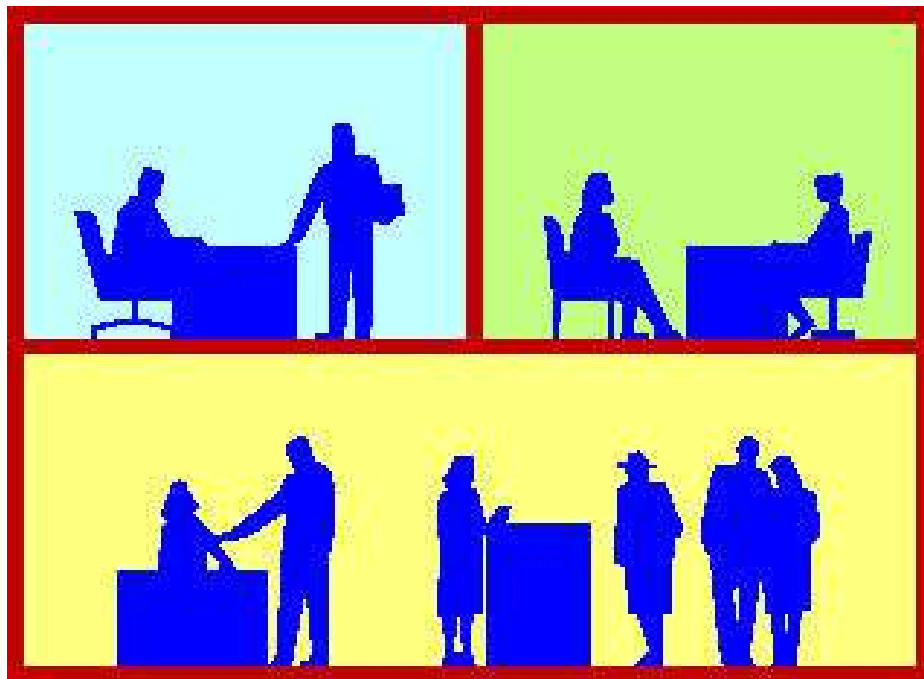


Standards and Guidelines for Work-Based Learning Programs in Georgia



Georgia Department of Education
Linda C. Schrenko
State Superintendent of Schools

STANDARDS AND GUIDELINES FOR WORK-BASED LEARNING PROGRAMS IN GEORGIA

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Acknowledgements

Appreciation is expressed to the following individuals who contributed to the development of standards and guidelines for work-based learning programs in Georgia:

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Dana Beasley
Tattnall County Schools

Linda Carter
J.C. Penney Company

Lamar Crawley
Rockdale County Schools

Dana Dalton
Delta Airlines

Norman Green
Valdosta City Schools

Martha Hawthorne
Decatur County Schools

Linda Hazelip
Cobb County Schools

Gena Henson
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Sue Lee
Standridge Color Corporation

Diane Moore
Cherokee County Schools

Rhonda Samples
Hall County Schools

Helen Stewart
Hall/Gainesville Chamber of Commerce

Terri Walker
Richard K. Miller and Associates

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SECTION I

**INTRODUCTION TO
WORK-BASED LEARNING
PROGRAMS**

SECTION I

INTRODUCTION TO WORK-BASED LEARNING PROGRAMS

Education through work-based learning programs, which contributes to both the intellectual and career development of high school students, is gaining acceptance by policymakers and educators as a means to improve the educational outcomes for many students. This increased acceptance of work-based learning programs coordinated by the local education institution has been brought about by changes in the United States and world economies, the American educational system, and the increased focus on the importance of preparing students for the world of work. The intent of preparing students for work is not to take away from academic excellence, but instead, to integrate academic and occupational curriculum to connect school and work. Students should be given every opportunity to receive academic and occupational preparation that equips them with the necessary skills for obtaining employment and/or entering postsecondary education.

As defined by the research and literature, a work-based learning program must include a school-based learning component (classroom instruction in both academic and occupational areas), a work-based learning component (structured work), and a connecting activity component (career development activities). A work-based learning program must include:

- Work experience opportunities for students, either paid or nonpaid.
- Job training and work experiences coordinated with both academic and occupational learning in school-based programs that are relevant to students' program of study choices and lead to the award of a secondary diploma and entrance criteria to a postsecondary institution.
- Workplace supervision.
- Instruction and activities in academic and occupational workplace competencies, including positive work attitudes, employability, and practical skills.
- Broad instruction, to the extent practicable, in all aspects of the industry (see Figure 1).

Work-based learning programs come in many forms, but have the common goal of providing students with experience in the world of work. The most common work-based learning programs available to facilitate the preparation of youth for transition to work include field trips, job shadowing, school-based enterprises, entrepreneurial ventures, internship or practicum, clinical experiences, cooperative education, and youth apprenticeship. These work-based learning programs offer students hands-on workplace experience in order to provide them with opportunities to learn work-related skills and abilities they could not otherwise acquire in a classroom. In addition, these programs may increase the students' prospects for future gainful employment and postsecondary education.

Each work-based learning program is a structured educational experience that integrates classroom learning (school-based) with productive, structured work experiences (work-based) which should be related to a student's career goal. Most work-based learning models are dependent upon local business and industry to provide work experience (either paid or nonpaid) for students and on the abilities and skills of a work-based learning coordinator who has the responsibility for managing the specific work-based learning program.

Figure 1. All Aspects of the Industry

There are many ways to incorporate all aspects of any industry within a career focus area. For example, in an automotive technology program, instead of only learning automotive repair skills, students can establish and run a repair shop. In doing so, they can study the history of transportation and the automotive industry, the relationship of the shop to other parts of the industry, the physics behind alternative engine designs, pollution and proper automotive waste disposal, the role of auto workers and their organizations, etc.

The Carl D. Perkins Vocational and Technical Education Act of 1998 emphasizes providing students with strong experiences in, and comprehensive understanding of, the industry that the student is preparing to enter. Specific areas that should be emphasized include:

- **Planning** – examined at both the industry level and at the firm level; various forms of ownership, including cooperatives and worker ownership; relationship of the industry to economic, political, and social context.
- **Management** – methods typically used to manage enterprises over time within the industry; methods for expanding and diversifying workers' tasks and broadening worker involvement in decisions.
- **Finance** – ongoing accounting and financial decisions; different methods for raising capital to start or expand enterprises.
- **Technical and production skills** – specific production techniques: alternative methods for organizing the production work, including methods that diversify and rotate workers' jobs.
- **Underlying principles of technology** – integrated study across the curriculum of the mathematical, scientific, social, and economic principles that underlie the technology.
- **Labor issues** – worker responsibilities and rights; labor unions and labor history; methods for enhancing workers' roles.
- **Community issues** – the impact of the enterprise and the industry on the community, and the community's impact on the involvement with the enterprise.
- **Health, safety, and environmental issues** – in relation to both the workers and the larger community.

A key element of all work-based learning programs is that they combine school and work during the same period of time. This may mean some hours of work each day, some days of work during the week, or some weeks of work during the year. Combining school and work serves two purposes. First, it helps young people learn skills and knowledge to qualify for a full-time job in the near future. Second, it gives them the experience of using work to foster their own learning and thus contributes to their capacity for change and continued growth in the long run.

Work-based learning programs should follow a progressive path that can begin early in the educational process and continue through secondary and postsecondary education (grade 16). This continuum of learning and achievement provides a broad range of work-based learning experiences that articulate into initial level job employment and/or postsecondary education. Figure 2 illustrates the continuum of work-based learning programs.

In the early grades, most work-based learning consists of field trips to workplaces. Employees of a participating business take classes of students on a tour of the business and then may meet with them on a regular basis during the school year to discuss characteristics of different jobs, work attitudes and habits, and the students' career interests.

At the middle school or early high school level, students may be given opportunities to participate in a job-shadowing program. Students will watch an employee of a participating business go about his/her work and then meet to discuss the job, the education it requires, and its rewards. Job shadowing is used primarily for motivational and career exploration purposes.

Students may also be given the opportunity at the middle school or early high school level to run a school-based enterprise that provides goods and services to other students, to the school district, or to the public. Elective courses or seminars should be used to prepare the students for the work assignments in the enterprise.

At the high school level and into postsecondary education, more intensive work-based learning experiences are offered. Students may participate in a variety of work-based learning programs that meet their specific needs and abilities. In an internship or practicum, students assume part-time or full-time work positions, usually for only a few weeks or months near the end of the formal schooling. In cooperative education programs, there is a paid work experience over the last year or two of high school that should be coordinated with a career focus area. Clinical experience programs are similar to cooperative education programs, except students are usually not paid and the experience is closely coordinated with academic and occupational courses. These experiences are strictly monitored to meet professional licensing requirements and are predominately in the health and medical field. Youth apprenticeship programs closely coordinate academic and occupational courses and paid work experiences over the last two years of high school and at least one year of postsecondary education or advanced training and are designed to prepare students for high-skill, high-wage occupations. (Note: Each of these work-based learning programs is detailed further in this section.)

Work-based learning programs continue through postsecondary education, where students may alternate going to school full time and going to the workplace full time, or they may use the parallel pattern common in secondary schools, going to the workplace several days a week. In some postsecondary education programs, participation in a work-based learning program extends the time that students need to graduate; in others it does not but may require enrollment during the summer.

Figure 2. Work-Based Learning Program Continuum

Grades 1 – 6	Grades 7 – 8	Grades 9 – 10	Grades 11 – 12	Grades 13 – 14	Grades 15 – 16	Career
Field Trips	----->	----->	----->	----->	----->	
	Job Shadowing	----->	----->	----->	----->	
		School-Based Enterprises	----->	----->	----->	
		Entrepreneurial Ventures	----->	----->	----->	
			Internship/Practicum	----->	----->	
			Clinical Experiences	----->	----->	
			Cooperative Education	----->	----->	
			Youth Apprenticeship	----->	----->	
Awareness	Investigation	Exploration	Basic Preparation	Intermediate Preparation	Advanced Preparation	

WORK-BASED LEARNING PROGRAMS IN GEORGIA

Work-based learning programs vary in the ways they are structured and operated and in their intensity and duration. Following is a discussion of the most common work-based learning programs utilized in Georgia: field trips, job shadowing, school-based enterprises/school-sponsored enterprises, entrepreneurial ventures, internship/practicum, clinical experiences, cooperative education, and youth apprenticeship. Figure 3 describes each work-based learning program, the formal linkage to postsecondary education, payment for work-based learning, grade levels served, school-based related learning, and expected credentials.

Field Trips

Specially planned field trips to businesses and industries provide opportunities for groups of students to explore different workplaces. When students are well prepared beforehand, they ask probing questions about workers' backgrounds and interests, in addition to questions about the product or service provided and the knowledge and skills required for doing the job. This learning experience provides students with knowledge that better prepares them to select secondary and postsecondary programs of study related to their career choice. Although field trips are generally an exploratory strategy, providing career awareness for students in their early years of education, business and industry tours can also be effective for all age groups.

Job Shadowing

Job shadowing is a continuation of career awareness and is typically included in career exploration activities in middle school or high school. Classroom exercises conducted prior to and following job shadowing help students connect their experience to their course work, career focus area, related academic and occupational skills, and future educational options. The student "shadows" an employee at a workplace for one or more days to learn about a particular occupation or industry. Job shadowing is intended to help students refine their career objectives, select a career focus area for the latter part of high school, and participate in a more advanced level of work-based learning. Refer to Appendix A for components in implementing a job shadowing program.

School-Based Enterprises/School-Sponsored Enterprises

A school-based enterprise involves students producing goods and services as part of their educational program of study. School-based enterprises assist students in developing the competencies needed to own and manage enterprises. In some school-based enterprise experiences, the local school district owns the materials and other required inputs and the students maintain financial records to determine returns on investments. The students plan, implement, conduct, and evaluate the operation of the business, including the production and distribution of goods and/or services. These enterprises may range from building houses, running restaurants, or managing school stores to publishing periodicals and newspapers, conducting marketing research studies for local business and industry, or engaging in small-scale manufacturing.

Figure 3. Work-Based Learning Programs

WORK-BASED LEARNING PROGRAM	DESCRIPTION OF PROGRAM	FORMAL LINKAGE TO POSTSECONDARY EDUCATION	PAYMENT FOR WORK-BASED LEARNING	GRADE LEVELS SERVED	SCHOOL-BASED RELATED LEARNING	EXPECTED CREDENTIALS
Job Shadowing	Experiential learning activities that are normally designed to be short-term, non-intrusive direct observation of individuals who are directly involved in the workplace.	No	No	7-12	Sometimes. The experience may be related to a career exploration course or assignment.	None other than expected degree (high school diploma) from educational institution.
School-Based Enterprise	Small businesses created and operated by students in which the educational institution implements a real, economically viable business venture.	Seldom	Seldom. Students may be paid in the form of an hourly wage, a stipend, or a percentage from the profits generated from the goods or services produced.	9-16	Sometimes. A related course or seminar may be required.	None other than expected degree (high school diploma; postsecondary degree) from educational institution.
Entrepreneurial Venture	A student-created and managed business enterprise.	Seldom	Seldom. Students may be paid from the profits generated from the entrepreneurial venture that is created if put into operation.	9-16	Sometimes. The student may enroll in a related course or seminar.	None other than expected degree (high school diploma; postsecondary degree) from educational institution.
Internship or Practicum	An arranged field-based training at a work site as a capstone experience in a career or academic preparation program.	Usually	Seldom	11-16	Sometimes. A related course or seminar may be required.	High school diploma; postsecondary degree or credential.

WORK-BASED LEARNING PROGRAM	DESCRIPTION OF PROGRAM	FORMAL LINKAGE TO POSTSECONDARY EDUCATION	PAYMENT FOR WORK-BASED LEARNING	GRADE LEVELS SERVED	SCHOOL-BASED RELATED LEARNING	EXPECTED CREDENTIALS
Clinical Experience	Work-site learning that occurs in association with preparation for a credential in a professional field such as health care, law, or education.	Usually	Seldom	11-16	Yes. Enrollment in a program of study with specific occupational related courses is required.	High school diploma; postsecondary degree or credential.
Cooperative Education (Secondary)	A combination of vocational and academic course work and work-site experiences in which students earn credit working in jobs secured through written cooperative training agreements and plans.	Not usually	Yes. Students work part-time (15-20 hours per week) in a local business or industry usually at minimum wage.	11-12	Yes. Required enrollment in a minimum of one vocational-specific related course (e.g., marketing, business, diversified, trade, or industrial).	None other than expected degree (high school diploma) from educational institution.
Youth Apprenticeship	An articulated curriculum linking secondary and postsecondary education that incorporates employer-paid experience and guided work-site learning.	Yes	Yes. Students work part-time (15-30 hours per week) in a local business or industry at a progressive wage scale.	11-14	Yes. Required enrollment in one or more specific related courses at secondary level articulated to a postsecondary degree or certificate program within an occupational area.	High school diploma; postsecondary degree or certificate; occupational skills certificate recognized by business and industry.

Other school-based enterprises involve public and private partnerships. In such partnerships, the private business provides the equipment and materials necessary to establish and operate the business, while the local school district provides faculty and staff for instructional and supervision purposes.

A community development approach can be very effective in designing student-run enterprises. Students can assess and research their community's resources and develop an economically viable business. Students may manage this business to experience all aspects of the industry approach. Enterprises could include a childcare center or a housing rehabilitation business. Such activities can provide the same work preparation advantages as employer-based apprenticeships. In addition, a distinctive advantage of school-based enterprises and related programs is that it allows students to assume highly responsible roles that would not be accessible in the adult workplace. Refer to Appendix B for components in implementing a school-based enterprise.

Entrepreneurial Ventures

Entrepreneurship experiences assist students in developing the competencies needed to own and manage enterprises. Students plan, implement, operate, and assume the financial risk in a business that includes production and distribution of goods and/or services. Students must maintain complete and accurate records. An entrepreneurial experience provides students with the opportunity to develop the necessary skills and competencies to become established in their own business or to gain employment. Entrepreneurship experiences could include farms, businesses, homes, schools, or community facilities.

