstate transactions; handle, ship, or receive goods moving in interstate commerce; regularly cross state lines in the course of employment; or work for independent employers who contract to do clerical, custodial, maintenance, or other work for firms engaged in interstate commerce or in the production of goods for interstate commerce.

RECORDKEEPING Reg. Part 516 and Fact Sheet ATL #21-9312
Maintain for three years payroll records, collective bargaining agreements, sales, and purchase records.
Maintain for two years time cards, piece work tickets, wage rate tables, work and time schedules, records of additions or deductions from wages. A through F from State Department plus date of birth for minors under the age of 19.

HOURS WORKED Reg. Part 785 and Fact Sheet ATL#22-9312
Rest periods of short duration of 20 minutes or less must be counted as hours worked.

LUNCH PERIODS KRS 337.355
A reasonable period for lunch shall be granted no sooner than three hours nor more than five hours from the time the shift commences.

PAYMENT OF WAGES KRS 337.055
Employee voluntary leaves or is discharged shall be paid in full not later than the next normal pay period or 14 days from dismissal whichever occurs last.

Employees must be paid on their regularly scheduled payday.

UNLAWFUL FOR EMPLOYERS TO WITHHOLD WAGES KRS 337.060
Except statutory deductions, deductions in writing for insurance coverage, union dues, notwithstanding a written authorization, no employer shall deduct the following from the wages of an employee:

1. Fines
2. Cash shortages in common till/register used by 2 employees
3. Breakage
4. Loss due to bad check
5. Losses due to defective or faulty workmanship, lost or stolen property, damage to property, default of customer credit or nonpayment for goods or services received by the customer if such losses not attributed to employee's willful or intentional disregard of employer's interest.

No corresponding Federal Regulation. Minimum wage is $5.15/hour and only the minimum wage can be enforced unless an employee works in excess of forty hours per week. Then the employee would be entitled to time and one half their regular rate of pay with no deductions at all except for statutory deductions.

TIME AND A HALF FOR WORK DONE ON SEVENTH DAY OF WEEK KRS 337.050
Any employee who actually works seven straight days in the workweek and works over 40 hours must be paid time and one half their regular rate for all hours worked on the seventh day.

No corresponding Federal Regulation.

HOURS WORKED Reg. Part 785 and Fact Sheet ATL#22-9312
Bona fide meal periods (30 minutes or more) need not be compensated as work time.

OVERTIME KRS 337.285
Exclusions: retail stores engaged in work connected with selling, purchasing and distributing merchandise, wares, goods/articles or commodities, or to employees of restaurants, hotels and motel operations, to employees

defined as exempted from the overtime provisions of the Fair Labor Standards Act in Sections 213(b)(1), 213(b)(10), and 213(b)(17) of Title 29 U.S.C. or to employees whose function is to provide 24 hour residential care on the employer's premises in a parental role to children who are primarily dependent, neglected and abused and who are in the care of private nonprofit child caring facilities licensed by the Cabinet for Human Resources under KRS Chapter 199.

Section 13(b)(1) any employee with respect to whom the Secretary of Transportation has power to establish qualifications and maximum hours of service pursuant to the provisions of Section 204 of the Motor Carriers Act, 1935;
Section 13(b)(10) any salesman, partsman, or mechanic primarily engaged in selling or servicing automobiles, trucks, or farm implements, if he is employed by a non-manufacturing establishment primarily engaged in the business of selling such vehicles or implements to the ultimate purchaser.
Section 13(b)(17) any driver employed by an employer engaged in the business of operating taxicabs.

Any individual employed in a bona fide executive, administrative, supervisory or professional capacity, or in the capacity of outside salesman, or as an outside collector as such terms are defined by administrative regulations of the Commissioner.

Fact Sheet ATL#17-9312
541.1 Executive exemption must

1. have management as their primary duty
2. supervise two or more full-time employees
3. have the authority to hire and fire or make recommendations to same
4. exercise high degree of independent judgement in work
5. salary meets requirements of the exemption
6. devote no more than 20% of their time to non-management functions (40% for retail).

OVERTIME Reg. Part 778 and Fact Sheet ATL#23-9312
Required after working 40 hours/week.
The Act does not require overtime pay for work performed on Saturdays, Sundays, holidays, or regular days of rest.
Some exemptions to the Act:

Same as Federal Regulation

Same as Federal Regulation

541.3 Professional Exemption
Perform work requiring advanced knowledge and education, work in artistic field which is original and creative, teacher in school system, exercise discretion and judgement, receives a salary which meets requirement for exemption, do not devote more than 20% of time to work other than described above.

Same as State Statute.

HOW TO COMPUTE OVERTIME

Straight time earnings divided by total number of hours worked. This equals the regular rate of pay. Now divide the regular rate of pay by 2. This equals the additional half-time rate due times the overtime hours worked.

CHILD LABOR LAWS

PROOF OF AGE REQUIRED FOR MINORS 14 BUT NOT 18 YEARS OF AGE

Week Defined
"Week" is the employer's "workweek."

14 and 15 years
May not work before 7:00 A.M. or
May not work after 7:00 P.M.
(9:00 P.M. June 1 through Labor Day)

Maximum Hours When School is in Session
3 hours per day
18 hours per week

541.2 Administrative Exemption
Perform office or non-manual work which is related to management policies or general business operations of employer or employer's customers, regularly exercises discretion and judgement in their work, devote no more than 20% of time to work other than described above (40% for retail)

CHILD LABOR LAWS

DATE OF BIRTH FOR MINORS UNDER THE AGE OF 19

Week Defined
"Week" is a standard calendar week of 12:01 a.m. Sunday through midnight Saturday, **not** the employer's "workweek."

Same as State Statute.

Same as State Statute.

Maximum Hours When School is Not in Session
8 hours per day
40 hours per week

Minors under 18 years of age shall not be permitted to work more than five (5) hours continuously without an interval of at least thirty (30) minutes for a lunch period.

Minors 14 but not yet 16 years of age may NOT be employed in:

Any manufacturing, mining, or processing occupations, including occupations requiring the performance of any duties in workrooms or work places where goods are manufactured, mined, or otherwise processed; occupations which involve the operation or tending of hoisting apparatus or any power-driven machinery other than office machines; operation of motor vehicles or service as helpers on such vehicles; public messenger service; occupations in connection with transportation of persons or property by rail, highway, air, water, pipeline, or other means, warehousing and storage, communications and public utilities, construction (including demolition and repair).

Minors 14 and 15 years of age

Same as state PLUS the following:

Any occupation found and declared to be hazardous, any of the following occupations in a retail, food, or gasoline service establishment; work performed in or about boiler or engine rooms, work in connection with maintenance or repair of establishment, machines or equipment, outside window washing that involves working from window sills, all work requiring use of ladders, scaffolds, or their substitutes, cooking (except at soda fountains, lunch counters, snack bars, or cafeteria serving counters), baking, occupations involving operating, setting up, adjusting, cleaning, oiling, or repairing power-driven food slicers, grinders, food choppers, cutters, bakery-type mixers, work in freezers, meat coolers, all work in preparation of meats for sale (except wrapping, sealing, labeling, weighing, pricing, stocking when performed in other areas) loading and unloading goods to and from trucks, railroad cars, or conveyors, all occupations in warehouses except office and clerical work.

16 and 17 years

May not work before 6:00 A.M. or

May not work after 11:30 P.M. Sunday through Thursday; 1:00 A.M. Friday and Saturday When School is in Session

16 and 17 years

No corresponding Federal Regulation

Same as State Statute.

No corresponding Federal Regulation.

16 and 17 years continued

Maximum Hours When School is in Session

6 hours per day Monday through Friday

8 hours per day Saturday and Sunday

40 hours per week

Maximum Hours When School Not in Session: No restrictions

OCCUPATIONS PROHIBITED FOR ALL MINORS UNDER 18 YEARS OF AGE	**Same as State Statute.**
1. Occupations in or about Plants or Establishments Manufacturing or Storing Explosives or Articles containing Explosive Components	**Same as State Statute.**
2. Motor Vehicle Driver and Outside Helper	**Same as State Statute.**
3. Coal Mine Occupations	**Same as State Statute.**
4. Logging or Sawmill Operations	**Same as State Statute.**
5. Operation of Power-Driven Woodworking Machines	**Same as State Statute.**
6. Exposure to Radioactive Substance	**Same as State Statute.**
7. Operation of Power-Driven Hoisting Apparatus	**Same as State Statute.**
8. Operation of Power-Driven Metal Forming, Punching, and Shearing Machines	**Same as State Statute.**
9. Mining, other than coal	**Same as State Statute.**
10. Slaughtering, Meat Packing or Processing, or Rendering	**Same as State Statute.**
11. Operation of Bakery Machines	**Same as State Statute.**
12. Operation of Paper Products Machines	**Same as State Statute.**
13. Manufacture of Brick, Tile, and Kindred Products	**Same as State Statute.**
14. Operation of circular Saws, Band Saws, and Guillotine Shears	**Same as State Statute.**
15. Wrecking, Demolition, and Shipbreaking Operations	**Same as State Statute.**
16. Roofing Operations	**Same as State Statute.**
17. Excavating Operations	

16 and 17 years continued
No corresponding Federal Regulation

No corresponding Federal Regulation

HAZARDOUS ORDERS FOR ALL MINORS UNDER 18 YEARS OF AGE

18. In, about or in connection with any establishment where alcoholic liquors are distilled, rectified, compounded, brewed, manufactured, bottled, sold for consumption, or dispensed.	**No corresponding Federal Regulation.**
19. Pool or billiard room.	**No corresponding Federal Regulation.**
No corresponding State Statute.	**Family Medical Leave Act** **See Handy Reference Guide**
No corresponding State Statute.	**I-9 Immigration Eligibility Verification Form** **See Handbook for Employers**

Where to Obtain Additional Information

This publication and/or presentation is for informational purposes only. Due to administrative proceedings, court decisions and legal opinions, the information contained herein is subject to change. For current information you should contact the Kentucky Labor Cabinet at the number listed below.

Division of Employment Standards,
Apprenticeship and Training
1047 U.S. Highway 127 South, Suite 4
Frankfort, Kentucky 40601

Phone (502) 564-3070
FAX (502) 564-2248

INTERNET ADDRESS:

http://www.state.ky.us/agencies/labor/eshome.htm

This publication and/or presentation is for general information and is not to be considered in the same light as official statements of position contained in the regulations. Copies of Wage and Hour publications may be obtained by contacting the nearest office of the Wage and Hour Division listed in most telephone directories under U.S. Government, Department of Labor.

See next page.

LOUISVILLE, KENTUCKY WAGE-HOUR DISTRICT OFFICE

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UNLESS NOTED ABOVE, FIELD STATION TELEPHONE NUMBERS AND FAX NUMBERS ARE THE SAME!

LOUISVILLE DISTRICT OFFICE

Donald T. Outland
Jean Edgerly
Donald Keith
Rita Cissell
Karen Garnett
Anne Stewart
Gary Williams

Ashland Field Station - James F. Karn
Bowling Green Field Station - John G. Kaelin
Fort Wright Field Station - George Betz
Lexington Field Station - Barbara Hall/Kent Mason
Owensboro Field Station - Bobby W. Scott

HANDY REFERENCE GUIDE TO THE FAIR LABOR STANDARDS ACT

U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division

WH Publication 1282
Revised May 1992

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Voice phone: 202-219-8743
TDD phone: 1-800-326-2577*
**Telecommunications Device for the Deaf*

The Fair Labor Standards Act (FLSA) establishes minimum wage, overtime pay, recordkeeping, and child labor standards affecting more than 80 million full-time and part-time workers in the private sector and in federal, state, and local governments.

The Wage and Hour Division (Wage-Hour) administers and enforces FLSA with respect to private employment, state and local government employment, and federal employees of the Library of Congress, U.S. Postal Service, Postal Rate commission, and the Tennessee Valley Authority. The Office of Personnel Management is responsible for enforcement with regard to all other federal employees.

Special rules apply to state and local government employment involving fire protection and law enforcement activities, volunteer services, and compensatory time off in lieu of cash overtime pay.

Basic Wage Standards

Covered nonexempt workers are entitled to a minimum wage of not less than $4.25 an hour. Overtime pay at a rate of not less than one and one half times their regular rates of pay is required after 40 hours of work in a workweek.

Wages required by FLSA are due on the regular payday for the pay period covered. Deductions made from wages for such items as cash or merchandise shortages, employer-required uniforms, and tools of the trade, are not legal to the extent that they reduce the wages of employees below the minimum rate required by FLSA or reduce the amount of overtime pay due under FLSA.

The FLSA contains some exemptions from these basic standards. Some apply to specific types of businesses; others apply to specific kinds of work.

While FLSA does set basic minimum wage and overtime pay standards and regulates the employment of minors, there are a number of employment practices which FLSA does not regulate.

For example, FLSA does not require:

1. vacation, holiday, severance, or sick pay;
2. meal or rest periods, holidays off, or vacations;
3. premium pay for weekend or holiday work;
4. pay raises or fringe benefits; and
5. a discharge notice, reason for discharge, or immediate payment of final wages to terminated employees.

The FLSA does not provide wage payment or collection procedures for an employee's usual or promised wages or commissions in excess of those required by the FLSA. However, some states do have laws under which such claims (sometimes including fringe benefits) may be filed.

Also, FLSA does not limit the number of hours in a day or days in a week an employee may be required or scheduled to work if the employee is at least 16 years old.

These matters are for agreement between the employer and the employees or their authorized representatives.

All employees of certain enterprises having workers engaged in interstate commerce, producing goods for interstate commerce, or handling, selling, or otherwise working on goods or materials that have been moved in or produced for such commerce by any person are covered by FLSA.

A covered enterprise is the related activities performed through unified operation or common control by any person or persons for a common business purpose and

1. whose annual gross volume of sales made or business done is not less than $500,000 (exclusive of excise taxes at the retail level that are separately stated); or
2. is engaged in the operation of a hospital, an institution primarily engaged in the care of those who are physically or mentally ill or disabled or aged, and who reside on the premises, a school for children who are mentally or physically disabled or gifted, a preschool, an elementary or secondary school, or an institution of higher education (whether operated for profit or not for profit); or
3. is an activity of a public agency.

Construction and laundry/dry cleaning enterprises, which were previously covered regardless of their annual dollar volume of business, are now subject to the $500,000 test.

Who Is Covered?

Any enterprise that was covered by FLSA on March 31, 1990, and that ceased to be covered because of the increase in the enterprise coverage dollar volume test must continue to pay its employees not less than $3.35 an hour, and continues to be subject to the overtime pay, child labor, and recordkeeping provisions of FLSA.

Employees of firms which are not covered enterprises under FLSA may still be subject to its minimum wage, overtime pay, and child labor provisions if they are individually engaged in interstate commerce or in the production of goods for interstate commerce. Such employees include those who work in communications or transportation; regularly use the mails, telephones, or telegraph for interstate communication, or keep records of interstate transactions; handle, ship, or receive goods moving in interstate commerce; regularly cross state lines in the course of employment; or work for independent employers who contract

to do clerical, custodial, maintenance, or other work for firms engaged in interstate commerce or in the production of goods for interstate commerce.

Domestic service workers such as day workers, housekeepers, chauffeurs, cooks, or full-time babysitters are covered if they (1) receive at least $50 in cash wages in a calendar quarter from their employers, or (2) work a total of more than eight hours a week for one or more employees.

Tipped Employees

Tipped employees are those who customarily and regularly receive more than $30 a month in tips. The employer may consider tips as part of wages, but such a wage credit must not exceed 50 percent of the minimum wage.
The employer who elects to use the tip credit provision must inform the employee in advance and must be able to show that the employee receives at least the minimum wage when direct wages and the tip credit allowances are combined. Also, employees must retain all of their tips, except to the extent that they participate in a valid tip pooling or sharing arrangement.

Employer-Furnished Facilities

The reasonable cost or fair value of board, lodging, or other facilities customarily furnished by the employer for the employee's benefit may be considered part of wages.

Industrial Homework

The performance of certain types of work in an employee's home is prohibited under the law unless the employer has obtained prior certification from the Department of Labor. Restrictions apply in the manufacture of knitted outerwear, gloves and mittens, buttons and buckles, handkerchiefs, embroideries, and jewelry (where safety and health hazards are not involved). The manufacture of women's apparel (and jewelry under hazardous conditions) is generally prohibited. If you have questions on whether a certain type of work is restricted, or who is eligible for a certificate, or how to obtain a certificate, you may contact the local Wage-Hour office.

Subminimum Wage Provisions

The FLSA provides for the employment of certain individuals at wage rates below the statutory minimum. Such individuals include student-learners (vocational education students), as well as full-time students in retail or service establishments, agriculture, or institutions of higher education. Also included are individuals whose earning or productive capacity is impaired by a physical or mental disability, including those related to age or injury, for the work to be performed. Employment at less than the minimum wage is provided for in order to prevent curtailment of opportunities for employment. Such employment is permitted only under certificates issued by Wage-Hour.

Training Wage Provisions

Under certain conditions, employers may pay a training wage of at least 85% of the applicable minimum wage, or $3.35 a hour, whichever is greater, for up to 90 days, to employees under age 20, except for migrant or seasonal agricultural workers and H-2A nonimmigrant agricultural workers performing work of a temporary or seasonal nature.

An employee who has been paid at the training wage for 90 days may be employed at the training wage for 90 additional days by a different employer, if that employer provides

on-the-job training in accordance with rules issued by the Department of Labor.

Employers are prohibited from displacing employees (or reducing their wages or benefits) in order to hire employees at the training wage. In addition, employers are prohibited from hiring employees at the training wage when other employees have been laid off in the previous six months from the positions to be filled at the training wage, or from substantially equivalent positions.

The number of hours of work paid at the training wage cannot exceed 25% of all the hours worked by employees of an establishment in any month.

The training wage provisions expire March 31, 1993.

Exemptions

Some employees are excluded from the overtime pay provisions or both the minimum wage and overtime pay provisions by specific exemptions.

Because exemptions are generally narrowly defined under FLSA, an employer should carefully check the exact terms and conditions for each. Detailed information is available from local Wage-Hour offices. Following are examples which are illustrative but do not spell out the conditions for each exemption.

Exemptions from Both Minimum Wage and Overtime Pay

1. Executive, administrative, and professional employees (including teachers and academic administrative personnel in elementary and secondary schools), outside sales persons, and persons in certain computer-related occupations (as defined in Department of Labor regulations);
2. Employees of certain seasonal amusement or recreational establishments, employees of certain small newspapers, switchboard operators of small telephone companies, seamen employed on foreign vessels, and employees engaged in fishing operations;
3. Farm workers employed by anyone who used no more than 500 "man-days" of farm labor in any calendar quarter of the preceding calendar year;
4. Casual babysitters and persons employed as companions to the elderly or infirm.

Exemptions from Overtime Pay Provisions Only

1. Certain highly-paid commissioned employees of retail or service establishments; auto, truck, trailer, farm implement, boat, or aircraft salesworkers, or parts-clerks and mechanics servicing autos, trucks, or farm implements, and who are employed by nonmanufacturing establishments primarily engaged in selling these items to ultimate purchasers;
2. Employees of railroads and air carriers, taxi drivers, certain employees of motor carriers, seamen on American vessels, and local delivery employees paid on approved trip rate plans;
3. Announcers, news editors, and chief engineers of certain nonmetropolitan broadcasting stations;
4. Domestic service workers residing in the employers' residences;
5. Employees of motion picture theaters; and
6. Farm workers.

Partial Exemptions from Overtime Pay

1. Partial overtime pay exemptions apply to employees engaged in certain operations on agricultural commodities and employees of certain bulk petroleum distributors.
2. Hospitals and residential care establishments may adopt, by agreement with their employees, a 14-day work period in lieu of the usual 7-day workweek, if the employees are paid at least time and one half their regular rates for hours worked over 8 in a day or 80 in a 14-day work period, whichever is the greatest number of overtime hours.
3. Employees who lack a high school diploma, or who have not attained the educational level of the eighth grade, can be required to spend up to ten hours in a workweek engaged in remedial reading or training in other basic skills without receiving time and one half overtime pay for these hours. However, the employees must receive their normal wages for hours spent in such training and the training must not be job specific.

Child Labor Provisions

The FLSA child labor provisions are designed to protect the educational opportunities of minors and prohibit their employment in jobs and under conditions detrimental to their health or well-being. The provisions include restrictions on hours of work for minors under 16 and lists of hazardous occupations orders for both farm and nonfarm jobs declared by the Secretary of Labor as being too dangerous for minors to perform. Further information on prohibited occupations is available from local Wage-Hour offices.

Nonagricultural Jobs (Child Labor)

Regulations governing youth employment in nonfarm jobs differ somewhat from those pertaining to agricultural employment. In nonfarm work, the permissible jobs and hours of work, by age, are as follows:

1. Youths 18 years or older may perform any job, whether hazardous or not, for unlimited hours;
2. Youths 16 and 17 years old may perform any nonhazardous job, for unlimited hours; and
3. Youths 14 and 15 years old may work outside school hours in various nonmanufacturing, nonmining, nonhazardous jobs under the following conditions: no more than 3 hours on a school day, 18 hours in a school week, 8 hours on a nonschool day, or 40 hours in a nonschool week. Also, work may not begin before 7 a.m., nor end after 7 p.m., except from June 1 through Labor Day, when evening hours are extended to 9 p.m. Under a special provision, youths 14 and 15 years old enrolled in an approved Work Experience and Career Exploration Program (WECEP) may be employed for up to 23 hours in school weeks and 3 hours on school days (including during school hours.)

Fourteen is the minimum age for most nonfarm work. However, any age youths may deliver newspapers; perform in radio, television, movie, or theatrical productions; work for parents in their solely-owned nonfarm business (except in manufacturing or on hazardous jobs); or gather evergreens and make evergreen wreaths.

Farm Jobs (Child Labor)

In farm work, permissible jobs and hours of work, by age, are as follows:

1. Youths 16 years and older may perform any job, whether hazardous or not, for unlimited hours;
2. Youths 14 and 15 years old may perform any nonhazardous farm job outside of school hours;
3. Youths 12 and 13 years old may work outside of school hours in nonhazardous jobs, either with parent's written consent or on the same farm as the parents;
4. Youths under 12 years old may perform jobs on farms owned or operated by parents or, with parents' written consent, outside of school hours in nonhazardous jobs on farms not covered by minimum wage requirements.

Minors of any age may be employed by their parents at any time in any occupation on a farm owned or operated by their parents.

Recordkeeping

The FLSA requires employers to keep records on wages, hours, and other items, as specified in Department of Labor recordkeeping regulations. Most of the information is of the kind generally maintained by employers in ordinary business practice and in compliance with other laws and regulations. The records do not have to be kept in any particular form and time clocks need not be used. With respect to an employee subject to both minimum wage and overtime pay provisions, the following records must be kept:

1. personal information, including employee's name, home address, occupation, sex, and birth date (if under 19 years of age);
2. hour and day when workweek begins;
3. total hours worked each work day and each workweek;
4. total daily or weekly straight-time earnings;
5. regular hourly pay rate for any week when overtime is worked;
6. total overtime pay for the workweek;
7. deductions from or additions to wages;
8. total wages paid each pay period; and
9. date of payment and pay period covered.

Records required for exempt employees differ from those for nonexempt workers, and special information is required for homeworkers, for employees working under uncommon pay arrangements, for employees to whom lodging or other facilities are furnished, or for employees receiving remedial education.

Terms Used in FLSA

***Workweek*—**A workweek is a period of 168 hours during 7 consecutive 24-hour periods. It may begin on any day of the week and any hour of the day established by the employer. Generally, for purposes of minimum wage and overtime payment each workweek stands alone; there can be no averaging of two or more workweeks. Employee coverage, compliance with wage payment requirements, and the application of most exemptions are determined on a workweek basis.

***Hours Worked*—**Covered employees must be paid for all hours worked in a workweek. In general, "hours worked" includes all time an employee must be on duty, or on the employer's premises or at any other prescribed place of work. Also included is any additional time the employee is suffered or permitted to work.

Computing Overtime Pay

Overtime must be paid at a rate of at least one and one half times the employee's regular rate of pay for each hour worked in a workweek in excess of the maximum allowable in a given type of employment. Generally, the regular rate includes all payments made by the employer to or on behalf of the employee (excluding certain statutory exceptions). The following examples are based on a maximum 40-hour workweek.

1. ***Hourly rate*—**(regular pay rate for an employee paid by the hour). If more than 40 hours are worked, at least one and one half times the regular rate for each hour over 40 is due.

   Example: An employee paid $4.80 an hour works 44 hours in a workweek. The employee is entitled to at least one and one half times $4.80, or $7.20, for each hour over 40. Pay for the week would be $192 for the first 40 hours, plus $28.80 for the four hours of overtime—a total of $220.80.

2. ***Piece rate*—**The regular rate of pay for an employee paid on a piecework basis is obtained by dividing the total weekly earnings by the total number of hours worked in the same week. The employee is entitled to an additional one half times this regular rate for each hour over 40, plus the full piecework earnings.

   Example: An employee paid on a piecework basis works 45 hours in a week and earns $207. The regular rate of pay for that week is $207 divided by 45, or $4.60 an hour. In addition to the straight-time pay, the employee is entitled to $2.30 (half the regular rate) for each hour over 40.

   Another way to compensate piece-workers for overtime, if agreed to before the work is performed, is to pay one and one half times the piece rate for each piece produced during the overtime hours.

   The piece rate must be the one actually paid during nonovertime hours and must be enough to yield at least the minimum wage per hour.

3. ***Salary*—**The regular rate for an employee paid a salary for a regular or specified number of hours a week is obtained by dividing the salary by the number of hours for which the salary is intended to compensate.

   If, under the employment agreement, a salary sufficient to meet the minimum wage requirement in every workweek is paid as straight time for whatever number of hours are worked in a workweek, the regular rate is obtained by dividing the salary by the number of hour worked each week. To illustrate, suppose an employee's hours of work vary each week and the agreement with the employer is that the employee will be paid $300 a week for whatever number of hours of work are required. Under this agreement, the regular rate will vary in overtime weeks. If the employee works 50 hours, the regular rate is $6 ($300 divided by 50 hours). In addition to the salary, half the regular rate, or $3 is due for each of the 10 overtime hours, for a total of $330 for the week. If the employee works 60 hours, the regular rate will be $5 ($300 divided by 60). In that case, an additional $2.50 is due for each of the 20 overtime hours, for a total of $350 for the week.

In no case may the regular rate be less than the minimum wage required by FLSA.

If a salary is paid on other than a weekly basis, the weekly pay must be determined in order to compute the regular rate and overtime. If the salary is for a half month, it must be multiplied by 24 and the product divided by 52 weeks to get the weekly equivalent. A monthly salary should be multiplied by 12 and the product divided by 52.

Enforcement

Wage-Hour's enforcement of FLSA is carried out by investigators stationed across the U.S. As Wage-Hour's authorized representatives, they have the authority to conduct investigations and gather data on wages, hours, and other employment conditions or practices, in order to determine compliance with FLSA. Where violators are found, they also may recommend changes in employment practices, in order to bring an employer into compliance with FLSA.

It is a violation of FLSA to fire or in any other manner discriminate against an employee for filing a complaint or for participating in a legal proceeding under FLSA.

Willful violations may be prosecuted criminally and the violator fined up to $10,000. A second conviction may result in imprisonment.

Violators of the child labor provisions are subject to a civil money penalty of up to $10,000 for each employee who was the subject of a violation.

Employers who willfully or repeatedly violate the minimum wage or overtime pay requirements are subject to civil money penalties of up to $1,000 per violation.

The FLSA prohibits the shipment of goods in interstate commerce which were produced in violation of the minimum wage, overtime pay, child labor, or special minimum wage provisions.

Recovery of Back Wages

Listed below are methods which FLSA provides for recovering unpaid minimum and/or overtime wages.

1. Wage-Hour may supervise payment of back wages.
2. The Secretary of Labor may bring suit for back wages and an equal amount as liquidated damages.
3. An employee may file a private suit for back pay and an equal amount as liquidated damages, plus attorney's fees and court costs.
4. The Secretary of Labor may obtain an injunction to restrain any person from violating FLSA, including the unlawful withholding of proper minimum wage and overtime pay.

An employee may not bring suit if he or she has been paid back wages under the supervision of Wage-Hour or if the Secretary of Labor has already filed suit to recover the wages.

A two-year statute of limitations applies to the recovery of back pay, except in the case of willful violation, in which case a three-year statute applies.