Internship/Practicum

An internship or practicum (educational institutions use the two terms synonymously since the two models are very similar in nature) tend to be a one-time, short-term placement that is directly related to a student's program of study. Internships/practicums may or may not provide integration of academic and professional occupational instruction. Internships and practicums typically begin after completion of school-based learning in a student's career focus area or a related academic area. These placements are usually for intense observation of how a job is performed in a specific career/employment area and are usually nonpaid; however, a student may be offered a small stipend from the participating business. During the internship/practicum, the student usually has minimal contact with the school-based instructor, receives all support and work-based learning experience at the job site, and is evaluated by the participating employer. Refer to Appendix C for components in implementing an internship/practicum program.

Compared to cooperative education programs, which provide ongoing school-based learning, internships, or practicums are specifically work-based and occur after a school-based learning component has been completed. Internships/practicums are similar to apprenticeship-type training and advanced job shadowing in that students learn new aspects of a career or profession and observe and practice new skills. Internships/practicums, like job shadowing, provide exposure to broad career awareness and specific practice of employability skills. The student

acquires a general awareness of employment and not necessarily job-specific skills in the internship/practicum.

Characteristics of an internship or practicum include:

- Allowing students to observe the world of work and to develop needed workplace skills.
- Targeting experiences to a student's program of study.
- Allowing students to learn work terminology, work environment, and business and industry protocol.
- Applying school-based learning theories in the work setting.
- Acquiring firsthand professional experience.
- Developing positive work habits and abilities.
- Offering opportunities to test for potential aptitudes for a specific career area prior to graduation.

A key component to the success of an internship or practicum as a work-based learning experience is the length and amount of time scheduled for the training. Students should participate in the experience for an extended length of time (e.g., a full semester or summer) and for at least two or more hours per day, with full days being the very best situation. Optimal outcome is a result of pairing students with supportive professionals who will allow the students to benefit from all aspects of participation in business and industry. School-based support could include seminars and classroom instruction for discussion of work-related issues and work on academic components of the internship/practicum. This can be facilitated through career counseling, which aids in the student's transition from the experience to work, further training, and/or postsecondary education.

Clinical Experiences

Clinical experiences are used primarily in the health and medical career areas; however, they can also be used for human resource and legal career areas. These areas of clinical experience include (but are not limited to) such career focus areas as allied health services, dental health, medical/physician professions, and veterinary medicine. Human service areas include childcare, counseling, food services, law, and social and family services.

To meet the needs of students enrolled in academic and occupational courses that require clinical training, experiences in this setting incorporate school-based learning in a simulated laboratory for mastery of clinical skills necessary for each student's preferred clinical course of study. Clinical experiences are typically set in hospitals and medical treatment facilities under close supervision of an educational preceptor or instructor and are supported by the employees of each specific clinical setting. Clinical experiences are different from other structured work-based learning programs in that they require on-site supervision at all times by a certified teacher, school-based personnel with a medical or social work degree (e.g., R.N. or MSW), or a work-based instructor with these same qualifications.

Clinical experiences are correlated with academic and occupational curricula and provide students with an opportunity for "real-life skills practice" in situations with patients, clients,

physicians, lawyers, social workers, and clinical specialists. These clinical practices are considered an extension of the curriculum and are usually nonpaid experiences for students in the program.

Learning in the clinical setting is guided by licensure requirements in the health and medical profession (e.g., nursing assistant to doctor) as well as the areas of social work and law practice (i.e., law boards and social work licensing). Many secondary courses in health occupations include clinical experiences at various stages of the curriculum and can possibly lead to certification as a nursing assistant. Refer to Appendix D for components in implementing clinical experiences.

Cooperative Education

Cooperative education programs are the most commonly available form of work-based learning in the public schools that is designed to assist students in making the transition to careers. Cooperative education programs feature agreements between schools and employers to provide on-the-job experiences that relate to a student's career focus. These experiences are based on objectives jointly developed by school personnel and an employer within the student's career area.

In a typical cooperative education program, employers provide paid part-time jobs in the student's career field. A teacher-coordinator of the cooperative education program arranges placements, develops a training plan with the employer specifying what the student is expected to learn on-the-job, and makes periodic supervision visits to the employer's business. The employer evaluates the student's job performance in consultation with the teacher-coordinator.

Cooperative education programs provide paid work experiences linked to the career/technology program the student is pursuing. Students work on the job part-time (usually in the afternoon) in a paid position and attend both academic and occupational-related courses during the remainder of the school day. Refer to Appendix E for components in implementing a cooperative education program.

There are two types of cooperative education programs in the state of Georgia. In the first type, the educational institution has a separate program for each specific technology/career area: agricultural education, business education (referred to as CBE—Cooperative Business Education), family and consumer sciences education, marketing education, and trade and industrial education (referred to as DCT—Diversified Cooperative Education). A school may not offer a cooperative education program in each program area, but the programs that it does provide offer a specific occupational curriculum and instruction to students within that area. The second type is the combination or interrelated approach. In schools where student enrollment is limited or employment opportunities in the community are scarce, a single cooperative education program may exist. A single program provides work-based learning experiences for students in a variety of occupational areas. The curriculum is highly individualized for the student, depending upon his/her placement and career objective.

Cooperative education programs utilize a method of instruction that features agreements between schools and employers to provide on-the-job training related to a student's career focus area in school and based on predetermined and definable performance standards jointly developed by the school and the employer. Schools and participating businesses or organizations develop written education training and evaluation plans to guide and measure the progress and the success of the student. Academic credit is awarded for successfully completing the work experiences, although credit hours earned and levels of intensity vary, depending upon the program of study and educational institution. Emphasis is placed on coordination and integration between work sites and classroom learning. Aspects that should be considered when developing work-based learning experiences in a cooperative education program include:

- Demonstrating relevancy of academic and technical skills needed on the job.
- Providing students with access to skilled employees in order to gain on-the-job knowledge and technical skills.
- Assuring that students are enrolled in a related vocational/technical course that correlates to the placement of the student at a work-based learning site.

Youth Apprenticeship

Youth apprenticeship is the newest form of work-based learning program. This program offers students both school-based and work-based experiences. The school-based is a highly structured curriculum integrating both academic and occupational experiences. The work-based portion provides a paid on-the-job training experience that is related to the curriculum and is highly intensive. The emphasis is on contextual, real-world learning through extensively structured work-place experience.

In comparing youth apprenticeship to other work-based learning programs such as cooperative education, major differences can be noted. The youth apprenticeship program is usually of a longer duration (two to four years in length) and necessitates additional curriculum modification, as it requires greater collaboration among educational institutions (secondary and postsecondary) and employers. Youth apprenticeship programs stress more formal linkages between academic and occupational disciplines and between the classroom and the workplace that should result in a student acquiring sophisticated technical skills. Refer to Appendix F for components in implementing a youth apprenticeship program.

Because of its high academic standards and high-skill career opportunities, effective youth apprenticeship programs require extensive coordination between employers, schools, labor, and government. As designated by Georgia legislation, defining characteristics of the youth apprenticeship program are:

- Employers' active participation. Jobs, training, and mentoring opportunities are provided to participants. In addition, employers assist in developing curricula and setting industry standards.

- Integration of work-based and school-based learning. Structured classroom instruction and workplace experiences are integrated so that one reinforces the other and allows for the acquisition of skills with increasing levels of difficulty and complexity.
- Integration of academic and vocational learning. Cognitive and technical skill development, high academic standards, and infusion of each with aspects of the other that break down the traditional barriers between academic and vocational learning.
- Secondary and postsecondary education linkages. Structured connections generally begin in the 11th or 12th grade and continue into one or two years of postsecondary education.
- Recognition of occupational skill attainment. In addition to the high school diploma and the postsecondary certificate or degree, students receive an award of a broadly recognized qualification of occupational skill attainment within a technical area.

This combination of "real" work experience, the student-employer relationship, integration of education and work, and recognition of both educational and occupational accomplishments is designed to provide students with structured pathways from secondary education to postsecondary education which results in full-time employment in a highly skilled occupational area.

BENEFITS OF WORK-BASED LEARNING PROGRAMS

Effective work-based learning programs provide a wide range of specific benefits to students, employers, educational institutions, and the community. A work-based learning program can benefit participating *students* by:

- Providing opportunities to apply academic proficiencies.
- Establishing a clear connection between education and work.
- Increasing motivation and retention by showing the relevance of academic and occupational instruction.
- Providing opportunities to explore possible careers.
- Enhancing skill development.
- Improving postgraduation job prospects.
- Developing workplace responsibility.
- Providing opportunities for leadership development.
- Providing opportunities to develop relationships with adults outside of education.
- Establishing professional contacts for future employment.
- Establishing positive work habits and attitudes.
- Encouraging completion of secondary education and enrollment in postsecondary education.
- Helping develop an understanding of the workplace.

A work-based learning program can benefit participating *employers* by:

- Providing an opportunity to prepare future employees.
- Offering a source of skilled and motivated future employees.
- Reducing the costs of recruitment and training.

- Improving employee retention.
- Offering opportunities to provide community services.
- Encouraging involvement in the curriculum development process.
- Increasing employer visibility in education.
- Providing an opportunity to communicate required job-specific proficiencies to educational personnel.

Work-based learning programs can benefit *local educational institutions* by:

- Expanding curriculum and learning facilities.
- Providing access to the latest equipment and technology.
- Enhancing education's ability to meet the needs of diverse student populations.
- Providing opportunities for individualized instruction.
- Making education more relevant and valuable to students.
- Increasing student retention.
- Augmenting interaction between education and the business community.
- Promoting faculty interaction with the business community.
- Keeping academic and occupational curricula up-to-date through communication with business and industry.
- Facilitating communication regarding actual academic and occupational proficiencies required by business and industry.

Successfully implemented work-based learning programs can benefit the local *community* by:

- Providing an informed, competent, and productive future workforce.
- Ensuring cooperation and understanding between education, business/industry, and the community.
- Enhancing awareness of local employment opportunities.
- Building the foundation for a more productive local economy.

KEY COMPONENTS AND RESPONSIBILITIES FOR A WORK-BASED LEARNING PROGRAM

Several essential key components must be in place for work-based learning to be successful. It is the responsibility of the work-based learning coordinator and the administration and faculty in an educational institution to make sure that these components are in place for students, no matter which work-based learning model on the continuum is used. Each of these components will vary according to the selected work-based learning model. Job shadowing, for instance, would not require as in-depth an educational training agreement or training plan as a youth apprenticeship program, but appropriate documentation would be needed for the job shadowing experience to be of educational value. Definitions of key components are provided in Figure 4.

Figure 4. Definitions of Key Components

- *Work-Based Learning Coordinator:* The individual employed by the local education agency to implement all aspects of a specified work-based learning program
- *Work-Based Learning Site:* The place of "employment" (either paid or nonpaid) of a student participating in a work-based learning experience
- *Work-Site Supervisor:* An experienced employee at the work-based learning site who provides guidance and encouragement to the student as well as being involved in teaching work skills and job responsibilities as indicated on the educational training plan
- *Educational Training Agreement:* An agreement or memorandum that defines the training and personal responsibilities to which the employer, the educational institution, the student and the parent(s) or guardian(s) have committed themselves
- *Educational Training Plan:* The educational training plan outlines the skills or experiences the student will receive at the work-based learning site under the guidance of the work-site supervisor, correlated to the student's program of study
- *Assessment and Evaluation:* Ratings and written evaluations of a student's performance at the work-based learning site by the work-site supervisor that are used to measure a student's progress in mastering occupational skills, work attitudes and conduct, and personal traits and attributes

For a work-based learning program to be effective, responsibilities for different aspects of the program must be assumed by all parties involved with the program. The *educational institution's* responsibility to work-based learning programs is to:

- Support the work-based learning program(s) and advisory committee(s).
- Provide a written plan for implementation of work-based learning program(s).
- Provide students enrolled in technology/career and academic programs the opportunity to participate in work-based learning experiences.
- Maintain specific records as required by local, state, and federal regulations.
- Disseminate copies of materials related to work-based learning program(s) to principals, faculty, students, parents/guardians, and employers.
- Provide scheduling flexibility, whenever possible, to assist in promoting work-based learning program(s) and recruiting students.
- Ensure that the health, safety, and working conditions of the students enrolled in work-based learning programs are satisfactory.
- Verify proper insurance coverage.
- Assist in identifying potential work-based learning sites.
- Provide sufficient time for work-based learning personnel to coordinate on-the-job work experience.
- Provide adequate resources for faculty and work-based learning personnel to cover expenses associated with work-based learning programs.

The *local education administrator's* responsibility to work-based learning programs in his/her school is to:

- Review the standards and indicators for work-based learning programs in order to implement, administer, and monitor the programs.
- Recognize work-based learning programs as an extension of the school's curriculum.
- Support the activities involved with the operation of work-based learning programs.
- Adhere to federal, state, and local regulations in regard to student employment.
- Monitor the coordination activities of work-based learning coordinator personnel.
- Monitor record-keeping forms for the work-based learning programs.

The *work-based learning coordinator's* responsibilities are to:

- Plan and coordinate the work-based learning program with the individual teachers and students.
- Locate, analyze, and evaluate the suitability of work-based learning sites.
- Explain the work-based learning program continuum to prospective employers.
- Review student applications for the work-based learning program.
- Interview students and notify students of acceptance into the work-based learning program.
- Verify that students are prepared for job interviews and capable of completing job application forms.
- Process student agreement and parental permission forms.
- Prepare the educational training agreement and secure proper signatures.
- Assist in the development of the educational training plan.
- Maintain student and coordination records and submit all required reports.
- Keep local administrators abreast of the work-based learning program's operation.
- Ensure that each student in the work-based learning program has a meaningful on-the-job experience.
- Monitor the work-based learning program for compliance with state and federal regulations and inform the employers of these regulations regarding training, child labor, safety, etc.
- Make regularly scheduled coordination visits to the work-based learning site to consult with the work-site supervisor and to render any needed assistance with training or education problems and/or concerns of the student.
- Complete evaluation forms with the work-site supervisor each grading period and conduct follow-up session with the student.
- Verify that eligible students receive the unit(s) of credit.
- Assist graduates in securing full-time employment and/or further education and follow up program completers.
- Serve as a public relations person for the work-based learning program and publicize, whenever possible, the program to all audiences.
- Maintain required program documentation.

The *academic and vocational instructors'* responsibilities to work-based learning programs are:

- Recommend qualified students who meet criteria for the work-based learning programs.
- Assist the work-based learning coordinator in locating potential work-based learning sites.
- Assist in coordinating the learning activities on the job with those in the educational program through both academic and career/technology classes.
- Meet with the individual students and work-based learning personnel when necessary to discuss academic and occupational competencies required for successful completion of the work-based learning program.

The *guidance counselors'* responsibilities to work-based learning programs are to:

- Assist with the recruitment of students for work-based learning programs.
- Advise work-based learning personnel about prospective students who could benefit from participation in the program.
- Assist in scheduling.
- Provide career and educational planning assistance to students.

The *student's responsibilities* in a work-based learning program are to:

- Meet the criteria for job placement.
- Maintain regular attendance, both in school and on the job.
- Exhibit honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate attire, and a willingness to learn.
- Conform to all rules and regulations of the employer.
- Complete all of the necessary forms and reports required in the program.
- Provide transportation to and from the work-based learning site.
- Provide proof of accident insurance coverage.
- Remain in the work-based learning position unless there is prior knowledge and consent by the work-based learning coordinator.
- Maintain educational attainment in the academic and career/technology classes.
- Consult the work-site supervisor and work-based learning coordinator about any difficulties at the work-based learning site.
- Exhibit proper conduct in school as well as on the job.

The *parent's/guardian's* responsibilities to the work-based learning program are to:

- Be involved in their child's participation in the work-based learning program.
- Share responsibility for the student's conduct on the job and while in the work-based learning program.
- Sign the educational training agreement and parental permission form.
- Provide transportation for the student to and from the work-based learning site.
- Provide documentation of responsibility for accident insurance coverage and automobile insurance coverage.

- Encourage the student to perform both classroom and work-based learning responsibilities in an efficient and effective manner.
- Contact the work-based learning coordinator about concerns and inquiries rather than the work-based learning site.