Other Labor Laws

In addition to FLSA, Wage-Hour enforces and administers a number of other labor laws. Among these are:

1. The Davis-Bacon and Related Acts (requires payment of prevailing wage rates and fringe benefits on federally-financed or assisted construction)
2. The Walsh-Healey Public Contracts Act (requires payment of minimum wage rates and overtime pay on contracts to provide goods to the federal government)
3. The Service Contract Act (requires payment of prevailing wage rates and fringe benefits on contracts to provide services to the federal government)
4. The Contract Work Hours and Safety Standards Act (sets overtime standards for service and construction contracts)
5. The Immigration and Nationality Act (Wage-Hour is authorized to review the Immigration and Naturalization Service forms (I-9) required under the Act; employers must verify the employment eligibility of all individuals hired, and must keep I-9s on file for at least three years and for one year after an employee is terminated)
6. The Migrant and Seasonal Agricultural Worker Protection Act (protects farm workers by imposing certain requirements on agricultural employers and associations; and by requiring the registration of crewleaders who must also provide the same worker protections)
7. The H-2A provisions of the Immigration and Nationality Act (provides for the enforcement of contractual obligations of job offers which have been certified to by employers of temporary alien nonimmigrant agricultural workers)
8. The Wage Garnishment Law (limits amount of an individual's income that may be legally garnished and prohibits the firing of an employee whose pay is garnished for payment of a single debt)
9. The Employee Polygraph Protection Act (prohibits most private employers from using any type of lie detector test either for pre-employment screening of job applicants or for testing current employees during the course of employment)
10. The Immigration Nursing Relief Act of 1989 (provides for the enforcement of employment conditions attested to by employers of H-1A temporary alien nonimmigrant registered nurses)
11. The Immigration Act of 1990 (provides for the enforcement of employment conditions attested to by employers seeking to employ alien crewmembers to perform specified longshore activity at U.S. ports)
12. The H-1B provisions of the Immigration and Nationality Act (govern enforcement of labor condition applications filed by employers wishing to employ aliens in specialty occupations and as fashion models of distinguished merit and ability, on H-1B visas)
13. Section 221 of the Immigration Act of 1990 (governs the filing and enforcement of attestations by employers seeking to use aliens admitted as students on F-1 visas in off-campus work).

More detailed information on FLSA and other laws administered by Wage-Hour is available from local Wage-Hour offices, which are listed in most telephone directories under U.S.

Government, Department of Labor, Wage and Hour Division.

Equal Pay Provisions

The equal pay provisions of FLSA prohibit wage differentials based on sex, between men and women employed in the same establishment, on jobs that require equal skill, effort, and responsibility and which are performed under similar working conditions. These provisions, as well as other statutes prohibiting discrimination in employment, are enforced by the Equal Employment Opportunity Commission. More detailed information is available from its offices which are listed in most telephone directories under U.S. Government.

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CHILD LABOR REQUIREMENTS IN NONAGRICULTURAL OCCUPATIONS UNDER THE FAIR LABOR STANDARDS ACT

U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division

WH-1330

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CHILD LABOR BULLETIN NO. 101

(Child Labor bulletin No. 102 deals with employment of minors in agriculture.)
This booklet is a guide to the provisions of the Fair Labor Standards Act (also known as the Wage-Hour law) which apply to minors employed in *nonagricultural* occupations. In addition to child labor provisions, the Act also contains provisions on minimum wage, overtime, and recordkeeping.

OTHER CHILD LABOR LAWS

Other federal and state laws may have higher standards. When these apply, the more stringent standard must be observed. All states have child labor laws and compulsory school attendance laws.

Note to Employers: Unless otherwise exempt, a covered minor employee must be paid according to the statutory minimum wage and overtime provisions of the Act.

COVERAGE OF THE CHILD LABOR PROVISIONS

Who Is Covered?

All employees of certain enterprises having workers engaged in interstate commerce, producing goods for interstate commerce, or handling, selling, or otherwise working on goods or materials that have been moved in or produced for such commerce by any person are covered by FLSA.

A covered enterprise is the related activities performed through unified operation or common control by any person or persons for a common business purpose and

1. whose annual gross volume of sales made or business done is not less than $500,000 (exclusive of excise taxes at the retail level that are separately stated); or
2. is engaged in the operation of a hospital, an institution primarily engaged in the care of those who are physically or mentally ill or disabled or aged, and who reside on the premises, a school for children who are mentally or physically disabled or gifted, a preschool, an elementary or secondary school, or an institution of higher education (whether operated for profit or not for profit); or
3. is an activity of a public agency.

Construction and laundry/dry cleaning enterprises, which were previously covered regardless of their annual dollar volume of business, are now subject to the $500,000 test.

Any enterprise that was covered by FLSA on March 31, 1990, and that ceased to be covered because of the increase in the enterprise coverage dollar volume test must continue to pay its employees not less than $3.35 an hour, and continues to be subject to the overtime pay, child labor, and recordkeeping provisions of FLSA.

Employees of firms which are not covered enterprises under FLSA may still be subject to its minimum wage, overtime pay, and child labor provisions if they are individually engaged in interstate commerce or in the production of goods for interstate commerce. Such employees include those who work in communications or transportation; regularly use the mails, telephones, or telegraph for interstate communication, or keep records of interstate transactions; handle, ship, or receive goods moving in interstate commerce; regularly cross state lines in the course of employment; or work for independent employers who contract to do clerical, custodial, maintenance, or other work for firms engaged in interstate commerce or in the production of goods for interstate commerce. Domestic service workers such as day workers, housekeepers, chauffeurs, cooks, or full-time baby sitters are covered if they (1) receive at least $50 in cash wages in a calendar quarter from their employers, or (2) work a total of more than eight hours a week for one or more employers.

In or About an Establishment Producing Goods for Commerce

Producers, manufacturers, or dealers are prohibited from shipping or delivering for shipment in interstate commerce any goods produced in an establishment in or about which oppressive child labor has been employed within 30 days prior to the removal of the goods. It is not necessary for the employees to be working on the goods that are removed for shipment in order to be covered.

MINIMUM AGE STANDARDS FOR NONAGRICULTURAL EMPLOYMENT

Oppressive Child Labor Is Defined as Employment of Children Under the Legal Minimum Age

14 Minimum age for employment in specified occupations outside school hours for limited periods of time each day and each week.

16 Basic Minimum Age for Employment: At 16 years of age youths may be employed in any occupation, other than a nonagricultural occupation declared hazardous by the Secretary of Labor.

18 Minimum age for employment in nonagricultural occupations declared hazardous by the Secretary of Labor.

- No minimum age for employment which is exempt from the child labor provisions of the Act.
- No minimum age for employment with respect to any employee whose services during the workweek are performed in a workplace within a foreign country or within territory as limited by Section 13(f) of the Act.

EXEMPTIONS FROM THE CHILD LABOR PROVISIONS OF THE ACT

The Child Labor Provisions Do Not Apply To:

- Children under 16 years of age employed by their parents in occupations other than manufacturing or mining, or occupations declared hazardous by the Secretary of Labor.
- Children employed as actors or performers in motion pictures, theatrical, radio, or television productions.
- Children engaged in the delivery of newspapers to the consumer.
- Homeworkers engaged in the making of wreaths composed principally of natural holly, pine, cedar, or other evergreens (including the harvesting of the evergreens).

EMPLOYMENT STANDARDS FOR 14 AND 15-YEAR-OLDS

(These standards are published in Subpart C of Part 570 of Title 29 of the Code of Federal Regulations, Child Labor Regulation No. 3)

Employment of 14 and 15-year-old minors is limited to certain occupations under conditions which do not interfere with their schooling, health, or well-being.

Hours-Time Standards

14 AND 15-YEAR-OLD MINORS MAY NOT BE EMPLOYED:

1. DURING SCHOOL HOURS, *except* as provided for in Work Experience and Career Exploration Programs.
2. BEFORE 7 a.m. or AFTER 7 p.m. *except* 9 p.m. from June 1 through Labor Day (time depends on local standards).
3. MORE THAN THREE HOURS A DAY on school days.
4. MORE THAN 18 HOURS A WEEK in school weeks.
5. MORE THAN EIGHT HOURS A DAY on nonschool days.
6. MORE THAN 40 HOURS A WEEK in nonschool weeks.

Permitted Occupations for 14 and 15- and Gasoline Service Establishments Year-Old Minors in Retail, Food Service

14 AND 15-YEAR-OLD MINORS MAY BE EMPLOYED IN:

1. OFFICE and CLERICAL WORK (including operation of office machines).
2. CASHIERING, SELLING, MODELING, ART WORK, WORK IN ADVERTISING DEPARTMENTS, WINDOW TRIMMING and COMPARATIVE SHOPPING.
3. PRICE MARKING and TAGGING by hand or by machine, ASSEMBLING ORDERS, PACKING and SHELVING.
4. BAGGING and CARRYING OUT CUSTOMERS' ORDERS.
5. ERRAND and DELIVERY WORK by foot, bicycle, and public transportation.

6. CLEANUP WORK, including the use of vacuum cleaners and floor waxers, and MAINTENANCE OF GROUNDS, but not including the use of power-driven mowers or cutters.
7. KITCHEN WORK and other work involved in preparing and serving food and beverages, including the operation of machines and devices used in the performance of such work, such as, but not limited to, dishwashers, toasters, dumbwaiters, popcorn poppers, milk shake blenders, and coffee grinders.
8. WORK IN CONNECTION WITH CARS and TRUCKS if confined to the following:
   a. Dispensing gasoline and oil
   b. Courtesy service on premises of gasoline service station
   c. Car cleaning, washing, and polishing
   d. Other occupations permitted by this section.

   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.
9. CLEANING VEGETABLES and FRUITS, and WRAPPING, SEALING, LABELING, WEIGHING, PRICING, and STOCKING GOODS when performed in areas physically separate from areas where meat is prepared for sale and outside freezers or meat coolers**.**

In Any Other Place of Employment

14 AND 15-YEAR-OLD MINORS MAY BE EMPLOYED IN any occupation *except* the excluded occupations listed below.
14 AND 15-YEAR-OLD MINORS 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, or laundering as performed by commercial laundries and dry cleaning (*except* in a retail, food service, or gasoline service establishment in those specific occupations expressly permitted there in accordance with the foregoing list).
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 in retail, food service, or gasoline service establishments in accordance with the foregoing list).
5. PUBLIC MESSENGER SERVICE.
6. OPERATION OR TENDING OF HOISTING APPARATUS or of ANY POWER-DRIVEN MACHINERY) other than office machines and machines in retail, food service, and gasoline service establishments which are specified in the foregoing list as machines which such minors may operate in such establishments).
7. ANY OCCUPATIONS FOUND AND DECLARED TO BE HAZARDOUS.
8. 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).

   Except office or sales work in connection with A., B., C., and D. when not performed on transportation media or at the actual construction site.
9. ANY OF THE FOLLOWING OCCUPATIONS IN A RETAIL, FOOD SERVICE, OR GASOLINE SERVICE ESTABLISHMENT:
   a. WORK performed IN or ABOUT BOILER or ENGINE ROOMS.
   b. Work in connection with MAINTENANCE or REPAIR OF THE ESTABLISHMENT, MACHINES or EQUIPMENT.
   c. OUTSIDE WINDOW WASHING that involves working from window sills, and all work requiring the use of LADDERS, SCAFFOLDS, or their substitutes.
   d. COOKING (*except* at soda fountains, lunch counters, snack bars, or cafeteria serving counters) and BAKING.
   e. Occupations which involve OPERATING, SETTING UP, ADJUSTING, CLEANING, OILING, or REPAIRING, power-driven FOOD SLICERS and GRINDERS, FOOD CHOPPERS and CUTTERS, and BAKERY-TYPE MIXERS.
   f. Work in FREEZERS and MEAT COOLERS and all work in PREPARATION OF MEATS for sale (*except* wrapping, sealing, labeling, weighing, pricing, and stocking when performed in other areas).
   g. LOADING and UNLOADING GOODS to and from trucks, railroad cars, or conveyors.
   h. All occupations in WAREHOUSES *except* office and clerical work.

Exceptions

WORK EXPERIENCE AND CAREER EXPLORATION PROGRAMS (WECEP)

Some of the provisions of Child Labor Regulation No. 3 are varied for 14 and 15-year-olds in approved school-supervised and school-administered Work Experience and Career Exploration Programs (WECEP). Enrollees in WECEP may be employed

- During school hours
- For as many as three hours on a school day
- For as many as 23 hours in a school week
- In occupations otherwise prohibited for which a variation has been granted by the Administrator of the Wage and Hour Division

The State Educational Agency must obtain approval from the Administrator of the Wage and Hour Division before operating a WECEP program.

HAZARDOUS OCCUPATIONS ORDERS IN NONAGRICULTURAL OCCUPATIONS

(These Orders are published in Subpart E of Part 570 of Title 29 of the Code of Federal Regulations.)

Hazardous Occupations Orders

The Fair Labor Standards Act provides a minimum age of 18 years for any nonagricultural occupations which the Secretary of Labor "shall find and by order declare" to be particularly hazardous for 16 and 17-year-old persons, or detrimental to their health and well-being. This minimum age applies even when the minor is employed by the parent or person standing in place of the parent.

The 17 hazardous occupations orders now in effect apply either on an industry basis, specifying the occupations in the industry that are not covered, or on an occupational basis irrespective of the industry in which found.

The Orders in Effect Deal With

1. Manufacturing and storing explosives
2. Motor-vehicle driving and outside helper
3. Coal mining
4. Logging and sawmilling
5. Power-driven woodworking machines
6. Exposure to radioactive substances
7. Power-driven hoisting apparatus
8. Power-driven metal-forming, punching, and shearing machines
9. Mining, other than coal mining
10. Slaughtering, or meat-packing, processing, or rendering

11. Power-driven bakery machines
12. Power-driven paper-products machines
13. Manufacturing brick, tile, and kindred products
14. Power-driven circular saws, band saws, and guillotine shears
15. Wrecking, demolition, and ship-breaking operations
16. Roofing operations
17. Excavation operations

Manufacturing or Storage Occupations Involving Explosives (Order No. 1)

The following occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components are prohibited:

1. All occupations in or about any plant or establishment (other than retail establishments or plants or establishments of the type described in Subparagraph 2 of this paragraph) manufacturing or storing explosives or articles containing explosive components *except* where the occupation is performed in a "non-explosives area" as defined in Subparagraph 3 of this section.
2. The following occupations in or about any plant or establishment manufacturing or storing small arms ammunition not exceeding .60 caliber in size, shotgun shells, or blasting caps when manufactured or stored in conjunction with the manufacture of small-arms ammunition:
   a. All occupations involved in the manufacturing, mixing, transporting, or handling of explosive compounds in the manufacture of small-arms ammunition and all other occupations requiring the performance of any duties in the explosives area in which explosive compounds are manufactured or mixed.
   b. All occupations involved in the manufacturing, transporting, or handling of primers and all other occupations requiring the performance of any duties in the same building in which primers are manufactured.
   c. All occupations involved in the priming of cartridges and all other occupations requiring the performance of any duties in the same workroom in which in which rim-fire cartridges are primed.
   d. All occupations involved in the plate loading of cartridges and in the operation of automatic loading machines.
   e. All occupations involved in the loading, inspecting, packing, shipping, and storage of blasting caps.

Definitions

1. The term "plant or establishment manufacturing or storing explosives or articles containing explosive components" means the land with all the buildings and other structures thereon used in connection with the manufacturing or processing or storing of explosives or articles containing explosive components.
2. The terms "explosives" and "articles containing explosive components" mean and include ammunition, black powder, blasting caps, fireworks, high explosives, primers, smokeless powder, and all goods classified and defined as explosives by the Interstate Commerce Commission in regulations for the transportation of explosives and other dangerous substances by common carriers (49 CFR Parts 71-78) issued pursuant to the Act of June 25, 1948 (62 Stat. 739; 18 U.S.C. 835).
3. An area meeting all of the following criteria shall be deemed a "nonexplosive area":
   a. None of the work performed in the area involves the handling or use of explosives;
   b. The area is separated from the explosives area by a distance not less than that prescribed in the American Table of Distances for the protection of inhabited buildings;
   c. The area is separated from the explosives area by a fence or is otherwise located so that it constitutes a definite designated area; and
   d. Satisfactory controls have been established to prevent employees under 18 years of age within the area from entering any area in or about the plant which does not meet Criteria A through C.

Motor Vehicle Occupations (Order No. 2)

The occupations of motor-vehicle driver and outside helper on any public road, highway, in or about any mine (including open pit mine or quarry), place where logging or sawmill operations are in progress, or in an excavation of the type identified in 29 CFR 570.68(a) are prohibited for minors between 16 and 18 years of age *except* as provided in the following exemptions:

Exemptions

1. Incidental and occasional driving. The finding and declaration in this Order shall not apply to the operation of automobiles or trucks not exceeding 6,000 pounds gross vehicle weight if such driving is restricted to daylight hours; provided, such operation is only occasional and incidental to the child's employment; that the child holds a state license valid for the type of driving involved in the job performed and has completed a state approved driver education course; and provided further, that the vehicle is equipped with a seat belt or similar device for the driver and for each helper, and the employer has instructed each child that such belts or other devices must be used. This exemption shall not be applicable to any occupation of motor vehicle driver which involves the towing of vehicles.
2. School bus driving. The finding and declaration in this Order shall not apply to driving a school bus during the period of any exemption which has been granted in the discretion of the Secretary of Labor on the basis of an application filed and approved by the Governor of the State in which the vehicle is registered. The Secretary will notify any state which inquires of the information to be furnished in the application. Neither shall the finding and declaration in this Order apply in a particular state during a period not to exceed 40 days while application for such exemption is being formulated by such state seeking merely to continue in effect unchanged its current program using such drivers, nor while such application is pending action by the Secretary.

Definitions

1. The term "motor vehicle" shall mean any automobile, truck, truck-tractor, trailer, semitrailer, motorcycle, or similar vehicle propelled or drawn by mechanical power and designed for use as a means of transportation but shall not include any vehicle operated exclusively on rails.
2. The term "driver" shall mean any individual who, in the course of employment, drives a motor vehicle at any time.
3. The term "outside helper" shall mean any individual, other than a driver, whose work includes riding on a motor vehicle outside the cab for the purpose of assisting in transporting or delivering goods.
4. The term "gross vehicle weight" includes the truck chassis with lubricants, water, and full tank or tanks of fuel, plus the weight of the cab or

driver's compartment, body, and special chassis and body equipment, and payload.

Coal Mine Occupations (Order No. 3)

All occupations in or about any coal mine are prohibited *except* the occupations of slate or other refuse picking at a picking table or picking chute in a tipple or breaker and occupations requiring the performance of duties solely in offices or in repair or maintenance shops located in the surface part of any coal-mining plant.

Definitions

1. The term "coal" shall mean any rank of coal, including lignite, bituminous, and anthracite coals.
2. The term "all occupations in or about any coal mine" shall mean all types of work performed in any underground working, open pit, or surface part of any coal mining plant that contributes to the extraction, grading, cleaning, or other handling of coal.

Logging and Sawmilling Occupations (Order No. 4)

All occupations in logging and all occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill are prohibited *except* the following:

1. Exceptions applying to logging:
   a. Work in offices or in repair of maintenance shops.
   b. Work in the construction, operation, repair, or maintenance of living and administrative quarters of logging camps.
   c. Work in timber cruising, surveying, or logging-engineering parties; work in the repair or maintenance of roads, railroads, or flumes; work in forest protection, such as clearing fire trails or roads, piling and burning slash, maintaining fire-fighting equipment, constructing and maintaining telephone lines, or acting as fire lookout or fire patrolman away from the actual logging operations: *Provided*, that the provisions of this paragraph shall not apply to the felling or bucking of timber, the collecting or transporting of logs, the operation of power-driven machinery, the handling or use of explosives, and work on trestles.
   d. Peeling of fence posts, pulpwood, chemical wood, excelsior wood, cordwood, or similar products, when not done in conjunction with and at the same time and place as other logging occupations declared hazardous by this section.
   e. Work in the feeding or care of animals.
2. Exceptions applying to the operation of any permanent sawmill or the operation of any lath mill, shingle mill, or cooperage-stock mill; *Provided*, that these exceptions do not apply to a portable sawmill the lumber yard of which is used only for the temporary storage of green lumber and in connection with which no office or repair or maintenance shop is ordinarily maintained; and *Further provided*, that these exceptions do not apply to work which entails entering the sawmill building:
   a. Work in offices or in repair or maintenance shops.
   b. Straightening, marking, or tallying lumber on the dry chain or the dry drop sorter.
   c. Pulling lumber from the dry chain.
   d. Cleanup in the lumberyard.
   e. Piling, handling, or shipping of cooperage stock in yards or storage sheds, other than operating or assisting in the operation of power-driven equipment.
   f. Clerical work in yards or shipping sheds, such as done by ordermen, tallymen, and shipping clerks.
   g. Cleanup work outside shake and shingle mills, *except* when the mill is in operation.
   h. Splitting shakes manually from pre-cut and split blocks with a froe and mallet, *except* inside the mill building or cover.
   i. Packing shakes into bundles when done in conjunction with splitting shakes manually with a froe and mallet, *except* inside the mill building or cover.
   j. Manual loading of bundles of shingles or shakes into trucks or railroad cars, provided that the employer has on file a statement from a licensed doctor of medicine or osteopathy certifying the minor capable of performing this work without injury to himself.

Definitions

1. The term "all occupations in logging" shall mean all work performed in connection with the felling of timber; the bucking or converting of timber into logs, poles, piles, ties, bolts, pulpwood, chemical wood, excelsior wood, cordwood, fence posts, or similar products; the collecting, skidding, yarding, loading, transporting, and unloading of such products in connection with logging; the constructing, repairing, and maintaining of roads, railroads, flumes, or camps used in connection with logging; the moving, installing, rigging, and maintenance of machinery or equipment used in logging; and other work performed in connection with logging. The term shall not apply to work performed in timber culture, timber-stand improvement, or in emergency fire-fighting.
2. The term "all occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill" shall mean all work performed in or about any such mill in connection with storing of logs and bolts; converting logs or bolts in sawn lumber, laths, shingles, or cooperage stock, or other products of such mills; and other work performed in connection with the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill. The term shall not include work performed in the planing-mill department or other remanufacturing departments of any sawmill, or in any planing-mill or remanufacturing plant not a part of a sawmill.

Power-Driven Woodworking Machine Occupations (Order No. 5)

The following occupations involved in the operation of power-driven woodworking machines are prohibited:

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

Definitions

1. The term "power-driven woodworking machines" shall mean all fixed or portable machines or tools driven by power and used or designed for cutting, shaping, forming, surfacing, nailing, stapling, wire stitching, fastening, or otherwise assembling, pressing, or printing wood or veneer.
2. The term "off-bearing" shall mean the removal of material or refuse directly from a saw table or from the point of operation. Operations not considered as off-bearing within the intent of this section include (a) the removal of material or refuse from a circular saw or guillotine-action veneer clipper where the material or refuse has been

conveyed away from the saw table or point of operation by a gravity chute or by some mechanical means such as a moving belt or expulsion roller, and (b) the following operations when they do not involve the removal of material or refuse directly from a saw table or from a point of operation: the carrying, moving, or transporting of materials from one machine to another or from one part of a plant to another; the piling, stacking, or arranging of materials for feeding into a machine by another person; and the sorting, typing, bundling, or loading of materials.

Exemptions

The exemptions for apprentices and student-learners apply to this Order.

Occupations Involving Exposure to Radioactive Substances and to Ionizing Radiations (Order No. 6)

The following occupations are prohibited:

1. Any work in any workroom in which (a) radium is stored or used in the manufacture of self-luminous compound; (b) self-luminous compound is made, processed, or packaged; (c) self-luminous compound is stored, used, or worked upon; (d) incandescent mantles are made from fabric and solutions containing thorium salts, or are processed or packaged; (e) other radioactive substances are present in the air in average concentrations exceeding 10 percent of the maximum permissible concentrations in the air recommended for occupational exposure by the National Committee on Radiation Protection, as set forth in the 40-hour week column of Table One of the National Bureau of Standards Handbook No. 69 entitled "Maximum Permissible Body Burdens and Maximum Permissible Concentrations of Radionuclides in Air and In Water for Occupational Exposure," issued June 5, 1959.
2. Any other work which involves exposure to ionizing radiations in excess of 0.5 rem per year.

Definitions

As used in this section:

1. The term "self-luminous compound" shall mean any mixture of phosphorescent material and radium, mesothorium, or other radioactive element.
2. The term "workroom" shall include the entire area bounded by walls of solid material and extending from floor to ceiling.
3. The term "ionizing radiations" shall mean alpha and beta particles, electrons, protons, neutrons, gamma, and x-ray and all other radiations which produce ionizations directly or indirectly, but does not include electromagnetic radiations other than gamma and x-ray.

Power-Driven Hoisting Apparatus Occupations (Order No. 7)

The following occupations involved in the operation of power-driven hoisting apparatus are prohibited:

1. Work of operating an elevator, crane, derrick, hoist, or high-lift truck, *except* operating an unattended automatic operation passenger elevator or an electric or air-operated hoist not exceeding one ton capacity.
2. Work which involves riding on a manlift or on a freight elevator, *except* a freight elevator operated by an assigned operator.
3. Work of assisting in the operation of a crane, derrick, or hoist performed by crane hookers, crane chasers, hookers-on, riggers, rigger helpers, and like occupations.

Definitions

1. The term "elevator" shall mean any power-driven hoisting or lowering mechanism equipped with a car or platform which moves in guides in a substantially vertical direction. The term shall include both passenger and freight elevators (including portable elevators or tiering machines) but shall not include dumbwaiters.
2. The term "crane" shall mean a power-driven machine for lifting and lowering a load and moving it horizontally, in which the hoisting mechanism is an integral part of the machine. The term shall include all types of cranes, such as cantilever gantry, crawler, gantry, hammerhead, ingotpouring, jib, locomotive, motor truck, overhead traveling, pillar jib, pintle, portal, simigantry, semiportal, storage bridge, tower, walking jib, and wall cranes.
3. The term "derrick" shall mean a power-driven apparatus consisting of a mast or equivalent members held at the top by guys or braces, with or without a boom, for use with a hoisting mechanism and operating ropes. The term shall include all types of derricks, such as A-frame, breast, Chicago boom, gin-pole, guy, and stiff-leg derricks.
4. The term "hoist" shall mean a power-driven apparatus for raising or lowering a load by the application of a pulling force that does not include a car or platform running in guides. The term shall include all types of hoists, such as base-mounted electric, clevis suspension, hook suspension, monorail, overhead electric, simple drum, and trolley suspension hoists.
5. The term "high-lift truck" shall mean a power-driven industrial type of truck used for lateral transportation that is equipped with a power-operated lifting device usually in the form of a fork or platform capable of tiering loaded pallets or skids one above the other. Instead of a fork, or platform, the lifting device may consist of a ram, scoop, shovel, crane, revolving fork, or other attachments for handling specific loads. The term shall mean and include high-lift trucks known under such names as forklifts, fork trucks, forklift trucks, tiering trucks, or stacking trucks, but shall not mean low-lift trucks or low-lift platform trucks that are designed for the transportation of, but not the tiering of, material.
6. The term "manlift" shall mean a device intended for the conveyance of persons which consists of platforms or brackets mounted on, or attached to, an endless belt, cable, chain, or similar method of suspension; such belt, cable, or chain operating in a substantially vertical direction and being supported by and driven through pulleys, sheaves or sprockets at the top and bottom.

Exception

This section shall not prohibit the operation of an automatic elevator and an automatic signal operation elevator provided that the exposed portion of the car interior (exclusive of vents and other necessary small openings), the car door, and the hoistway doors are constructed of solid surfaces without any opening through which a part of the body may extend; all hoistway openings at floor level have doors which are interlocked with the car door so as to prevent the car from starting until all such doors are closed and locked; the elevator (other than hydraulic elevators) is equipped with a device which will stop and hold the car in case of overspeed or if the cable slackens or breaks; and the elevator is equipped with upper and lower travel limit devices which will normally bring the car to rest at either terminal and a final limit switch which will prevent the movement in either direction and will open in case of excessive over travel by the car.

Definitions As Used in This Exception

1. For the purpose of this exception the term "automatic elevator" shall mean a passenger elevator, a freight elevator, or a combination passenger-freight elevator, the operation of which is

controlled by push buttons in such a manner that the starting, going to the landing selected, leveling and holding, and the opening and closing of the car and hoistway doors are entirely automatic.

2. For the purpose of this exception, the term "automatic signal operation elevator" shall mean an elevator which is started in response to the operation of a switch (such as a lever or push button) in the car which when operated by the operator actuates a starting device that automatically closes the car and hoistway doors—from this point on, the movement of the car to the landing selected, leveling and holding when it gets there, and the opening of the car and hoistway doors are entirely automatic.

Power-Driven Metal Forming, Punching and Shearing Machine Occupations (Order No. 8)

The following occupations are prohibited:

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

Definitions

1. The term "operator" shall mean a person who operates a machine covered by this Order by performing such functions as starting or stopping the machine, placing materials into or removing them from the machine, or any other functions directly involved in operation of the machine.
2. The term "helper" shall mean a person who assists in the operation of a machine covered by this Order by helping place materials into or removing them from the machine.
3. The term "forming, punching, and shearing machines" shall mean power-driven metal-working machines, other than machine tools, which change the shape of or cut metal by means of tools, such as dies, rolls, or knives which are mounted on rams, plungers, or other moving parts. Types of forming, punching and shearing machines enumerated in this section are the machines to which the designation is by custom applied.