The *employer's* responsibilities to the work-based learning program are to:

- Follow all federal, state, and local regulations regarding the employment of students.
- Follow the guidelines established by the work-based learning coordinator and educational institution.
- Provide workers' compensation insurance for students as required by law.
- Provide each student employed with a work-site supervisor.
- Complete an educational training agreement and educational training plan.
- Assist in the evaluation of the student each grading period.
- Treat the student as a regular employee.
- Avoid displacing other workers who perform similar work.
- Provide safety instruction.
- Endeavor to employ the student for the entire agreed-upon training period.
- Avoid exploitation of the student for private gain.

Summary: To assist in the development and implementation of work-based learning programs in the state, a task force composed of business and industry representatives, work-based learning personnel, and administrators identified standards and indicators for work-based learning programs in the state. These standards and indicators are described in Section II of this guide. Standards and indicators identified include:

- Philosophy Standards with ten category-specific indicators.
- Advisory Committee Standard with four category-specific indicators.
- Classroom Learning Standard with four category-specific standards.
- Work-based Learning Standard Statement with twelve category-specific indicators.
- Articulation Standard Statement with one category-specific indicator.
- Marketing and Promotion Standard with two category-specific indicators.
- Evaluation Standard with two category-specific indicators.

SECTION II

**STANDARDS FOR
WORK-BASED LEARNING
PROGRAMS IN GEORGIA**

SECTION II

STANDARDS FOR WORK-BASED LEARNING PROGRAMS IN GEORGIA

This work-based learning guide is designed to address the following standards for work-based learning programs: Philosophy, Advisory Committee, Classroom Learning, Work-Based Learning, Articulation, Marketing and Promotion, and Evaluation. Within these standards indicators have been developed to further delineate their purpose. These standards are the foundation upon which individual work-based learning programs can be built and maintained throughout the state. This section will state each standard, then further define it by discussing each indicator. This information can be used as a guide by work-based learning personnel when developing, marketing, and recruiting students, employers, and community members for their individual programs.

Philosophy Standards

Standard 1: A written mission statement reflects the philosophy and purpose of work-based learning. The statement identifies the elements required to provide students with an integrated array of work-based learning experiences as a component of Technology/Career Education.

Indicators:

- Work-based learning provides students with opportunities for career exploration, instruction in both academic and occupational skills, and guidance in identifying employment and education goals.
- Work-based learning provides students with a planned program of occupational skill development and other employment experiences related to a chosen career focus area.
- Work-based learning provides integration of academic/vocational learning and of school/workplace experiences through planning and ongoing collaboration between educational institutions, employers, and other key organizations.
- Work-based learning facilitates collaboration among secondary and postsecondary educators, administrative and supervisory personnel, business and industry representatives, and advisory committee members who represent occupations in the career focus area.
- The local school system supports the development of work-based learning opportunities, including providing adequate resources, that are congruent with the philosophy of the school system.

Standard 2: The work-based learning program is compatible with state-level planning, local and state board of education policies, and accrediting commission standards.

Indicators:

- Work-based learning personnel must meet appropriate state requirements for their positions.
- Work-based learning personnel participate in selected business/industry and community organizations as appropriate.
- Work-based learning personnel participate in occupational updating in the career focus area of the work-based learning program as needed.

- Work-based learning personnel participate in state-sponsored professional development programs to update professional and occupational knowledge and skills relative to the work-based learning program.

Standard 3: Responsibility for the work-based learning program’s personnel is assigned by the local school administration consistent with state and local policies.

Indicator:

- Work-based learning personnel are assigned responsibility for coordinating activities of the employer, secondary school(s), and postsecondary institution(s); academic and occupational instruction; and monitoring and evaluating program components.

Advisory Committee Standard

Standard 4: An active advisory committee assists with the design, development, implementation, administration, and evaluation of the program.

Indicators:

- The advisory committee, which may be a subcommittee of the general technology/career advisory committee, is composed of individuals in the career focus area, parents/guardians, administrators, counselors, secondary and postsecondary educators, and work-based program personnel.
- Planning for the work-based learning program by the advisory committee incorporates appropriate and timely information from demographic studies of the employment community, labor market projections, student interest and placement records, and student enrollment information.
- The advisory committee meets on a regularly established basis to review implementation of the work-based learning program.
- The advisory committee assists with regular evaluation of the work-based learning program.

Classroom Learning Standard

Standard 5: Classroom curriculum and instruction for the work-based learning program is designed to meet the requirements necessary to prepare a student for postsecondary education and/or employment, business ownership, and/or entrepreneurship ventures.

Indicators:

- Organizational structure of the work-based learning program is flexible enough to serve the diversified needs of students and business/industry and is connected to academic and occupational courses.
- Courses in the student’s program of study are designed with an organizational plan that includes academic and occupational instruction.
- Courses in the student’s program of study are organized to provide students with instruction in the knowledge, skills, and abilities needed to meet their educational and future employment goals.

- Courses should be designed to facilitate a student’s integrated interaction at the educational institution (school-based learning) and at the workplace (work-based learning) while being supported by instruction in the community.

Work-Based Learning Standard

Standard 6: Occupational experiences and instruction for work-based learning are designed to meet the requirements necessary to prepare a student for postsecondary education and/or employment.

Indicators:

- Student enrollment in work-based learning is in accord with the student's career aspiration and available work-based learning opportunities in the community.
- A written admission policy and procedures for enrolling students into the work-based learning program is utilized.
- Work-based learning personnel provide students and parents/guardians with an orientation to the work-based learning program prior to enrollment.
- Work-based learning sites are selected that provide occupational growth opportunities consistent with the student’s interest, occupational interests, and learning objectives.
- Work-based learning sites for students are in compliance with federal, state, and local labor laws.
- Each student has an educational training agreement signed by the student, parents/guardians, educational institution, and the cooperating work-based learning site that describes the responsibilities of each entity.
- Each student has an educational training plan that specifies a planned sequence of learning experiences and work tasks correlated with the program of study. The work-based learning personnel, the work-site supervisor, and the student cooperatively develop the methods used to document and assess attainment of learning objectives.
- Each student is evaluated on a regular basis by the work-site supervisor to assess attainment of established academic and skill proficiencies as required for the career area and appropriate feedback is provided to the student and the work-based learning personnel.
- Appropriate program records (i.e., educational training agreement, educational training plan, work-site supervisor evaluations, wage and hour records) are kept on file for each student.
- Criteria for selecting and assigning work-site supervisors for each student are established and provided to each work-based learning site employer.
- Work-site supervisors are oriented through individual or group meetings regarding their responsibility to provide meaningful learning experiences for students.
- Work-based learning personnel make regular supervisory visits to the work-based learning site of the student.

Articulation Standard

Standard 7: Work-based learning, as a component of technology/career education, is formally articulated to postsecondary educational programs.

Indicator:

- Work-based learning competencies (knowledge, skills, and abilities) are articulated to a postsecondary educational program in a career focus area.

Marketing and Promotion Standard

Standard 8: A marketing plan is integrated into the goals and objectives of the work-based learning program and is reactive to the changing needs of the students and the business/industry community.

Indicators:

- A marketing plan is designed and implemented with the assistance of guidance staff, administration, students, parents/guardians, and employers and is maintained throughout the year.
- Marketing and promotion efforts are focused on the needs, interests, and career goals of students and the business/industry community.

Evaluation Standard

Standard 9: Evaluation of the work-based learning program is continuous and consistent with the mission statement.

Indicators:

- An evaluation of the work-based learning program is conducted annually with the assistance of the advisory committee to ensure that the program is consistent with the mission statement.
- Data from the evaluation is utilized for continuous improvement of the work-based learning program.

PHILOSOPHY STANDARDS

STANDARD 1: A written mission statement reflects the philosophy and purpose of work-based learning. The statement identifies the elements required to provide students with an integrated array of work-based learning experiences as a component of Technology/Career Education

The mission statement for work-based learning provides the link between beliefs and values supporting work-based education and activities that will actually be accomplished. Most importantly, it will provide a constancy of purpose and a unifying theme for all involved as well as direction for all subsequent activities and services. Understanding the philosophy and purpose of work-based learning will assist work-based personnel in writing a clear and concise mission statement for their particular program.

Work-based learning refers to a variety of instructional strategies that use a community site or workplace as a vehicle for learning and applying knowledge and skills required in a planned course of study. Examples of work-based learning programs include cooperative education, internships, clinical experiences, youth apprenticeship, and school-based enterprises.

Work-based learning is not a synonym for work experience or on-the-job-training, nor does it mean awarding academic credit to students who work. Rather, it refers to learning experiences that occur outside of the classroom, are monitored by both a representative of an educational institution (work-based learning coordinator) and a community workplace representative (work-site supervisor), and are correlated to a program of study in a career focus area.

Work-based learning supports school-based learning by increasing the number of learning sites available to students (learning is not limited to the classroom), by providing new contexts for learning (many traditional classroom activities are conducted without a clear context), and by having students apply what they know in a "real-world" environment. Effective work-based learning should also enhance a student's career development and continued educational endeavors.

When developing a mission statement, certain factors should be considered with respect to the purpose and rationale for work-based learning. The work-based learning program should:

- Prepare students to make successful transitions from secondary education to employment.
- Promote educational, career, and personal success.
- Provide experiences that should prepare students to make informed career direction decisions at critical points in their educational process.
- Demonstrate the relevancy and practical application of academic and occupational course work.
- Expand a student's postsecondary education and career options.
- Include school-based, work-based, and connecting activities.

Writing a mission statement using these broad indicators gives the work-based learning personnel some flexibility to fit model-specific programs for any work-based learning experience to their local needs and student interests in specific career focus areas. See Appendix G for a sample mission statement and objectives.

Indicator 1A: Work-based learning provides students with opportunities for career exploration, instruction in both academic and occupational skills, and guidance in identifying employment and education goals.

A major component in a successful work-based learning program is a career development program. Career development is the broader process by which a student develops and refines self and career identity, explores career options, and makes decisions. Career development links education and work. It helps students acquire skills and information that will assist them in making decisions about their future. It is a process that should be incorporated throughout the elementary, middle, secondary, and postsecondary levels of education.

Career development is a lifelong process and should begin at as early an age as possible and continue through the lifetime of an individual. Effective career development involves a comprehensive, systematic, sequential approach. It must address three broad competency areas: self-knowledge and self-awareness, educational and occupational exploration, and career planning and decision-making. Career development is usually delivered in phases (see Figure 5).

Facilitating Career Development

A work-based learning program, when properly implemented, provides an excellent environment in which to make informed career decisions. It can serve as a laboratory for learning how to make satisfying career decisions. Whether such skills are actually acquired depends on the abilities and attitudes of the work-based learning coordinator and faculty in the educational institution.

If the work-based learning coordinator and the faculty of the educational institution make a conscious effort to facilitate career development, students will be better prepared to make educational and employment decisions and confront the changes that are occurring in the world of work. Competent work-based learning coordinators are sensitive to each student's level of career development, and they plan individual learning experiences that help students progress to higher levels of career maturity.

Work-based learning provides an ideal situation for students to interact with workers and work environments and to test their perceived interests, aptitudes, and values. The work-based learning coordinator, in cooperation with the work-site supervisor and student, should arrange appropriate experiences that bring out the more subtle aspects of an occupation or a work setting. Students come to know themselves through planned interaction with others and the feedback received during that interaction. The student's on-the-job encounters with people, ideas, objects, and activities should be followed with discussion, analysis, and evaluation of what the student experiences. Interpretations of experiences are as important in career development as the actual

experiences themselves. Work-based learning coordinators must help their students analyze and interpret the meaning of their experiences for further educational and employment planning and preparation.

Figure 5. Career Development Phases

Career Awareness Phase

Career awareness activities should be provided during the early elementary years. Activities at this level assist students in developing and acquiring an awareness of self, identification with workers, respect for people and the work they do, and the concept of work as a valued institution. The notion is not to choose an occupation or career, but to become aware of the type of work that various people are doing.

Career Orientation Phase

Career orientation is usually provided during the intermediate years (elementary and middle school). Through participation in career orientation opportunities, students are assisted in developing and acquiring the knowledge in a wide variety of occupational fields.

Career Exploration Phase

During the first two years of high school the emphasis is on exploration of career possibilities. Opportunities to observe and learn about a variety of occupations and work sites can be provided through field trips, class visitations by workers, job shadowing, and related instruction, such as classroom simulations and projects related to specific jobs. Formulation of tentative career goals and educational plans should also be developed.

Career Preparation Phase

Once a decision has been made concerning a potential career focus area, career preparation should begin, which includes developing occupational skills, applying academic theory in real-work situations, and mastering the basics of the workplace. Career guidance services accompany the specific skills training. These services should include information on career ladder opportunities and postsecondary education options.

Career Specialization Phase

Students entering into education beyond high school begin concentration within an occupational cluster. Emphasis during this phase should focus on lifelong learning and the need for continual upgrading of skills and the value of training for shifting workplace conditions. The rapidly changing high-skills environment of the future will require individuals who are also active learners.

Indicator 1B: Work-based learning provides students with a planned program of occupational skill development and other employment experiences related to a chosen career focus area.

A program of study for a work-based learning program is built upon a student's tentative selection of a career focus area. A program of study refers to a coherent sequence of courses or education plan that prepares a student for entry into a career and that:

- Integrates academic and occupational learning, integrates school-based and work-based learning, establishes linkages between secondary schools and postsecondary educational institutions.
- Prepares students for employment in a broad occupational cluster or industry.
- Typically includes at least two years of secondary education and at least one or two years of postsecondary education.
- Provides students, to the extent practicable, with strong experience in and understanding of all aspects of the industry the students is planning to enter.
- May lead to further education and training such as entry into a registered apprenticeship program, or may lead to admission to a two- or four-year college or university.

A program of study that includes work-based learning must concentrate on one of the six career focus areas available in Georgia. They are described as follows:

- **Arts and Humanities** – This career area includes occupations in fields such as journalism, performing arts, creative arts, political science, and public service. This focus area requires broad exposure to creative, humanistic, and societal concerns while focusing less on math, technology, and science.
- **Business, Marketing, and Information Management** – Occupations in this career focus area include administrative assistant, data processing, business management, accounting, marketing, areas related to the management of enterprises, processing of information and data, and customer sales and service. Curriculum should focus on skills in advanced math for information analysis and processing. In addition, skills and knowledge of group behavior, economics, team processes, customer service, and organizational dynamics are required.
- **Environmental and Agricultural Sciences** – Major areas of emphasis in this career focus area include biotechnology, environmental restoration, and aquaculture. This focus area requires advanced math skills and an emphasis on the life sciences (biology and anatomy).
- **Health and Medical** – This career focus area includes careers in nursing, radiation therapy, occupational therapy, and health. The curriculum in this career area draws heavily on chemistry and life sciences.
- **Human Services** – Careers in this focus area include child/elder care, education and government services, food services, parenting and family, and public service.

- **Technical and Engineering** – This career focus area includes engineering, industrial, automotive, and construction-related programs. Machinery and tools are integral parts of the curriculum as are electrical principles, hydraulic and pneumatic principles, mechanics, and thermal and optical systems.

Indicator 1C: Work-based learning provides integration of academic/vocational learning and of school/workplace experiences through planning and ongoing collaboration between educational institutions, employers, and other key organizations.

For work-based learning to be effective, work-based learning coordinators must develop curriculum, instruction techniques, and assessment methods that link academic and vocational instruction and connect school-based and work-based learning. Work-based learning coordinators must consider using teaching strategies that reinforce not only the content students are learning at the workplace, but also the way workers are instructed and expected to perform to a certain standard. These strategies should be developed in a collaborative manner with representatives from postsecondary education institutions, employer groups, and other key organizations associated with the work-based learning program.

Indicator 1D: Work-based learning facilitates collaboration among secondary and postsecondary educators, administrative and supervisory personnel, business and industry representatives, and advisory committee members who represent occupations in the career focus area.

A work-based learning program requires unique partnerships and the development of a collaborative team for program planning and implementation. Key local entities should include representatives of secondary and postsecondary education institutions, employer and employee representatives, and advisory committee members. Each of these representatives should come from the career focus area associated with the work-based learning program. These partnership members should oversee development, design, implementation, and administration of the work-based learning program.