***NOTE**: This Order does not apply to a very large group of metal-working machines known as machine tools. Machine tools are defined as "power-driven complete metal-working machines having one or more tool or work-holding devices, and used for progressively removing metal in the form of chips." Since the Order does not apply to machine tools, the 18-year age minimum does not apply. Such machine tools are classified below so that they can be readily identified.*

MILLING FUNCTION MACHINES
Horizontal Milling Machines
Vertical Milling Machines
Universal Milling Machines
Planer-type Milling Machines
Gear Hobbing Machines
Profilers
Routers
TURNING FUNCTION MACHINES
Engine Lathes
Turret Lathes
Hollow Spindle Lathes
Automatic Lathes
Automatic Screw Machines

PLANING FUNCTION MACHINES
Planers
Shapers
Slotters
Broaches
Keycasters
Hack Saws

GRINDING FUNCTION MACHINES
Grinders
Abrasive Wheels
Abrasive Belts
Abrasive Disks
Abrasive Points
Polishing Wheels
Buffing Wheels
Stroppers
Lapping Machines

BORING FUNCTION MACHINES
Vertical Boring Mills
Horizontal Boring Mills
Jig Borers
Pedestal Drills
Radial Drills
Gang Drills
Upright Drills
Drill Press, etc.
Centering Machines
Reamers
Honers

Exemptions

The exemptions for apprentices and student-learners apply to this Order.

Occupations in Connection With Mining, Other Than Coal (Order No. 9)

All occupations in connection with mining, other than coal, are prohibited *except* the following:

1. Work in offices, in the warehouse or supply house, in the change house, in the laboratory, and in repair or maintenance shops not located underground.
2. Work in the operation and maintenance of living quarters.
3. Work outside the mine in surveying, in the repair and maintenance of roads, and in general cleanup about the mine property such as clearing brush and digging drainage ditches.
4. Work of track crews in the building and maintaining of sections of railroad track located in those areas of open-cut metal mines where mining and haulage activities are not being conducted at the time and place that such building and maintenance work is being done.
5. Work in or about surface placer mining operations other than placer dredging operations and hydraulic placer mining operations.
6. The following work in metal mills other than in mercury-recovery mills or mills using the cyanide process:
   a. work involving the operation of jibs, sludge tables, flotation cells, or drier-filters.
   b. Work of hand sorting at picking table or picking belt.
   c. General cleanup work.

Provided, however, that nothing in this section shall be construed as permitting employment of minors in any occupation prohibited by any other hazardous occupations order issued by the Secretary of Labor.

Definitions

As used in this section: The term "all occupations in connection with mining, other than coal" shall mean all work performed underground in mines and quarries; on the surface at underground mines and underground quarries; in or about open-cut mines, open quarries, clay pits, and sand and gravel operations; at or about placer mining

operations; at or about dredging operations for clay, sand, or gravel; at or about bore-hold mining operations; in or about all metal mills, washer plants, or grinding mills reducing the bulk of the extracted minerals; and at or about any other crushing, grinding, screening, sizing, washing, or cleaning operations performed upon the extracted minerals *except* where such operations are performed as a part of a manufacturing process. The term shall not include work performed in subsequent manufacturing or processing operations, such as work performed in smelters, electrometallurgical plants, refineries, reduction plants, cement mills, plants where quarried stone is cut, sanded and further processed, or plants manufacturing clay, glass, or ceramic products. Neither shall the term include work performed in connection with coal mining, in petroleum production, in natural-gas production, nor in dredging operations which are not a part of mining operations, such as dredging for construction or navigation purposes.

Occupations Involving Slaughtering, Meat-Packing or Processing, or Rendering (Order No. 10)

The following occupations in or about slaughtering and meat-packing establishments, rendering plants, or wholesale, retail or service establishments are prohibited:

1. All occupations on the killing floor, in curing cellars, and in hide cellars, *except* the work of messengers, runners, handtruckers, and similar occupations which require entering such workrooms or workplaces infrequently and for short periods of time.
2. All occupations involved in the recovery of lard and oils, *except* packaging and shipping of such products and the operations of lard-roll machines.
3. All occupations involved in tankage or rendering of dead animals, animal offal, animal fats, scrap meats, blood, and bones into stock feeds, tallow, and inedible greases, fertilizer ingredients, and similar products.
4. All occupations involved in the operation or feeding of the following power-driven meat-processing machines, including the occupations of setting-up, adjusting, repairing, oiling, or cleaning such machines: meat patty forming machines, meat and bone cutting saws, knives (**except* bacon-slicing machines), head splitters, and guillotine cutters; snout pullers and jaw pullers; skinning machines; horizontal rotary washing machines; casing-cleaning machines such as crushing, stripping, and finishing machines; grinding, mixing, chopping, and hashing machines; and presses (*except* belly-rolling machines).
5. All boning occupations.
6. All occupations that involve the pushing or dropping of any suspended carcass, half carcass, or quarter carcass.
7. All occupations involving hand-lifting or hand-carrying any carcass or half carcass of beef, pork, or horse, or any quarter carcass of beef or horse.

*NOTE: The term "bacon-slicing machines" as used in this Order refers to those machines which are designed solely for the purpose of slicing bacon and are equipped with enclosure or barrier guards that prevent the operator from coming in contact with the blade or blades, and with devices for automatic feeding, slicing, shingling, stacking, and conveying the sliced bacon away from the point of operation.

Definitions:

1. The term "slaughtering and meat-packing establishments" shall mean places in or about which cattle, calves, hogs, sheep, lambs, goats, or horses are killed, butchered, or processed. The term shall also include establishments which manufacture or process meat products or sausage casings from such animals.
2. The term "rendering plants" shall mean establishments engaged in the conversion of dead animals, animal offal, animal fats, scrap meats, blood, and bones into stock feeds, tallow, inedible greases, fertilizer ingredients, and similar products.
3. The term "killing floor" shall include that workroom or workplace where cattle, calves, hogs, sheep, lambs, goats, or horses are immobilized, shackled, or killed, and the carcasses are dressed prior to chilling.
4. The term "curing cellar" shall include that workroom or workplace which is primarily devoted to the preservation and flavoring of meat by curing materials. It does not include that workroom or workplace where meats are smoked.
5. The term "hide cellar" shall include that workroom or workplace where hides are graded, trimmed, salted, and otherwise cured.
6. The term "boning occupations" shall mean the removal of bones from meat cuts. It shall not include work that involves cutting, scraping, or trimming meat from cuts containing bones.

NOTE: *This Order shall not apply to the killing and processing of poultry, rabbits, or small game in areas physically separated from the "killing floor."*

Exemptions

The exemptions for apprentices and student-learners apply to this Order.

Power-Driven Bakery Machine Occupations (Order No. 11)

The following occupations involved in the operation of power-driven bakery machines are prohibited:

1. The occupations of operating, assisting to operate, or setting up, adjusting, repairing, oiling, or cleaning any horizontal or vertical dough mixer, batter mixer, bread dividing, rounding, or molding machine; dough brake, dough shelter, combination bread slicing and wrapping machine; or cake cutting band saw.
2. The occupation of setting up or adjusting a cooky or cracker machine.

NOTE: *This order does not apply to the following list of bakery machines which may be operated by 16 and 17-year-old minors:*

INGREDIENT PREPARATION AND MIXING
Flour-sifting Machine Operator
Flour-blending Machine Operator
Sack-cleaning Machine Operator

PRODUCT FORMING AND SHAPING
Roll-dividing Machine Operator
Roll-making Machine Operator
Batter-sealing Machine Operator
Depositing Machine Operator
Cooky or Cracker Machine Operator
Wafer Machine Operator
Pretzel-stick Machine Operator
Pie-dough Sealing Machine Operator
Pie-dough Rolling Machine Operator
Pie-crimping Machine Operator

FINISHING AND ICING
Depositing Machine Operator
Enrobing Machine Operator
Spray Machine Operator
Icing Mixing Machine Operator

SLICING AND WRAPPING
Roll Slicing and Wrapping Machine Operator
Cake Wrapping Machine Operator
Carton Packing and Sealing Machine Operator

PAN WASHING
Spray-type Pan Washing Machine Operator
Tumbler-type Pan Washing Machine Operator

Power-Driven Paper-Products Machine Occupations (Order No. 12)

The following occupations are prohibited:

1. The occupations of operating or assisting to operate any of the following power-driven paper-products machines:
   a. Arm-type wirestitcher or stapler, circular or band saw, corner cutter or mitering machine, corrugating and single- or double-facing machine, envelope die-cutting press, guillotine paper cutter or shear, horizontal bar scorer, laminating or combing machine, sheeting machine, scrap-paper baler, or vertical slotter.
   b. Platen die-cutting press, platen printing press, or punch press which involves hand feeding of the machine.
2. The occupations of setting up, adjusting, repairing, oiling or cleaning these machines including those which do not involve hand feeding.

Definitions

1. The term "operating or assisting to operate" shall mean all work which involves starting or stopping a machine covered by this Order, placing materials into or removing them from the machine, or any other work directly involved in operating the machine.
2. The term "paper-products machine" shall mean power-driven machines used in the remanufacture or conversion of paper or pulp into a finished product. The term is understood to apply to such machines whether they are used in establishments that manufacture converted paper pulp products, or in any other type of manufacturing or non-manufacturing establishment.

NOTE: ***There are many machines not covered by this Order. The most important of these machines are the following:***

Bag Machine, Bag-Making Machine
Bottoming Machine (Bags)
Box-Making Machine (Collapsible Boxes)
Bundling Machine
Calendar Roll and Plating Machines
Cigarette Carton Opener and Tax Stamping Machine
Clasp Machine
Counting, Stacking, and Ejecting Machine
Corner Stayer
Covering, Lining, or Wrapping Machines (Set-up Boxes)
Creping Machine
Dornbusch Machine (Wall Paper)
Ending Machine (Set-up Boxes)
Envelope Machine
Folding Machine
Gluing, Scaling, or Gumming Machine
Interfolding Machine
Jogging Machine
Lacer Machine
Parchmentizing, Waxing, or Coating Machines
Partition Assembling Machine
Paper Cut Machine
Quadruple Stayer
Rewinder
Rotary Printing Press
Ruling Machine
Slitting Machine
Straw Winder
Stripping Machine
Taping Machine
Tube Cutting Machine
Tube Winder
Tube Machine (Paper Bags)
Window Patch Machine
Wire or Tag Stringing Machine

Exemptions

The exemptions for apprentices and student-learners apply to this Order.

Occupations Involved in the Manufacture of Brick, Tile, and Kindred Products (Order No. 13)

The following occupations involved in the manufacture of clay construction products and of silica refractory products are prohibited:

1. All work in or about establishments in which clay construction products are manufactured, *except* (a) work in storage and shipping, (b) work in offices, laboratories, and storerooms; and (c) work in the drying departments of plants manufacturing sewer pipes.
2. All work in or about establishments in which silica brick or other silica refractories are manufactured *except* work in offices.
3. Nothing in this section shall be construed as permitting employment of minors in any occupation prohibited by any other hazardous occupations order issued by the Secretary of Labor.

Definitions

1. The term "clay construction products" shall mean the following clay products: Brick, hollow structural tile, sewer pipe and kindred products, refractories, and other clay products such as architectural terra cotta, glazed structural tile, roofing tile, stove lining, chimney pipes and tops, wall coping, and drain tile. The term shall not include the following non-structural-bearing clay products: Ceramic floor and wall tile, mosaic tile, glazed and enameled tile, faience, and similar tile, nor shall the term include non-clay construction products such as sand-lime brick, glass brick, or non-clay refractories.
2. The term "silica brick or other silica refractories" shall mean refractory products produced from raw materials containing free silica as their main constituent.

Occupations Involved in the Operation of Power-Driven Circular Saws, Band Saws, and Guillotine Shears (Order No. 14)

The following occupations are prohibited:

1. The occupations of operator of or helper on the following power-driven fixed or portable machines *except* for machines equipped with full automatic feed and ejection:
   a. Circular saws.
   b. Band saws.
   c. Guillotine shears.
2. The occupations of setting up, adjusting, repairing, oiling or cleaning circular saws, band saws, and guillotine shears.

Definitions

1. The term "operator" shall mean a person who operates a machine covered by this Order by performing such functions as starting or stopping the machine, placing materials into or removing them from the machine, or any other functions directly involved in operation of the machine.
2. The term "helper" shall mean a person who assists in the operation of a machine covered by this Order by helping place materials into or removing them from the machine.
3. The term "machine equipped with full automatic feed and ejection" shall mean machines covered by this Order which are equipped with devices for full automatic feeding and ejection and with a fixed barrier guard to prevent completely the operator or helper from placing any part of his body in the point-of-operation area.
4. The term "circular saw" shall mean a machine equipped with a thin steel disc having a continuous series of m\notches or teeth on the periphery, mounted on shafting, and used for sawing materials.
5. The term "band saw" shall mean a machine equipped with an endless steel band having a continuous series of notches or teeth, running over wheels or pulleys, and used for sawing materials.
6. The term "guillotine shear" shall mean a machine equipped with a movable blade operated vertically and used to shear materials. the term shall not include other types of shearing machines, using a different form of

shearing action, such as alligator shears or circular shears.

Exemptions

The exemptions for apprentices and student-learners apply to this Order.

Occupations Involved in Wrecking, Demolition, and Shipbreaking Operations (Order No. 15)

All occupations in wrecking, demolition, and shipbreaking operations are prohibited.

Definitions

The term "wrecking, demolition, and shipbreaking operations" shall mean all work, including cleanup and salvage work, performed at the site of the total or partial razing, demolishing, or dismantling of a building, bridge, steeple, tower, chimney, other structure, ship or other vessel.

Occupations in Roofing Operations (Order No. 16)

All occupations in roofing operations are prohibited.

Definitions

The term "roofing operations" shall mean all work performed in connection with the application of weatherproofing materials and substances (such as tar or pitch, asphalt prepared paper, tile, slate metal, translucent materials, and shingles of asbestos, asphalt or wood) to roofs of buildings or other structures. The term shall also include all work performed in connection with: (1) The installation of roofs, including related metal work such as flashing, and (2) alterations, additions, maintenance, and repair, including painting and coating, of existing roofs. The term shall not include gutter and downspout work; the construction of the sheathing or base of roofs; or the installation of television antennas, air conditioners, exhaust and ventilating equipment, or similar appliances attached to roofs.

Exemptions

The exemptions for apprentices and student-learners apply to this Order.

Occupations in Excavation Operations (Order No. 17)

The following occupations in excavation operations are prohibited:

1. Excavating, working in, or backfilling (refilling) trenches, *except* (a) manually excavating or manually backfilling trenches that do not exceed four feet in depth at any point, or (b) working in trenches that do not exceed four feet in depth at any point.
2. Excavating for buildings or other structures or working in such excavations, *except* (a) manually excavating to a depth not exceeding four feet below any ground surface adjoining the excavation, or (b) working in an excavation not exceeding such depth, or (c) working in an excavation where the side walls are shored or sloped to the angle of repose.
3. Working within tunnels prior to the completion of all driving and shoring operations.
4. working within shafts prior to the completion of all sinking and shoring operations.

Exemptions

The exemptions for apprentices and student-learners apply to this Order; see below.

Exemptions From Hazardous Occupations Orders

Hazardous Occupations Orders Nos. 5, 8, 10, 12, 14, 16, and 17 contain exemptions for 16 and 17-year-old apprentices and student-learners provided they are employed under the following conditions:

1. **Apprentices**: (1) the apprentice is employed in a craft recognized as an apprenticeable trade; (2) the work of the apprentice in the occupations declared particularly hazardous is incidental to his training; (3) such work is intermittent and for short periods of time and is under the direct and close supervision of a journeyman as a necessary part of such apprentice training; and (4) the apprentice is registered by the Bureau of Apprenticeship and Training of the U.S. Department of Labor as employed in accordance with the standards established by that Bureau, or is registered by a state agency as employed in accordance with the standards of the state apprenticeship agency recognized by the Bureau of Apprenticeship and Training, or is employed under a written apprenticeship agreement and conditions which are found by the Secretary of Labor to conform substantially with such federal or state standards.
2. **Student-Learners**: (1) The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school; and (2) such student-learner is employed under a written agreement which provides (1) That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to the training; (2) That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person; (3) That safety instructions shall be given by the school and correlated by the employer with on-the-job training; and (4) That a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall contain the name of the student-learner, and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder. A high school graduate may be employed in an occupation in which training has been completed as provided in this paragraph as a student-learner, even though the youth is not yet 18 years of age.

PENALTIES FOR VIOLATION

Employers may be subject to a civil money penalty up to $10,000 for each employee who is the subject of a child labor violation.

When a child labor civil money penalty is assessed against an employer, the employer has the right, with 15 days after receipt of the notice of such penalty, to file an exception to the determination that the violation or violations of the child labor provisions occurred. When such an exception is filed with the Administrator of the Wage and Hour Division, the matter is referred to the Chief Administrative Law Judge, and a formal hearing is scheduled. At such a hearing the employer may, or an attorney retained by the employer may, present such witnesses, introduce such evidence and establish such facts as the employer believes will support the exception. The determination of the amount of any civil money penalty becomes final if no exception is taken to the administrative assessment thereof, or if an exception is filed pursuant to the decision and order of the administrative law judge.

The Act also provides, in the case of willful violation, for a fine up to $10,000; or, for a second offense committed after the conviction of such person for a similar offense, for a fine of not more than $10,000; or imprisonment for not more than six months, or both. The Secretary of Labor may also ask a federal district court to restrain

future violations of the child labor provisions of the Act by injunction.

AGE CERTIFICATES

Employers may protect themselves from unintentional violation of the child labor provisions by keeping on file an employment or age certificate for each minor employed to show that the minor is the minimum age for the job. Certificates issued under most state laws are acceptable for purposes of the Act.

ADDITIONAL INFORMATION

Inquiries about the Fair Labor Standards Act will be answered by mail, telephone, or personal interview at any office of the Wage and Hour Division of the U.S. Department of Labor. Offices are listed in the telephone directory under U.S. Department of Labor in the U.S. Government listing. These offices also supply publications free of charge.

Safety and Health Laws

While implementing school-to-work and, in particular, the work-based learning experiences, it is important to remember that the safety and health of the students 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 Kentucky 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 can call:

Division of Education and Training
Kentucky Occupational Safety and Health Program
Kentucky Labor Cabinet
1047 U.S. 127 South, Suite 4
Frankfort, Kentucky 40601
(502) 564-3070

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:

Department of Workers' Claims
Kentucky Labor Cabinet
Perimeter Park West, Building C
1270 Louisville Road
Frankfort, Kentucky 40601
1-800-554-8601

Other Legislation Impacting Work-Based Learning

Carl D. Perkins Vocational and Applied Technology Education Act of 1990

1. Section 118 of the Carl D. Perkins Act requires that eligible recipients utilizing federal funds for the disadvantaged and handicapped* provide assurances that individuals who are disadvantaged or handicapped will be provided equal access in recruitment, enrollment, and placement activities and are to be provided a full range of vocational programs available to nondisadvantaged and nonhandicapped individuals, including occupational specific courses of study, cooperative education, and apprenticeship programs.

2. Section 221 and Section 222 of the Carl D. Perkins Act requires the eliminating of sex bias and sex stereotyping from vocational programs, services, and activities, and meeting the unique needs of single parents and homemakers who need marketable skills.

Sex bias means behavior resulting from the assumption that one sex is superior to the other.

Sex stereotyping means attributing behavior, abilities, interests, values, and roles to a person or group of persons on the basis of sex. Sex discrimination means any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex.

Equal Access Legislation

Discrimination on the basis of race, color, national origin, sex, and disability is prohibited in vocational programs, activities, and employment. The civil rights statutes and regulations apply in vocational 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.

*From Federal statute.

The Department of Education issued regulations implementing Title VI in 1965. Revisions were made in regulations in 1973 and 1980.

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 where there are 15 or more employees—344.040 of the Kentucky Civil Rights Act.

3. The Kentucky Civil Rights Act, KRS Chapter 344 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 where there are eight or more employees—344.040. Therefore, the Kentucky law is more stringent than the federal law.

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 (14). 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.

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 Disability Act of 1990

1. Title I, Employment covers all aspects of employment, including the application process and hiring, on-the-job training, advancement and 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.

3. Title III, Public Accommodations prohibits privately operated accommodations (inns, hotels, motels, restaurants, bars, motion picture houses, theaters, stadiums, auditoriums, convention centers, lecture halls, bakeries, grocery stores, clothing stores, hardware stores, shopping malls, laundromats, dry cleaners, banks, barber shops, beauty shops, travel services, shoe repair shops, funeral parlors, gas stations, lawyer offices, pharmacies, insurance offices,

health care providers, hospitals, terminals, depot or other stations, museums, libraries, galleries, parks, zoos, amusement parks, nurseries, and PRIVATE elementary, secondary, undergraduate or post graduate schools) from denying goods, programs, and services to people based on their disabilities. Among these are private bus lines and hotel vans. Airline transportation is not covered under Title III.

4. Title IV, Telecommunications requires telephone companies to provide continuous voice transmission relay services that allow hearing and speech impaired people to communicate over the telephone. Federal funded television public service messages must be close-captioned for hearing impaired viewers.

5. Title V, Other Provisions has miscellaneous provisions such as accessibility standards for architects and transportation boards, attorneys' fees, technical assistance, and it is specific that currently illegal drug users are not protected under the act.

Rehabilitation Act of 1973

1. Title V: Section 503 of the Act deals with affirmative action guidelines for employers. Any employer doing business with the Federal Government must take affirmative action to recruit, hire, and train qualified handicapped* persons if the government contract involves a sum of $2,500. If the contract with the government involves a sum of $50,000 or more, and 50 or more persons are employed, the contractor must develop an affirmative action plan listing the sources from which handicapped persons will be recruited. Cooperative vocational education programs may be listed as one of these sources.

2. Title V: Section 504 of the Act prohibits discrimination on the basis of disability in any program, activities, or employment receiving federal financial assistance. The Department of Education issued regulations implementing Section 504 in 1977, and in 1980. Regulations were revised in 1992.

Technical Assistance

The following persons in the Work Force Development Cabinet and the Department of Education have been designated to provide technical assistance regarding the various federal and state laws for civil rights.

*From Federal statute.

Equal Educational Opportunity Coordinators

Workforce Development Cabinet

Cabinet Coordinator

Renee Redding - (502) 564-3548
202 Capital Plaza Tower
Frankfort, KY 40601

Office of Training and Reemployment

Carla Combs - (502) 564-5360
3rd Floor, Executive Bldg.
209 St. Clair
Frankfort, KY 40601

Department for Technical Education

Bill Denton - (502) 564-4286
Room 2007, Capital Plaza Tower
Frankfort, KY 40601

Department for Adult Education and Literacy

Renee Redding - (502) 564-3548
Room 202, Capital Plaza Tower
Frankfort, KY 40601

Department for Vocational Rehabilitation

Carole Stigle - (502) 564-4440
209 St. Clair Street
Frankfort, KY 40601

Department of Education

Woody Smither - (502) 564-3716
Room 1615, Capital Plaza Tower
Frankfort, KY 40601

Workforce Development Cabinet

Department for the Blind

Jeanne Lione - (502) 327-6010
8412 Westport Rd.
Louisville, KY 40242

Department of Education

Americans with Disability Act

Attorney

Ann Keating - (502) 564-4474
Room 106, Capital Plaza Tower
Frankfort, KY 40601

Coordinators

Robert McCullough - (502) 564-2764
Room 2016, Capital Plaza Tower
Frankfort, KY 40601

Title IV
Robert McCullough - (502) 564-2764
Room 2016, Capital Plaza Tower
Frankfort, KY 40601

Title IV
Steve Kimberling - (502) 564-3678
Room 1728, Capital Plaza Tower
Frankfort, KY 40601

Tile VI
Robert McCullough - (502) 564-2764
Room 2016, Capital Plaza Tower
Frankfort, KY 40601

Title VI
Ann Keating - (502) 564-4474
Room 106, Capital Plaza Tower
Frankfort, KY 40601

Title VII
Woody Smither - (502) 564-3716
Room 1615, Capital Plaza Tower
Frankfort, KY 40601

Section 504 Rehabilitation Act

Robert McCullough - (502) 564-2764
Room 2016, Capital Plaza Tower
Frankfort, KY 40601

Nancy Sander
c/o Van Hoose Education Center
3332 Newburg Rd.
Louisville, KY 40232

School-To-Work 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 work site. 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.

Liability/Professional Insurance and Accidental Death and Dismemberment/Accidental Medical Expense Benefit coverages are available to Local Partnership Councils and schools through policies with independent insurance agencies. The liability/professional insurance provides coverage to the Local Partnership Councils (LPC) and staff for claims arising out of their activities in placing students at work-based sites. As an example, this type of insurance might provide coverage for Local Partnership Councils that fail to properly investigate a business entity resulting in a claim alleging a student was exposed to bodily harm or sexual abuse.

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 nonpaid work experience.

Student's participation in a nonpaid 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 or local partnership council.

In addition to insurance and workers' compensation, the workplace needs to provide adequate, safe equipment and a safe, healthful 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.

Please refer to the Work-Based Learning Liability Checklist on the next page.

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 is essential for the protection of students, staff, and employers. However, there are various options available to provide such coverage. It is the responsibility of the staff and employers to ensure that adequate insurance is provided.

I. Students participating in work-based learning

All students participating in work-based learning activities must be covered by accidental insurance. This coverage may be provided through school insurance purchased by the student or personal family insurance. Students being covered by personal family insurance must provide a certificate of insurance to school staff to certify they have personal/family insurance.

1. **All students participating in paid work-based learning are covered by worker's compensation while on the job. The employers should provide a certificate to the school verifying they provide worker's compensation.**

2. **Students participating in non-paid work-based learning are not covered by worker's compensation; therefore, the work-based learning site must provide liability insurance and certify they have such coverage.**

3. **Any student driving to the workplace must provide proof of auto liability insurance. It is critical to verify that students hold a valid driver's license.**

4. **Students being transported to the work site by school board vehicle will be covered by school board insurance.**

5. **Students walking to the work site will be covered by school board insurance.**

6. **Students should not be allowed to ride to work-based learning sites with other students in their personal vehicle. Any exceptions to this should be established by local Board of Education policy.**

7. **All work-based learning site supervisors/mentors should have a background records check.**

II. School board employed staff coordinating work-based learning

The recommendations below apply during the school year and summer months:

1. **Staff should obtain written notification from school board liability.**

2. **School staff should request their board attorney to review the Work-Based Learning program including liability and accidental provisions.**

III. School board employees participating in business/industry internship activities

1. **Obtain a written communication from the school district to participate in business/industry internship.**

2. **If school staff are receiving a stipend, worker's compensation must be provided by the payor.**

IV. Employers participating in work-based learning

1. **The training sites must be safe and conform to state and federal regulations regarding the type of business being conducted.**
2. **A Training Plan is on file for each student.**
3. **Employer certify that co-op student is covered by Employer's Workman's Compensation Insurance (KRS 342.630) which is registered with Department of Workers' Claims in Frankfort.**
4. **Employers certify that the work performed by the co-op student conforms to federal and state Child Labor Laws.**

Glossary

Employee is any person employed by or suffered or permitted to work for an employer.

Employer is 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 any employee.

Minor is an individual under the age of eighteen (18). Child labor laws apply to minors.

Proof of age is an official government document which indicates a minor's date of birth (for example, a copy of a birth certificate or a driver's license, a completed I-9 form, or a statement from the local school authorities stating the minor's date of birth).

School in session means that time which an individual student is required to be in school as established by local school district authorities.

School not in session means the period of time not included in school in session.

If you have any questions relating to these definitions or Kentucky's Labor Laws, feel free to call:

Kentucky Labor Cabinet
Division of Employment Standards, Apprenticeship and Training
1047 U.S. 127 South, Suite 4
Frankfort, Kentucky 40601
502-564-3070

INTERNET ADDRESS: http://www.state.ky.us/agencies/labor/eshome.htm

CHAPTER 3
DESIGNING WORK-BASED LEARNING PROGRAMS

CLINICAL EXPERIENCE

Definition

Clinical experience is a component of an educational program typically found in health occupations. Such programs include nursing, medicine, dentistry, and allied health. Clinical experiences can be referred to as practicum. A practicum is designed to integrate meaningful work-site experiences with prior knowledge and educational objectives. The educational objectives align with the practicum task list. Emphasis will be on the student's ability to develop skills at a proficient level in a clinical setting. Clinical experiences are conducted jointly between the school and an affiliating agency (hospital, nursing home, or other healthcare agency).

Rationale

Clinical experiences are designed to be an integral component of the health occupations education curriculum. The school designs the appropriate curriculum that includes instruction and learning experiences essential for the occupational area. The affiliating agency provides learning experiences and observations of a practical nature. Emphasis is placed on students developing proficiency in skills in actual clinical situations.

Students are not paid for clinical experiences, and the assigned experiences are selected for the educational benefits to the student.

Formal agreements are developed among the school, the affiliating agency, and the student. The agency affiliation agreement is referred to as a "Memorandum of Agreement," and the student agreement is called a "Statement of Understanding." The agreements outline the responsibilities of the school, student, and affiliating agency(ies) in implementing the clinical component of the health occupations programs.

The school provides qualified instructional personnel who are responsible for the supervision of students at the clinical site. The school also furnishes necessary teaching aids, library and reference materials, classroom supplies, and equipment.

The affiliating agency provides clinical facilities within its site and a staff member to coordinate the utilization of the clinical facilities for guided experience.