Other individual groups that can be instrumental in designing and maintaining a successful work-based learning program include:

Guidance Counselors

Guidance counselors are key to a work-based learning program because they can provide career exploration and guidance to all students in an educational institution. Work-based learning opportunities and activities can benefit all students, but can be particularly important for students who might otherwise leave high school unprepared for postsecondary education, training, or the workplace. Counselors can:

- Help identify potential work-based learning participants.
- Provide transcripts, attendance records, and discipline records for initial screening.

- Participate in the initial screening process.
- Participate in other ways which benefit both the school and the students (perhaps by acting as a lead school-based mentor).

Academic and Occupational Faculty

Academic and occupational faculty members may be chosen by the local administration to serve as school-based mentors. In this role they would assist the work-based learning coordinator in coordinating placements, grading policies, and evaluation of students in work-based learning courses and activities. They would assume responsibility for assuring that students are motivated and challenged to prepare for postsecondary education, training, or work experiences.

In their role as a school-based mentor, faculty have the opportunity to enhance their own professional skills through interaction with employers, community members, students, and other teachers while developing the links to postsecondary educational opportunities. School-based mentors are charged with identifying pertinent knowledge, skills, and abilities needed for education and employment and communicating them to school district personnel for curriculum modification. They interact with students to discuss projects, assignments, and the needs of participants with respect to course work and employment. Faculty can also help identify students for placement in a work-based learning program, aid in application and interview processes, and assist in evaluating a student's assignments related to course work and the student's on-the-job performance.

Parents/Guardians

Parents/guardians are a critical link to a student's success while participating in a work-based learning program. They can assist in creating a rewarding and beneficial school and work experience for their son or daughter by helping them meet the terms of the educational training agreement and training plan.

Parents/guardians should be informed that participation in a work-based learning program is an option within a student's program of study and can offer education alternatives for their adolescent leading to a successful transition from secondary school to postsecondary education, training, and work options. They should also be made aware of how education and skills learned while participating in a work-based learning program can enhance students' abilities to adapt to the ever-changing world of work. Parents/guardians should be required to attend an orientation on the work-based learning program prior to their son's or daughter's enrollment in order to learn about the program's components and benefits.

Employers

Employers benefit from a work-based learning program by gaining access to students who are learning basic workplace skills, taking academic and technical courses to enhance their knowledge base, and maturing in their understanding of the workplace by participating in a work-based learning activities (i.e., job shadowing, cooperative education, internships, clinicals,

and youth apprenticeships). The long-term benefits for employers participating in a work-based learning program include sharing in the development of future employees who are highly skilled, well-educated, technically proficient, problem-solvers and capable of contributing to successful and competitive enterprises. Many businesses must retrain existing employees and spend company dollars on postsecondary education to keep up with today's global competition. Instead, investing time and human resources in a work-based learning program through participation with a local school system can be a positive choice for businesses and industries.

Work-Site Supervisors

Work-site supervisors are skilled workers responsible for student learning at the workplace. The work-site supervisor's role is to guide the student not only acquiring skills he or she needs to perform at optimal levels in the chosen field, but to help the student understand the dynamics and rules, written and unwritten, of the workplace. Being a work-site supervisor gives workers new opportunities to rise to challenges and to demonstrate abilities to employers. The work-site supervisor also gets the satisfaction of passing on to a younger person the skills and knowledge developed over many years in a career.

The work-site supervisor acts as a coach, teacher, role model, counselor, and sponsor who takes an ongoing interest in fostering and supporting the career development of a less experienced person. The work-site supervisor can become a trusted advisor, passing on valuable insights and knowledge to guide the student. The work-site supervisor can be the most helpful person to students as they progress through work-based learning experiences.

Indicator 1E: The local school system supports the development of work-based learning opportunities, including providing adequate resources, that are congruent with the philosophy of the school system.

As educational leaders, school administrative personnel play a key role in the success of a work-based learning program by being advocates in the external community and by modeling and encouraging the support and involvement of other educators. Work-based learning requires faculty in educational institutions to assume roles beyond those associated with the traditional classroom. Administrative support is necessary to ensure that the work-based learning program is properly implemented and that appropriate in-service and resources are provided for personnel who may be taking on new roles. Administrative support, at a minimum, should include:

- Encouraging or requiring integration of work-based learning into programs of study.
- Supporting training and staff development activities.
- Participating in the development of general marketing efforts, presenting to service clubs, and working with area Chambers of Commerce, and local businesses.
- Promoting work-based learning to faculty, parents/guardians, and other community members.

Adequate Resources

Administrative personnel should be made aware of certain budget line items for the work-based learning program which will require special provisions beyond what might be normally budgeted for in other educational programs within an educational institution. They are as follows:

Technology related needs. Ideally, work-based learning coordinators should have access to a computer and technology for record-keeping purposes and for development of related materials and forms for the work-based learning program. It is essential that the work-based learning coordinator have telephone and e-mail capabilities for external and internal contacts.

Extended-day/extended-year provisions. Work-based learning coordinators should be employed on an extended-year contract (i.e., ten-month) so that they may fulfill the responsibilities related to the work-based learning program (i.e., selection of students, placement activities, development of educational training plans). Work-based learning personnel should be placed on an extended-day contract in order to fulfill supervisory visitation requirements of the work-based learning program and planning segment for secondary teachers.

For effective implementation, work-based learning personnel, specifically those individuals who implement cooperative education programs (i.e., Cooperative Business Education, Marketing Education, Diversified Cooperative Training) and who supervise up to 35 students, should receive extended-day funding. A ten-day extended-year contract is also recommended. In addition to extended-day funding, cooperative education teachers and coordinators who supervise 36-56 students should be provided a twenty-day extended-year contract or one additional hour of planning time during the instructional day. Diversified Cooperative Training teacher-coordinators may teach additional trade and industrial-related courses.

Travel and meeting expenses. Local educational agencies need to provide reimbursement to work-based learning personnel for travel associated with work-based learning programs. This includes local travel for supervisory visitations of students as well as related travel and meeting expenses to attend such activities as state-sponsored in-service meetings, advisory committee meetings, professional and occupational development activities, and special events.

STANDARD 2: The work-based learning program is compatible with state-level planning, local and state board of education policies, and accrediting commission standards.

Conformance of a work-based learning program to state and local policies and regulations as well as accrediting standards must be assured. Highly successful work-based learning programs do not simply materialize. They are planned, developed, and implemented by individuals who are aware of prevailing policies and standards.

Indicator 2A: Work-based learning personnel must meet appropriate state requirements for their positions.

Competencies needed by the work-based learning coordinator are the attitudes, skills, knowledge, and understanding deemed necessary to perform the critical tasks of the job. Both technical subject matter and professional competencies are necessary.

Technical competencies refer to abilities the work-based learning coordinator must have to help students develop the qualifications that workers need to enter and advance in a particular career field. These competencies are associated with the various technical areas taught in the program of study associated with the work-based learning program. Technical competencies are developed through participation in technical courses and occupational experience.

Professional competencies refer to those competencies needed to perform the work-based learning coordinator's total job. Professional competencies consist of those required to carry out the following job functions: teaching, coordination, guidance and counseling, communication and marketing, and administration.

Professional certification for an individual employed to conduct a work-based learning program is regulated by the Georgia Professional Standards Commission (PSC). In general, an individual is required to qualify for a professional certificate in a teaching field associated with the work-based learning program. Provisions are also made that allow individuals from specific areas of industry, business, or health to enter the education profession based on occupational experience in the field and the minimum education level required for the field. In addition to full-field certification, certifications in specific fields of teaching are available as an endorsement to a professional certificate.

Indicator 2B: Work-based learning personnel participate in selected business and industry, and community organizations as appropriate.

Work-based learning personnel, as integral links to the business and industry community, should become involved in local civic organizations (e.g., Lion's Club, Kiwanis) and trade associations related to career focus areas of work-based learning programs. These organizations

and associations provide important contacts within the community for work-based learning personnel and may also provide professional opportunities.

The work-based learning coordinator should demonstrate interest in matters that affect the business and industry community by participating in worthwhile community affairs. Personnel should attend trade meetings, exhibits, demonstrations, and conferences as often as time and circumstances allow. Consideration should be given to participating in the work of local business and industry associations (as related to the career focus area of the work-based learning program) and the Chamber of Commerce.

Indicator 2C: Work-based learning personnel participate in occupational updating in the career focus area of the work-based learning program as needed.

Work-based learning personnel have a special need for continuing contacts with business and industry in the career focus area of the work-based learning program to keep up with changes in the occupational field. Some occupational updating can be accomplished through in-service or professional development programs, but the work-based learning coordinator may also need to do some updating on his or her own. Individuals in these positions should take the initiative to maintain their occupational skills and to learn about changes in the occupational area. Summer internships (either paid or unpaid) in a local business or industry or visits to these sites are ways in which work-based learning coordinators can update their knowledge and skills.

Indicator 2D: Work-based learning personnel participate in state-sponsored professional development programs to update professional and occupational knowledge and skills relative to the work-based learning program.

Work-based learning personnel should continually strive to retain and improve their individual knowledge base. The Georgia Department of Education sponsors activities, such as workshops, institutes, courses, clinics, and visits to business and industry, which bring together work-based learning personnel to update them on topics related to educational or occupational specialties. These meetings are usually in a workshop format and may concentrate on one area or several areas simultaneously. In some instances, Continuing Education Units (CEU) or Staff Development Units (SDU) may be received for participation in these state-sponsored professional development programs.

STANDARD 3: Responsibility for the work-based learning program’s personnel is assigned by the local school administration consistent with state and local policies.

The individual employed to conduct the work-based learning program is the key component of an effective and meaningful education program. The work-based learning coordinator is a member of the school staff who may serve in dual roles, that of instructor and coordinator.

A work-based learning coordinator should be a certified teacher or have sufficient occupational credentials (preferably both). This person should also have had pre-service or in-service training in planning, implementing, and evaluating a work-based learning program. In addition to state requirements for the position, a work-based learning coordinator must be competent in the following:

- Guiding and selecting students.
- Enlisting and supervising the participation of employers.
- Monitoring and/or teaching academic and vocational related instruction.
- Administering the work-based learning program.
- Maintaining good public relations.
- Representing the educational institution effectively in contacts with the community.
- Carrying out local and state educational policies.
- Gaining the confidence of the business and school communities.
- Assisting students in adjusting to the work environment.
- Motivating students and employers.
- Understanding local, state, and federal laws relating to employment of minors and safety.

Local school districts should establish criteria for the employment of work-based learning personnel. Consideration should be given to: (a) requirements of the Georgia Department of Education; (b) general requirements of the local education agency; (c) features of the respective work-based learning program, such as career focus area and characteristics of students and businesses; and (d) state professional certification requirements as administered by the Professional Standards Commission.

Indicator 3A: Work-based learning personnel are assigned responsibility for coordinating activities of the employer, secondary school(s), and postsecondary institution(s); academic and occupational instruction; and monitoring and evaluating program components.

The work-based learning coordinator has many responsibilities including tasks related to the following roles: teaching, coordination, marketing and promotion, and administration. The success of the work-based learning program depends upon: (1) how well the work-based learning coordinator performs the tasks included in these roles, and (2) how well the work-based learning coordinator is able to plan and organize the work to maintain balance among the various functions. The work-based learning coordinator’s effort should always be directed toward the

primary program goal—preparing students to enter and advance in their selected career focus area.

The various roles that a work-based learning coordinator may assume are described further below. The depth and breath of these roles will vary depending upon the type of work-based learning program that is being implemented.

Teaching Role

One of the primary roles of the work-based learning coordinator will include a teaching assignment or the coordination of a program of study for students in the program. If the work-based learning coordinator has a teaching assignment, this teaching will involve directing a learning program that permits students to master the attitudes, skills, and knowledge necessary for success in both postsecondary educational endeavors and in the world of work. In performing the teaching role, the work-based learning coordinator must: (1) teach attitudes, skills, and knowledge prerequisite to performance at a work-based learning site; (2) help students plan their work-based learning and community experiences; (3) assist students in forming concepts and principles from their learning experiences outside of the classroom; and (4) guide students in developing rational-thinking and problem-solving skills.

The teaching role will also involve coordinating the program of study for students. Activities include: (1) overseeing students' schedules in order to assure they are taking the proper sequences of courses for the career focus area; (2) maintaining curriculum standards as defined by state guidelines and business and industry standards; and (3) acting as a resource for other individuals involved with the work-based learning program.

Coordination Role

Coordination is an educational activity directed toward improvement of instruction by combining efforts of all that influence the student. Coordination involves: (1) identifying work-based learning sites that can participate in the work-based learning program; (2) negotiating types of activities that are best suited for a student and employer at the work-based learning site; (3) informing teachers and guidance counselors of work-based learning opportunities for students; (4) arranging details of final interviews between students and employers; (5) placing students and evaluating their progress; (6) coordinating all necessary transportation details; (7) checking that all appropriate permission forms are signed and on file; and (8) coordinating school-based learning theory and practice.

Guidance and Counseling Role

As a career counselor, the work-based learning coordinator has responsibility for student recruitment, selection, job placement, and counseling. Effective communication must be maintained with other educational personnel (i.e., guidance counselors, teachers, and administration) to promote the involvement of students who may benefit from the work-based learning program.

Marketing and Promotion Role

The work-based learning coordinator must continuously promote the work-based learning program to local community members. A work-based learning coordinator must also practice good public relations in his/her everyday activities and through a planned marketing program.

Administrative Role

The extent of a work-based learning coordinator's administrative roles varies according to the local educational agency. Generally, work-based learning coordinators will have a wide variety of administrative responsibilities including planning, budgeting, reporting, evaluating, and supervising. Many of these tasks are performed in relation to other roles.

The work-based learning coordinator is the key to a successful program. The role of the work-based learning coordinator is complex in that it not only involves the usual competencies of the classroom teacher but also requires the insights important for career guidance and the capability for bringing the business and industry community into a cooperative alliance with the educational institution.

ADVISORY COMMITTEE STANDARD

STANDARD 4: An active advisory committee assists with the design, development, implementation, administration, and evaluation of the program.

An advisory committee for the work-based learning program serves as an organized base for two-way communication between the work-based learning coordinator and representatives from the business/industry community. The committee's function is to advise and assist the local work-based learning program regarding the instructional program. The work-based learning program's advisory committee may be a subcommittee of a larger business and industry advisory committee for the local school district or educational institution. It is important that the work-based learning program's advisory committee have designated individuals to provide guidance and direction for the program.

The activities of the advisory committee should center around the functions of occupational/community surveys, school-based curriculum advisement, student placement, community promotion and public relations, program review and evaluation, and community resources. These efforts generally are and should be focused on benefiting students.

Establishing an Advisory Committee

Effective advisory committees are a result of planned and implemented organizational procedures. A series of basic steps for organizing an advisory committee have been identified and should be followed.

Step One: Obtain Permission to Organize. A written request asking for authorization to organize an advisory committee should be submitted to the administration of the educational institution. Statements of rationale, purpose, and organizational procedures should accompany the request.

Step Two: Selection of Members. The work-based learning coordinator and the appropriate administrator should develop a list of possible members for the advisory committee. The proposed members should be contacted to determine their willingness to serve.

The membership of the advisory committee should be representative of the career focus area served by the work-based learning program and a cross section of the business/industry community. Seven to ten members are the most effective numbers of individuals to have on an advisory committee.

Step Three: Notification of Appointment. Members selected to serve on the advisory committee should be properly notified of their appointment. The letter of appointment should be from the educational administrator, describing the importance of the committee and seeking each member's active participation.

Step Four: Orientation of Members. Members should be oriented to their responsibilities and tasks by the work-based learning coordinator and administrator. This orientation should include a presentation about the program, program graduates and current students, current issues within the program, and employment situations.

Step Five: Selection of Officers. Usually two officers should be elected for the advisory committee -- a chair and a vice-chair. The work-based learning coordinator usually performs the role of secretary to the advisory committee.

Step Six: Planning a Program of Activities. The advisory committee should develop an annual program of activities, which includes components of a long-range plan as well as special issues to be considered during the current year. Advisory committees can also identify specific activities in which to participate each year.

Step Seven: Planning and Conducting Meetings. The responsibility for planning each advisory committee meeting rests with the chairperson, with assistance from the work-based learning coordinator. The advisory committee should convene a minimum of four times during the year -- at least once every three months. A properly prepared annual program of activities will ensure that a need exists for calling each regular meeting.