Steps in Planning and Implementing a Clinical Experience Program

1. **Planning Phase**
   a. Identify goals of program
   b. Develop criteria for program participants:
      1) student/s
      2) affiliating agencies
   c. Identify staff and staff responsibilities for program implementation
   d. Develop process for:
      1) identifying affiliating agency(ies)
      2) coordinating student assignments
      3) scheduling students for clinical experiences
      4) selecting clinical experiences that correlate with theory/career cluster
      5) transporting students to clinical sites
      6) evaluating students' clinical experience
2. **Implementation Phase**
   a. Finalize "Memorandum of Agreement" with affiliating agency
   b. Have district/school attorney validate
   c. Keep signed MOA on file in program and affiliating agency
   d. Provide orientation for students and personnel at clinical site(s)
   e. Complete documentation, "Statement of Understanding," with each student
   f. Schedule students for clinical experience
   g. Monitor students' activities
   h. Evaluate students and process
3. **Components Needed for Clinical Experience Program**
   a. Schools will need
      1) instructional staff for designated program(s)
      2) classroom/laboratory with appropriate equipment and space for health program
      3) policy guidelines for program operation
      4) appropriate, updated curriculum materials
   b. Students will need
      1) appropriate medical and professional liability insurance
      2) required medical examinations and/or tests (i.e. T.B. skin test, CPR certification, Hepatitis B vaccine or waiver*)

*Attached

      3) current CPR certification if required by affiliating agency.
      4) awareness of the affiliating agencies' policies on conduct, dress, discipline, physical exams, Occupational Safety and Health Administration (OSHA) and drug

regulations, and potential liability
5) transportation to clinical site(s)
6) student uniforms, shoes, watch with second hand, appropriate identification

c. Affiliating agencies will need:
1) staff to coordinate clinical experience
2) space for students/instructor
3) assistance in supervision of students at the clinical site
4) meeting area for pre and post conferences

Legal Issues

Refer to Chapter 2 for information on laws impacting clinical experiences.

Professional Staff Criteria

The clinical experience teacher must

- hold current appropriate licensure,
- have a teacher's certificate in the appropriate occupational area, and
- meet long-term care qualification for Medicaid nurse aide instructor.

Training Plan

The Training Plan for the clinical experience includes the specific responsibilities of the clinical experience teacher, school, student/trainee, affiliating agency work-site training coordinator, and the parent/guardian. The plan also includes a breakdown of major competencies to be developed/practiced.

The "Statement of Understanding for Clinical Affiliation" explains in detail what the student agrees to do.

The "Memorandum of Agreement" explains in detail what the affiliating agency and school agree to do.

Progress Reports, Attendance and Work Reports are generally completed by the clinical experience teacher and/or the affiliating agency coordinator on a regular basis to help in evaluating the student's progress.

Sample forms are provided at the end of this section and may be modified as needed.

Glossary

Facility means an organization or a building designed to address health care needs.

Health Occupations Students of America (HOSA) is a co-curricular vocational student organization founded to meet the specific needs of secondary and postsecondary students enrolled in health occupations education programs and those enrolled in approved prevocational education programs. HOSA can be an integral method of instruction that motivates and reinforces what the student learns in the classroom and on the job.

Health Professional means an individual whose skill is based on extensive education, knowledge, and training unique to a specific field. The educational preparation of a health professional as an educator occurs in a college or university and requires teacher certification.

School in Session is that time which an individual student is required to be in school as established by local school district authorities.

School Not in Session is a period of time not included in the above.

Training Plan is a plan that includes the specific responsibilities of the clinical experience teacher, school, student/trainee, affiliating agency work-site training coordinator, and the parent/guardian.

Training Site is the affiliating agency site where a student goes for the clinical experience

SAMPLE

CABINET FOR WORKFORCE DEVELOPMENT

KENTUCKY TECH
INFECTION CONTROL PROGRAM

STATEMENT OF UNDERSTANDING

UNIVERSAL PRECAUTIONS
HEPATITIS B VACCINE

STUDENT

NAME _____

SOCIAL SECURITY NUMBER _____

o I acknowledge that I have been informed of the Occupational Safety and Health Administration (OSHA) Standard on bloodborne pathogens that makes universal precautions mandatory in all healthcare settings.

Student's Signature _____

o I understand that due to my clinical exposure to blood or other potentially infectious materials during my training program I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been informed that KY Tech recommends that I take the hepatitis B vaccination prior to entering clinical training. I understand that by declining this recommendation to take the hepatitis B vaccine, I will be at risk of acquiring hepatitis B, a serious disease. I understand that if, in the future, I want to be vaccinated, I can take the vaccine series at any time. If I choose to do this, I will furnish KY Tech with proof of vaccination within 10 days of taking the vaccination.

Student's Signature _____

-OR-

o I had the hepatitis B vaccination on _____ and have submitted proof of vaccination to KY Tech (documentation attached).

Student's Signature _____

Date Signed _____

TO BE SIGNED BY LEGAL GUARDIAN IF STUDENT IS A MINOR.

As the legal guardian of the above named student, I understand and agree to the above conditions for enrollment.

Guardian's Signature _____

Date Signed _____

SAMPLE
STATEMENT OF UNDERSTANDING

I, _____, having applied for enrollment in the
(Name of Student)
_____ program conducted by
(Name of Program)
_____, understand the following:
(Name of School)

l. The program requires a period of assigned, guided clinical experiences either in the school or other appropriate site(s) in the community.

2. For educational purposes and practice on "live" models, I consent in allowing other students to practice procedures upon me as I will practice these same procedures on them under the guidance, direction, and supervision of my instructor. The nature and educational objectives of these procedures have been fully explained to me. No guarantee or assurance has been given by anyone as to any problem that might be incurred as a result of these procedures.

3. These clinical experiences are assigned by the instructor for their educational value and thus no payment (wages) will be earned or expected.

4. It is understood I will be a student within the clinical site(s) that affiliate with my school and will conduct myself accordingly. All required and published personnel policies, standards, philosophy, and procedures of these agencies will be followed. I also agree to obtain all tests and immunizations required by the affiliating agency(ies).

5. I have read and agree to adhere to the school's policies, rules, and regulations related to the program for which I am applying.

6. I understand information regarding a patient or former patient is confidential and is to be used only for clinical purposes within an educational setting.

7. I understand the educational experiences and knowledge gained during the program do not necessarily entitle me to a job; however, if all educational objectives and requirements are successfully attained, I will be qualified for a job in this occupation and the school will assist me in any way possible to attain employment.

8. I understand any action on my part inconsistent with the above understandings may warrant suspension of training.

9. It is understood that I am liable for my own medical and hospitalization insurance and that it is required that I carry this insurance.

10. I understand that I will be accountable for my own actions; therefore, I will carry adequate malpractice insurance during the clinical phase of the program. (School will assist in identifying plans available to be acquired at the student's expense.)

I HAVE READ THE STATEMENT OF UNDERSTANDING AND AGREE TO THE TERMS AND CONDITIONS SET FORTH THEREIN.

_____
Student's Signature Date

To be signed by parent or legal guardian if applicant is a minor:

As the parent/legal guardian _____, I agree to the above conditions for enrollment.
Student's Name

_____
(Parent/Legal Guardian's Signature)

SAMPLE

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement is between

_____

Health Facility (hereinafter referred to as **Affiliating Agency**)

_____

Address

_____

City State Zip

_____

Contact Person and Phone Number

And the

_____

Technical College (hereinafter referred to as School)

_____

Address

_____

City State Zip

_____

Contact Person and Phone Number

PURPOSE

The purpose of this agreement is to establish guidelines and responsibilities for the training of students from the School at the Affiliating Agency's facility.

GENERAL

1. Both the School and the Affiliating Agency adhere to the policy of affirmative action to correct under utilization of minorities and women and not to discriminate on the basis of race, color, religion, national origin, disability, sex, age, or political affiliation.
2. The assigned experiences will be selected for the educational benefit of the student.
3. Students will not be assigned experiences in a manner that would permit them to replace a regular employee.
4. Students are not entitled to jobs with the Affiliating Agency upon completion of training.
5. Students are not employees of the Affiliating Agency during the period of affiliation and shall not receive wages or other employee benefits for activities related to the clinical experience. Students are not protected by the Affiliating Agency's worker's compensation or liability coverage.
6. Each individual assigned to a period of affiliation will previously have signed the Statement of Understanding (sample attached) and that is made part of this agreement.
7. Class and clinical schedules shall be in accordance with the School curriculum and the Affiliating Agency's standard operating procedures.
8. The School and the Affiliating Agency understand and agree that the School is a public agency, therefore any and all allegations and claims for negligence against the School taken under this agreement shall be brought before the Kentucky Board of Claims pursuant to KRS

44.070 et seq.

SCHOOL

1. Qualified instructors will be provided to teach the total program and will endeavor to work with the staff of the Affiliating Agency at all times.
2. One instructor will be designated by the School to coordinate planning with the Affiliating Agency.
3. The School will work closely with the Affiliating Agency to assure the latter that all students meet the minimum standards of conduct and dress set by the Affiliating Agency.
4. On disciplinary matters representatives of the two parties will meet to discuss ways of settling difficulties.
5. The School agrees to execute the appropriate curriculum that includes instruction and learning experiences essential for the occupational area.
6. The School agrees to provide qualified personnel to act as instructors.
7. The School agrees to furnish the necessary teaching aids, library reference books, classroom supplies and equipment, and other teaching materials as may be necessary for the systematic and proper conduct of the educational program.
8. The School will place emphasis on developing proficiency in skills in actual clinical situations.
9. The School will coordinate the student assignment with the supervisor of the clinical areas.
10. Each student and instructor will be covered by a professional liability insurance plan with limits of at least $1,000,000 while assigned to the clinical areas located in the Affiliating Agency. Evidence of this policy is available to the Affiliating Agency upon request.
11. The School is responsible for assuring that the students and instructors comply with all rules and regulations of the Affiliating Agency insofar as they pertain to the activities of the students and the instructors while in the Affiliating Agency's facility.
12. The School will withdraw any student from the clinical areas for violation the Affiliating Agency's policies, standards, or procedures established to the satisfaction of the School.
13. The School shall provide training to the student prior to assignment to the clinical area in the U.S. Occupational Safety and Health Administration (OSHA) guidelines on bloodborne pathogens and the use of universal precautions.
14. The student will understand and abide by the Affiliating Agency's policies and procedures during the term of this assignment. This shall include reading, signing, and following the Affiliating Agency's patient privacy and confidentiality information policy, by which any information learned during this assignment must not be repeated outside the Affiliating Agency or discussed within the Affiliating Agency except as required for the care and treatment of the patient. Medical ethics and law demand that all patient information remain strictly confidential.

AFFILIATING AGENCY

1. One staff member will be designated by the Affiliating Agency to coordinate utilization of the clinical facilities for guided experiences.
2. The administration and staff will seek, at all times, to create a favorable environment conductive to the best possible learning situation.
3. The School will be provided with copies of printed materials covering standard operating procedures applicable to the training program.
4. The Affiliating Agency will provide appropriate learning experiences and observations for students where practical.
5. The Affiliating Agency will aid in the supervision of students.
6. The Affiliating Agency agrees to furnish clinical practice areas within its facilities.
7. The Affiliating Agency may remove, without notice, any student presenting a danger to patients, staff, visitors, or the premises.
8. The Affiliating Agency shall retain full responsibility for the care of patients and will maintain professional supervision of students in the direct or indirect care of patients.

TERM

This agreement is effective on _____ and continues without action until termination by either party. Either party may cancel this agreement at any time for cause or may cancel without cause upon thirty (30) days written notice.

APPLICABLE LAW

This agreement shall be construed in accordance with the laws of the Commonwealth of Kentucky. Each party understands and agrees that the school is a Kentucky public agency and any and all allegations and claims for negligence against the school arising from actions taken under this agreement shall be brought before the Kentucky Board of Claims pursuant to KRS 44.070 et seq.

APPROVAL

_____ _____

School Program Representative Affiliating Agency Representative

_____

School Director

SAMPLE FOR MEDICAID NURSE AIDE PROGRAM

MEMORANDUM OF AGREEMENT

BETWEEN

Kentucky Department for Technical Education

AND

_____
School

_____
Address

This Agreement is made between the _____Kentucky Department for Technical Education_____

(hereinafter referred to as the Department) and _____
School

(hereinafter referred to as the School).

GENERAL

1. A Medicaid Nurse Aide competency training and evaluation program is required by federal law.

2. The Department and School, both, adhere to the policy of affirmative action to correct deficiencies in the employment of minorities and women and not to discriminate on the basis of race, color, religion, national origin, disability, sex, age, or political affiliation.

3. All federal and state guidelines and regulations must be followed in administering the training and testing programs (i.e. the Omnibus Budget Reconciliation Act [OBRA] of 1987, 907 KAR 1:450, and the Medicaid Services Manual for the Nurse Aide Training Competency Evaluation Program).

4. The term of this agreement is from July 1, _____ to June 30, _____. The agreement may be terminated by either party with thirty (30) days written notice.

THEREFORE, in consideration of the mutual promises and undertaking herein specified, the Department and the School agree as follows:

DEPARTMENT FOR TECHNICAL EDUCATION

1. The Department provides the School with the current curriculum guidelines.

2. The Department shall monitor the training program. The monitoring shall be conducted on-site at least every two (2) years by qualified staff from the Department and the Technical Institutions Branch, Kentucky Community and Technical College System (hereinafter collectively referred to as TIB), while a self-evaluation will be submitted each year that an on-site review is not conducted.

SCHOOL

1. The School agrees to employ qualified instructors to teach the total program and will endeavor to work with the staff of the Department at all times.

2. The School agrees to use the approved curriculum provided by the Department.

3. The School shall maintain and keep all pertinent records for a period of no less than five (5) years and shall have those records available for inspection in accordance with the Family Rights and Privacy Act.

4. The School (if using the TIB training provider number) agrees to provide qualified instructors who are currently licensed as registered nurses in the Commonwealth of Kentucky and who have a minimum of two (2) years experience, at least one (1) of which shall be in the provision of long-term care services or waived prior to 1/1/91.

5. The School will place emphasis on developing skills in actual clinical situations. A minimum of sixteen (16) hours of "hands-on" clinical experiences in an approved long-term care facility is required to be completed and documented.

6. Each individual assigned to a period of affiliation will previously have signed the statement of understanding that is attached and made part of this agreement.

7. The School agrees that each student and instructor from the School will be covered by a Professional Liability Insurance Plan of at least $1,000,000 while assigned to clinical areas. The School will show evidence of said insurance to the Department prior to beginning of said program as requested.

8. The School shall provide training in the U.S. Occupational Safety and Health Administration (OSHA) guidelines on bloodborne pathogens and the use of standard precautions prior to assigning students to clinical areas.

9. Training sites governed by the Department will be approved annually by the TIB. Only those approved sites will be allowed to use TIB's training provider number.

10. Training sites must be approved and monitored by the Department. Failure to comply with training procedure guidelines shall warrant forfeiture of training privileges.

11. The training program report shall be submitted to TIB on an annual basis.

12. All schools providing training and/or testing will work through their designated KNAT coordinator.

13. Health science programs under the auspices of the Department of Education and under local control must be approved by the TIB before offering the Kentucky Medicaid Nurse Aide training program.

14. Performance evaluators must be registered nurses and have at least one (1) year experience in providing care for the elderly.

15. Test sites must be approved and monitored by the TIB. Failure to comply with testing procedure guidelines shall warrant forfeiture of testing privileges.

16. Test sites must provide year-round services in a timely manner.

17. For each adult student completing the Kentucky Medicaid Nurse Aide course, the TIB will receive $20. The School will keep the remainder of the course fee.

18. For each student taking the Competency Evaluation Program, the TIB will receive $10 for the written test and $10 for the performance test. When a student must retake either the written and/or performance test, the TIB will receive $10 for each written or performance component. The remainder of the testing fee will be given to the entity incurring the expense (i.e. performance evaluator's salary, written test monitor's salary, supplies, travel expenses).

19. For those health science/TIB practical nursing students who are charged $15 for testing, $10 will be given to the TIB. The Technical Institutions Branch also receives $10 for each written or performance component when a health science student must retake either or both components of the test. The remainder of the test fee will be given to the entity administering the test.

20. Class and clinical schedules shall be in accordance with the TIB curriculum requirements and the School's standard operating procedures.

Termination of Agreement

This agreement may be cancelled by either party at any time for cause and may be cancelled without cause with 30 days written notice.

Governing Law

This agreement shall be construed in accordance with the laws of the Commonwealth of Kentucky. Both the Department and the School, as state entities, are subject to the jurisdiction of the Board of Claims pursuant to KRS Chapter 44.

IN WITNESS WHEREOF, the Department and the School have executed this Agreement which shall become effective after signature by the authorized representatives of the parties.

_____
Commissioner
Department for Technical Education

Date _____

_____
Director/Principal

Date _____

_____
Program Representative

Date _____

SAMPLE

CLINICAL TRAINING PLAN

PROGRAM
AREA _____

Name of Student	Birthday	Age
Address _____ Street _____ City State Zip	Social Security No. _____ Phone _____ Program Level Sec _____	
Name of School	Local Labor Market	Date
School Address _____ Street Phone _____ _____ City State Zip Fax _____		
Career Major/ DOT/O*NET	CIP Code	Career Cluster
Name of Teacher/Coordinator	Instructional Area Teacher	
Name of Employer	Phone _____ Fax _____	
Address of Work Site Address _____ Street _____ City State Zip		
Name of Work-site Supervisor	Title	Phone _____ Fax _____
Student Job Title		
Starting Date of Work-site Learning		
Student's Work Schedule		

SAMPLE
ATTENDANCE AND WORK REPORT

NAME _____ DATES: FROM _____ TO _____

AGENCY _____

	M	T	W	T	F	S/S	M	T	W	T	F	S/S
SCHEDULED WORKING TIME **FROM:** **TO:**												
LIST ROUTINE TASKS												
LIST NEW TASKS												
TOTAL HOURS WORKED DAILY												

Total Hours Worked This Period _____ Rate per Hour

Gross Amount Earned for Period

I verify that this is an accurate statement of the hours worked.

Date_____ Training Sponsor _____

The following questions may be answered weekly as journal entries:

Describe in a paragraph some event that happened this week that made you feel good.

Describe in a paragraph some event with which you had a problem or that made you feel uncomfortable.

List in exact words any criticisms or compliments you received this week.

SAMPLE

PROGRESS REPORT FOR _____

Evaluation Period: 1 2 3 4 5 6 From _____ to _____

By prior agreement this student was assigned to the tasks listed below. If the student was asked to work on other major tasks, please add them to the list. Please give your honest opinion about the progress and achievement of this student so that the student can be assisted in making improvement.

Please judge the student in the same way you would any other beginning worker.

ASSIGNED TASK NUMBER	UNDERSTANDS			PRODUCTION			QUALITY OF WORK			SUGGESTED IMPROVEMENTS
	YES	?	NO	FAIR	GOOD	EXCEL	FAIR	GOOD	EXCEL	

OVERALL PERFORMANCE	NEEDS HELP	WEAK	AVERAGE	GOOD
Punctual: gets to work on time No. of Times Absent _____ No. of Times Tardy				
Appearance: neat, well groomed, appropriately dressed				
Dependability: prompt, trustworthy, follows directions, meets obligations				
Adaptability: catches on fast, follows detailed instruction well, can switch jobs easily				
Ability to get along: cooperative, well mannered, has social and emotional stability				
Job Attitude: enthusiastic, a good team worker, willing to work and cooperate, desires to improve				
Initiative: ability to work without supervision, sees things to do				
Accepts suggestions: eager to improve, seeks assistance, follows through				

Do you think this student is performing as well as any other beginning worker in the same job?

_____ Yes _____ No ____ Not sure (Why?) _____

Do you plan to ask the student to assume new duties in the next two months? ____ Yes ____ No

If yes, what duties? _____

If there have been any problems with this student in the last two months, describe the circumstances and the outcome on the back of this sheet.

Date _____ Signature _____

Agency _____

705 KAR 4:041. Cooperative program standards.

RELATES TO: KRS 151B.025, 156.029(7)

STATUTORY AUTHORITY: KRS 151B.025(5), 156.029(7), 156.070(1)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 151B.025(5) requires the Kentucky Board of Education to establish program standards for secondary area vocational education and technology centers. This administrative regulation establishes program standards for cooperative vocational education in area vocational education and technology centers and local school districts.

Section 1. Cooperative vocational education shall meet the following minimum requirements:

(1) To participate in cooperative vocational education, a student shall be at least sixteen (16) years of age.

(a) A student who is under eighteen (18) shall secure a verification of age issued by the local superintendent of schools.

(b) A student who is between age eighteen (18) to twenty-one (21) shall have a certificate of age on file with the employer.

(2) A student shall have:

(a) Successfully completed the basic vocational skills prerequisites required by the preparatory program he is pursuing; and

(b) Gained sufficient knowledge and skills necessary for success in a cooperative education program.

(3) A student shall be enrolled in a related preparatory educational subject within the school year.

(4) The cooperative education program shall be an integral part of the school's program of studies and be described in the school catalog.

(5) A student may receive academic credit on an hour-for-hour-basis equivalent to a Carneige Unit only for work experience directly related to the student's individual graduation plan and approvable under the Program of Studies for Kentucky Schools, 704 KAR 3:303.

(6) A student shall receive a salary for the work experience phase of instruction in accordance with local, state, and federal minimum wage requirements.

(7) The school shall arrange and coordinate with the employer for on-the-job training. A training agreement by the school, student, parent, and employer shall be placed on file with the school.

(8) A student shall be excused from school attendance only for the purpose of participating in an approved cooperative education program activity.

(9) The program shall include an evaluation component to assess the effectiveness of the program in assisting students in the achievement of their educational and career goals.

(10) The student shall spend a minimum of ten (10) clock hours per week in a salaried position which provides work experience directly related to the student’s career goals as identified in his individual graduation plan.

(11) The school shall provide work site supervision of the student by a certified teacher-coordinator on a regular basis throughout the period of time a student is participating in the cooperative education program. (20 Ky.R. 3388; eff. 8-4-94; Am. 27 Ky.R. 864; 1260; eff. 11-17-2000.)

CHAPTER 3
DESIGNING WORK-BASED LEARNING PROGRAMS

COOPERATIVE EDUCATION

Definition

Cooperative Education refers to an educational program consisting of in-school instruction combined with on-the-job work experience in a business or industrial establishment. These are planned experiences supervised by the school and the employer to ensure that each phase contributes to the student's Individual Graduation Plan and Career Major/Clusters.

The purpose of cooperative education programs is to develop occupational competence reinforced by a real-life job experience. The school selects as a training agency a firm that will provide and coordinate occupational experiences needed by the student.

Requirements for Cooperative Education

- The student must be enrolled in a related preparatory educational course within the current school year.
- The cooperative program is to be an integral part of the school's program of studies and be7 described in the local school catalog.
- On-the-job training supplements the planned program of in-school instruction.
- The school arranges with the employer for on-the-job training utilizing the Training Plan.
- The school coordinates the training during the on-the-job phases of instruction.
- The student is paid wages for the on-the-job phase of instruction.
- Credit is granted for the cooperative education training.
- A training plan is on file for each student.

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 stations, placing students, and evaluating student progress on the job.

In some program areas one person serves as coordinator while another teaches; in such cases communication and cooperation between 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 (see page 3:2.3, Role of Teacher/Coordinator).

The primary role of the teacher/coordinator is teaching. Teaching involves directing a learning program that will permit students/trainees to master the skills, knowledge, and employability skills necessary for success in the world of work. In addition to teaching, the teacher/coordinator must

- Help students make the transition from school to work
- Help students form work ethics from their learning experiences outside of the classroom
- Guide students in developing critical thinking and problem-solving skills

The teacher/coordinator is the key to a successful cooperative education program. The success of the program depends upon

- How effectively the teacher/coordinator performs the tasks included in these roles
- 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—preparing students to enter and advance in their careers. When assigning priority to tasks, the teacher/coordinator must constantly keep this objective in mind.

School and Work Patterns

The patterns between school and work may vary among program areas. See the Program Area Section and/or state staff for specific program areas. Regardless of differences in school/work patterns, the related class instruction and on-the-job experiences must be correlated. All the coordination and operational procedures are similar among program areas.

ROLE OF TEACHER/COORDINATOR

Teaching	Coordination Activities	Guidance/ Counseling	Public Relations	Operation/ Administration
Develops instructional plans. Follows plans and timetables for the instructional program. Determines program objectives. Reviews and updates objectives. Identifies instructional objectives and content. Correlates instructional content with training experiences and student career objectives. Expands related instruction to meet changing technology. Evaluates student performance and progress. Utilizes activities appropriate for the objectives, content, and students. Maintains resources files. Directs learning process. Obtains assistance from others. Evaluates the results of his/her teaching.	Selects appropriate training agencies. Prepares a Training Plan for each student. Coordinates classroom activities with on-the-job training. Evaluates student progress on the job with employer. Makes on-the-job coordination and home visits and keeps records of them. Provides for on-the-job participation experience for students. Gives needed information and training to training sponsors. Makes sure safety provisions and labor laws are followed at training stations. Evaluates training stations.	Explains cooperative education program to students, parents, and school officials. Selects students for the cooperative education program and keeps records of each one. Places students in appropriate training stations. Counsels with students. Acts as a training consultant to business and industry. Follows up on student progress. Works cooperatively with school guidance counselors. Assists students in making adjustments. Provides placement for graduates. Maintains student records.	Explains program to business, labor, civic, and school groups. Participates in local community functions. Plans and prepares publicity. Takes part in extracurricular activities and other school duties. Keeps in direct contact with school principal, superintendent, parents, business, industry, labor, and community. Arranges and directs special events related to the program. Develops promotional materials regarding the program. Plans and conducts special events.	Plans a well-rounded program of work. Arranges for adequate classroom facilities. Makes a community survey. Organizes and supervises student organization. Works with advisory committee. Prepares necessary reports and budgets. Conducts practical research. Supervises student teachers. Evaluates cooperative education programs.

RATIONALE/BENEFITS OF COOPERATIVE EDUCATION

The basic purpose of the cooperative education program is to prepare students for useful employment in the career major of their choice. It is recognized that cooperative education can make a substantial contribution toward meeting full-time job entry-level employment as well as give all students valuable experience for transition to work. This program provides students with an opportunity to graduate as individuals who have adjusted to the world of work.

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 majors
- Develop employability skills that are better taught in the work setting
- Develop work habits necessary for individual maturity and job competence
- Obtain on-the-job training 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 relation skills resulting from on-the-job training with experienced workers
- Develop self-motivation for education and training
- Develop self-confidence and self-esteem

SCHOOLS benefit because the cooperative education program

- Allows 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
- Provides a means of evaluating the efficiency and success of the curriculum
- 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 training
- Enables a stronger school-to-work system to be developed by combining the efforts of employers and school personnel in job training
- Furthers and maintains a close relationship between school and community

- 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 training costs by facilitating student transition from school to the world of work
- Obtain a highly motivated part-time worker who is receptive to instruction
- Participate in a community endeavor to prepare people for occupational life and adult citizenship
- Receive assistance in selecting qualified personnel
- Benefit from better communication between educators and employers
- Improve the public image of the firm
- Participate in planning the training for the student/trainee

THE COMMUNITY benefits because cooperative education

- Introduces local employment opportunities to students
- Helps reduce 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
- 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 made 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 the responsibilities and functions teacher/coordinators and related subject teachers have.
3. Contact your program area state staff for appropriate bulletins about state requirements (see program area, pp. 3:2.85 to 3:2.102).
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. Request assistance in determining the need for cooperative education from your coordinator, school-to-work coordinator, and/or state program area staff.
6. Contact key individuals among employers, employees, school, service organizations, labor market contact, and other agencies regarding the advisability of establishing cooperative education.
7. Appoint a planning committee.
8. 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 training can be provided
   d. Students' type of part-time employment, hours worked, and income earned
   e. Students' perceived relevance of schools' offerings for personal needs
   f. Cumulative records such as results of aptitude, achievement, and interest assessments, as well as students' progress and adjustment to the school environment
9. Make a local occupational survey to determine the number and types of training stations available. Sources of assistance in gathering occupational need data include
   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 statistics
   f. Labor marketing contact
   g. Labor groups
   h. Counselors
   i. Trade associations
   j. Local coordinators
   k. School placement and follow-up officer
10. 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. Can the school meet the requirements of the Kentucky State Plan for Vocational Technical Education?
    d. Are instructional personnel available in the occupational area?
    e. Is the school close to the employment community so that students can get to the training stations from school and home without undue difficulty?
    f. How many students are employed?
    g. What courses, if any, must be added for effective program operation?

12. 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
13. Develop a tentative written plan to include philosophy, objectives, policy statements, procedures, responsibilities of personnel, organizational structure, supervision, broad advisory functions, and estimated costs and budget.
14. Select and/or hire teacher/coordinator(s).
   a. Determine the number of part-time and/or full-time teacher/coordinators required.
   b. Recruit a qualified teacher/coordinator(s). Contact the appropriate program area for details.
   c. Consider state requirements and essential personal characteristics when selecting a teacher/coordinator by answering the following questions:
      1) Does the teacher/coordinator have the required professional and technical training for the particular occupational program?
      2) Does the teacher/coordinator have the required occupational experience?
      3) Does the teacher/coordinator have a sincere interest in students?
      4) Does the teacher/coordinator believe in cooperative education and the need for it in the school and community?
      5) Will the teacher/coordinator be respected as a teacher and a faculty member by students and faculty?
      6) Will the teacher/coordinator be respected by members of the employment community?
      7) Will the teacher/coordinator be an active participant in school and community affairs?
      8) Does the teacher/coordinator have a commitment to keep up with changes in the field?

Responsibilities of Teacher/Coordinator

1. Decide upon the best school/work pattern.
2. Identify prerequisites.
3. Specify how the students' grades will be determined for both the related instruction and on-the-job experiences.
4. Describe characteristics of students to be served.
5. Identify occupations for which training will be available.
6. Secure space, classrooms, telephone, office, instructional materials, etc.
7. Plan the appointment of an advisory committee.
8. Publicize continuous progress in the development of the co-op program.
9. Inform school faculty of cooperative education objectives and how the program will operate.
10. Inform parents about cooperative education.
11. Identify individual students who would benefit from and be interested in cooperative education. Survey other faculty members who can provide this 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 his/her occupational goal. 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 of 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 occupational program they are pursuing and be recommended by their teacher before placement in a cooperative training station. (See program areas)
   c. A student in the cooperative program must be enrolled in a related class during the school year.
   d. Co-op will provide employment opportunities for all types of students, regardless of race, color, national origin, sex, disability, age, religion, and 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, the co-op student 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 hours worked by each student who is counted in school attendance for the time on the job. There is to be a system for the employer to report to the school if the student fails to show up for work.
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 training plan. 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 work site on an hour-for-hour basis for a maximum of two (2) credits per related class.
5. **Training Plan**
   Each student is to have a training plan that explains what they need to learn and practice while at the co-op training station. There must be a training plan written and signed by the student, the employer, and the school. The plan will explain the responsibilities of each party and serve as a basis for the employer's complying with the training plan. <u>Each student's training plan is to be kept on file and available for review by office staff and Federal and State auditors</u>.

6. **Program Reporting**
   Co-op data is reported electronically through TEDS (the Technical Education Database System) for reporting vocational/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 teacher travel for supervision, as well as purchase equipment and materials, if identified in the Consolidated Plan.
8. **Teacher/Coordinator Requirements**
   a. Help the student understand the duties they will be expected to perform, and introduce the student and employer to one another.
   b. Help the student acquire the proper attitude and maturity to be a successful employee.
   c. Serve as a communication link between the school and the community.
   d. Develop training plans between the student and the employer.
   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 general 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, the Division of Career and Technical Education and the Department for 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 their local consolidated 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. Consolidated Planning Handbook (See www.kde.state.ky.us)
   b. Division of Career and Technical Education (502) 564-3775
   c. Department for Technical Education. (502) 564-2890

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 need for current information is clear; the instruction must be closely related to current occupational conditions.

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

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 training opportunities
- Job performance standards
- Follow-up studies
- Criteria for evaluation of programs
- Trainee evaluation forms
- Recommendations to the administration
- Relating instruction to the needs of the community
- Curriculum development
- 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)
- Occupationally related organizations
- School personnel (ex-officio member)
- 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 use if a recommendation is not approved by the administrator or in the event the person cannot or is unwilling to serve.
- After receiving the approval of the administrator, the teacher/coordinator prepares a letter of invitation (sample letter on page 3:12.14 in this section) 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 (a sample of meeting minutes is included on page 3:2.15)
- Plan agenda for the committee meetings

Steps in Planning Advisory Committee Meeting

- Prepare the agenda (a sample agenda is on page 3:2.14)
- Prepare materials to be presented
- Reserve a meeting room
- Notify the members of meeting date
- Mail agenda with supporting papers to committee members

NOTE: Program needs should dictate the frequency of meetings. There should be at least two formal meetings per school 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 better prepare our students for careers in office occupations.

Your acceptance of this appointment will be of great value to 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
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 work station at the local hospital. Tom Garcia will contact Mr. Tom Wesley regarding this possibility and will report to June Ashman.

3. A discussion of fund-raising 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 training sponsors. A subcommittee—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

a. Establish Objectives
b. Research Subject
c. Re-evaluate Objectives
d. Determine Theme
e. Select Strategy
f. Organize Campaign
g. Plan Activities
h. 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 forms 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.
e. Items to publicize (see page 3:2.18)

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 to help publicize 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.

ITEMS TO PUBLICIZE

Advisory committee membership	Coordinator attends national meeting
Advisory committee activities	Coordinator broadcasts on local radio station
Alumni activities	Coordinator appears on TV
Announce a new program	Endorsements from business and industry
Announce names of students	Explanation of the cooperative education programs
Announce names of training stations	Explanation of adult program
Announce class activities/organizations	Feature stories on students
Announce guest speakers	Feature stories on successful alumni
Announce field trips	Feature stories on advisory committee members
Announce increased enrollments	Feature stories on business participation
Awards and honors to students	Human interest stories
Awards and honors to personnel	Information from research and reports: Annual reports Employment surveys Follow-up of graduates Student earnings
Awards to be presented to individuals or businesses who contribute to the development of the program	Professional activities
Business industry days	Receipt or installation of materials and equipment
Career opportunities	Scholarship awards
Coordinator addresses civic group	Student organization activities: Election of officers Officer leadership training Students attending district, state/national leadership conferences Provision of services to community Competitive event winners
Coordinator participates in state conference	Special events and activities: Vocational Education Week Employer-employee appreciation events

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 your 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
f. Develop pride and group spirit

The following are some pointers for organizing the annual employer recognition event:

a. Involve students in all phases of the planning.
b. Develop a plan for financing the event.
c. Keep the superintendent, principal, vocational director, and other school authorities informed of the plans for the event.
d. Have attractive and appropriate invitations. Students may create and print them. Send them well in advance of the date of the event.
e. Arrange for a welcome committee.
f. Plan entertainment or a tour of departments for early arrivals.
g. Use name tags to help guests get acquainted.
h. If the event is held in the school but not in the department, open the department before and after the event.
i. Plan a varied program that moves fast. Set a time schedule.
j. Keep a file of ideas and materials such as programs, menus, decorations, and other items to be used for ideas in the future.
k. Publicize the event before and after. Take pictures during the event.
l. Honor employers with certificates, training sponsor decals, and/or other recognition items.

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.

Planning for the Employer/Employee Banquet should follow these guidelines:

a. The teacher/coordinator must assume responsibility for securing a banquet room.
b. Students should preside at the banquet and perform all functions in preparation for the banquet under the supervision of the teacher/coordinator.
c. A timetable should be set up early in the fall to cover the multiplicity of details. This timetable may include publicity, finance, program, and physical arrangements.

d. The guest list might include employers, advisory committee members, school administrators, School Board members, counselors, State Senators, State Representatives, and prospective training sponsors.
e. The guests may be seated as follows:
   1) Comfortably and close enough for rapport with the speaker or the program
   2) Students with employers
   3) Students who are personable, good conversationalists, intensely interested in cooperative education, and planning to continue in the fields next to prominent guests or speakers
f. The simplest method to finance a banquet is to assess students. Money for the banquet may be earned through projects. Some programs sell a page of advertising in the local newspaper for banquet financing.
g. Plan publicity and see that a complete list of training sponsors and students is published in the media.
h. Students create the image for the program and must reflect proper social training.
   1) Students should dress appropriately.
   2) Students should be knowledgeable about table manners and etiquette.

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 to 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
   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.
5. A speaker should be selected who will inform (within 20 minutes) as well as entertain the audience. Speakers should include males, females, minority, and individuals with disabilities. Consider these as speakers:
   a. Company representatives
   b. State Senators and State Representatives
   c. Advisory Committee members
   d. Local civic club representatives
6. 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.
7. The speaker's biographical sketch and picture should be secured for publicity.

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

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

RELATED INSTRUCTION

Students participating in cooperative education are to be enrolled in a related class during the school year. 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 training plan.

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 training plan 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 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 subjects 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 back in 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

- A student in cooperative education shall be enrolled in a related class in the current school year.
- 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 Graduation 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 work stations.

Specific Related Competencies

This instruction is the teaching of skills necessary for the career cluster major. Included are specific skills, knowledge, and attitudes required to progress in a 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 (Occupational/Adjustment 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
   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:

- Assess and analyze one's own needs, interests, abilities, and aspirations
- Assess and analyze the potential opportunities and satisfactions of an occupational field
- Predict chances of being successful and satisfied in the occupational field
- 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. Use units 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 an 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

- 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. (See applied learning strategies on page 3:12.26.)
- Use appropriate instruction materials. A variety of books, periodicals, occupational materials, plus other media and materials should be available.
- Correlate 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

APPLIED LEARNING STRATEGIES FOR TEACHING RELATED INSTRUCTION

A. Occupational Contact

1. Job performance activities
2. Field observation
3. Field interview
4. Field trip
5. Resource visitor
6. Fashion show
7. Shopping reports

B. Active Problem Solving

1. Case problem or study
2. Role playing
3. Socio-drama
4. Conference method
5. Buzz sessions
6. Brainstorming
7. Questioning
8. Quiz games

C. Demonstration and Practice

1. Demonstration by teacher
2. Demonstration by students
3. Demonstration and skit
4. School store
5. Practice and drill

D. Audio-Visual

1. Films
2. Filmstrips
3. Opaque and overhead projectors
4. Chalkboard
5. Flannel board
6. Tapes (audio, video, cassette)
7. Records
8. Charts, maps, pictures, and posters
9. Video

E. Individual Instruction

1. Programmed instruction
2. Performance contract
3. Competency-based instruction

F. Auditory-Verbal

1. Informal discussion
2. Symposium
3. Forum
4. Debate
5. Panel
6. Dialogue
7. Round table
8. Lecture
9. Committee

G. Reading and Writing

1. Themes, essays, and written reports
2. Survey of literature
3. Trade publication of activities
4. Magazine and newspaper activities
5. Reference book activities
6. Resource files
7. Research files
8. Workbooks
9. Manuals, notebooks, and scrapbooks

H. Measuring and Evaluating

1. Pre-test/post-test
2. Classroom test
3. Classroom test designed by student
4. Standardized test
5. Performance tests
6. Contest
7. Judging others and their work
8. Self-appraisal
9. Measuring goal performance

I. Miscellaneous

1. Team teacher
2. Simulation
3. Class chairperson
4. Student reporter
5. Student organizations
6. Rotation plan
7. Project methods

Student Organizations

Student organization activities are to be an integral part of the instructional plan. When properly planned and conducted, they strengthen classroom, laboratory, and training station instruction. Seven common goals of student organizations are development of

1. Leadership and fellowship
2. Citizenship responsibilities
3. Character
4. Social skills
5. Occupational knowledge
6. Communication skills
7. Cooperation

COORDINATION PROCESS

The cooperative program is based on integrating on-the-job training with related class instruction. Coordination is the process of ensuring that this integration and correlation takes place. It is a process in which the teacher/coordinator is engaged from the beginning of the year to the end.

The following four criteria must be met if a program is to be considered a cooperative program:

1. Each student must have a career objective/career major.
2. Each student must have prior training or be receiving concurrent training in an occupational area.
3. Each student must be placed on a job that is related to the student's training/career major.
4. There must be a direct, planned correlation between the in-school related class and the cooperative training experience.

These four principles provide the foundation for the coordination procedures and activities discussed in this section.

Types of Coordination Activities. The coordinator has many responsibilities and duties to accomplish during the limited time given to coordination; therefore, the time must be managed carefully if the goals of the cooperative program are to be met.

Activities that are considered part of coordination include the following:

- Developing recruitment programs
- Consulting with guidance counselors and teachers who recommend students
- Recruiting, interviewing, and selecting prospective students prior to enrollment
- Supervising and evaluating students at co-op site
- Selecting training stations related to students' career goals
- Identifying a mentor at the work site to supervise student
- Visiting training stations to develop training plans

- Evaluating training stations meeting program objectives, appropriateness of safety, and adherence to other standards and regulations.
- Developing and executing public relations activities
- Conducting job analysis visits
- Conducting (or participating in) professional development activities relating to cooperative programs
- Conducting administrative activities related to the cooperative program
- Conducting coordination visits to the training stations

Coordination 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
- 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 training 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.

Some experts contend that the coordinator should spend a minimum of thirty minutes per week for each student enrolled in order to make adequate coordination visits; others suggest thirty minutes every two weeks.

The actual number of visits to each training station will depend primarily upon the conditions and nature of the training station and the maturity and ability of the student/learner.

Stagger visits so that the student is observed through the full spectrum of working hours; in other words, don't visit the training station 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 training sponsor.
- Make an appointment for any visit requiring the training sponsor's time.
- Make the purpose of the visit clear to the training sponsor when making the appointment and/or arriving at the training station.

- Plan for the visit carefully.
- Do not interfere with the student/trainee's work.
- Summarize and maintain records of all visits.
- Keep all information and records concerning the training station and the student/trainee confidential.
- Discuss the student/trainee's problems and/or weaknesses only in a private session with the training sponsor (mentor) and/or student/trainee.
- If at all possible, take a few minutes to see the employer or a designated representative first when making a call and again when leaving; this is common courtesy.
- Know and adhere to any legal regulations and/or company policies concerning your movement within the training station.
- Comment on any strengths or successes observed. Positive reinforcement encourages and motivates the person to even more and better work.

Initial Visits. A series of coordination calls are made just prior to the opening of school if student/trainees start jobs then. However, 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
- Seek cooperation as a training station
- Develop a training plan
- Orient the training sponsor to his/her cooperative program responsibilities

First Visit Following Placement. Visit the training station during the first week the student/trainee starts to work to ensure that the student/trainee and training sponsor are getting started on the right track. Observe and discuss the following work related activities with the student/trainee and/or training sponsor:

- Purpose of related instruction
- Punctuality of student
- Dress and behavior guidelines of the company
- Training Plan (provisions for hours, pay and legal forms, etc.)
- Future visits for discussing job related activities

Provide the training 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)
- Training Plan
- Student's school schedule
- Business card and how you can be reached

- Sample copy of the evaluation form
- Other items you feel will promote the training sponsor's interest in and knowledge of the program

Periodic Visits. Visits to check on student progress, supervision by a training sponsor, and job problems should be made as often as once every two weeks. During these visits you may check on a variety of things such as

- Working situation
- Attitudes of student, co-workers, and training sponsor
- Use of skills and knowledge from related instruction
- Need for additional related instruction
- Attendance
- Exploitation of students
- Training provided by training sponsor
- Need to readjust the training plan

If the training 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. Job 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 problem visits are usually made in addition to the regularly scheduled visits. Or you may receive a phone call or letter from the training station about an emergency; these problems should be dealt with as soon as possible.

Working with Job-Related Problems

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

From time to time, students have problems at the training 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 Training Plan provides additional policies and regulations.

Ways to Handle Problems. 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 training station or in school:

- Apply rules and regulations, policies, and procedures stated by school for all 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 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.

STEPS IN THE REFEREE PROCESS

1. Determine what the problem is by
   a. Questioning the supervisor
   b. Questioning the student/trainee
2. Summarize the facts to
   a. Separate conflicting ideas
   b. Avoid jumping to conclusions
3. Try to determine the cause(s) of problems, such as
   a. Misunderstanding
   b. Failure of trainee to do work properly
   c. Attitude
   d. Failure of supervisor to teach necessary job skills
   e. Failure of supervisor to inform students
   f. Student's schedule conflicts

   g. Violation of law or training plan
   h. Other employees at fault
4. Plan alternatives by
   a. Thorough review and analysis of facts
   b. Determining what you think will be feasible in terms of policy of school and training station
   c. Discussing alternatives with supervisor and student
5. Reach a decision satisfactory to all parties and
   a. Summarize a plan of action in writing
   b. Give each party a copy of the decision and plan of action
6. Follow up soon to determine if plan of action is working or needs adjustment.

Absenteeism. The school teacher/coordinator is required by law to account for students' attendance in school and, consequently, at the training station.

Written procedures are 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 training sponsor and the teacher/coordinator when an illness or emergency occurs.
- The training sponsor is to phone the teacher/coordinator when the student/trainee 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 training 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 training plan. Transfers should be made only after the situation becomes unsolvable by other means. Transfers may be necessary if the student/trainee is unable to do the work the training sponsor requires done, if a safety or health problem occurs, or if there is a serious personality conflict between the student/trainee and the training sponsor.

Also, the training sponsor may refuse to follow the training plan (they may not always rotate student/trainees 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 training sponsor should agree to notify the teacher/coordinator before taking such action—and this statement should appear on the Training Plan. 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. (See typical problem situations on p. 3:2.39).

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, training 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. Some basic guidelines to follow in conducting interviews and any number of special interviewing techniques which can be employed will be reviewed here.

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 handbook, 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 training 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.

TYPICAL PROBLEM SITUATIONS

Employer fails to give salary raises.

Coordinator does not have office or access to the related subjects classroom in afternoon (used by other teachers).

Parents object to students being assigned certain jobs to do.

Employer is too busy to confer with coordinator.

Student steals money or merchandise.

Co-worker asks student to punch the time clock for him/her—or vice versa.

Employer changes student's work schedule.

Student tells confidential information.

Student goes to restroom and then punches out late.

Student is jealous of co-workers or fellow students.

Student has transportation problems.

Employer doesn't want to hire a male for a traditionally female job—or vice versa.

Employer wants student to work more than legal hours and/or only on weekends.

Girlfriend/boyfriend problems interfere with work.

Employer feels that school has not contributed much to the progress of the student.

Job turns out to be boring, too low-level.

Employer fails to adhere to schedule of work experiences (rotation).

Employer wants to lay student off during slack season.

Student loses interest in the program and its training.

Employer makes a pass at a student.

Training sponsor does not give directions.

Student has problems with the time clock or a difficult customer/client/caller.

Student can't handle grapevine information, gossip.

Student "borrows" money from the cash box for lunch.

Student has low morale and motivation.

Student does not follow proper communication and authority channels.

Employer doesn't want to hire a minority student.

Alcohol and drugs are a problem on the job.

Student has dress or grooming problems.

Training sponsor is uncooperative.

Student has interfering mother or father.

STUDENT RECORD FOLDER

Student Name:

Social Security Number, Home Address, Home Phone

Parent's/Guardian's Name:

Business Address, Business Phone, Other Pertinent Data.

1. Application for Cooperative Program
2. Analysis of Recruitment Interview
3. Student Profile
4. School Record
5. Teacher Recommendations
6. Training Plan
7. Attendance and Work Reports (may be found in other files)
8. Progress Reports (may be found in other files)
9. Home Visit Report (if appropriate)

STUDENT COORDINATION FOLDER

Student Name:

1. Monthly Coordination Calendar
2. Special Purpose Schedule
3. Weekly Coordination Schedule
4. Coordination Visit Report

STUDENT RELATED INSTRUCTION FOLDER

Student Name:

1. Training Plan
2. Work Schedule
3. Progress Reports (may be found in other files)
4. Attendance and Evaluation Reports (may be found in other files)
5. Pertinent Information Relative to Work Station
6. Special Projects
7. Related Instruction Schedule

PROGRAM ADMINISTRATION FILE

Student Name:

1. Blank forms
2. Correspondence
3. Legal regulations
4. Recruitment procedure
5. Current Kentucky Administrative Regulations for co-op
6. Annual report
7. Plans for PR
8. Plans for evaluation (student and program)

Student Files

Many teacher/coordinators maintain three types of student folders; each one has a special purpose and may be filed in the same or different locations.

1. **Student Record Folder**. Many of the records may be considered confidential and should remain in a secure location.
2. **Student Coordination Folder**. This folder contains those forms needed when visiting the training station—private records should not be carried as a general rule. (See pages 3:2.38, 3:2.41, 3:2.43, and 3:2.45 for these forms.)
3. **Student's Related Instruction Folder**. This folder contains information and forms needed in the related instruction portion of the program. It may also contain copies of assignments and special projects, schedules for instruction, and bibliographies of special references and resources. This folder should be kept wherever the related instruction is provided; its contents are illustrated.

Program Administration Files

Blank forms for planning coordination 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 the annual report at the end of the year and for periodic program reviews and state audits.

Teacher's Related Instruction Files

Maintain a subject file pertaining to the related instruction student/learners are likely to need. Add to it continually from published sources, training stations, and governmental agencies. Keep these files in a convenient and secure location.

Coordination Forms and Reports

There are three basic types of coordination report forms: (a) scheduling forms, (b) reporting forms for individual visits, and (c) summary reports.

1. **Monthly Coordination Calendar**. Make long-range plans by scheduling coordination visits a month in advance. It saves time as daily decisions are no longer necessary. It ensures that visits are made to all students—not just those with problems. At the beginning of the year, record all activities for the year such as holidays, employer/employee appreciation events, and professional meetings.

   In August, schedule periodic evaluation visits prior to the end of all grading periods. Identify all public relations activities and advisory committee meeting dates and schedule them for the entire year. Then each month plan coordination visits so that each student/trainee is visited approximately once every two weeks.

   Use the monthly calendar in conjunction with the Special Purpose Schedule described below and insert the name of the training sponsor(s) and student/trainee(s) on specific days. Other types of visits and coordination activities may be scheduled some days. Also, leave some minimum amount of unscheduled time for unexpected or emergency visits.
2. **The Special Purpose Schedule**. Determine at least one specific reason for each coordination visit and insert it opposite the student/trainee's name on the Special Purpose Calendar. In some programs the special purpose may be the same for all students (such as "check on telephone skills") or it may be different for all students in other programs areas. This calendar should provide space for as many as three visits and several problem visits during each evaluation period for each student/trainee. A special section should be reserved for the evaluation visit.

   The Special Purpose Schedule is an excellent management tool to ensure that every student is supervised adequately and that specific job competencies are observed and evaluated. Use it in making up monthly coordination calendar and other reports.
3. **Weekly Coordination Schedule**. Transfer the data from the monthly calendar to the weekly calendar. Leave this schedule with the appropriate person in the school/unit so that you can be reached without delay if an emergency occurs.

   The calendar of scheduled calls is useful in documenting coordination for reports, mileage, and other summary reports. It will also help make good use of time. But take care to visit those companies on the day specified.
4. **Coordination Visit Report**. The Coordination Visit Report is probably the most effective tool for
   a. Correlating job observations with in-school related instruction
   b. Providing continuity from one visit to another

Complete a Coordination Visit Report for every visit made—whether it is for evaluation of the company as a training station or observing a student. This report is a memory jogger—provided it is used properly. Fill it out immediately after leaving the training station. Record impressions, observations, and any comments made by supervisors, co-workers, or the student. Note specifically any follow-up action needed; indicate the need to observe the same technique or take additional time on the next visit. Record the names and job titles of all individuals met; itemize equipment the

student/trainee is using or is located near (the student might get to use it or a field trip may be planned in the future).

SAMPLE
SUMMARY SHEET
CALENDAR OF COORDINATION VISITS

Program Area: _____

Period _____ 20_____ - 20_____ Coordinator

PURPOSES OF VISIT: #1_____ #2 _____ #3

NAME OF STUDENT	VISIT #1		VISIT #2		VISIT #3		PROBLEM VISITS (See Special Reports)			EVALUATION VISIT	
	DATE	COMMENTS	DATE	COMMENTS	DATE	COMMENTS	DATE #1	DATE #2	DATE #3	DATE	COMMENTS
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

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 (use the advisory committee for this). The prerequisites and criteria should be reviewed periodically by the teacher/coordinator, the faculty, the training 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.

- Is unbiased information about all programs available to all students?
- Are program area teachers included in recruitment and selection of students?
- Is recruitment based on occupational objective, interest and aptitude, and not on the basis of race, color, national origin, disability, and/or sex of the student?
- Are knowledgeable personnel available to students to discuss available programs?
- Are non-traditional role models available, especially at recruitment time?
- Do role models represent individuals of different race, color, national origin, disability, and/or sex?
- Are equitable course descriptions used?
- Are parents/guardians involved in presenting equitable information?
- Are parents/guardians supportive of non-traditional course selections?
- Are students prepared for peer pressure resulting from a non-traditional career?
- Do recruitment materials contain illustrations of individuals of different race, color, national origin, sex and/or disability?

Application Process

The teacher/coordinator needs to become acquainted with the student to determine qualifications for possible enrollment and placement. The student should make a formal, written application for enrollment and be interviewed. The student may need such experiences in preparation for making a job application.

As soon as the interview is concluded, the teacher should record impressions about the student applicant.

Securing Teacher Recommendations. 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, scheduling occupational courses in addition to enrollment in the cooperative program, placing the student in an appropriate training station, and planning related instruction projects later. Low ratings in vital areas, if consistently rated low by all teachers, may result in rejection if you do not feel that you can help the student or if the student does not show any indication of overcoming the low rating. 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 training plan form has been signed by all parties.

Guidelines for Providing Equity in the Selection Process

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 located for them
   e. agree to the cooperative program procedures
   f. are willing to forego some after-school activities
   g. need an alternative approach to learning
   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
- Emotionally immature

The student applicant 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 student applicants who are given tentative or conditional approvals.

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

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

The Training Plan

The Training Plan must be completed and signed by all appropriate persons and kept on file in the co-op office. The Training Plan 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.

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 training station is an extension of the school. A good portion of the success of the cooperative program depends on the quality of the training station; hence, only those companies and industries who provide appropriate training and are should be utilized as training stations.

Maintaining a Training Station Resource File

Card File. Develop a training station file that identifies companies and industries that may have the potential to be good training stations. Keep this card file up-to-date and current by visiting companies and industries throughout the year, especially new ones. Visit others on your regular coordination calls. (See sample card file on page 3:2.51.)

SAMPLE

(FRONT)

Name of Firm
_____
_____
Type of Business
_____
_____
Date
_____
_____
Address
_____
_____
Telephone _____Fax_____
E-mail_____
Contact Person
_____
_____
Type(s) of Jobs
Available_____
_____
_____

(BACK)

Student Placed	Dates	Job Title	Comment

Working With Potential Training Stations

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 all 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 person 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 training stations

If a student is selected for enrollment but there is not a specific job opening related to his/her career objective, check the Training Station Resource file for reputable companies that employ individuals for the type of job needed.

Sending a Yearly Letter

In established programs, some coordinators send letters to past and potential training stations 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 track of students who have been placed at a specific training station; record comments about their experiences and yours in working with the company. File these comments with the Evaluation of Training Station forms.

Maintaining Training Stations

After a training 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 (have students send thank you letters as well)
- Write news releases to give public recognition of the contributions made by employers
- 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/trainee. The job must be related to the student/trainee's career objective; be a job matched to the student/trainee's curriculum, interests, abilities, and potential; and be at 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 training plan is developed and signed. This placement must be mutually acceptable to both 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, student/trainees 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 training stations 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 training 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.

Secure permission to release records based on school policies. 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.

Securing a release from the parents/guardians so that school records can be shared with the prospective employer may not satisfy compliance with the Buckley Amendments regarding confidentiality of records, although it may be desirable to have it signed anyway. Therefore, request that students take transcripts with them on job interviews and insist that employers interview all student/applicants and require them to complete job application forms, thus relieving the teacher/-coordinator from responsibility for release of records. Insist that employers make the final decision on hiring.

Give Out the Introduction Cards. Give each student/applicant 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. At any rate, the teacher/coordinator should inform the interviewer of the names of student/applicants.

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

Send Students on 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 Graduation Plan.

Have 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.

Ask students 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 his/her 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 at all possible. The personal visit is much preferred over 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 training plan process. The teacher/coordinator is responsible for supervising the employment situation and reviewing with the employer the legal requirements of

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

Ideally, students should be sent out 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 Training Plan. See the section on "Training Plan." Complete this suggested form for each student. (See page 3:2.71-3:2.75 for a sample training plan.)

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/trainee's orientation to the job. Discuss new employee orientation with the training sponsor and a job supervisor. Provide an orientation checklist such as the one included in this handbook on page 3:2.57. Develop the training plan with the training sponsor and job supervisor.

Prepare a Supervisor's (Mentor) File Folder. Prepare and deliver a file folder on the student/trainee to the appropriate training sponsor or mentor. Include copies of the Training Plan, 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 filled in later, the Student's Attendance and Evaluation, and Training Profile forms.

19 STEPS FROM RECRUITMENT TO PLACEMENT

1. Carry out a recruitment campaign.
2. Collect applications for enrollment and start Action Checklist form.
3. Develop student profile:
   a. Interview each applicant.
   b. Collect student's school record.
   c. Assemble teacher recommendations.
   d. Make home visit (required by some programs).
4. Make decision about student's acceptance or rejection.
5. Send student a letter of acceptance or rejection.
6. Identify appropriate job title(s) for placement.
7. Reevaluate student profile.
8. Select approved training station with appropriate job opening.
9. Set up job interviews for each student.
10. Fill in introduction card and send (or take) student to interview.
11. Talk to student after job interview.
12. Get results on employer's half of introduction card in a personal visit.
13. Develop Training Plan components before student starts job.
14. See that all legal forms are completed <u>before</u> the student starts the job.
15. Develop preliminary components of the Training Plan with employer.
16. Prepare a student file for job supervisor and student.
17. File a formal detailed Training Plan form with the training sponsor/job supervisor, student, and teacher/coordinator.
18. Plan related instruction activities.
19. Plan and schedule the first month's coordination visits.