Indicator 4A: The advisory committee, which may be a subcommittee of the general technology/career advisory committee, is composed of individuals in the career focus area, parents/guardians, administrators, counselors, secondary and postsecondary educators, and work based program personnel.

Indicator 4B: Planning for the work-based learning program by the advisory committee incorporates appropriate and timely information from demographic studies of the employment community, labor market projections, student interest and placement records, and student enrollment information.

In order to be effective, the work of the advisory committee must be structured. A list of activities should be developed for the advisory committee to consider and develop into a formal plan of activities for the year. The activities should then be incorporated into the agendas for each meeting.

A review of the literature relating to the functions of an advisory committee reveals that the major areas of activity are employment needs, career development, curriculum, faculty, marketing and promotion, evaluation, and operation. Appendix H provides a list of possible activities that may be helpful in formulating a plan of activities for a local advisory committee.

Indicator 4C: The advisory committee meets on a regularly established basis to review implementation of the work based learning program.

The work-based learning program advisory committee must meet on a regular basis. Usually a meeting is needed at the beginning of the academic year, followed up with a planned program of activities. The chairperson (elected by the members of the advisory committee) should call the meetings. Each meeting should have a stated time and place to meet and an agenda that is mailed in advance to each committee member. It is unfair to ask busy people to attend a meeting without prior knowledge of items to be discussed. Meetings should be for a specific period of time in order to accommodate schedules and demands on committee members' time. The meeting place should be fairly central to most of the members. It may be that members can host the committee meetings at their place of business on a rotating basis. The educational institution itself is seldom a good place to meet because of parking restrictions, crowded classrooms, noise, and interruptions.

The work-based learning coordinator should take minutes of every committee meeting and send a copy to each member. The coordinator and the committee chairperson should keep a file copy. The coordinator's major responsibility to the committee is to serve as advisor and to follow up on actions and recommendations made by the committee. The committee is there to serve the needs of the work-based learning program and to act as its chief supporter. Therefore, the work-based learning coordinator must follow up and take action as directed by the committee.

Suggested agendas for the first and second meetings of the advisory committee are provided for guidance to the work-based learning coordinator in Appendix I.

Indicator 4D: The advisory committee assists with regular evaluation of the work based learning program.

CLASSROOM LEARNING STANDARD

STANDARD 5: Classroom curriculum and instruction for the work-based learning program is designed to meet requirements necessary to prepare a student for post-secondary education and/or employment, business ownership, and/or entrepreneurial ventures.

The curriculum content for a work-based learning program is driven by what students need to know, understand, and be able to do before entering and advancing in a career focus area. Each career focus area consists of academic, technical, intellectual, and personal knowledge needed by students.

Curriculum for a work-based learning program in an identified career focus area needs to be organized in a logical scope and sequence. This provides for a curriculum which can be delivered in an integrated school- and work-based setting to assure that the student will meet high school graduation requirements; and initial level qualifications for employment and/or entrance into a postsecondary educational institution. The local secondary school, postsecondary institution(s), and businesses within a career focus area should determine the most effective method of delivering curricula in local work-based learning programs.

Indicator 5A: Organizational structure of the work-based learning program is flexible enough to serve the diversified needs of students and business/industry and is connected to academic and occupational courses.

Curriculum for a work-based learning program should be designed to ensure that (a) academic and occupational learning are effectively integrated; (b) students receive academic and/or occupational credentials specific to their chosen career focus area; (c) employers provide work experience, either paid or nonpaid, that is a structured and safe learning experience; and (d) links between secondary and postsecondary education are articulated.

Indicator 5B: Courses in the student's program of study are designed with an organizational plan that includes academic and occupational instruction.

A program of study is defined as an array of courses a student takes in high school, including courses from programs such as mathematics, science, language arts, social studies, art, foreign language, and career/technology education. The ideas, concepts, methods of inquiry, and procedures taught in all courses should reinforce one another.

The following standards are suggested as measures of the soundness and quality of a program of study for a work-based learning program:

- The program of study for the work-based learning program is based on the knowledge, skills, and abilities (KSAs) required for attainment of academic and technology/career skill

proficiencies. The program of study includes a planned sequence of essential academic and occupational experiences deemed necessary for the student to achieve such an objective.

- The program of study is developed and conducted in consultation with employers and other individuals or groups of individuals (such as a local advisory committee) having skills in and substantive knowledge of the career focus area utilized by the work-based learning program.
- The program of study should include the most up-to-date knowledge, skills, and aptitudes necessary for competencies required for the career focus area.
- The program of study should be sufficiently extensive in duration and with sufficiently intensive scheduled periods of time to enable the student to achieve educational and occupational objectives.
- A work-based learning coordinator supervises and coordinates school-based academic and technology/career instruction with work-based instruction that is appropriate to the career focus area and the program of study.

Work-based learning personnel should determine if relevant curriculum standards already exist in each career focus area, either through existing state curriculum or recognized industry standards. New technology and new forms of work organization that are expected to affect future skills required of students should be taken into consideration in this process.

Students should also receive credit for both the academic and occupational learning components of work-based learning. The local educational agency will determine how much academic credit will be awarded for the occupational instruction and applied course work and the work-based learning component of the program.

Indicator 5C: Courses in the student's program of study are organized to provide students with instruction in the knowledge skills and abilities needed to meet their educational and future employment goals.

Development of curriculum for the specific work-based learning program should center on a career focus area. When developing curriculum, work-based learning personnel, business and industry representatives, and advisory committee members should discuss and delineate the knowledge, skills, and abilities that are necessary for successful employment in the career focus areas as well as for advancement. Broad competency areas for which training can be provided by business and industry should be identified together with a tentative schedule for completion of related study in a variety of positions within the career focus area.

The work-based learning coordinator is responsible for planning (and, in some work-based learning programs, conducting) related instruction designed to meet the educational and career needs of students. As each student is placed at a work site, the work-based learning coordinator, student, and work-site supervisor develop a detailed educational training plan to structure the student's work-based learning experience. This plan for instruction should include a list of skills to be developed and tasks to be undertaken. Educational training plans should assist with what will be taught (content), when it will be taught (sequence), where it will be taught (learning location), and how it will be taught (methods, activities, resources) in the related class.

By reviewing the educational training plans of all students enrolled in the work-based learning program, the work-based learning coordinator can identify needs which students have in common (general related instruction) and needs unique to individual student-learners in a career or occupational area (specific related instruction). Additional topics for general and specific related instruction can also be identified by working in conjunction with the local program advisory committee. Members of the program advisory committee can suggest skills and aptitudes that workers need in a specific occupation or industry.

After the topics and the sources of materials have been identified, the work-based learning coordinator needs to prepare a logical sequence for instruction. For example: assuming that the related class meets every Monday through Friday for a 55-minute period each day, the time could be organized to devote one day per week to general related instruction, three days per week to specific related instruction, and one day a week to student career and leadership organization activities. Although the example deals with one class period per day of related occupational instruction, it is important to remember that an individual school district can devote more than one class period per day or a "block-time" period when scheduling a student's related instruction. The related occupational program in all cases must be of sufficient duration to develop competencies necessary to prepare the student to learn all aspects of the industry. Related instruction must occur on a continuous weekly basis. Three additional suggestions for scheduling follow:

- More time should be devoted early in the year to general instruction than to specific related instruction.
- Specific related instruction should be included as necessary continuously throughout the year.
- Scheduling should remain flexible to meet students' changing needs. Periodic review of the educational training plan for each student can assess the amount of time that should be spent on each topic.

Indicator 5D: Courses should be designed to facilitate a student's integrated interaction at the educational institution (school based learning) and at the workplace (work-based learning) while being supported by instruction in the community.

When an effectively articulated and coordinated program of study exists for a work-based learning program, the curriculum becomes interrelated to a high degree. There is important interaction among the three main sources of learning: school, work-based learning site, and the community.

Instruction in the School

The school is the location of some individual instruction, a considerable amount of small group instruction, and nearly all of the total class instruction for a work-based learning program. It is also the setting for instructor-student planning of certain aspects of content and learning activities. Many of the social competencies and capabilities that are best learned through peer-group instruction should be learned in the classroom. The classroom setting also is needed to develop minimum proficiencies in competencies entailing a high degree of risk before students apply them on the job. In many cases, employers cannot allow students to practice their skills and experiment with performance methods while they are on the job. Also, theory and principles are very difficult to learn on the job alone. This is largely due to the time needed to teach them and possible limitations of the work-site supervisor in organizing that type of instruction. Classroom instruction must be articulated with on-the-job instruction and knowledge gleaned from experiences in the program of study.

Instruction at the Work-Based Learning Site

Instruction at the work-based learning site may be considered in two parts: (1) instruction that is independent of the job for which the student is employed, and (2) instruction that is received at the site from the work-site supervisor and coworkers. Both are important in a student's academic and occupational development.

Nearly all work-based learning sites offer opportunities for learning beyond the immediate job to include all aspects of an industry. For example, how the organization functions, what opportunities are available for career advancement, career opportunities beyond the present work-based learning experience, first-hand information about the way of life and value systems of workers in various departments are just a few aspects students can learn about at the work-based learning site. Whether or not a student takes advantage of such opportunities becomes the responsibility of the student, work-based learning coordinator, and work-site supervisor. Knowledge, skills, and abilities are broader than just job-specific tasks for employment. Valuable employability skills are transferable into any work environment and are helpful to a student starting out in a postsecondary setting. Additional information gleaned from the work-based learning site broadens a student's experience, moving the curriculum a step above job training only.

Instruction in the Community

Part of the function that bridges the gap between education and work is to teach students to use sources of information that will be readily available to them after completing the work-based learning program. Such sources may be divided into three categories: those in the community, those in the home, and those in the school.

Students may be given assignments relative to their career goals which draw on information obtained from community resources in the area (e.g., Chamber of Commerce, local government agencies, Better Business Bureau). Indirect input in the classroom by a participating work-based learning site can encourage a student's academic and vocational awareness through class discussions and projects involving facets of local industry as well as principles of the industry in general. During class discussions, the various practices and procedures of the

cooperating businesses may be compared. Such discussions lead to the discovery of underlying principles governing those practices. Thus, students gain transferable understanding of the work world, its inner workings, and hierarchy rather than just the entry-level job skills required to perform work-based learning tasks.

The home environment may be another source of instruction in interpersonal skills and marketable job abilities. These interactions should be coached and practiced in the home specifically for the purpose of developing competencies expected in the job market. Parents/guardians, brothers, sisters, and other relatives and friends can provide opinions and information relative to how well a student is or is not developing problem-solving and critical thinking skills transferable to work and school.

There are many neglected learning resources within the local education institution itself that may be considered community resources in a broad sense because they are not part of the regular instructional staff of the work-based learning program. Teachers, guidance counselors, clerical staff, and maintenance personnel are subject to many challenges that, if observed by the student, can teach the student problem-solving skills and appropriate interactions with peers, colleagues, and supervisors. Everyone in a student's community—whether lay persons, professionals, or peers--can participate in his or her learning directly or indirectly.

WORK-BASED LEARNING STANDARD

STANDARD 6: Occupational experiences and instruction for work-based learning are designed to meet the requirements necessary to prepare a student for postsecondary education and/or employment.

The components of the work-based learning program should be designed to ensure that academic and workplace learning are effectively integrated; program completers receive recognition of attainment of both academic and occupational skill proficiencies; employers provide work-site experience and structured learning; and secondary and postsecondary education are articulated.

Indicator 6A: Student enrollment in work-based learning is in accord with the student's career aspirations and available work-based learning opportunities in the community.

Work-based learning coordinators, in conjunction with designated personnel including educational institution administrators and guidance counselors, should develop procedures and criteria that ensure enrollment of students in work-based learning who meet program objectives and who want, need, and can benefit from the program. Ensuring that students are enrolled in the appropriate career focus area, given their career objectives, is also incumbent upon these individuals.

Prospective participants in work-based learning programs should include immediately college-bound students, immediately career-bound graduates, students with disabilities, limited-English proficient students, students with diverse and disadvantaged backgrounds, and academically talented students. Activities to ensure equal access to all students should be promoted by the local education agency.

The prerequisites for enrollment as well as the criteria for selection should be developed as the work-based learning program is implemented. There should be a common understanding between employers and the educational institution concerning program entry criteria and standards (the local advisory committee should be utilized in setting these criteria and standards). Guidance counselors and work-based learning personnel should agree on the characteristics of students who will enroll in the work-based learning program. The prerequisites and criteria should be reviewed periodically by the local advisory committee, the work-based learning coordinator, academic and vocational faculty involved with the program, work-site supervisors, and local administration and guidance counselors. A marketing and promotion plan can then be developed to inform students, parents/guardians, and school personnel about the opportunities and benefits available through participation in the work-based learning program.

Indicator 6B: A written admission policy and procedure for enrolling students into the work-based learning program is utilized.

The work-based learning coordinator should have clearly defined policies and procedures for identifying and enrolling students into the work-based learning program. The responses and attitudes of students, parents/guardians, guidance counselors, employers, and the administration toward the decisions made are more likely to be viewed positively when policies and procedures for admission are consistent and well known. Depending upon the type of work-based learning program and other variables in a particular school, there should be policies related to:

- Steps to follow in the application process, such as completing an application form (see Appendix J for an example of an application form for a work-based learning program), having an interview, obtaining the approval of parents/guardians, etc.
- Completion of prerequisite courses or alternative ways of meeting requirements for entry.
- Criteria that are used in screening or decision making regarding admission to the program.
- Final selection process—the persons who participate in the final selection.

Admission Process

The admission process usually begins six months prior to students enrolling in the work-based learning program. The exact timing may vary depending on the school’s system for student registration for classes for the next year. A suggested process is outlined below:

Steps	Time of Year	Admission Process
1	January	Program literature and application forms are made available to students.
2	February	The work-based learning coordinator reviews returned application forms and reference letters and conducts preliminary personal interviews conducted with students (see sample student profile form in Appendix K).
3	March	The selection committee (comprised of at least one guidance counselor, 2-4 local employers, and other appropriate personnel) interviews students and determines which students should be admitted.
4	April	Orientation meeting for selected students and their parents/guardians.
5	May-August	Placement of students at work-based learning sites.

Policies Regarding Criteria

For some work-based learning programs, criteria such as grade records, attendance, or performance in a particular prerequisite course are used. It is the work-based learning coordinator’s responsibility, in consultation with the advisory committee, to justify that these criteria are a valid means for determining who should be enrolled in the work-based learning program. It is especially important that the criteria are equitably applied to all students being considered.

The following criteria should be considered as a minimum for any work-based learning program. The students should:

- Be 16 years of age, particularly if the work experience is to be paid.
- Meet the academic requirements set by the local education agency.
- Have regular attendance during the current school year.
- Be interested in the career focus area for which the work-based learning experience provides training.
- Possess the aptitude for the occupation for which training at the work site will be provided.
- Have teacher and guidance counselor recommendations (see Appendix L for a copy of a sample recommendation form).
- Possess appropriate social and personal skills.
- Be willing to sign an educational training agreement with the school and business/industry, agreeing to actively participate in the program.
- Have the support of their parents/guardians.
- Have access to regular and reliable transportation.
- Show evidence of commitment to the work-based learning program.
- Be honest, reliable, have respect for authority, and have integrity.
- Have self-pride and a presentable appearance.

Utilizing a Selection Committee

A representative selection committee, composed of a guidance counselor, several local employers, and one or two teachers, should make decisions about student admission into the work-based learning program. The selection committee must conduct the selection process objectively and fairly. When the methods and standards of selection have committee approval and support, the decisions are more likely to be considered fair and impartial. See Appendix M for a sample interview rating form to be used by a selection committee.

Indicator 6C: Work-based learning personnel provide students and parents/guardians with an orientation to the work-based learning program prior to enrollment.

Prior to enrollment in work-based learning, interested students and their parents/guardians should be required to attend an orientation session that presents a comprehensive overview of the school's work-based learning program. The work-based learning coordinator and other appropriate personnel should conduct this meeting with the goal of notifying the attendees orally and in writing of all policies, procedures, and expectations of the work-based learning program. Topics that should be covered at this orientation are:

- Admission policies, academic and vocational credit standards, and evaluation policies for participants.
- Attendance regulations, including absenteeism and tardiness policies.