ORIENTATION CHECKLIST

Instruction: Use one checklist for each student/trainee. Check each item as it is completed. Review information with the student/trainee after five days to ensure thorough comprehension.

_____ 1. Explain the business organization and give specific information about the department in which he/she will work.

_____ 2. Introduce the student/trainee to all persons with whom he/she will have contact.

_____ 3. Show the student/trainee the location of offices, equipment, and supplies with which he/she will need to be familiar.

_____ 4. Tour the entire business during the first month if not done as part of No. 3 above.

_____ 5. Explain the duties of the student/trainee's first assignment.

_____ 6. Inform student/trainee as to who will supervise him/her and from whom he/she should take orders.

_____ 7. Inform co-workers of their relationship to student/trainee and solicit their cooperation.

_____ 8. Inform student/trainee of arrival and quitting time, check-in procedures, and check-out procedures.

_____ 9. Inform student/trainee of lunch time and relief procedures and regulations.

_____10. Inform student/trainee of time recording procedure, pay schedule, deduction from pay, and computation of wages.

_____11. Inform student/trainee of facilities available such as restrooms, lunchroom, telephone, coat rack, etc.

_____12. Inform student/trainee as to appropriate clothing to be worn.

_____13. Inform student/trainee about any information which is to be kept confidential.

_____14. Familiarize student/trainee with employee benefits.

_____15. Inform student/trainee of clauses in union agreement which pertain to him/her if such an agreement exists.

_____16. Inform student/trainee of promotional possibilities in your firm.

_____17. Provide special pamphlets, brochures, and materials that include information about the company, its policies, fringe benefits, and related terminology.

EVALUATION PROCESS

Evaluation of the cooperative education program is a continuous process and includes evaluation of the total program, including the student learner, the work station, 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.

Coordination visits to the training 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/ learner or the training 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/trainee
2. Ensure that a variety of experiences are provided according to the Training Plan
3. Secure the training sponsor's evaluation of student's performance
4. Ensure that the training sponsor provides consistent guidance and supervision
5. Verify the application of skills, knowledge, and attitudes acquired in the school related classes
6. Discuss with the training sponsor methods of improving instruction and training for the particular job the student/trainee 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 student/trainees are not exploited
10. Correct any problem relationships that arise between the student/trainee and the training sponsor
11. Obtain suggestions for making selection and placement of other student/trainees more effective
12. Secure supplementary teaching materials that will make the related instruction more valuable
13. Discover potential training stations of high quality
14. Extend and improve public relations between school and business
15. Provide and follow up on plans for rotation

Student's Attendance and Work Reports are the second part of the continuous evaluation process. This involves periodic reports that are completed by the student/learner. These reports must be made frequently enough to be of use in identifying potential problems before they become serious. The Attendance and Work Reports should be completed weekly or biweekly and should be used for discussion in the related class.

The Attendance and Work Report includes a listing of routine tasks and newly assigned tasks, as well as a record of days and hours worked. This information may be used to provide information or reinforcement when new tasks or responsibilities are added.

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 Attendance and Work Report has a number of purposes, including the following:

- Provide 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
- Provide a check against attendance in school with attendance on the job
- Provide a running record of hours worked by dollars earned for compiling monthly/yearly program records as required by the Technical Education Database System
- Provide a running record of tasks performed and new tasks added that can be compared with the Training Plan and be used in identifying related instruction topics
- Provide student's comments about strengths, weaknesses, and problems from the previous week(s) that can be used in counseling the student prior to actual problems

The last purpose for the Student's Attendance and Work Report is often overlooked. Read the comments carefully—and read between the lines. 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 anticipate problems and provide "intervention" and/or preventive measures when possible. The Student's Attendance and Work Report can become a routine, meaningless chore for the student unless it is used effectively. Occasionally ask the students to answer new questions on the form or another sheet.

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 are evaluated.
- Review the Training Plan and revise if necessary.
- Serve as a basis for rotating jobs.
- Assist in identification of related instruction topics and projects for the coming term.
- Evaluate the training provided by the work station.

Prior to making an evaluation visit, the teacher/coordinator and possibly the related subjects teacher should review the student's file, progress made in the related class, Attendance and Work Reports, and the Coordination Visit Reports. Compare the progress on these reports with those activities identified on the Training Plan and with the rotation agreed upon earlier.
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 training 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 training sponsor's evaluations. Ask for examples of both strengths and weaknesses and record them—they provide data for making improvements, assigning grades, and discussing problems. Check marks under "good" for personality or one under "poor" for efficiency do not provide sufficient information for improvement. In the "Skill Performance" section, list skills or competencies to be completed or developed on a particular work station or rotation.

Guidelines for Making Periodic Evaluations

- Make an appointment
- Meet with training sponsor in person
- Involve student/trainee
- Get examples of both strengths and weaknesses
- Review Training Plan
- Revise Training Plan if necessary
- Follow up on action

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.

Who Assigns 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 training 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 training station on a continuous basis. On the other hand, care must be given to the weight of the grade assigned by the training sponsor. There may be little equity between the grades assigned from one trainer to another.

In general, the on-the-job training grade is a combination of the check marks and examples obtained from the training sponsor on the Progress Report and the comments made by the teacher/coordinator on the Coordination Visit Reports. Improvements in skills, production rates, and attitudes, as well as taking on additional responsibilities, should be carefully considered. Review the Progress 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
- Identify the process and procedures involved
- Identify the time and frequency

COOPERATIVE EDUCATION
ON-THE-JOB EVALUATION

_____ _____
Name of Student Employed by

_____ _____
School Coordinator

To better assist you in training the above named trainee so he or she will be a more valuable employee to you, we are asking that you fill in this form.

Please place a check in one of the spaces to the left of each characteristic which best expresses your judgment of the student-learner.

WORK HABITS

Accuracy of Work
___ 1. Is very accurate
___ 2. Is careful
___ 3. Is fairly accurate
___ 4. Is careless
___ 5. Makes many errors

Care of Working Area
___ 1. Very careful
___ 2. Keeps area clean
___ 3. Adequate
___ 4. Careless
___ 5. Very untidy

Use of Tools and/or Equipment
___ 1. Very careful
___ 2. Careful
___ 3. Adequate care
___ 4. Careless
___ 5. Rough

Speed in Performing Tasks
___ 1. Very fast
___ 2. Fast
___ 3. Ordinary
___ 4. Slow
___ 5. Very slow

Use of Time
___ 1. Very busy
___ 2. Busy
___ 3. Satisfactory
___ 4. Loafs with others
___ 5. Very wasteful

Use of Materials and/or Supplies
___ 1. Very careful
___ 2. Above average

PERSONAL ATTRIBUTES

Initiative
___ 1. Goes the "second mile"
___ 2. Works without supervision
___ 3. Performs routine duties only
___ 4. Very little
___ 5. Doesn't exhibit any

Attendance
___ 1. Never absent or tardy
___ 2. Seldom absent or tardy
___ 3. Acceptable absences or tardies
___ 4. Poor attendance
___ 5. Unacceptable attendance or tardies

Attitude Toward Fellow Workers
___ 1. Very respectful, helpful
___ 2. Agreeable
___ 3. Cooperative (usually)
___ 4. Does not cooperate
___ 5. Disrespectful

Personal Appearance
___ 1. Exceptional
___ 2. Above average
___ 3. Acceptable
___ 4. Poor
___ 5. Unacceptable

Attitude Toward Supervisor
___ 1. Very respectful, helpful
___ 2. Cooperative
___ 3. Indifferent
___ 4. Does not cooperate
___ 5. Disrespectful

Ability to Learn
___ 1. Grasps ideas very quickly
___ 2. Learns with ease

___ 3. Average
___ 4. Careless
___ 5. Wasteful

Responsibility
___ 1. Seeks and handles it well
___ 2. Likes it
___ 3. Accepts responsibility
___ 4. Evades responsibility
___ 5. Buck passer

___ 3. Learns adequately
___ 4. Learns with difficulty
___ 5. Slow or no learning

Directions
___ 1. Reliable in following directions
___ 2. Usually follows directions well
___ 3. Careless in following directions
___ 4. Doesn't always follow directions
___ 5. Needs directions repeated

Judgment
___ 1. Wise in actions and making decisions
___ 2. Usually shows sound judgment
___ 3. Sometimes shows lack of judgment
___ 4. Lacks ability to make sound judgment
___ 5. Uses poor judgment

1. What work habits or attributes of the trainee need improvement?

_____

_____

2. In what respects has the student shown improvement?

_____

_____

3. Additional remarks and comments:

_____

_____

_____
Signature of Employer

PROGRAM AREA GUIDELINES

Program Name: **Agricultural Education**

1. Program Definition and Purpose

The purpose of Cooperative Placement for Experience in Agricultural Education (Cooperative Education) is to provide occupational training for those students who need experience in their chosen occupational area. This type of training can be provided by placement with farms, agricultural machinery dealerships, farm supply stores, nurseries, greenhouses, or other agriculturally-related businesses. This shall be reflected by a student SAE (Supervised Agriculture Experience) Program.

The term "Placement for Experience (Cooperative Education)" means a program of career and technical education for persons who, in written cooperative arrangements among the student, school, and employers, receive instruction and experiences through a job in any related occupational field. The classroom instruction and experience must be planned and supervised by the school, teacher of agriculture, and employer so that each contributes to the student's goal of reaching his/her occupational objective.

Students may receive credit if they meet the requirements of the program and if the school is willing to approve credit for the placement aspect of the program. However, credit is optional in many programs where seasonal labor is prevalent. Such programs may not even consider offering credit but should concentrate on helping the students to gain the needed experience.

2. Program Area Standards

a. **Teacher/Coordinator:** Some of the duties and responsibilities of the teacher of agriculture in getting students placed for occupational experience are as follows:
   1) Contact potential placement sites to explain the cooperative placement program to the employer and attempt to secure training station.
   2) Develop the student's understanding of the program and responsibilities.

b. Select the appropriate training station that will meet the needs of the student.

c. Develop Training Plans in cooperation with the student, the school, and the employer.

d. Supervise students on the job to assist in developing competencies that are needed for occupational training.

e. Develop a working relationship with the employer that will assure successful performance of the student.

f. Keep appropriate and accurate records of student placement and performance. The teacher should also maintain records of supervisory visits.

g. Require the students to maintain accurate and up-to-date records which include competencies developed, hours worked, and earnings.

h. Submit program plans, budgets, and reports as components of the Consolidated Plan.

3. Eligible Students

a. Students shall be at least sixteen (16) years of age and shall provide verification of age (birth certificate or comparable record). These records must be kept on file with employer. Students under 18 must comply with special labor laws.
b. The student should be a junior or senior. Preferably, the student should have completed Introduction to Agricultural Science and Technology and one additional agriculture course.
c. The student must be enrolled in one agricultural education class during each school year while placed for cooperative education.
d. The student must be competent in those basic skills required by the work station. This will be determined by the teacher of agriculture.
e. To earn credit in addition to that earned in the vocational agriculture class through placement for experience, the student must be placed daily throughout the school term.
f. The student must be recommended by the school and teacher of agriculture for placement in a cooperative program.

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 training plan. Credit may 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 work site on an hour-for-hour basis for a maximum of two (2) credits per related class.

Many of the agricultural industries may be seasonal in nature, and the type of occupational experience which may be secured for students may be seasonal. Therefore, it is recommended that extra credit for the placement aspect above the class time not be pursued for seasonal workers.

5. Training Station Requirements

a. **Acceptable Sites**: The following guidelines are to be used by the teacher of agriculture in the selection of training stations for a student's experience program (cooperative placement):
   1) Make a list of potential placement sites that may be considered for training stations.
   2) Conduct periodic review of this list by the advisory council.
   3) Contact potential training stations, owner or manager, to arrange an appointment to discuss the program.
   4) The discussion with the potential employer should include:
      a) The purpose of placement for experience
      b) Program operation at the school through the agriculture class
      c) The work station
      d) Coordination of the agriculture class and the work station

e) Student employment legalities
f) Responsibilities of the student and work station
g) Training Plan

b. **Minimum Standards** which the teacher of agriculture needs to determine:
1) Number of students that may be placed for co-op in:
a) Continuous placement
b) Seasonal placement
2) Competencies to be developed
3) Level of competencies needed before placement
4) Legal criteria for placement (proof of age, minimum wage laws, social security, workmen's compensation, child labor laws, etc.)
5) Starting and ending dates
6) Student work schedule
7) School policies
8) Evaluation procedures

6. Required Records

a. **Training Plan**: A fully completed and signed training plan between the school, student, and the employer shall be on file for each student.
b. The Teacher/Coordinator shall maintain an active file of all students in the program. Items that may be included are
1) Application of student to enter the program.
2) Recommendations from teachers and other character and experience references.
3) Student's class schedule.
4) Testing and evaluation data—test scores, high school grades, results of aptitude tests, etc.
5) Contract of employment between employer and school.
6) Weekly job report.
7) Special projects of the student for guidance purposes.
8) Evaluations from both employer and coordinator.

7. Participation in FFA

Students who are members of FFA and are placed for occupational experience are eligible to enter the agricultural proficiency contest that relates to their area of work. There is a contest for practically every type of placement in which a student would become involved in an agricultural experience program. For instance, if a student is placed in a greenhouse, he/she is eligible for the Floriculture Proficiency contest, or if a student works in a farm supply store, he/she would be eligible for the Agricultural Sales and/or Service Proficiency contest. The record book, *Vocational Agriculture Placement Record Book*, from Interstate Printers & Publishers is applicable to students who have wage earning type experience programs.

PROGRAM AREA GUIDELINES

Program Name: **Business Education**

1. Program Definition and Purpose

Cooperative Education in the Business Education Program is an upper-level course in which the student works in a paid office position that relates to the student's career objective.

2. Program Area Standards

a. **Teacher/Coordinator**: The cooperative teacher/coordinator must hold a teaching certificate.

b. **Class Size**: Career/technical laboratory classes may not exceed the total number of work stations.

c. **Related Classes**: A student in cooperative education shall be enrolled in a related class during the school year. The related class shall meet all the standards required of a career and technical course.

d. **Cooperative Facilities**: In addition to the standard requirements for a career and technical classroom, a teacher/coordinator shall have access to facilities, equipment, supplies, telephone, etc. necessary to perform his/her duties.

3. Eligible Students

a. **Age Requirements:** A cooperative student must be at least sixteen (16) years of age and shall provide a verification of age (birth certificate or comparable record). Students under 18 must comply with special labor laws.

b. **Course Prerequisite**: Cooperative students shall have taken basic skill prerequisites required by the occupational program being pursued.

4. Awarding Credit

a. **Work Experience Credit**: The cooperative student shall spend an average of fifteen (15) clock hours per week in a salaried position which provides work experience directly related to the student's educational program. The student may receive credit for the work experience.

b. **School Credit**: The cooperative student shall receive one credit for the related class.

5. Training Station Requirement

a. **Acceptable sites**: The training station is an extension of the school and directly reflects the caliber of the program. It must be directly related to the student's career objective and the program area.

b. **Minimum Standards**: Job sites shall be paid positions directly related to the student's occupational program, career major, and the Individual Graduation Plan. The student shall be paid in accordance with local, state, and federal minimum wage requirements.

6. Required Records

a. **Training Plan**: A fully completed and signed training plan between the school, student, parent, and the employer shall be on file for each student.

b. **Class Records**: Records include attendance and work reports, employer and teacher/coordinator evaluations, and other records deemed necessary by the school.

PROGRAM AREA GUIDELINES

Program Name: **Family and Consumer Sciences**

1. Program Definition and Purpose

Family and Consumer Sciences Education prepares students for family life, work life, and careers in Family and Consumer Sciences. Opportunities are provided to develop knowledge and skills that focus on career majors/clusters. These include Family and Consumer Sciences Education, Child Care, Food Service, Housing and Interiors, Textiles and Apparel, Hospitality Services, Family Services, and Consumer Services.

2. Program Area Standards

a. **Teacher/Coordinator:** The cooperative teacher/coordinator must hold a teaching certificate.
b. **Class Size**: Career/technical laboratory classes may not exceed the total number of work stations.
c. **Related Classes**: A student in cooperative education shall be enrolled in a related class during the school year. The related class shall meet all the standards required of a career and technical course.
d. **Cooperative Facilities**: In addition to the standard requirements for a career and technical classroom, a teacher/coordinator shall have access to facilities, equipment, supplies, telephone, etc. necessary to perform his/her duties.

3. Eligible Students

a. **Age Requirements**: Students shall be at least sixteen (16) years of age and shall provide verification of age (birth certificate or comparable record). These records must be kept on file with employer. Students under 18 must comply with special labor laws.
b. **Course Prerequisite**: Cooperative students shall have taken basic skill prerequisites required by the occupational program being pursued.

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 training plan. Credit may 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 work site on an hour-for-hour basis for a maximum of two (2) credits per related class.

5. Training Station Requirements

a. The site is to provide students with experiences to develop skills for their career goals.
b. Provide a positive student-supervisor relationship(s) through job training.
c. Evaluation of student's competencies and progress cooperatively with the teacher and student.
d. Provide on-the-job learning experiences which include employability skills, competencies needed for the chosen job, and integration of basic skills.

e. A part-time work experience that will not displace workers who are employed at the work site.
f. Wages which are in compliance with local, state, and federal minimum wage requirements.
g. Work-site opportunities to relate to the occupational program, career major, and Individual Graduation Plan.

PROGRAM AREA GUIDELINES

Program Name: **Health Sciences**

1. **Program Definition and Purpose**
   Cooperative education (co-op) is an opportunity for students enrolled in health science education to receive classroom instruction and on-the-job training in industry.

2. **Program Area Standards**
   a. **Teacher/Coordinator**: The teacher/coordinator shall hold a Kentucky teaching, guidance, and/or administrative certificate.
   b. **Related Class**: A student enrolled in a co-op shall be enrolled in a related career and technical class during the school year.
   c. **Cooperative Facilities**: The teacher/coordinator shall have access to facilities, equipment, supplies, telephone, etc necessary to perform his/her duties.

3. **Eligible Students**
   a. **Age Requirements**: Students shall be at least sixteen (16) years of age and shall provide verification of age (birth certificate or comparable record). These records must be kept on file with employer. Students under 18 must comply with special labor laws.
   b. **Course Prerequisite**: The cooperative student must have been enrolled in a program and gained sufficient knowledge and skills necessary for success in co-op.

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 training plan. Credit may 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 work site on an hour-for-hour basis for a maximum of two (2) credits per related class.

5. **Training Station Requirements**
   a. The training station is an extension of the school and directly reflects the caliber of the program. It shall be directly related to the program and the occupational area being taught.
   b. Training sites must be safe and must conform to state and federal regulations regarding the type of business being conducted.
   c. The employer/supervisor must contribute to the completion of and sign the Training Plan.
   d. Every effort must be made to ensure that co-op is a learning experience and not just "extra help" for the employer.
   e. The student shall be paid in accordance with local, state, and federal minimum wage requirements.
   f. A student under 18 shall be employed according to special labor laws.

6. **Required Records**

a. **Training Plan**: A fully completed and signed training plan among the school, student, parent, and the employer shall be on file for each student. Training Plan on pages 3:2.89 and 3:2.91 are for use by the Department of Technical Education.
b. **Other Class Records**. Records include attendance and work reports, employer and teacher/coordinator evaluations, and other records deemed necessary by the school.

PROGRAM AREA GUIDELINES

Program Name: **Industrial Technology Education**

1. **Program Definition and Purpose**

   Cooperative education (co-op) is an opportunity for students enrolled in Level III preparatory industrial technology education to receive classroom instruction and on-the-job training in industry.

2. **Program Area Standards**
   a. **Teacher/Coordinator**: The cooperative teacher/coordinator shall hold a teaching certificate.
   b. **Related Class**: A student enrolled in a co-op shall be enrolled in a career/technical class during the school year.
   d. **Cooperative Facilities**: The teacher/coordinator shall have access to facilities, equipment, supplies, telephone, etc. necessary to perform his/her duties.

3. **Eligible Students**
   a. **Age Requirements**: Students shall be at least sixteen (16) years of age and shall provide verification of age (birth certificate or comparable record). These records must be kept on file with employer. Students under 18 must comply with special labor laws.
   b. **Course Prerequisite**: The cooperative student must have been enrolled in a program and gained sufficient knowledge and skills necessary for co-op success.

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 training plan. Credit may 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 work site on an hour-for-hour basis for a maximum of two (2) credits per related class.

5. **Training Station Requirements**
   a. The training station is an extension of the school and directly reflects the caliber of the program. It shall be directly related to the program and the occupational area being taught.
   b. Training sites must be safe and must conform to state and federal regulations regarding the type of business being conducted.
   c. The employer/supervisor must contribute to the completion of and sign the Training Plan Agreement.
   d. Every effort must be made to ensure that co-op is a learning experience and not just “extra help” for the employer.
   e. The student shall be paid in accordance with local, state, and federal minimum wage requirements.
   f. A student under 18 shall be employed according to special labor laws.

6. Required Records

a. **Training Plan**: A fully completed and signed training plan among the school, student, and the employer shall be on file for each student. Training Plan on pages 3:2.89-3:2.91 are use by the Department of Technical Education.

b. **Other Class Records**: Records include attendance and work reports, employer and teacher/coordinator evaluations, and other records deemed necessary by the school.

PROGRAM AREA GUIDELINES

Program Name: **Marketing Education**

1. Program Definition and Purpose

Cooperative Education in a Marketing Program is for marketing students who have a cooperative arrangement between the school and employers. Students receive, through work experience, additional experiences to prepare themselves for an occupation in marketing.

This program shall include courses that are directly related to the career and technical instruction and supervised occupational experience that prepare students for their chosen occupation. These experiences must be planned and supervised by the school and employers so each contributes to the student's education and employability.

2. Program Area Standards

a. **Teacher/Coordinator**: The cooperative teacher/coordinator must hold a teaching certificate.
b. **Class Size**: Career/technical laboratory classes may not exceed the total number of work stations.
c. **Related Classes**: A student in cooperative education shall be enrolled in a related class during the school year under the direction of the teacher/coordinator. The related class shall meet all the standards required of a career and technical course.
d. **Cooperative Facilities**: In addition to the standard requirements for a career and technical classroom, a teacher/coordinator shall have access to facilities, equipment, supplies, telephone, etc. necessary to perform his/her duties.

3. Eligible Students

a. **Age Requirements**: Students shall be at least sixteen (16) years of age and shall provide verification of age (birth certificate or comparable record). These records must be kept on file with employer. Students under 18 must comply with special labor laws.
b. **Course Prerequisite**: Cooperative students shall have taken basic skill prerequisites required by the occupational program being pursued.

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 training plan. Credit may 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 work site on an hour-for-hour basis for a maximum of two (2) credits per related class.

5. Training Station Requirement

a. A**cceptable sites**: The training station is an extension of the school and directly reflects the caliber of the program. It must be directly related to the student's career objective, program area, and Individual Graduation Plan.

b. **Minimum Standards**: Job sites shall be paid positions directly related to the student's occupational program. The student shall be paid in accordance with local, state, and federal minimum wage requirements.

6. Required Records

a. **Training Plan**: A fully completed and signed training plan among the school, student, parent, and the employer shall be on file for each student.

b. **Other Class Records**: Records include attendance and work reports, employer and teacher/coordinator evaluations, and other records deemed necessary by the school.

PROGRAM AREA GUIDELINES

Program Name: **Pathway to Careers**

1. **Program Definition and Purpose**

   Career Work Experience is a course at the secondary level focusing on cooperative work experience for students at the 11th and 12th grades. The course is designed for all students, and the Individual Graduation Plan (IGP) will be a useful tool in determining enrollment in the course. Career Work Experience includes a related class and cooperative work experience in business and industry.

2. **Program Area Standards**
   a. **Teacher/Coordinator**: The cooperative teacher/coordinator shall hold a teaching certificate.
   b. **Class Size**: Career/technical laboratory classes may not exceed the total number of work stations.
   c. **Related Classes**: A student in cooperative education shall be enrolled in a related class under the direction of the teacher/coordinator. The related class shall meet all the standards required of a career and technical course.
   d. **Cooperative Facilities**: In addition to the standard requirements for a career and technical classroom, a teacher/coordinator shall have access to facilities, equipment, supplies, telephone, etc. necessary to perform his/her duties.

3. **Eligible Students**
   a. **Age Requirements**: Students shall be at least sixteen (16) years of age and shall provide verification of age (birth certificate or comparable record). These records must be kept on file with employer. Students under 18 must comply with special labor laws.
   b. **Course Prerequisite**: Students in a cooperative education work experience program shall have taken basic skill prerequisites required by the Pathway to Careers.

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 training plan. Credit may 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 work site on an hour-for-hour basis for a maximum of two (2) credits per related class.

5. **Training Station Requirements**
   a. **Acceptable sites**: The training station is an extension of the school and directly reflects the caliber of the program. It must be directly related to the student's career objective, the program area, and Individual Graduation Plan.
   b. **Minimum Standards**: Job sites shall be paid positions directly related to the student's occupational program. The student shall be paid in accordance with local, state, and federal minimum wage requirements.

6. Required Records

a. **Training Plan**: A fully completed and signed training plan among the school, student, and the employer shall be on file for each student.

b. **Other Class Records**: Records include attendance and work reports, employer and teacher/coordinator evaluations, and other records deemed necessary by the school.

CHAPTER 3
DESIGNING WORK-BASED LEARNING PROGRAMS

ENTREPRENEURIAL PROGRAM

Definition

An entrepreneurial program allows students to apply classroom learning in organizing and operating a situation experienced in real life. They would assume all risks in expectation of gaining profit and/or further knowledge.

Rationale

An entrepreneurial program should be an integral part of a student's learning experience and should be designed to complement his/her career objective. These projects or programs can also fulfill the culminating project requirement that is mentioned as part of the Kentucky Education Reform Act.

It may be a short term project experience that concentrates on one or a small number of learning competencies or it may be a long term program which includes additional competencies that are learned over a period of one to four years. The ultimate outcome would be to increase the level of knowledge and proficiency and to provide an opportunity for potential profit.

The student should receive a grade for his/her efforts. This grade could be part of the course design or be used as bonus points toward a final grade.

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

The program should be planned early in the school year so there is adequate time and so the student can benefit from what is learned throughout the year to help carry out the project successfully. Some examples of entrepreneurial programs in high schools include a gift boutique, a catering service, a placement project, a productive enterprise project, and a personal shoppers' service.

Steps in Planning and Implementing an Entrepreneurial Program

- Decide the learning on which to concentrate.
- Decide where these learnings could best be carried out.
- Determine all the components needed to carry out the project successfully.
- Develop an agreement with all parties involved.
- Design a system for progress monitoring.

Legal Issues

Refer to Chapter 2 for information on laws impacting entrepreneurial experiences.

Professional Staff Criteria

An entrepreneurial teacher/coordinator must—

- 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
- Have a positive attitude
- Hold a teaching certificate in the appropriate occupational area

Training Plan

A training plan is a basic component of the entrepreneurial program. The plan should include a list of the competencies to be achieved. A section should be provided for each participant to list the respective responsibilities and the reciprocations where applicable.

Sample forms are provided at the end of this section and may be modified as needed.

GLOSSARY

General

Enterprise means a business venture or undertaking.

Entrepreneur means an individual who invests money, energy, and time in organizing and managing a business with the hope of making a profit.

Entrepreneurship means the process of organizing and managing a business or enterprise.

Small business is defined by the Small Business Administration as one having 100 or less employees. Of more than 12 million businesses in the United States, over half have no more than 4 employees. In Florida, a small business is one having an owner and 0 to 40 employees.

Types of Businesses

Cottage industry means a business which operates out of the owner's home.

Franchise means a legal agreement to begin an independent business under the name of a proven, successful enterprise.

Manufacturer means one who makes goods by hand or machines which are later sold to a customer.

Retail business means a business which sells goods or articles which have been purchased from the wholesaler to the consumer.

Service business means a business specializing in a skill which its customers do not have, or which they do not have time to do.

Urban street sales means the peddling of wares to passing pedestrians by street vendors.

Wholesale business means a business which purchases large quantities of products from manufacturers, stores them, and then sells them to the retailer as needed.