- Role of the work-based learning coordinator and other relevant personnel in establishing work-based learning sites, working hours, and assessment and grading procedures for evaluating student progress.
- Programs of study available in work-based learning, including prerequisites to admission and postsecondary alternatives.
- Educational training agreements and training plans necessary for all parties involved in work-based learning.
- Students' responsibilities for fulfilling their academic and work obligations while participating in work-based learning.
- Parents'/guardian's responsibilities in assisting and encouraging their children to succeed in work-based learning.
- Employer's responsibilities in the work-based learning program.

Other opportunities should be provided for interested parties to discuss the work-based learning program further. It is also recommended that the work-based learning coordinator secure at the orientation meeting parental/guardian and student permission to release academic records and grades if the student decides to enroll in the program. There will be times when the work-based learning coordinator will need access to a student's academic records during the course of his/her participation in work-based learning program, especially when determining academic measures of student participation in the program. If a release is not signed at this meeting, arrangements will need to be made to secure permission.

<p>Indicator 6D: Work-based learning sites are selected that provide occupational growth opportunities consistent with the student's occupational interests and learning objectives.</p>

Work-based learning site is the term used to identify the place of student employment. The work-based learning site is an extension of the education institution. It is the laboratory for the school-based portion of the program. Success for the work-based learning program depends upon the quality of the learning sites; therefore, only those companies and businesses that maintain high standards should be selected as work-based learning sites for students.

It is essential that businesses selected to participate in the work-based learning program have high ethical standards in dealing with their clientele and their employees. Some questions to consider in selecting suitable work-based learning sites are:

1. For which career focus area or occupational area is the business best suited? Students should be placed in work-based learning situations that match their career focus; otherwise, the relationship between school-based and work-based learning components can be nullified.
2. Is the position complex enough to require training? Students should have the opportunity to acquire new knowledge, skills, and abilities. Positions that students may engage in at a business must be complex enough to require training over the period of time for which the student is assigned.

3. Can a student receive a variety of experiences in different operations throughout the business—an "all aspects of the industry" approach? It is important that a student obtain experiences in nearly all phases of the operation of the business. This can be accomplished if the employer understands the instructional objectives of the program and is willing to arrange for the student to gain the experiences needed to accomplish the objectives.
4. Can the work-based learning site provide a qualified individual who meets specific criteria to act as work-site supervisor? The firm should be willing to appoint an experienced employee to serve as the work-site supervisor of the student. In small firms, the employers themselves may agree to serve in this capacity.
5. Will the employer permit the student and work-site supervisor adequate time for training and discussion? The business should be willing to permit the work-site supervisor to work with the student and work-based learning coordinator in developing an educational training plan and in evaluating student progress. Since supervisory visits by the work-based learning coordinator take time away from other duties of the work-site supervisor, the management of the business must realize the importance of these visits and enable them to take place.
6. Can the work-based learning site provide a sufficient number of regularly scheduled hours of employment throughout the school year to accomplish the objectives of the instructional program? If the student's work-based learning experience is irregular or if an insufficient number of hours of work are provided, the experience is more likely to be work for production only and fail to provide a learning experience.
7. If the experience is to be paid, is the employer willing to provide the student a wage comparable to that of other employees doing similar work? If the student is engaged in a paid work-based learning experience, the employer should be willing to pay the student wages comparable to those paid other part-time workers with similar experience and doing similar work. The employer must comply with Federal Minimum Wage requirements. In addition, students should be eligible for progressive wage scales based on evaluative criteria and on-the-job performance.
8. Does the business comply with state and federal labor laws affecting minors? The business must abide by state and federal labor laws affecting minors, in particular, those regulating hours, hazardous occupations, and working conditions.
9. Does the proposed work-based learning site exemplify ethical business practices? Since one of the objectives of the work-based learning program is to promote the use of ethical standards in business and industry, it is important that the business exemplify the highest ideals of honesty and integrity.

Potential work-based learning sites must be carefully evaluated to determine if they meet the specific criteria established by the work-based learning coordinator before any placement of students is made. Businesses to avoid as potential work-based learning sites include those that:

- May exploit the student.

- Do not provide comprehensive training.
- Lack responsibility and have a poor community reputation.
- Lack interest in providing direction or supervision of the student.
- Do not utilize modern facilities and methods.
- Do not employ personnel of high character.
- Lack adequate provisions for protection of the student's welfare.
- Offer the student only simple, repetitive tasks.

Work-based learning coordinators have the primary responsibility for locating prospective work-based learning sites and placing students with the employer. Outside resource people such as business leaders; civic, social, and service organization members; advisory committee members; and other community leaders should be called upon to assist in the search for appropriate work-based learning sites.

It is the responsibility of the work-based learning coordinator to arrange an appointment with an individual at a business or industry in the local community to ascertain his or her interest in participating in the work-based learning program. The work-based learning coordinator should make an appointment with the individual who has the authority to make a decision about participation.

During this appointment, the work-based learning coordinator should inform this individual about the work-based learning program. The work-based learning coordinator should emphasize the advantages to the business and the benefits the business will receive as a result of its participation. During this meeting, the work-based learning coordinator should ask exploratory questions; observe working conditions, equipment and facilities; determine the types of positions available and hiring procedures; and determine if there are potential work-site supervisors. After this meeting, the work-based learning coordinator should complete an evaluation form (see Appendix L for a work-site evaluation form) that can be used as a reference in the future possible placement of students at this potential site.

It should be noted that not all businesses contacted by work-based learning personnel will be able to provide a work-based learning slot to students, but the business and its employees may be able to participate in other aspects of the work-based learning continuum. This involvement can range from providing field trips for students in lower grades to serving as a classroom speaker in the local educational institution. The work-based learning coordinator should make notations of the type of activities in which a business is willing to engage and provide the necessary means for that business and its employees to participate.

It is highly recommended that the work-based learning coordinator maintain a database (preferably electronic) on businesses that may or may not have the potential to be good work-based learning sites for students or the type of involvement in which the business is willing to participate with the school. The work-based learning coordinator should keep this database up to date and current by visiting businesses throughout the year, especially new ones that may be established in the community. The work-based learning coordinator should utilize the local

Chamber of Commerce or business/industry council to keep informed about new and potential businesses and industries locating in the community.

In educational institutions where there are several work-based learning personnel (such as clinical, cooperative education, and youth apprenticeship coordinators), a systematic method of contacting potential businesses in the community should be established. By making a coordinated effort, the potential for contacting and securing possible work-based learning sites increases. This requires that each work-based learning coordinator, regardless of the type of program that he or she is charged with administering, understand and be able to articulate to employers the philosophy and mission of work-based learning and the various programs within a specific educational institution and community.

Placement of Students at Work Sites

After the training sites have been selected, the next task of the work-based learning coordinator is to align students with positions within these businesses. Work-based learning coordinators should arrange for employers to interview potential students for positions within the business. It is the work-based learning coordinator's responsibility to prepare students for the interview selection process. In addition, it is the employer's responsibility to interview potential student applicants and require them to complete a position application form.

Employers should make the final decision about hiring students for the work-based learning program. This process will avoid misunderstandings and problems later in the employment process. Student applicants should be hired under the same basic conditions as other regular employees within the business.

Work-based learning coordinators should confer with employers before any commitment is made to specific students. This procedure allows work-based learning coordinators to determine a definite date for each student to begin work with the business and to guarantee that all appropriate legal forms are filed prior to the start date. Additionally, the employer should sign the educational training agreement before the student reports to the work-based learning site.

Work Hours for Students at Work Sites

The work-site supervisor, student, and the work-based learning coordinator must cooperatively determine a student's work schedule. A specified number of working hours each week should be established for each student in both paid and unpaid work-based learning programs.

Required minimum work hours for a student attending school should average a minimum of 15 hours per week. At one time, many school personnel believed that a student-learner should not be expected to work earlier than the start of the school day and not later than 6:00 p.m. In recent years, however, hours for firms, stores, and offices have extended into evenings and weekends.

Accordingly, the on-the-job schedule for each student should be arranged with consideration to the following:

- The student's career development needs, which require participation in a variety of business/industry operations when competent adult supervisory personnel are present.
- The work site's staffing situation and the need for maintaining productivity during all hours of operation.
- The student's need for rest and time for other responsibilities as a student, an individual, and a family member.
- The legal employment conditions.
- The schedule for the work-based learning coordinator to observe the student on the job and to confer with the work-site supervisor.

The local school district, through the work-based learning coordinator, is responsible for providing coordination and supervision of participating students. Consultation with students, school administration, parents/guardians and work-site supervisors is advisable to determine whether the school and work schedule is in the best interest of the student and conducive to his/her welfare. Special attention must be given to the work schedule to determine if it conforms with federal and state laws, rules, and regulations. It is suggested that a record of hours worked be collected weekly and checked against the hours agreed upon in the training agreement. The school and work schedule should be established when the educational training agreement is developed and should not be changed unless consultation occurs between the work-site supervisor, student, work-based learning coordinator, and parents/guardians.

School and Work-Site Attendance

The work-based learning coordinator must encourage participating students to actively participate in the school-based portion of the program and at the work site. Student absence is of major concern. Not only does the student miss learning experiences in various school courses and at the work site, but also absence from the work site may cause problems for the work-site supervisor.

Local school districts are responsible for determining the maximum number of hours that can be counted toward the hours of annual instruction. Pupil accounting auditors will examine the educational training agreement and educational training plan for compliance with these guidelines and the applicable administrative rules.

Although the primary purpose of the student's participation in a work-based learning program is learning, the student may also be a paid employee of the business. Therefore, the work-site supervisor and employer expect the student to be present and to carry out assigned responsibilities during scheduled work hours.

Frequent absence will naturally hinder student progress and may also cause the cooperating employer to request a replacement or terminate the employment of the student. Each individual school system should have a policy for handling student absenteeism. Some schools require that the student bring a written excuse from a parent/guardian in order to continue to

participate in the work-based learning program. Other schools routinely make a telephone call to the parent/guardian whenever a student is not in school.

When a student cannot participate at a work site, it is the student's responsibility to notify the work-site supervisor at the earliest possible time. This procedure should be required of each student, as it is required of regular employees. If notified in time, the work-site supervisor may be able to make arrangements for a substitute.

School policies need to be developed to cover absences from school and work. These policies need to be communicated to students, parents/guardians, and cooperating employers. It is common practice for schools to adopt the policy that if a student fails to attend school on a particular day, the student is not allowed to work on the same day without special permission from school officials. Normally, this policy is outlined on the educational training agreement or in program guidelines so that students and parents/guardians know school and employer expectations.

Termination of a Placement

A work-based learning coordinator may be confronted with a placement arrangement that must be terminated. An employment situation may need to be terminated for a variety of reasons. Some of the more common reasons are:

- The work-site supervisor refuses to follow the educational training plan.
- The employer is forced to terminate the student's employment due to layoffs.
- The student and the work-site supervisor have personality conflicts.
- The student has not satisfied the work-site supervisor's expectations.
- The student is working in an unsafe employment situation.
- The student cannot maintain adequate school grades or attendance due to the work schedule.

A termination statement is often found in educational training agreements for work-based learning programs. The termination statement indicates the requirements for ending the student's employment or involvement at the work-based learning site. Generally, the student, work-site supervisor, and employer each agree to notify the work-based learning coordinator in advance of any termination action being considered. A student should not be able to terminate at a work-based learning site without first receiving the consent of the work-based learning coordinator.

The work-based learning coordinator should make provisions for a "cooling-off" period during which time an attempt should be made to resolve differences. The goal of such provisions should always be to ensure that the best interests of the student are considered before final termination from the work-based learning site.

Most schools have a policy that provides a limited time at the beginning of the school term or semester during which students may terminate from a work-based learning program and transfer to other school programs without losing academic credit. Students should not be allowed to terminate employment or withdraw from the work-based learning program and related academic and/or occupational courses until the policy has been reviewed.

If termination proceedings are begun, the work-based learning coordinator is responsible for notifying the student's parents/guardians and completing and filing all necessary reports relative to the termination. Suggested procedures to be used by work-based learning coordinators regarding the termination of student follow:

- Arrange a meeting between the work-based learning coordinator, the work-site supervisor, and the student.
- At the meeting, discuss the reason(s) for possible termination; determine if the termination is final or if the student will be reinstated; if the student is terminated, the educational training agreement and training plan become void.
- Have the student complete a termination report that becomes a part of the work-based learning record.
- If the student was participating in a paid work-based learning experience, the student should be informed of salary due for the amount of time worked prior to termination. The student should inform the employer where to mail the final check.
- If the termination is involuntary (e.g., layoffs), the work-based learning coordinator should make the necessary arrangements to transfer the student to a new work-based learning site. The work-based learning coordinator should reassess the student's career interests, discuss the student's strengths and weaknesses, and complete a new educational training agreement and training plan once the new placement is made.

Indicator 6E: Work-based learning sites for students are in compliance with federal, state, and local labor laws.

When placing students at a work-based learning site, the work-based learning coordinator must make certain that the employment is in compliance with local, state, and federal labor regulations. It is the work-based learning coordinator's responsibility to protect the health and welfare of the student.

Work-based learning personnel are expected to know the regulations that apply to students, the occupations, and the participating businesses. It is not the function of the work-based learning coordinator to enforce the laws, but rather to inform participating employers when they are unknowingly violating regulations. Federal and state laws, rules, regulations, and information pamphlets concerning employment and safety are available to help the work-based learning coordinator. See Section III for a discussion of rules and regulations affecting employment and safety of students.

Indicator 6F: Each student has an educational training agreement signed by the student, parents/guardians, educational institution, and the cooperating work-based learning site that describes the responsibilities of each entity.

An educational training agreement is a required element for a work-based learning program. This agreement enumerates the specific responsibilities of each party involved in the work-based learning program. Employers and work-site supervisors, students, parents/guardians, and work-based learning coordinators should all sign it. Each party signing the educational training agreement should receive a copy. Although the educational training agreement is not a legal document, it serves as a formal agreement, which, except for just cause, should be honored by all parties. Sample educational training agreements are provided in Appendix O.

The following sections are usually included in the educational training agreement:

- Purpose of the educational training agreement.
- Career goal(s) of the student.
- Duration of the training period.
- Minimum and maximum hours of work.
- Wage agreement and process for progressive wage scale if a paid experience.
- Academic credit to be earned by the student.
- Employer and work-site supervisor responsibilities.
- Educational institution and work-based learning coordinator responsibilities.
- Parent or guardian responsibilities.
- Student responsibilities.

The student may begin participation in the work-based learning program when the work-based learning coordinator has completed the educational training agreement, all parties have signed it, and a copy has been placed on file with the employer. Employment is not legal until a copy of the educational training agreement is on file at the business and educational institution and an educational training plan has been developed for the student at the work-based learning site.

Indicator 6G: Each student has an educational training plan that specifies a planned sequence of earning experiences and work tasks correlated with the program of study. The work-based learning personnel, the work-site supervisor, and the student cooperatively develop the methods used to document and assess attainment of learning objectives.

Educational training plans are written documents describing learning experiences students will participate in on the job. They are key to effective instruction at work-based learning sites. They should describe (a) learning objectives relevant to the student's career objective; (b) activities and work tasks in which students will engage to achieve the objectives; and (c) methods to document and assess attainment of learning objectives. An educational training plan is a management tool used to ensure that a relevant sequence of on-the-job experiences is provided a student at a work-based learning site. Educational training plans must also correlate on-the-job experiences with related learning in the student's program of study. Learning effectiveness is generally proportional to the degree of congruence between on-the-job experiences and instruction provided by the educational institution. Educational training plans

describe total school- and work-based experiences and how these two parts fit together to create a complete learning experience for the student.

Further, educational training plans should describe tasks that students must learn to perform in order to be proficient in their chosen occupational field. These plans should provide (1) direction for the student, (2) guidelines for the work-site supervisor who assigns tasks to the student, (3) guidelines for evaluation of the student's progress by the work-site supervisor, and (4) guidelines for scheduling and presenting related educational experiences to the student.

Developing an educational training plan for each student enrolled in work-based learning is one of the major responsibilities of the work-based learning coordinator. Educational training plans should be developed in consultation with the employer, work-site supervisor, student, and, in some instances, the program advisory committee. The work-based learning coordinator must provide initiative and assume responsibility for completion of educational training plans.