SAMPLE
TRAINING PLAN

INSTRUCTIONAL
Internship _____
AREA _____

Work Experience_____
Entrepreneurship_____
Co-op_____

Name of Student	Birthday Age	
Address_____ Street _____ City State Zip	Social Security No. Program Level Sec _____ Phone _____	
Name of School	Local Labor Market	Date
School Address_____ Street _____ City State Zip	Phone _____ Fax _____	
Career Major:	CIP Code	Career Cluster
Name of Teacher/Coordinator	Instructional Area Teacher	
Name of Employer	Phone _____ Fax _____	
Address of Work Site _____ Street _____ City State Zip		
Name of Work-site Mentor	Title	Phone _____ Fax_____
Student Job Title	Does this placement involve work in a hazardous occupation? Yes _____ No _____. If yes, complete addendum for Student Learners in Hazardous Occupations	
Wages (if applicable) per hour to start $ _____		
Student's Work Schedule	Starting Date of Work-site Learning	

Sample
TRAINING PLAN

THE STUDENT / TRAINEE AGREES TO

- Be courteous and considerate of the employer, co-workers and others.
- Keep the employer's interest in mind and be punctual, dependable, and loyal.
- Notify the employer and the coordinator as soon as possible if unable to go to work and or school.
- Keep such records of work experience and wages earned as required by the school and submit them on or before specified deadlines.
- Conform to the policies and regulations of the employer and the school.
- Maintain satisfactory performance in the school and on the job.
- Abide by Training Plan / Addendum for Hazardous Occupations (when applicable)
- Other _____

THE TEACHER / COORDINATOR, ON BEHALF OF THE SCHOOL, AGREES TO

- Prepare, with the assistance of the training sponsor, a Training Plan / Addendum for Hazardous Occupations (when applicable)
- Revise Training Plan / Addendum for Hazardous Occupations as needed to improve student's job experiences.
- Visit the student on the job on a regularly scheduled basis to determine instructional needs and to insure that the student-trainee receives job training and supervision as well as a variety of job experiences.
- Recognize that much of the information gathered at the work site is confidential.
- Make provisions for the student-trainee to receive prior or concurrent related instruction on a regularly scheduled basis as outlined in the Training Plan.
- Other _____

THE PARENT OR GUARDIAN AGREES TO

- Accept responsibility for the student-trainee's safety and conduct while traveling to and from school, place of employment, and home.
- Support the concepts outlined in this program.
- Abide by Training Plan / Addendum for Hazardous Occupations, when applicable
- Other _____

THE EMPLOYER AGREES TO

- Take an active part in training and supervising this student while providing instruction in accordance with the student-trainee's Training Plan / Addendum for Hazardous Occupations, when applicable
- Assist the coordinator in evaluating the student's performance on the job by completing the evaluation form when required.
- Provide close supervision by an experienced and qualified person and avoid subjecting student-trainee to unnecessary or unusual hazards.
- Notify the parent and the school immediately in case of accident, sickness, or any other serious problem.
- Permit and expect the coordinator or visit periodically to discuss the progress of the student-trainee and to observe him/her on the job.
- Pay the student-trainee an agreed wage and recognize satisfactory service throughout the year with salary increases.
- Give the same consideration to the student-trainee as given to other employees in regard to safety, health, general employment conditions, and other regulations of the business.
- Comply with all regulations prohibiting discrimination on the basis of race, color, national origin, religion, sec, marital status, or disability.
- Comply with state and federal laws that protect owner aspects of employment (i.e. wage and how child labor, safety and health workman's compensation)
- Other _____

_____	_____
SIGNATURE OF EMPLOYER	SIGNATURE OF STUDENT
_____	_____
SIGNATURE OF TEACHER/COORDINATOR	SIGNATURE OF PARENT/GUARDIAN

Copies sent to: _____Employer _____Student _____Parent _____Teacher/Coordinator

SAMPLE

TRAINING PLAN

TRAINING RESPONSIBILITY

List the major competencies (tasks, topics, etc.) the student is to develop while enrolled in this program. These may be skills, attitudes, knowledge of technical content, and understandings. Check the appropriate column(s) to show where the competency will be developed.

Indicate whether the competency has been completed by checking in the appropriate column.

MAJOR COMPETENCIES TO BE DEVELOPED (Skills, Knowledges, Attitudes, Understandings, Etc.)	***SITE***		Completed	Partially Completed	***Not* Completed**	Not Applicable
	WORK	SCHOOL				

Addendum for Hazardous Occupations Cooperative Education Training Plan
(Minors under 18 years of age)
To Be Attached To Training Plan

HAZARDOUS OCCUPATIONS PROHIBITED FOR MINORS

1. Occupations in or about Plants or Establishments Manufacturing or Storing Explosives or Articles Containing Explosive Components.
2. Motor Vehicle Driver and Outside Helper
3. Coal Mine Occupations
4. Logging or Sawmill Operations
*5. Operation of Power-Driven Woodworking Machines
6. Exposure to Radioactive Substances
7. Operation of Power-Driven Hoisting
*8. Apparatus
9. Operation of Power-Driven Metal Forming, Punching, and Shearing Machines
Mining, other than coal
*10. Slaughtering, Meat Packing or Processing, or Rendering
11. Operation of Bakery Machines
*12. Operation of Paper Products Machines
Manufacture of Brick, Tile and Kindred Products
13. Operation of Circular Saws, Band Saws, and Guillotine Shears
*14.
15. Wrecking, Demolition and Shipwrecking Operations
*16. Roofing Operations
17. Excavating Operations
18. In, about or in connection with any establishment where alcoholic liquors are distilled, rectified, compounded, brewed, manufactured, bottled, sold for consumption, or dispensed unless permitted by the rules and regulations of the Alcoholic Beverage Control Board (except they may be employed in places where the sale of alcoholic beverages by the package is merely incidental to the main business actually conducted).
19. Pool or Billiard room

EXEMPTIONS

Exemptions may be made for Hazardous Occupations identified by an asterisk (*) in the above list for student learners who are enrolled in Cooperative education program through a **written agreement** with the recognized local educational authority.

DEFINITION OF STUDENT LEARNERS

A student learner is an individual who is enrolled in a course of study and training in a cooperative vocational program under a recognized state or local educational authority.

GUIDELINES FOR WRITTEN AGREEMENT

The addendum must:

- Be attached to the official Training Plan
- Identify the hazardous occupations in which the student is participating
- Specify tasks to be performed in the Co-op placement and identify those tasks which are identified as hazardous
- Identify types of supervision required at the work site (i.e. general and direct). Direct on-site supervision ***is required*** when using hazardous equipment
- Ensure that student has completed appropriate skill and safety training to be able to perform specified task at entry-level employment status

Written Agreement for Hazardous Occupations (Addendum)

_____	_____
Job Title	Hazardous Occupation
Identify tasks to be performed at work-site	Identify hazardous tasks to be performed at work site

Supervision

Identify areas of general supervision to be provided for the student learner at the work site:
_____
_____
_____

Identify areas where direct supervision is to be provided for the student learner performing hazardous tasks at the work site:
_____
_____
_____

This agreement is an exemption from Child Labor Order # _____as long as all parties abide by the terms of this agreement.

_____	_____
Instructor (School)	Date
_____	_____
Supervisor (Work)	Date
_____	_____
Parent / Guardian	Date

CHAPTER 3
DESIGNING WORK-BASED LEARNING PROGRAMS

INTERNSHIP

Definition

Internships are work-based learning experiences involving students who have completed extensive school-based preparation relating to a career objective. Internships are usually one-time work experiences which may or may not lead to course credit and/or pay. Internships are conducted under the supervision of a competent job supervisor.

Rationale

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

The structure of internship experiences is a combination of classroom and field experiences. Students need some time in the classroom each week for updating and progress evaluation. A specific set of competencies should be agreed upon with the workplace personnel. The field experience should be designed to address these competencies, and class time should be provided to monitor the competencies.

Internship is just one type of work-site experience. It is longer than the usual job shadowing, but different from cooperative education work experience in several ways.

One of the major purposes of internship is the opportunity to gain exploration experiences in one or more careers. While students work at a work site, they probably will not be there long enough to gain a great deal of skill at the position. 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, generally depending on the length of their work experience.

Cooperative education students as well as internship students complete a training plan before

beginning work.

Steps in Planning and Implementing an Internship Program

1. Identify the career agency
2. Develop the criteria for students
   a. Develop the criteria with the career agency
   b. Identify the school personnel involved and their responsibilities
      1) Policy and procedure development
      2) Curriculum development
      3) Field experience scheduling
      4) Student supervision
      5) Student evaluation

Legal Issues

Refer to Chapter 2 for information on laws impacting internship programs.

Professional Staff Criteria

An internship teacher/coordinator must

- Hold appropriate teacher certification
- Have a working knowledge of the potential intern site
- Work well with people
- Enjoy teaching people to succeed
- Have a positive attitude

Role of Teacher/Coordinator

As supervisor of the program, the teacher or school-to-career coordinator generally will

- Determine policies and guidelines for internship in the line with school policies.
- Provide information about the program to students, parents/guardians, and employers.
- Work with school-based decision-making councils to inform them about the importance of internships.
- Orient school administrators regarding the purposes and need for internships and how they can support the program and the coordinator.
- Set up an advisory council to promote internships and to involve parents and business leaders in the design and implementation for the program.
- Prepare students with appropriate career exploration.
- Identify potential internship sites, contact persons, and hosts.
- Visit training sites to meet personnel, observe the facility work performed, 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 training plan in consultation with the student and the employer.
- 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 whose classes students will be missing.
- Observe students at their sites.
- Stay in contact with employers.
- Integrate the student's work-site learning with school-based learning.
- Keep principal informed about the program.
- Provide recognition and appreciation for business/industry and school personnel involved in the program.

Training Plan

A training plan needs to be developed. It should include the responsibilities of the work-site mentor, student, and school system. It is to spell out what each party will contribute and what each will receive.

Forms

Parent/Guardian Consent Form
Student/Teacher Consent Form
Internship Employer/Supervisor/Mentor Evaluation
Student Internship Self-Evaluation Form
Reflections
Training Plan

Resources

Helping Students Connect Academics to the Workplace: An Implementation Guide for Student Worksite Learning Experiences, Vocational Instructional Materials Laboratory, The Ohio State University, 1997.

Roosevelt Renaissance 2000: Guidelines for Junior/Senior Internships 1995-1996. R. Léger. Roosevelt Renaissance High School, Portland, OR, 1995.

Taking the Worry Out of Work-Based Learning: The Law, Labor & School-to-Careers, A. Potosky & E. Ries, Ed. American Vocational Association, 1998.

SAMPLE
TRAINING PLAN

INSTRUCTIONAL AREA _____

Work Experience_____ Internship _____
Entrepreneurship _____ Co-op _____

Name of Student	Birthday	Age
Address _____ Street _____ City State Zip	Social Security No. _____ Program Level Sec _____ Phone _____	
Name of School	Local Labor Market	Date
School Address _____ Street _____ City State Zip		Phone _____ Fax _____
Career Major:	CIP Code	Career Cluster
Name of Teacher/Coordinator	Instructional Area Teacher	
Name of Employer	Phone _____ Fax _____	
Address of Work Site _____ Street _____ City State Zip		
Name of Work-site Mentor	Title	Phone _____ Fax _____
Student Job Title		
Wages (if applicable) per hour to start $ _____	Starting Date of Work-site Learning	
Student's Work Schedule		

SAMPLE
TRAINING PLAN

THE STUDENT/TRAINEE AGREES TO

- Be courteous and considerate of the employer, co-workers and others.
- Keep the employer's interests in mind and be punctual, dependable, and loyal.
- Notify the employer and the coordinator as soon as possible if unable to go to work and/or school.
- Keep such records of work experience and wages earned as required by the school and submit them on or before specified deadlines.
- Conform to the policies and regulations of the employer and the school.
- Maintain satisfactory performance in the school and on the job.
- Abide by Training Plan developed by teacher/coordinator and employer.
- Other_____

THE TEACHER/COORDINATOR, ON BEHALF OF THE SCHOOL, AGREES TO

- Prepare, with the assistance of the training sponsor, a Training Plan of job experience.
- Revise Training Plan as needed to improve student's job experiences.
- Visit the student on the job on a regularly scheduled basis to determine instructional needs and to insure that the student-trainee receives job training and supervision as well as a variety of job experiences.
- Recognize that much of the information gathered at the work site is confidential.
- Make provisions for the student-trainee to receive prior or concurrent related instruction on a regularly scheduled basis as outlined in the Training Plan.
- Other_____

THE PARENT OR GUARDIAN AGREES TO

- Accept responsibility for the student-trainee's safety and conduct while traveling to and from school, place of employment, and home.
- Support the concepts outlined in this program.
- Other_____

THE EMPLOYER AGREES TO

- Take an active part in training and supervising this student while providing instruction in accordance with the student-trainee's Training Plan.
- Assist the coordinator in evaluating the student's performance on the job by completing the evaluation form when required.
- Provide close supervision by an experienced and qualified person and avoid subjecting student-trainee to unnecessary or unusual hazards.
- Notify the parent and the school immediately in case of accident, sickness, or any other serious problem.
- Permit and expect the coordinator to visit periodically to discuss the progress of the student-trainee and to observe him/her on the job.
- Pay the student-trainee an agreed wage and recognize satisfactory service throughout the year with salary increases.
- Give the same consideration to the student-trainee as given to other employees in regard to safety, health, general employment conditions, and other regulations of the business.
- Comply with all regulations prohibiting discrimination on the basis of race, color, national origin, religion, sex, marital status, or disability.
- Other_____

_____	_____
SIGNATURE OF EMPLOYER	SIGNATURE OF STUDENT
_____	_____
SIGNATURE OF TEACHER/COORDINATOR	SIGNATURE OF PARENT/GUARDIAN

Copies sent to: ___Employer ___Student ___Parent ___Teacher/Coordinator

SAMPLE
TRAINING PLAN
TRAINING RESPONSIBILITY

List the major competencies (tasks, topics, etc.) the student is to develop while enrolled in this program. These may be skills, attitudes, knowledge of technical content, and understandings. Check the appropriate column(s) to show where the competency will be developed.

Indicate whether the competency has been completed by checking in the appropriate column.

MAJOR COMPETENCIES TO BE DEVELOPED (Skills, Knowledges, Attitudes, Understandings)	**SITE**		Completed	Partially Completed	Not Completed	Not Applicable
	WORK	SCHOOL				

SAMPLE

PARENT/GUARDIAN CONSENT FORM

Your son or daughter will be participating in an internship experience. Internship is a work-site experience during which a student spends supervised time at a workplace learning to do some of the skills required at that work site.

Permission to Participate in Job Internship

_____ may participate in an internship experience which will take

place at _____ on _____

from _____ to _____

Permission to Travel to Work Site

I grant permission for my son/daughter to travel by public transportation.

____Yes ____ No

I grant permission for my son/daughter to travel using his/her own car. (Note: Proof of driver's license and insurance is required.)

____Yes ____ No

I understand I am responsible for providing transportation for my son/daughter to and from the internship site.

____Yes ____ No

I understand the school will provide transportation to and from the internship site.

____Yes ____ No

Photo Release

I grant permission to photograph my son/daughter while participating in the internship for program promotion and educational purposes.

____Yes ____ No

SAMPLE

MEDICAL AUTHORIZATION

Should it be necessary for my child to have medical treatment while participating in the internship, I hereby give the school district and/or work-site personnel permission to use their best judgment in obtaining medical service for my child, and I give permission to the physician selected to render whatever medical treatment he/she deems necessary and appropriate.

____Yes ____ No

Permission is also granted to release emergency contact/medical history to the attending physician or to work-site personnel if needed.

____Yes ____ No

Student's name _____

Date of birth _____

Address _____

Daytime phone for parent or guardian (_____)_____

Contact other than parent or guardian _____

Relation to student _____

Phone (_____)_____

Family doctor _____

Phone (_____)_____

Preferred hospital address _____ Phone (____)_____

Does your child require any special accommodations due to medical limitations, allergies, disabilities, dietary constraints, or other restrictions? Please explain any that are required.

_____
_____
_____
_____

_____

Signature of Parent/Guardian **Date**

This form was adapted from *Job Shadow Guide for Staff*. Northwest Regional Educational Laboratory.

SAMPLE

STUDENT/TEACHER CONSENT FORM

Student to Complete:

I, _____ will participate in an internship experience, which will take place at _____on _____ from _____ a.m./p.m.
(day, month, year)
to _____ a.m./p.m.

I understand that people outside of school are giving up valuable time to help me learn about their jobs. By signing below, I agree to complete all the requirements of the internship and take responsibility for making up work in the classes I miss for my internship experience.

_____ _____
(Student Signature) (Date)

Teacher(s) to complete:

I authorize _____ (name of student) to be excused from my class to participate in internship during the date and time indicated above. The student will be responsible for all make-up work and will complete it according to a schedule that I determine with him or her.

1. Teacher's name: _____
   Dates/times of classes to be missed: _____
   Signature: _____
2. Teacher's name: _____
   Dates/times of classes to be missed: _____
   Signature: _____
3. Teacher's name: _____
   Dates/times of classes to be missed: _____
   Signature: _____
4. Teacher's name: _____
   Dates/times of classes to be missed: _____
   Signature: _____

Adapted from *Job Shadow Guide for Staff*. Northwest Regional Educational Laboratory.

SAMPLE
REFLECTIONS

Reflect on your experience by answering these questions.

1. Describe the work site where you worked.

2. To what career cluster did your internship relate?

3. Describe the atmosphere of the work site.

4. What kind of activities did you observe during your internship?

5. What did you like most about your internship?

6. What did you like least about the job internship experience?

7. Did your internship experience change your perception of this career? Why or why not?

8. Did you learn anything new about this career? If so, what?

9. Would you consider a career in the field you observed? Why or why not?

SAMPLE
INTERNSHIP EMPLOYER/SUPERVISOR/MENTOR EVALUATION

Thank you for participating in an internship experience with our students. Please complete this brief evaluation of your experience so we can contribute to improve our program.

Please rate the following on a scale of 1 to 5 (1 indicates you strongly AGREE with the statement, and 5 indicates you strongly DISAGREE).

	Strongly Agree				Strongly Disagree
I was well prepared by school staff to be a host.	1	2	3	4	5
As a result of the experience, I gained a new perspective on my job.	1	2	3	4	5
I was at ease interacting with the student(s) during the internship.	1	2	3	4	5
In my opinion, the internship was a worthwhile learning experience for the student(s).	1	2	3	4	5
I enjoyed the experience and would be willing to do it again.	1	2	3	4	5

For successful internship experiences in the future:

What should we continue to do?

What should we change?

How could we better support you throughout the experience?

Any additional comments?

Adopted from *Job Shadow Guide for Staff,* Northwest Regional Educational Laboratory.

SAMPLE
STUDENT INTERNSHIP SELF-EVALUATION FORM

Student's Name _____

Company _____

Evaluate your performance during the internship experience by responding to the following statements. Evaluate yourself by marking "excellent," "good," or "needs improvement" for each statement.

	Excellent	Good	Needs Improvement
1. I was prepared for the internship experience.	❑	❑	❑
2. I was always on time.	❑	❑	❑
3. I was dependable	❑	❑	❑
4. I was able to get along with others.	❑	❑	❑
5. I used effective speaking appropriately.	❑	❑	❑
6. My appearance was appropriate.	❑	❑	❑
7. I followed instructions.	❑	❑	❑
8. I asked good questions.	❑	❑	❑
9. I asked for help when needed.	❑	❑	❑
10. I experienced more than one job.	❑	❑	❑
11. I had a positive attitude.	❑	❑	❑

Now, read each statement for which you gave yourself a rating of "needs improvement." On the back, explain what you can do to improve.

Adapted from *Helping Students Connect Academics to the Workplace: An Implementation Guide for Students Worksite Learning Experience*, The Ohio State University, 1997.

CHAPTER 3
DESIGNING WORK-BASED LEARNING PROGRAMS

MENTORING

Definition

Mentoring is a component of work-based learning which forms a partnership among schools, employers, and the community. Volunteers from the business/industrial community are used on a one-on-one basis to broaden students' perspectives of the world of work. *Webster's II, New Riverside University Dictionary* defines mentor as "a wise and trusted teacher or counselor." Mentoring is an opportunity for individuals to have a positive influence on the youth of today. A mentoring experience requires a strong commitment from both parties to listen, share, respect, and trust the other party's concerns and comments. Mentors help students become aware of career opportunities, work ethics, and the importance of positive self-esteem.

Rationale

Mentoring provides an avenue for developing voluntary partnership programs 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.

Steps for Implementing a Mentoring Program

1. Discuss and identify the goals and policies of the mentoring program.
2. Discuss and identify where and when the mentoring will take place.
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 goals.

10. Hold a training and orientation session for mentors, school staff, and students 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
        3) evaluation procedure
        4) expectations for staff members involved
        5) safety procedures
    b. **Mentor Staff**: 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) training 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
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). Optional samples are included in the training plan section.
13. Organize an appreciation meeting for mentors.

Legal Issues

Refer to Chapter 2 for information on laws impacting mentoring programs.

Professional Staff Criteria

School and Mentor Staff should

- Be successful in work life
- Have a positive outlook on life
- Work well with others
- Be responsible, trustworthy
- Be patient
- Enjoy teaching others how to succeed
- Lack a criminal record

- Be interested in identifying potential mentors for students

Training Plans

Sample forms provided at the end of this section may be modified as needed.

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

References: Weinberger, S. G. (1992). *How to Start a Student Mentor Program*. Phi Delta Kappa Education Foundation; Bloomington, IN.

References: *The Mentoring Match, Teacher's Guide to Action*, prepared by the two-year College Development Center, the University at Albany State University of New York, Albany, New York, fall 1996.

SAMPLE

STUDENT APPLICATION FOR MENTORING

Students interested in participating in a mentoring relationship need to complete the following items in order to be considered for the opportunity.

NAME_____ GRADE/CLASS_____

HOMEROOM TEACHER/ADVISOR_____

Hobbies _____

Please list some of your specific career interests in order of preference.
1._____

2._____

3._____

If you already have a specific employer with whom you would like to become more familiar, please list that employer at this time. Attempts will be made to make those arrangements; however, circumstances may arise which could make the match unlikely.

_____

Student Agreement

1. I agree to make up any school work that I miss while participating in a mentoring session.
2. I agree to act in an appropriate manner while participating in a mentoring session.
3. I agree to become knowledgeable about my career interest prior to participating in a mentoring session.
4. I agree to report to the entire class about my chosen experience.

Student Signature _____ Date _____

****

PARENT/GUARDIAN PERMISSION: I give my child, _____, permission to participate in a mentoring session set up by the school authorities.

Signature_____Date _____

SAMPLE
MENTOR QUESTIONNAIRE

Parties interested in serving as a mentor during this school year should complete the following items to assist in the selection and matching process.

NAME_____ TITLE_____

COMPANY_____

COMPANY ADDRESS_____

WORK TELEPHONE_____

Discuss briefly your specific job duties._____
_____
_____
_____

Discuss briefly your interest in becoming a mentor._____
_____
_____
_____

Describe when and how you envision your mentoring relationship to take place._____
_____
_____
_____

Please list your immediate supervisor's name, address, and telephone number.
_____
_____
_____
_____

I _____ agree as a mentor to participate in an orientation and training session. Additionally, I agree to attend all mentoring sessions scheduled, to notify school staff of any problems, and to be the best possible mentor that I can be to my assigned student. I also agree to a background check as required by the agency once I have been chosen as a mentor.

NAME_____ **DATE**_____

SAMPLE
TEACHER EVALUATION FOR MENTORING

TEACHER _____

CLASS/GRADE _____

Do your believe that the mentoring experiences were good learning experiences for your students?
___Yes ____No Give examples of positive experiences.
_____
_____
_____
_____

How did the students share their experiences with the other students once they came back to the classroom?
_____
_____
_____
_____

List any suggestions to make the experiences more valuable to all concerned.
_____
_____
_____
_____

Did you encounter any special problems with the mentoring program that need to be addressed on a school-wide level?
____Yes ____No If yes, please explain.
_____
_____
_____

Are you interested in having future students participate in other mentoring experiences? ___Yes ___No

SAMPLE
STUDENT MENTORING EVALUATION

NAME _____ GRADE/CLASS _____

MENTOR _____

MENTOR'S PLACE OF EMPLOYMENT _____

DATE _____

Describe some of the activities that you and your mentor have done during your visits.

_____
_____
_____
_____

Has your mentor assisted you in focusing on a career goal, work ethics, etc.?
____ Yes ____ No If yes, describe how.

_____
_____
_____
_____

Are you interested in continuing your mentor relationship? ____ Yes ____ No
Explain your selection.

_____
_____
_____

List some of the important things that you have learned about yourself and your chosen career during this mentoring experience. _____

_____
_____
_____
_____

SAMPLE
MENTOR EVALUATION

MENTOR NAME _____ TITLE _____

COMPANY ADDRESS _____

TELEPHONE _____DATE_____

STUDENT'S NAME _____SCHOOL_____

Has the mentoring experience been beneficial to you and the student assigned to you?
___Yes ___No

How?_____
_____
_____
_____
_____

Do you feel that the student assigned to you has made the most of the opportunities provided by the mentoring experience? ___Yes ___No

List some activities done during mentoring sessions.
_____
_____
_____
_____
_____

Do you have any suggestions to make the mentoring program more successful? If so, please list.
_____
_____
_____
_____
_____

Are you willing to continue with the mentoring program? ___Yes ___No

Your participation in the mentoring program is crucial to the program's success and is greatly appreciated. Thanks for your help!

CHAPTER 3
DESIGNING WORK-BASED LEARNING PROGRAMS

SCHOOL-BASED ENTERPRISE

Definition

A school-based enterprise (SBE) is a simulated or actual business conducted within a school. It is designed to replicate a specific business or segment of an industry and assist students in acquiring work experience related to their chosen career cluster.

Rationale

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.

School-based enterprises are not new. Throughout the years, various educational programs have developed enterprises to augment classroom instruction. 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, school stores, boutiques, and greenhouses. The manufacturing enterprise includes endeavors such as sign-making, printing, and novelty production.

The production and distribution of the school newspaper is one of the oldest school-based enterprises at the secondary level. The newspaper provides journalism students with opportunities for hands-on activities that correlate with the curriculum in the journalism class. Other successful school-based enterprises include child care centers, school farms, construction projects, catering, 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. Students have opportunities to work with teachers and business leaders who can serve as mentors.
School-based enterprises provide students opportunities to

- utilize basic academic skills,
- gain experience in a work-related environment,

- work as a team member,
- develop leadership skills,
- work with the teacher/coordinator and the advisory board to develop policies and procedures for the operation of an enterprise,
- become familiar with technology used in business, and
- 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 to its overall success. Time spent planning can save major headaches down the road.

1. Decide on the enterprise to be replicated.
2. Design a course of study (sequence of courses).
3. Locate an appropriate site within the school.
4. Design a layout plan for the enterprise.
5. Secure funding and or sponsorship (business partnership) for needed supplies and materials.
6. Secure supplies and materials.
7. Construct and equip the enterprise.
8. Train student workers.
9. Determine how finances will be handled.
10. Inform student body and staff of services available.
11. Conduct a grand opening (ribbon-cutting ceremony) of the enterprise.

Develop A Business Concept

It is advisable that a written business plan with guidelines for operation be developed and sanctioned by the school curriculum committee and the school-based council or school board. The business plan should, in general, be in agreement with that of the parent business serving as a model.

The first step in preparing a business plan is to develop the business concept. This is a brief statement of what the business will be and how the curriculum will relate to the enterprise. The concept must tell what makes the business unique and better than other businesses. To help in developing the concept, it is important to select a group of individuals to serve in an advisory capacity. This group should include representatives from business/industry, school personnel, and students.

Establish an Advisory Board

In selecting the Advisory Board members, the school's teacher/coordinator should survey businesses and personnel to ascertain interest in serving in an advisory capacity in the planning and development of a school-based enterprise. The survey or fact-finding may be done in a variety of

ways such as questionnaires, proposal format, or personal interviews. Survey information will provide a basis for identifying business(es) interested in partnering with the school-based enterprise.

The Advisory Board can assist in helping to set goals; identifying various business enterprises which could be implemented in the school; providing guidance in strategic planning; and determining ways to secure financial support for the business venture(s). The Advisory Board can provide a broad perspective on good business procedures to be incorporated in the operation of the enterprise. The members also can serve as mentors to students and provide opportunities for them to job shadow or serve as an intern prior to the opening of the school business.

Conduct Market Research

The next step is to do market research 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, and does it cover costs?

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 at least the following elements:

- the business concept,
- 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

- locating and purchasing equipment, furniture and supplies;
- making price comparisons for purchasing equipment, materials, and supplies;
- determining who is authorized to purchase merchandise;
- 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 as

- school usage of the enterprise,
- profit/loss margins,
- class participant's evaluation, and
- evaluation by advisory committee.

Legal Issues

Refer to Chapter 2 for information on laws impacting school-based enterprises.

Staffing for School-Based Enterprises

Staffing is one of the first steps a school must take in establishing a school-based enterprise. The individual chosen should be an educator who is or has been directly involved with the curriculum content related to the enterprise.

The individual may serve in a variety of capacities, including consulting with students in the development and operation of the business and services. He/she may also serve 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 coordinator should

- be a certified teacher in the school system and a member of the teaching staff at the school where the school-based enterprise is located;
- 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 curriculum with 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

Federal Reserve System, P.O. Box 442, 411 Locust Street, St. Louis, Missouri 63166-0442.

Financial Services I and II Curriculum available from the Kentucky Department of Education, Career and Technical Education Division, 502-564-3775.

Kentucky Bankers Association, 325 West Main Street, Suite 1000, Louisville, Kentucky 40202 502-582-2453.