After each individual educational training plan has been refined and agreed upon by all parties concerned, in particular, the work-site supervisor, student, and work-based learning coordinator, copies should be distributed for use by each. Educational training plans should guide all participants in creating and maintaining total educational experiences for students at work-based learning sites. They should be utilized to direct students' on-the-job and educational learning experiences. Furthermore, educational training plans should provide methods for assessing progress toward students' training goals.

The following steps should be undertaken in the development of a student's educational training plan.

Step One: Identify knowledge, skills, and abilities. Development of an individual educational training plan should begin with a clear definition of the student's career focus. The major step in development of educational training plans is to determine the knowledge, skills, and abilities (KSAs) necessary for successful employment and advancement in each occupational field. These KSAs should be identified and benchmarked to decide how attainment and evaluation will be determined.

In order for the work-based learning program to respond to employers' needs and to provide students with skills that are clearly valued in the labor market, occupational skills, knowledge, and abilities must be identified and accepted by businesses in each occupational cluster. Job analysis is one method for establishing which knowledge, skills, and abilities will meet industry standards. Job analysis is the systematic gathering, documenting, and analyzing of information about actions employees take to perform tasks incumbent to their jobs within any kind of work setting. Analysis deals with job content, job requirements, and context of the entire work organization. Developing skill standards for educational training plans requires in-depth consideration of the types of KSAs, levels of experience, and skills employers expect of students within their business. Once standards are agreed upon, the work-based learning coordinator can design curriculum and instructional methods. Demonstration of attainment of these skills becomes the criterion for development and award of a certificate of proficiency as well as academic credit.

Several recent research studies provide lists of tasks for a wide variety of occupational positions. The Vocational Technical Education Consortium of the States (V-TECS) system has developed worker-validated tasks and performance objectives which contain job-based standards of performance for more than 170 occupational domains, representing more than 700 Dictionary of Occupational Titles. The Georgia Department of Technical and Adult Education (DTAE) utilizes program standards for occupational programs at technical institutes, which have been reviewed and validated by business and industry occupational committees. These and other sources of information about job skills and tasks, such as registered apprenticeship training plans, will provide program planners with a tentative list of specific and related skills for the occupational career focus area.

Another approach for identifying knowledge, skills, and ability requirements, which utilizes small-group brainstorming techniques, is DACUM (Developing a Curriculum). This process results in a skill profile for an occupational area. DACUM is primarily concerned with the "what" of a curriculum rather than the "how." It is an analysis of the occupation rather than a curriculum evolving from an analysis. The development of a DACUM profile involves using a committee of ten to twelve resource persons who are experts in a particular occupation. Committee members complete a series of steps that includes:

- Reviewing a written description of the specific occupation.
- Identifying general areas of competence within the occupation.
- Identifying specific skills or behaviors for each general area of competence.
- Structuring the skills into a meaningful learning sequence.
- Establishing levels of competence for each skill as related to realistic work situations.

Once the DACUM profile has been developed, the product may serve as a basis for developing instructional content and materials that focus on student attainment of specified skills.

Step Two: Sequence knowledge, skills, and abilities. As educational training plans are implemented, students should start with simpler tasks and build upon their successes. Therefore, as students progress through training, tasks will become more demanding and require additional knowledge and principles to master. Tasks and competencies should be introduced to students in logical order so that the skills and knowledge required for each lay the foundation for mastering new skills and knowledge required for the next task. Although many of the competencies will relate to more than one skill, each skill should be analyzed individually because it can require a number of different competencies.

Step Three: Design learning experiences. Learning experiences are those activities designed to assist students in attaining identified skills, knowledge, and abilities. These activities include classroom-based activities and instruction and on-the-job learning. Once learning experiences have been designed, curricula can be delivered at the educational institution, the work-based learning site, or a combination of both. In determining which segment of the curriculum will be taught at which location, work-based learning coordinators and work-site supervisors should select those learning experiences for which their location is best suited and

design the curriculum based on this information. Work-based learning should be characterized by complementary learning experiences in both the educational institution and the work-based learning site. The success of learning experiences depends on the structure of the program at each of these individual sites as well as the linkage between them.

Step Four: Design the student's educational training plan. Upon completion of the aforementioned analyses with work-site supervisors and students, the educational training plan should be developed. Work-site learning objectives should flow from identified knowledge, skills, and abilities. The work-based learning coordinator and work-site supervisor should cooperatively develop learning objectives in consultation with the student. Work-site supervisors will oversee and teach students these learning objectives.

Step Five: Determine student rotation. The specific rotation of tasks that a student will perform during a work-based learning experience should be identified. Analysis of those tasks, together with a plan for mastering them, becomes the responsibility of the student under the direction of the work-site supervisor and the work-based learning coordinator. A distinction between the tasks learned in the classroom and those learned on the job should be agreed upon during this process.

Step Six: Related academic/vocational development. In addition to focusing on specific knowledge, skills, and abilities development, work-based learning must also: (a) expand student knowledge of all aspects of the industry; (b) teach interpersonal and work ethic skills needed to work effectively in an organization (e.g., ability to work in teams, communicate clearly, manage one's time); and (c) develop higher-order critical thinking and problem-solving skills. Each of these competencies should be built into the educational training plan and school-based learning component. By including these global skills in all programs of study, the work-based learning program can help students acquire a comprehensive set of academic and occupational skills that will be valuable in any career.

Step Seven: Specify a plan of student evaluation. Assessment of student learning is a critical component of work-based learning. The educational training plan should not only describe what the student will learn and do in the work setting, but must also provide a record of what the student has accomplished. The work-based learning coordinator and work-site supervisor must be able to measure and record student progress toward relevant academic and occupational performance in order to verify student achievement in the workplace. Furthermore, documenting student performance is essential in order for the school to award academic credit and document a student's attainment of knowledge, skills, and abilities. Several specific aspects of a student's on-the-job performance should be evaluated including (a) progress in mastering the occupational skills; (b) work attitudes and conduct; and (c) personal traits and attributes. Students in a work-based learning program should be formally evaluated, at a minimum, once during every grading period of the educational institution.

In many instances, the means of evaluation are stated in the learning experiences. It is important that both the work-site supervisor and the student evaluate the experience. Frequently the work-site supervisor completes a written evaluation of student performance on a regular basis, and the student completes an evaluation, indicating not only the quality of his/her

performance but also the value of the learning experience. Other forms of performance-based assessment skills--including skill demonstrations, portfolios, and producing and exhibiting projects--can be used as well as the traditional paper and pencil test (refer to indicator 6H).

Many formats may be utilized for educational training plan development (see Appendix P for sample educational training plan formats). An educational training plan must be developed with input from the work-site supervisor and the respective student. The work-based learning coordinator must realize that the development of the educational training plan involves a major time commitment.

After an educational training plan has been refined and agreed upon by all parties concerned (the work-site supervisor, student, and work-based learning coordinator), they should regularly refer to a copy of the plan. The educational training plan should be the guide for or the key to the total educational experience for the student at the work-base learning site. It should be utilized to direct a student's on-the-job and educational learning experiences. Furthermore, an educational training plan should guide assessments of progress toward education and training goals.

Indicator 6H: Each student is evaluated on a regular basis by the work-site supervisor to assess attainment of established academic and skill proficiencies as required for the career area and appropriate feedback is provided to the student and the work based learning coordinator.

Regular evaluation of a work-based learning student's performance at the work-based learning site serves many purposes including measuring achievement and progress, determining a grade for one or more units of academic credit, and determining the need for further training. Scheduled evaluations with the work-site supervisor should emphasize assessing experiences outlined in the educational training plan, including general worker traits and the critical, technical, and academic competencies of the student. Assessment tools that test students' proficiency at different stages of the program should be utilized, including portfolios, skill demonstrations, written examinations, and producing and exhibiting projects.

The most common method of assessing student learning at work-based learning sites is the regular, written evaluation of student performance by the work-site supervisor. Rating forms completed by the work-site supervisor are the most common types of evaluation devices for collecting information regarding the student in three areas (i.e., experiences on educational training plan, general worker traits, and technical and academic competencies). Samples of evaluation rating forms for each area are provided in Appendix Q.

In order to obtain valid and reliable ratings, the work-based learning coordinator should meet with the work-site supervisor to complete the rating forms and written evaluations. During these supervisory visits, the work-based learning coordinator can solicit constructive suggestions for student improvement, determine additional experiences for the student's educational training plan, and/or decide upon new technical competencies that the student will be learning.

An in-depth review conference between the student, the work-site supervisor, and the work-based learning coordinator should be held immediately upon completion of the evaluation cycle. This conference should focus on the student's accomplishments as well as areas for improvement. This conference can give meaning to abstract but critical competencies such as communication and team work skills.

In most work-based learning programs, academic credit is awarded to the student based on the evaluation procedures utilized by the work-based learning coordinator. Academic credit is awarded for the successful completion of activities listed on the training plan and completion of a set number of hours of employment at the work site per week. The current guideline used by local educational agencies in regard to employment hours is: ½ unit of credit per semester for a minimum of 15 hours of employment per week or 1 unit of credit per semester for a minimum of 20 hours of employment per week (exclusive of weekend employment hours).

Indicator 6I: Appropriate program records (i.e., educational training agreement, educational training plan, evaluations, wage and hour records) are kept on file for each student.

The work-based learning coordinator is responsible for maintaining work-based student-learner files. Keeping up-to-date student records enables the work-based learning coordinator to monitor student progress and determine learner strengths and weaknesses. Records of periodic meetings with students, parents/guardians, work-site supervisors, and coordination visitations can provide the data and insights needed to effectively operate a work-based learning program. Student and parents/guardians are allowed to review all on-the-job files. The Federal Family Educational Rights and Privacy Act, Public Law 92-380, entitles parents/guardians and student-learners the right to review official school records.

Once devised, a filing system for the records of work-based learning programs requires continual care. A work-based learning coordinator must first devise a filing system and then periodically update, reorganize, add, and discard materials as part of maintaining a filing system. The following records, at a minimum, should be kept for each student participating in work-based learning:

- Working papers (age certificate, work-permit, etc.).
- General health and safety requirements for the career focus area or work-based learning site.
- Occupationally specific health and safety instruction and competency achievement noted on the educational training plan.
- Wage and hour logs of the on-the-job learning experience and production reports (see Appendix R for a sample wage and hour/production report form).
- Evaluations of the student's performance of tasks designated in the educational training plan as assessed by the work-site supervisor and work-based learning coordinator at regular intervals (every two to four weeks is highly desirable).
- Documentation showing correlation between the educational training plan and the student's program of study at the educational institution.

- Evidence of completion of work-based learning experiences and academic credit to be earned.

Indicator 6J: Criterion for selecting and assigning work-site supervisors for each student are established and provided to each work-based learning site employer.

Individuals at work-based learning sites who are responsible for the day-to-day instruction of students are called work-site supervisors. The selection of the work-site supervisor is the prerogative of the employer. However, the work-based coordinator has the responsibility to provide the employer with the selection criteria for a good work-site supervisor and to discuss with the employer the functions that the work-site supervisor will perform. Ideally, the employer discusses potential work-site supervisors with the work-based coordinator. The employer and the work-based coordinator then reach an agreement on the final selection. In small firms, the work-site supervisor may be the employers themselves. In larger firms, a supervisor or an experienced employee is usually selected.

Becoming a work-site supervisor provides a number of benefits to the individual employee. Employees who serve as work-site supervisors can develop supervisory skills and learn to work with young people. In the process of determining key workplace learning elements and the job-specific skills they want to convey, work-site supervisors may find ways to improve their own performance. In addition, the satisfaction work-site supervisors feel when working with young people often translates into improved work habits and productivity. But perhaps the most important benefit to a work-site supervisor is the realization that he/she can make a difference in the lives of young people.

Criteria for a Work-Site Supervisor

Work-site supervisors should have a minimum of five years experience in specific occupational areas and evidence of continuing education in the field. They should also exceed the occupational skill standards of the industry. Work-site supervisors should have technical competence in occupational areas being taught to students. Additionally, they should be able to adapt job instruction to learning styles and capabilities of students. Work-site supervisors should demonstrate the ability to deal with teen-aged workers and be sensitive to students' needs for recognition, guidance, and direction. Work-site supervisors' ethics and work habits should serve as models for students to emulate.

Responsibilities of a Work-Site Supervisor

Work-site supervisors assume a number of responsibilities including:

- Introducing the student into the business and establishing realistic, work-related expectations.
- Providing instruction for the student.
- Evaluating the performance of the student using a corrective learning approach.
- Counseling the student on matters related to work-site activities as well as encouraging academic performance at the educational institution.

Instructional Methods for Work-Site Supervisors

A work-site supervisor should be willing to partner with the work-based learning coordinator to plan on-the-job learning experiences, related school-based instruction, and student evaluation methods. Most work-site supervisors will be very competent in their occupational field but may have some difficulty in teaching others. They may tend to assume that students can perform tasks after being told and shown once how it should be done. Work-based learning coordinators need to take the time to orient work-site supervisors to work-based learning as well as to educate them regarding methods of analyzing tasks to be taught to students.

Hamilton and Hamilton (1993) describe methods that work-site supervisors should use in teaching students about job tasks and responsibilities. They note that students should begin by observing work-site supervisors perform a task, next learn to assist with the task, and finally perform the task, first with assistance and then independently. Work-site supervisors should use a variety of instructional techniques that may include the following:

- Demonstrate task performances by doing the task while the student observes.
- Explain how to perform a task correctly.
- Explain why a task is performed a certain way.
- Monitor and critique the student's attempts to do the task.
- Model problem-solving by thinking aloud and demonstrating problem-solving strategies.

Indicator 6K: Work-site supervisors are oriented, through individual and group meetings, regarding their responsibility to provide meaningful learning experiences for students.

The education and development of work-site supervisors is a continuous activity conducted by the work-based learning coordinator. The preparation of work-site supervisors requires both individual and group instruction.

Employers, work-site supervisors, and other individuals within a business who may be involved in the instruction of students should be required to attend an orientation and training session that provides an overview of the work-based learning program and information about working with high-school-age students in the workplace.

Orientation and training sessions should help a work-site supervisor set challenging yet realistic goals, plan learning experiences to meet these goals, select appropriate instruction techniques, and assess student progress. Work-site supervisors should also be prepared to support students. Supportive work-site supervisors understand the different stages of adolescent development, recognize student learning preferences, encourage communication, and provide feedback. Training should also help work-site supervisors avoid potential problems and work through the problems that may develop in a mentoring relationship.

Training should help work-site supervisors become familiar with program expectations, school district policies, work schedules, and review processes and understand the roles they will be expected to fulfill. Work-site supervisors become role models, nurturing students and helping

them adapt to the workplace culture. Work-site supervisors are called upon to assume the role of coach, instructing students in specific occupational skills and evaluating their performance.

Training sessions for work-site supervisors often include information on the psychology of youth, learning styles, motivation, communication, the value of diversity, and conflict management as they relate to the work-based learning experience. Participants are introduced to a process for developing educational training plans, based on job tasks and the skills necessary for students to accomplish those tasks. The work-site supervisor's orientation and training should include, at a minimum, the following topics:

- Orientation to the purpose of work-based learning.
- Expectations of students, parents/guardians, employers, and educational institutions.
- Instructional methods used to meet the different learning styles of students.
- Organization of work-based learning activities and connection with school-based learning activities.
- Recognition of individual differences in adolescent behavior.
- Assessment of student performance and achievement at the work site.

Additional follow-up sessions should also be considered as part of the education of work-site supervisors. The number of training sessions required by work-site supervisors will vary according to the individual's needs. Some work-site supervisors may need only one or two sessions, while others may desire and/or need additional assistance.

Work-Site Supervisor's Handbook

It is highly desirable to provide each work-site supervisor with a handbook that includes an explanation of the various phases of the work-based learning program. Topics usually included in a handbook are:

- Mission and objectives of the work-based learning program.
- Benefits of the work-based learning program to the employer, the student, the educational institution, and the community.
- How the work-based learning program operates.
- Role of the work-site supervisor.
- What the student should learn from the work-based learning experience.
- How to teach, supervise, and evaluate students while at the work site.
- Forms and procedures of the work-based learning program.