National City Bank, STRIDE Program, National City Bank, Louisville, KY

"Who's Minding the Store? A Guide for Educators Working with School-Based Learning," NCRVE, June 1999. Rick Larson 800-639-7652, <http://www.ncrve.berkeley.edu>

CHAPTER 3
DESIGNING WORK-BASED LEARNING PROGRAMS

SERVICE LEARNING

Definition

Service learning is a form of work-based experience that blends both service and academic learning goals in such a way that both occur and are enriched by each other. Students provide service in the community on a voluntary basis to public, non-profit agencies, civic charitable and governmental organizations.

Rationale

Service learning is a concept that requires educators to recognize that the capacity students have for curiosity, playfulness, open mindedness, flexibility, humor, sincerity, creativity, enthusiasm, and compassion 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 making a difference, 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 must engage 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 focus 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

- Meet community needs
- Link service and academic learning
- 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 and 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
- Help foster development of a sense of caring for others

Steps in Planning and Implementing a Service Learning Program/Projects

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
   e. 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 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.

Vocational Student Organizations

Vocational student organizations 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.

For more information regarding vocational student organizations and service learning opportunities, contact the following state advisors:

Family, Career, and Community Leaders of America (FCCLA)	502/564-3775
Debra Tankersley	
Future Farmers of America (FFA)	502/564-3775
Curt Lucas	
Future Business Leaders of America (FBLA)	502/564-3775
Steve Small	502/564-3775
Distributive Education Clubs of America (DECA)	502/564-3775
Gary Colvin	
Health Occupations Student Association (HOSA)	502/564-2326
Elizabeth Bullock	
Technology Student Association (TSA)	502/564-3472
Henry Lacy	
Skills USA VICA	270/651-7076
John Spoo	

Legal Issues

Refer to Chapter 2 for information on laws impacting service learning programs.

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 as well as 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
- Arranging for orientations and ongoing training for service learning participants

Training Plan

The training plan 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.

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

Glossary

Community service is volunteer work done in the community.

Service recipient is the person(s) or organization(s) receiving the benefits of service learning.

Volunteerism is the theory, act, or practice of being a volunteer to perform some service or work of your own free will and without pay.

Work-based experiences are experiences gained in a work or work-type environment connected to a student's career major/cluster and integrated with the academic curriculum.

CHAPTER 3
DESIGNING WORK-BASED LEARNING PROGRAMS

SHADOWING

Definition

Shadowing is learning through observation and is a way to form partnerships between employers and the local schools. Shadowing is an opportunity for a student to spend a limited amount of time with an individual in a chosen occupation in order to become familiar with the duties associated with that occupation, the physical setting of the occupation, and the compatibility of the occupation with his or her own career goals.

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

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. **Employers/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 day 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 day agenda
11. Hold a training session for the students 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
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 2 for information on laws impacting shadowing experience programs.

Professional Staff Criteria

The school and employer staff should provide

- A safety conscious environment
- Time to spend with the students and their shadowing experiences
- Adequate supervision of the students at the job site

Training Plans

Sample forms are provided at the end of this section and may be modified as needed.

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

Resources

Resources that should be provided by the three parties involved in a shadowing experience are

- Students: Transportation and appropriate clothing
- Employers/staff: Flexible work schedule, time to spend with student provision for liability insurance, and protective safety devices.
- Schools: Staff to coordinate shadowing visit, public awareness materials, student application materials, evaluation materials, coordinate and/or provide transportation to sites, space for orientation meetings, appreciation items—thank you notes, etc.—and occupational research materials.

Other Resources:

Helping Students Connect Academics to the Workplace: An Implementation Guide for Student Worksite Learning Experiences, Vocational Instructional Materials Laboratory, The Ohio State University, 1997.

Job Shadow Guide For Staff and Job Shadow Guide for Students, Northwest Regional Educational Laboratory, 1996.

Job Shadowing, BellSouth Corporation, 1995.

SAMPLE
STUDENT APPLICATION
FOR SHADOWING OR MENTORING

Check the Experience in Which You Are Interested: Mentoring _____ Shadowing _____

Students interested in participating in either a shadowing experience or a mentoring relationship need to complete the following items in order to be considered for either opportunity.

NAME _____ GRADE/CLASS _____

HOMEROOM TEACHER/ADVISOR

Please list some of your specific career interests in order of preference:
1. _____
2. _____
3. _____

If you already have a specific employer with whom you would like to become more familiar, please list that employer's name _____. Attempts will be made to make those arrangements; however, circumstances may arise which could make the match unlikely.

Student Agreement

1. I agree to make up any school work that I miss while participating in a shadowing or mentoring session.
2. I agree to act in an appropriate manner while participating in a shadowing or mentoring session.
3. I agree to become knowledgeable about my career interest prior to participating in a shadowing or mentoring session.
4. I agree to report to the entire class about my chosen experience.

Student Signature _____ Date

****

PARENT/GUARDIAN PERMISSION: I give my child, _____, permission to participate in a shadowing or mentoring session set up by the school authorities.

Signature_____ Date _____

SAMPLE

QUESTIONNAIRE FOR EMPLOYERS
INTERESTED IN SHADOWING

Employers Interested in Participating in a Shadowing Experience: Please complete the following items to facilitate the scheduling of the shadowing participant.

EMPLOYER NAME _____
ADDRESS _____
COMPANY CONTACT _____ PHONE _____

Please list the positions/individuals you feel could have a student shadow for a limited amount of time.

Position	Individual
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

List any restrictions which might limit some students participation in shadowing. (e.g. age)

_____
_____
_____

Describe briefly your interest in participating in a shadowing experience for our students.

_____
_____
_____
_____

****

_____ agrees to participate in a shadowing experience for students of _____ School. Prior to the shadowing experience, we agree to send at least one individual from the company to an orientation and training session at _____ School to prepare for the arrival of the student(s). _____ agrees to fully supervise the student(s) while on our property and to not put them in a hazardous situation.

Company Representative _____ Date _____

SAMPLE

TEACHER EVALUATION FOR MENTORING AND SHADOWING

TEACHER _____

CLASS/GRADE _____

Do you believe that the shadowing and mentoring experiences were good learning experiences for your students? ___ Yes ___ No Give examples of positive experiences.

_____
_____
_____
_____

How did the students share their experiences with the other students once they came back to the classroom?

_____
_____
_____
_____

List suggestions to make the experiences more valuable to all concerned.
Students: _____
Parents: _____
School Personnel: _____
Employer: _____

Did you encounter any special problems with the shadowing or mentoring program that need to be addressed on a school wide level? ___ Yes ___ No If yes, please explain.

_____
_____
_____

Are you interested in having future students participate in other shadowing or mentoring experiences? ___ Yes ___ No

SAMPLE

STUDENT SHADOWING EVALUATION

NAME_____ GRADE/CLASS_____

EMPLOYER _____

CONTACT PERSON _____

DATE _____

1. Describe what you observed while on your shadowing visit.

   _____
   _____
   _____
   _____

2. What did you learn that most surprised you while on your shadowing visit?

   _____
   _____
   _____
   _____

3. Are you still interested in your career choice after this experience? ___ Yes ___ No
   Explain your selection.

   _____
   _____
   _____
   _____

4. Have you expressed appreciation to the individual that you shadowed? ___ Yes ___ No
   If yes, explain. _____

   _____
   _____

5. Give suggestions that could have made the shadowing experience more beneficial to you.

   _____
   _____
   _____
   _____

SAMPLE
EMPLOYER SHADOWING EVALUATION

EMPLOYER NAME _____

ADDRESS _____

TELEPHONE _____ DATE _____

Do you believe that the shadowing experience was beneficial to the students? ___ Yes ___ No
To the employer? ___ Yes ___ No How?_____
_____
_____
_____

Do you believe that the school should continue this effort to extend learning beyond the classroom?_____
_____
_____

Did the student come to your place of business fully prepared for the shadowing experience?
_____
_____
_____
_____

Do you have any suggestions or comments to make the experience more valuable to the students?
_____
_____
_____
_____

Are you willing to participate in another shadowing experience in the near future?
___ Yes ___ No Time of day for visit(s) _____ Time of year for visit(s) _____

Your participation in the shadowing program for our student(s) is greatly appreciated. The partnership between schools and employers is a vital step to better preparing our youth for the jobs of tomorrow. Thanks for your help!

SAMPLE
PARENT/GUARDIAN CONSENT FORM

Your son or daughter will be participating in a job shadowing experience. Job shadowing is a work-site experience (typically three to six hours) during which a student spends supervised time at a workplace observing a worker, asking questions, and completing written assignments to learn about different jobs.

Permission to Participate in Job Shadowing

_____ may participate in a job shadowing experience which will take

place at _____ on _____

from _____ to _____

Permission to Travel to Work Site

I grant permission for my son/daughter to travel by public transportation.

____Yes ____ No

I grant permission for my son/daughter to travel using his/her own car. (Note: Proof of driver's license and insurance is required.)

____Yes ____ No

I understand I am responsible for providing transportation for my son/daughter to and from the job shadowing site.

____Yes ____ No

I understand the school will provide transportation to and from the job shadowing site.

____Yes ____ No

Photo Release

I grant permission to photograph my son/daughter while participating in the job shadow for program promotion and educational purposes.

____Yes ____ No

SAMPLE

MEDICAL AUTHORIZATION

Should it be necessary for my child to have medical treatment while participating in the job shadowing, I hereby give the school district and/or work-site personnel permission to use their best judgment in obtaining medical service for my child, and I give permission to the physician selected to render whatever medical treatment he/she deems necessary and appropriate.

____Yes ____ No

Permission is also granted to release emergency contact/medical history to the attending physician or to work-site personnel if needed.

____Yes ____ No

Student's name _____

Date of birth _____

Address _____

Daytime phone for parent or guardian (_____)_____

Contact other than parent or guardian _____

Relation to student _____

Phone (_____)_____

Family doctor _____

Phone (_____)_____

Preferred hospital address _____ Phone (____)_____

Does your child require any special accommodations due to medical limitations, allergies, disabilities, dietary constraints, or other restrictions? Please explain any that are required.

_____

_____

_____

_____

_____

Signature of Parent/Guardian **Date**

This form was adapted from *Job Shadow Guide for Staff*. Northwest Regional Educational Laboratory.

SAMPLE
STUDENT/TEACHER CONSENT FORM

Student to Complete

I, _____, will participate in a job shadowing experience, which will take

place at _____on _____ from _____
(day, month, year)
to _____.

I understand that people outside of school are giving up valuable time to help me learn about their jobs. By signing below, I agree to complete all the requirements of the job shadowing and take responsibility for making up work in the classes I miss for my job shadowing experience.

_____ _____
(Student Signature) (Date)

Teacher(s) to complete

I authorize _____ (name of student) to be excused from my class to participate in job shadowing during the date and time indicated above. The student will be responsible for all make-up work and will complete it according to a schedule that I determine with him or her.

1. Teacher's name: _____
   Dates/times of classes to be missed: _____
   Signature: _____
2. Teacher's name: _____
   Dates/times of classes to be missed: _____
   Signature: _____
3. Teacher's name: _____
   Dates/times of classes to be missed: _____
   Signature: _____
4. Teacher's name: _____
   Dates/times of classes to be missed: _____
   Signature: _____

Adapted from *Job Shadow Guide for Staff*. Northwest Regional Educational Laboratory.

DESIGNING WORK-BASED LEARNING PROGRAMS

WORK EXPERIENCE

Definition

Work experience is a term used to designate a type of work-based learning that provides students with workplace experiences that are related to the world of work. The work experience component may be developed as an in-school or an off-campus experience.

Rationale

The purposes of work experience in an educational program are to enhance students' knowledge of the world of work, develop good work habits, develop basic work skills, and direct practice in performing various jobs in the designated workplace. Work experience programs focus on orientation and exploration in the world of work.

The community is utilized as an extension of the classroom. Work experiences are planned cooperatively between the school and the employer. A training plan is developed which outlines expectations of student and employers.

Students in a work experience program may be in paid or non-paid positions, depending upon the designated program.

Steps for Implementing A Work Experience Program

1. General Principles
   In the process of implementing a work experience program, consideration needs to be given to some general principles
   a. Planning Phase
      1) Become familiar with process for developing work experience programs
      2) Contact key individuals (employers, school personnel, and service organizations) regarding opportunities for work experience programs
      3) Establish a planning advisory committee which represents employers, governmental agencies, news media, workers in various occupational areas, civic organizations, students, parents, labor, and school personnel
      4) Conduct an employer and student survey to determine interest in program
      5) Develop tentative plans for the program (i.e., philosophy, objectives, policies, procedures, personnel needed, responsibilities of personnel, and scheduling)
      6) Develop policies and procedures relating to attendance, work schedules, and other operational procedures
      7) Submit plan to administrators for approval

b. Implementation Phase
   1) Identify teacher/coordinator
   2) Appoint an advisory committee
   3) Identify teacher's and students' schedules for work experiences
   4) Inform students, school, parents/guardians, and community of the work experience program
   5) Develop training plans
   6) Comply with Kentucky Child Labor Law and Standards
   7) Develop a plan for evaluating the work experience component of work-based learning

2. Recruitment

A major component in the implementation phase is recruitment. In work experience programs, recruitment involves a wide spectrum of individuals including, but not limited to, students, teacher-coordinators, employers, work-site personnel, support staff, and parents/guardians.

In the recruitment process, the major foci are to

a. Provide access to work experience programs for students
b. Inform students, parents, and the community of the work experience program
c. Promote the benefits of work experience to students, parents/guardian, employers, and school personnel using a marketing campaign
d. Provide students, parents/guardians, and employers with school policies regarding work experience such as attendance, evaluate procedures, work schedules, and training plans
e. Provide students, parents/guardians, and school personnel with policies and procedures relating to work sites

3. Work experience programs include workplace readiness, career counseling, and supervised work experiences for students. Students have opportunities to learn and refine skills as well as understand the roles and responsibilities they are to assume at school and the work site.

In implementing a work experience program, provisions need to be made for a classroom for the related class and office space for the teacher-coordinator program. These provisions are essential for developing work experience as a viable component of work-based learning and to meet the needs of students and staff.

Legal Issues

Refer to Chapter 2 for information on laws impacting work experience programs.

Professional Staff

The professional staff needed to implement a work experience program includes a teacher/coordinator and work-site mentors. Other personnel may include the guidance counselor and support personnel such as a job coach.

1. Teacher/Coordinator
   a. The teacher/coordinator of the work experience program shall meet the standards for a certified teacher.

b. The responsibilities of the teacher/coordinator include, but are not limited to,
   1) Working with personnel in school and employers in the community to establish potential training stations
   2) Providing orientation for students and work-site mentors
   3) Making placement visits
   4) Assisting in setting up interview schedules
   5) Developing training plans with student and employer
   6) Visiting student work sites for periodic evaluation
   7) Making reports on the program

2. Work-site Mentors

   These personnel serve as mentors at the work site and are selected by the employer to provide direction and guidance to the student.

   a. Work-site mentors are to possess
      1) Knowledge and expertise in the chosen field
      2) A positive message to give to the student/trainee
      3) An understanding of the philosophy and purposes of the work experience program
      4) A good working relationship with youth and adults
   b. Responsibilities of work-site mentors include, but are not limited to,
      1) Providing instruction in job/industry related skills
      2) Instructing students in general workplace competencies and safety
      3) Assessing student progress
      4) Working with teacher/program coordinator regarding student needs
      5) Serving as liaison between/among other employees at the work site
      6) Informing students of customs and expectations at the work site
      7) Participating in staff development training for work-site mentors

3. Guidance Counselor
   a. Guidance counselors assist in the work experience program by
      1) Having a working knowledge of program goals and requirements of the work experience program
      2) Helping students bridge the gap between school and work
      3) Providing information on job opportunities at the local, state, and national levels
      4) Helping students understand the need for work experience in career planning

4. Job Coach or Other Liaison Personnel
   a. A job coach and/or other liaison personnel help students get jobs in competitive employment. The job description is determined by the school district, and the job coach may be a certified teacher or a paraprofessional
   b. Responsibilities of a job coach/liaison personnel include, but are not limited to,
      1) Serving as a liaison for students in the workplace
      2) Working with work-site mentor(s) to make modifications for student(s) with special educational needs
      3) Providing instruction on a one-on-one basis for a limited time to help students become acclimated to the work site and job responsibilities

Training Plan

The training plan is a basic component of work experience programs. The plan provides for a cooperative arrangement between school and employer for work-based learning. The training plan includes information on competencies to be achieved at the training site, work schedule, wages to be paid (if applicable), and appropriate signatures.

The training plan details standards and expectations for the student/trainee, teacher/coordinator, employer, and parent/guardian. Signatures of the student/trainee, teacher/ coordinator, employer, and parent/guardian indicate an agreement for the operation of a work experience program.

Sample Training Plan forms are provided at the end of this section and may be modified as needed.

Resources

Budget for a teacher/coordinator and/or support staff, travel, telephone, instructional materials

Employers to provide work sites for students

Glossary

Employer is 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. Reference Chapter 337.010 Wage and Hour.

Employee is any person employed by or suffered or permitted to work for an employer. Reference Chapter 337.010 Wage and Hour.

Reports are records to substantiate attendance at work site, student evaluations, and records of wages received, if applicable.

Student/trainee is a student who is enrolled in an approved curriculum at the school and is engaged in a work-experience program in the school or community.

Training plan is a document which outlines student's, school's, parent's/guardian's, and employer's roles and expectations in relation to the work-experience program.

Training site is a place of business where students are placed for securing work experiences as outlined in the training plan.

Work-site mentor is an individual who is providing supervision and instruction at the work site.

SAMPLE
TRAINING PLAN

INSTRUCTIONAL
AREA _____

Work Experience_____ Internship_____
Entrepreneurship _____ Co-op _____

Name of Student	Birthday	Age
Address _____ Street _____ City State Zip	Social Security No. _____ Program Level Sec _____ Phone _____	
Name of School	Local Labor Market	Date
School Address _____ Street _____ City State Zip	Phone _____ Fax _____	
Career Major:	CIP Code	Career Cluster
Name of Teacher/Coordinator	Instructional Area Teacher	
Name of Employer	Phone _____ Fax _____	
Address of Work Site _____ Street _____ City State Zip		
Name of Work-site Mentor	Title	Phone _____ Fax _____
Student Job Title		
Wages (if applicable) per hour to start $ _____	Starting Date of Work-site Learning	
Student's Work Schedule		

Page 1 of 3

SAMPLE
TRAINING PLAN

THE STUDENT/TRAINEE AGREES TO

- Be courteous and considerate of the employer, co-workers and others.
- Keep the employer's interests in mind and be punctual, dependable, and loyal.
- Notify the employer and the coordinator as soon as possible if unable to go to work and/or school.
- Keep such records of work experience and wages earned as required by the school and submit them on or before specified deadlines.
- Conform to the policies and regulations of the employer and the school.
- Maintain satisfactory performance in the school and on the job.
- Abide by Training Plan developed by teacher/coordinator and employer.
- Other

THE TEACHER/COORDINATOR, ON BEHALF OF THE SCHOOL, AGREES TO

- Prepare, with the assistance of the training sponsor, a Training Plan of job experience.
- Revise Training Plan as needed to improve student's job experiences.
- Visit the student on the job on a regularly scheduled basis to determine instructional needs and to insure that the student-trainee receives job training and supervision as well as a variety of job experiences.
- Recognize that much of the information gathered at the work site is confidential.
- Make provisions for the student-trainee to receive prior or concurrent related instruction on a regularly scheduled basis as outlined in the Training Plan.
- Other

THE PARENT OR GUARDIAN AGREES TO

- Accept responsibility for the student-trainee's safety and conduct while traveling to and from school, place of employment, and home.
- Support the concepts outlined in this program.
- Other

THE EMPLOYER AGREES TO

- Take an active part in training and supervising this student while providing instruction in accordance with the student-trainee's Training Plan.
- Assist the coordinator in evaluating the student's performance on the job by completing the evaluation form when required.
- Provide close supervision by an experienced and qualified person and avoid subjecting student-trainee to unnecessary or unusual hazards.
- Notify the parent and the school immediately in case of accident, sickness, or any other serious problem.
- Permit and expect the coordinator to visit periodically to discuss the progress of the student-trainee and to observe him/her on the job.
- Pay the student-trainee an agreed wage and recognize satisfactory service throughout the year with salary increases.
- Give the same consideration to the student-trainee as given to other employees in regard to safety, health, general employment conditions, and other regulations of the business.
- Comply with all regulations prohibiting discrimination on the basis of race, color, national origin, religion, sex, marital status, or disability.
- Other

SIGNATURE OF EMPLOYER	SIGNATURE OF STUDENT
SIGNATURE OF TEACHER/COORDINATOR	SIGNATURE OF PARENT/GUARDIAN

Copies sent to: ___Employer ___Student ___Parent ___Teacher/Coordinator

SAMPLE
TRAINING PLAN
TRAINING RESPONSIBILITY

List the major competencies (tasks, topics, etc.) the student is to develop while enrolled in this program. These may be skills, attitudes, knowledge of technical content, and understandings. Check the appropriate column(s) to show where the competency will be developed.

Indicate whether the competency has been completed by checking in the appropriate column.

MAJOR COMPETENCIES TO BE DEVELOPED (Skills, Knowledges, Attitudes, Understandings)	***SITE***		Completed	Partially Completed	Not Completed	Not Applicable
	WORK	SCHOOL				

RESOURCES

Abbreviations and Acronyms. Provides a brief description and official title for abbreviations and acronyms most commonly used by governmental officials involved in economic development, educational training, and employment programs. KOICC Print Documents, Kentucky Occupational Information Coordinating Committee (KOICC), Room 1216, 500 Mero Street, Frankfort, KY 40601, Phone (502) 564-4258, FAX (502) 564-3044

America's Choice: High Skills or Low Wages! National Center on Education and the Economy, 39 State Street, Suite 500, Rochester, NY 14614, Phone (716) 546-7620, FAX (716) 546-3145.

Building a System to Connect School and Employment. Council of Chief State School Officers and the American Youth Policy Forum, AYPF, 1001 Connecticut Avenue, N.W., Suite 719, Washington, DC 20036, Phone (202) 775-9731.

Child Labor Requirements in Nonagricultural Occupations Under the Fair Labor Standards Act. U.S. Department of Labor Employment Standards Administration, Wage and Hour Division, Room 31, Gene Snyder U.S. Courthouse and Customhouse, 601 West Broadway, Louisville, KY 40202.

Handy Reference Guide to the Fair Labor Standards Act. U.S. Department of Labor, Employment Standards Administration Wage and Hour Division, Room 31, Gene Snyder U.S. Courthouse and Customhouse, 601 West Broadway, Louisville, KY 40202.

Helping Students Connect Academics to the Workplace: An Implementation Guide for Student Worksite Learning Experiences. Vocational Instructional Materials Laboratory, The Ohio State University, 1997.

How School to Work Works for Business. National Alliance of Business, Distribution, PO Box 501, Annapolis, MD 20701, Phone 1-800-787-7788. For further information on this publication, please contact National Alliance of Business, 1201 New York Avenue, N.W., Ste. 700, Washington, DC 20005-3917, Phone (202) 289-2972.

How to Start a Student Mentor Program. Susan G. Weinberger, Phi Delta Kappa Education, Bloomington, Indiana, 1992.

Job Shadow Guide for Staff and Job Shadow Guide for Students. Northwest Regional Educational Laboratory, 1996.

Job Shadowing. BellSouth Corporation, 1995.

Kentucky Career Guide. A publication which is primarily designed for use by counselors, students, and parents to assist in the career decision-making process. KOICC Print Documents, Kentucky Occupational Information Coordinating Committee (KOICC), Room 1216, 500 Mero Street, Frankfort, KY 40601, Phone (502) 564-4258, FAX (502) 564-3044.

Kentucky Career Information System (KCIS) Designed for students and others to use in making career planning decisions based upon personal choices. To prepare for a rewarding and satisfying career, individuals must determine a new career interest, know which careers offer good prospects for continued employment, and find the appropriate training to achieve those career goals. The KCIS combines career development, assessment, and exploration with national and Kentucky occupational, labor market, and educational information. Major components in the KCIS include Assessment (allows users to define their own interests and objective), Analysis (the computer searches the data files for occupations that correspond with the user's chosen responses. A list of potential occupations is displayed, based upon the individual user's own responses); Exploration (allows the user to investigate the qualifications and character for a particular occupation); Planning (provides a means for attaining career objectives by a systematic, organized plan); and

Educational Opportunities (allows user to find educational training opportunities for chosen career[s]). A Financial Aid checklist provides guidance for those needing assistance. The Outlook section provides job market information on each occupation.

Kentucky Labor Laws, 1994. Kentucky Labor Cabinet, Division of Employment Standards, Apprenticeship and Training, 1047 U.S. 127 South, Ste. 4, Frankfort, KY 40601, Phone (502) 564-2784.

Learning That Works: A School-To-Work Briefing Book. 1993, Jobs for the Future, Cambridge, MA.

Learning Through Work: Designing and Implementing Quality Worksite Learning for High School Students. Susan Goldberger, Richard Kazis, Mary Kathleen O'Flanagan, Manpower Demonstration Research Corporation, 3 Park Avenue, New York, NY 10016, Phone (212) 532-3200; 88 Kearny Street, Ste. 1650, San Francisco, CA 94108, Phone (415) 781-3800.

Licensed Occupations. Provides an overview of the specific minimum standards required by the Commonwealth of Kentucky for careers requiring a license or certificate before practice of these occupations may begin. The information is provided by the regulatory agencies following each regular session of the Kentucky General Assembly. KOICC Print Documents, Kentucky Occupational Information Coordinating Committee (KOICC), Room 1216, 500 Mero Street, Frankfort, KY 40601, Phone (502) 564-4258, FAX (502) 564-3044.

Opening Career Paths for Youth: What Can Be Done? Who Can Do It? Stephen F. Hamilton and Mary Agnes Hamilton, American Youth Policy Forum and Jobs for the Future, AYPF, 1001 Connecticut Avenue, N.W., Ste. 719, Washington, DC 20036-5541, Phone (202) 775-9731.

Postsecondary Educational Opportunities. A list of all certificated and/or approved educational institutions and postsecondary programs for each school, supplemented with an alphabetized listing of all programs by Classification of Instructional Programs (CIP) codes and titles and a listing of the institutions permitted to offer each program. A Student Financial Aid information checklist is included. KOICC Print Documents, Kentucky Occupational Information Coordinating Committee (KOICC), Room 1216, 500 Mero Street, Frankfort, KY 40601, Phone (502) 564-4258, FAX (502) 564-3044.

Roosevelt Renaissance 2000: Guidelines for Junior/Senior Internships 1995-1996. R. Leger. Roosevelt Renaissance High School, Portland, OR, 1995.

School Lessons—Work Lessons. Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Ste. 310, Washington, DC 20036, Phone (202) 822-8405, FAX (202) 872-4050, Price $12.00.

School-to-Work Connections: Formulas for Success. U.S. Department of Labor, Employment and Training Administration, 1992, Office of Work-Based Learning, 200 Constitution Ave. N.W., Room N4649, Washington, DC 20210. (202) 523-0281.

School-to-Work Opportunities: What Can Schools Look Like? Center for Law and Education, 1875 Connecticut Avenue, SW, Ste. 510, Washington, DC 20009, Phone (202) 986-3000, FAX (202) 986-6648.

School to Work: Research on Programs in the United States. The Falmer Press (Taylor & Francis Group), 1900 Frost Rd., Ste. 101, Bristol, PA 19007, Phone (800) 821-8312, Price $24.95.

Service Learning for All Students. Carl I. Fertman, Fastback #375, Phi Delta Kappa Educational Foundation, P.O. Box 789, Bloomington, IN 47402

Supply—Demand—Registered Applicants. Publications generated from the computerized Kentucky Occupational Information System (OIS) which provide educational training program planners and administrators with data on the

balances/imbalances between demand for workers in a specific occupation vs. availability of trained individuals in each occupation. Data and information are provided for each of the KOICC fourteen (14) substate planning areas and statewide data. Normally available on a limited distribution basis in May of each year. KOICC Print Documents, Kentucky Occupational Information Coordinating Committee (KOICC), Room 1216, 500 Mero Street, Frankfort, KY 40601, Phone (502) 564-4258, FAX (502) 564-3044.

Taking the Worry Out of Work-Based Learning: The Law, Labor & School-to-Careers. A. Potosky & E. Ries, Ed. American Vocational Association, 1998.

Teenager's Guide to Kentucky's Labor Law and On the Job Safety. The Kentucky Safety and Health Network, Inc., P.O. Box 4087, Frankfort, KY 40604-4087.
What is Service-Learning? Kentucky Service-Learning Institute Booklet, National Youth Leadership Council, September, 1994.

What Work Requires of Schools: A SCANS Report for America 2000. U.S. Department of Labor, Washington, DC.

Work-Based Learning the Key to School-to-Work Transition. Glencoe/McGraw-Hill, PO Box 508, Columbus, OH 43216, Phone 1-800-334-7344. Price $15.95.

Website Addresses:

Department of Education—www.kde.state.ky.us

Department for Technical Education—www.state.ky.us.agencies

Department of Labor—www.state.ky.us/agencies/labor/labrhome.htm

Office of School To Work—www.state.ky.us/agencies2/stw/

Non-discrimination statement: Equal education and employment opportunities M/F/D.