Indicator 6L: Work-based learning personnel make regular supervisory visits to the work-based learning site of the student.

The main purpose of supervisory visits to a work-based learning site is to coordinate the individual student's job experiences with the school-based related instruction. Some of the supervisory visits are informative and instructional in nature, some are preventative, and some are remedial. Most supervisory visits are scheduled and take place during the work-based

learning coordinator's regularly assigned coordination periods, but they may occur at almost any time of day or even at night.

A work-based learning coordinator must devote adequate time to coordination activities, which combine a student's on-the-job training with related academic and occupational instruction in school. Research suggests an optimum of 15 students per coordination clock hour (reassigned period) to provide for the best learning experience possible. However, research also recognizes the need for flexibility in the placement of students, since students enter and leave the program at various times during the school year due to factors such as early graduations, program transfers, etc. Figure 5 outlines the philosophy and activities that should guide the use of coordination time assigned by the educational agency to the work-based learning coordinator.

Supervisory visits should be made on a regular basis, and there should be a definite reason for each visit. Time should never be taken for mere "drop-in" or social visits with no definite business to be transacted. The supervisory visit should be businesslike, and it is highly recommended that the work-based learning coordinator make an appointment to meet with the work-site supervisor.

Appointments for supervisory visits afford certain advantages, even in situations where there is a good working relationship between the work-based learning coordinator and the work-site supervisor. First, an appointment is an act of courtesy and a gesture of respect for the person contacted. Second, the time of the work-based learning coordinator is a scarce resource that should not be wasted waiting to see someone. Supervisory visits with work-site supervisors should be with their permission and at their convenience. Appointments should be made at least three days in advance of the planned visitation. The telephone is a necessary tool of the trade.

There is no rule of thumb for how long a supervisory visit should be, but visits involving the time of the work-site supervisor and student (evaluations, training adjustments, and problem solving conferences) should usually not last longer than an hour. Special instances (e.g., a conference to solve a critical problem) may require more than an hour, but the work-based learning coordinator should clear this in advance with the employer and work-site supervisor.

Observations of students by the work-based learning coordinator may require more than an hour. Some visits, on the other hand, may last 15 minutes or less if the reason for the visit is limited in scope (e.g., checking to see if a student's attendance has improved or showing a student's school-based related project to his/her work-site supervisor). The best guideline to use in determining the length of any supervisory visit is to schedule enough time to accomplish the planned purpose. Good judgment and common sense should be adequate guides in making these decisions.

One method for the work-based learning coordinator to keep supervisory visits educational and student-centered is to take the educational training plan and other individual student records on each supervisory visit to the work-based learning site. These records may be in a file folder or notebook. An educational training plan can have marginal notes and other markings without destroying its effectiveness. However, it is better to use other paper or forms

for making supervisory visit remarks and notes for follow up. Refer to the section below on supervisory visitation report.

The supervisory visit should be businesslike, and it is highly recommended that the work-based learning coordinator make an appointment to meet with the work-site supervisor. Insofar as possible, the work-based learning coordinator should not interrupt the student in his or her normal job duties; however, the student should see the work-based learning coordinator in the place of business. Being seen has several positive effects: (1) the student makes a mental connection between school and work, (2) the student is more likely to take school and work attendance seriously, and (3) the student becomes aware that the work-based learning coordinator takes the training situation seriously.

Supervisory Visitation Report

The supervisory visitation report (see sample in Appendix S) is a coordination or visitation log that serves as a written record, indicating the work sites visited, the purpose of each visit, and, in some instances, the mileage incurred while visiting the work site. The supervisory visitation report should be completed after each visit to a work site and kept in the possession of the work-based learning coordinator. A copy of the supervisory visitation reports should be made available periodically as required by the local school administration and filed at the end of the year in a permanent location with student records (i.e., educational training agreement and plan). Permanent records help document that adequate supervision of students at work sites occurred during the duration of the work-based learning program.

Experienced work-based learning coordinators have found that the supervisory visitation report is probably the most effective tool for correlating job observations with specific related instruction and providing continuity from one supervisory visit to another. The work-based learning coordinator should complete a supervisory visit report for every visit made, whether for evaluation of the business as a potential work-based learning site or observation of a student.

Figure 6. Coordination Time for a Work-Based Learning Coordinator

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| 1. Adopt the philosophy: "I am not a classroom teacher; I am an administrator of a community work-based education program. My encumbered time does not end with the conclusion of formal classes. My instructional environment merely shifts from the educational institution's classroom to those in the business community." |
| 2. Adopt the philosophy: "I am a training specialist for an occupational area. I need to keep abreast of technical developments, training techniques, and who's who in the business community. I am a consultant on successful techniques and current and future practices in the occupational area." |
| 3. Remember: The primary purpose of coordination is to assure that the student is being educated in an occupational area. Be sure you actively participate in developing, modifying, and evaluating his/her work-based learning activities. An educational training plan is a <i>must</i> , regardless of its format! |

4. Most research identifies at least eight broad, appropriate task areas for work-based learning coordinators. Be sure you are doing them and that you explain them often to your local administrators:
 - Obtaining training sites; explaining the work-based learning program to businesspersons, making presentations on the work-based learning program to civic groups and business associations, and conducting community surveys.
 - Placing students in work-based learning sites; arranging for interviews, preparing students for interviews, following up on interviews, signing training agreements once students are placed, completing other paper work (e.g., work permits).
 - Supervising students at their work-based learning sites; making regularly scheduled visits, observing students at work, obtaining progress reports, modifying the training plan, etc.
 - Eliciting materials for classroom instruction; obtaining instructional aids, guest speakers, videos, arranging field trips, etc.
 - Guiding and counseling students; explaining career and educational opportunities, explaining program design to students, adjusting job concerns.
 - Promoting the work-based learning program; including a variety of in-school and out-of-school activities, news releases, brochures, speeches, talk shows, etc.
 - Guiding the advisory committee for the work-based learning program; setting meeting agendas with the chairperson, attending meetings, performing secretarial functions; follow-up activities.
 - Updating technical and training competence; participating in industry training sessions, education workshops, curriculum development sessions, structured observations of industry processes, etc.
5. Plan coordination time well. Develop monthly calendars. Schedule visits to all work-based learning sites *at least* once each month. An appointment with the work-site supervisor is a must. Leave an itinerary with your local school administrator.
6. Arrange to have your educational administrator(s) accompany you on coordination visits. In fact, they should do so as a part of your formal evaluation. You should not be evaluated on classroom teaching alone; this is only one aspect of your job. Encourage administrators and guidance personnel to go with you as you perform coordination tasks.

7. Master some basic, effective, coordination techniques--then the employer and work-site supervisor will become your greatest supporters. For example:
 - Have a definite purpose for all visits.
 - Phone the work-site supervisor in advance to schedule an appointment for your visit.
 - Schedule conferences when you anticipate the work-site supervisor to be least busy; if possible try to schedule the conference away from the firm.
 - Be positive in discussing your work-based learning program, your educational institution, yourself, and the student.

- Regard all aspects of the work-based learning situation as confidential.
- Don't stay too long on any one visit (guideline: 30 minutes).
- Provide positive recognition whenever possible--learn to praise the student, work-site supervisor, business.
- ***Focus on education and helping students develop the knowledge, skills, and attitudes they will need to succeed!***

ARTICULATION STANDARD

STANDARD 7: Work-based learning, as a component of technology/career education, is formally articulated to postsecondary educational programs.

Postsecondary educational programs are most often referred to as formalized instruction at two- or four-year public and private educational institutions of higher education. Other

postsecondary educational programs, however, should also be considered, including, but not limited to, military training; business and industry sponsored educational programs; registered apprenticeships; and other formalized programs that provide appropriate credentials to a student in a selected career focus area.

Articulation is a process for coordinating the linkage of two or more educational systems or programs to help students make a smooth transition from one educational level to another without experiencing delays, duplication of courses, or loss of credit. Horizontal articulation generally refers to student transfer of credit from one program to another; vertical articulation refers to the transfer of credit from a lower-level institution to a higher-level one.

<p>Indicator 7A: Work-based learning competencies (knowledge, skills, and abilities) are articulated to a postsecondary educational program in a career focus area.</p>
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A work-based learning program should seek to increase students' opportunities to pursue postsecondary education. Work-based learning personnel must work with local postsecondary institutions and other types of postsecondary educational programs to ensure that course work and work-based learning experiences will apply to the admission criteria and transfer of credit to the local postsecondary institution or educational program.

The work-based learning coordinator should work with faculty at the postsecondary institution(s) or postsecondary educational programs in their career focus area to determine the requirements for formal advanced placement or transcribed credit for technical competencies from the work-based learning site. These technical competencies should meet both high school graduation and postsecondary institution or program course requirements in the work-based learning program's career focus area.

Formal advanced standing or transcribed credit should be granted whenever possible to students in the work-based learning programs who complete competency and course requirements during the program. Local secondary schools and postsecondary institutions will need to sign formal articulation agreements, which outline the requirements and the type of credit to be granted students.

The curriculum of the work-based learning program should be aligned both vertically and horizontally. In aligning the curriculum vertically, the work-based learning coordinator and faculty from postsecondary education institutions or educational program should determine the appropriate sequence of courses in the program of study over a four-year period (two years secondary and two years postsecondary). There should be a decrease in the redundancy of course work whenever possible, and the design should provide for progressive challenges for abstract thinking, social and work skills, and technical literacy. Advanced placement credit at the postsecondary institution or educational program should be provided for students who complete technical competencies at the work-based learning site.

The horizontal curriculum alignment requires that the ideal range of courses to be taken each year be developed and that integrated courses are provided that are relevant and connected to students' work experience.

MARKETING AND PROMOTION STANDARD

STANDARD 8: A marketing plan is integrated into the goals and objectives of the work-based learning program and is reactive to the changing needs of the students and the business/industry community.

The value and benefits of work-based learning need to be communicated effectively, systematically, comprehensively, and consistently. Every segment of a community—students, parents/guardians, guidance counselors, business persons, school administrators, and educational policymakers—need to be informed about the work-based learning program.

A marketing plan should be developed and implemented to provide structure and direction for the marketing of the work-based learning program. It is the process of deciding in advance what is to be done, who is to do it, and how and when it is to be done.

Four reasons are cited as benefits for developing a marketing plan:

1. The plan provides direction. By identifying target markets (audiences), objectives, strategies, budgets, and deadlines, the work-based learning coordinator has direction toward achieving the ultimate goal.
2. A plan is necessary to obtain financial support for the envisioned activities. Local school boards and administrators are more inclined to appropriate funds to work-based educators who have thought through their strategies carefully.
3. A plan is an effective communications tool when used to orient administrators, faculty members, students, parents/guardians, employers, and others to the work-based learning program.
4. A plan assists in prioritizing, organizing, and developing specific marketing strategies to reach identified target markets (audiences).

Indicator 8A: A marketing plan is designed and implemented with the assistance of guidance staff, administration, students, parents/guardians, and employers and is maintained throughout the year.

A good marketing plan is based on a sound work-based learning program that prepares a product—an educated student—that measures up to present and future employers' expectations. A work-based learning program is one of the few educational programs for which judgments are tied directly to the product it produces, the student. Favorable impressions are developed when an individual or group knows something about the work-based learning program and is involved with it on a day-by-day basis.

Marketing Strategies for a Work-Based Learning Program

Ultimately, the goal—to create more work-based learning opportunities for students—requires a direct sales effort on the part of work-based learning personnel and their educational institutions. Work-based learning personnel need to work in a collaborative, coordinated manner to show employers the benefits of opening their doors and creating workplace opportunities for students.

The classic marketing model maintains that to be successful, the four Ps must be in place before a sales campaign is launched.

- PRODUCT:** The product must be perfected. All work-based learning personnel need to understand it, believe in it, and be motivated to sell it. In this case, schools need to know how the work-based learning program will be organized and coordinated, and internal audiences—particularly administrators, guidance counselors, and teachers—need to believe in it.
- PRICE:** The price must be set, and it should be one that the customer is willing to pay. With a work-based learning program, employers need to know exactly what is being asked of them, and work-based learning personnel need to tailor the requests to their own markets.
- PLACE:** The place of distribution must have the product available and be ready to handle customer demand. If mass marketing creates a demand that cannot be met at the point of sale, the customer will abandon the effort to buy, the product will fail, and the marketing effort will be wasted. Worse, customers will never return. If a work-based learning program is promoted and employers are motivated to buy at a time when the program is not prepared, employers will become frustrated, lose interest and be reluctant to try again.
- PROMOTION:** When the product, price, and distribution channels are in place, and the work-based learning personnel are ready to sell, the marketing effort—sales calls, publicity, advertising, direct mail, promotional events—can begin.

Research points out that employers want a program to be well organized, and they want students to be motivated and ready to learn. While some employers say that they are willing to help work-based learning personnel design programs, even then work-based learning personnel need to develop a clear vision (mission statement) of what they want to achieve, and why, before inviting employers to join in.

A marketing plan for a work-based learning program should target five major audiences: students, faculty and administration, work-site supervisors and employers, parents/guardians, and community and civic groups. The key to gaining their support is to ensure that each of these groups:

- Is aware that the work-based learning program exists.
- Perceives the work-based learning program accurately.
- Believes that the work-based learning program is of value to them.

Students

As a rule, students volunteer to enroll in a work-based learning program; no one is required to sign up. Work-based learning coordinators must therefore reach out to interest students in the program if there are to be enough students enrolled to maintain it. The best incentive for student participation is a work-based learning program that is considered by peers

and parents/guardians as high status, with a range of postsecondary options including college, work, and technical training.

Regularly spaced marketing and publicity in the educational institution and local media, student presentations at educational meetings, and informative brochures and displays are effective ways to reach students. Satisfied and successful students are the best advertisement the work-based learning program can have. Suggested activities include:

- Distribute student information packages, including program brochures, course listings, newspaper articles, information on local industry trends, and brief quotes from program participants.
- Hold student assemblies with employers and have participating students provide testimonials.
- Host an open house for students, parents/guardians, and faculty at facilities of participating employers.
- Present at middle school civics and career development classes to promote the career focus area of the work-based learning program.
- Conduct community outreach, using newspapers, radio, television, and presentations at parent or community-based organization meetings.
- Prepare a formal handbook outlining the policies and expectations of the work-based learning program.

In addition, students may participate in program evaluation and curriculum planning. They can speak at service clubs and trade association meetings as well as before student groups and community organizations.

Faculty and Administration

Reaching faculty in an educational institution is important because they have a great deal of influence on student attitudes and interest in the work-based learning program. Faculty evaluate the program for its educational values. They are concerned with student outcomes—interpersonal skills, educational growth, and emotional maturity. Their perceptions of the program are acquired through observations of students who are enrolled and their own associations with the work-based learning personnel. Therefore, the work-based learning coordinator must keep the faculty informed of student progress, learning outcomes, and the results of follow-up studies showing how students benefited from their participation in the program. Suggested activities include:

- Sell the concept of work-based learning education. Provide faculty with concrete information on the success of the program. Provide data (e.g., dropout and postsecondary education completion rates) to clarify the need for the program. This is an ongoing process.
- Produce formal orientation materials. A formal description of the work-based learning program that articulates program mission, expectations, support structures, and teacher and counselor roles and responsibilities provides an opportunity to address faculty concerns. Brochures and handbooks are good formats for orientation materials.

Administrators are also interested in student outcomes—how students benefit from the work-based learning program. The work-based learning coordinator must submit statistical and written narrative reports periodically to the administrator and invite administrators to observe students at their work-based learning sites in conjunction with classroom observations.

A subgroup of faculty that should be targeted as part of a marketing plan is guidance counselors. Guidance counselors can assist in identifying students who may benefit from the work-based learning program. In addition, they can direct students toward the program and assist with career development. Counselors have much to offer if informed about program activities, students' progress, business and industry reaction to the educational programs, local occupational opportunities, and other relevant information.

Guidance counselors can also provide assistance with matters such as recruitment and selection, placement, program development, evaluation, and follow-up studies. The guidance counselor should be encouraged to accompany the work-based learning coordinator on supervisory visits to work-based learning sites, observe students in academic and/or vocational classes, attend program functions, and talk with students who are enrolled in the program. The work-based learning coordinator should provide contacts for the guidance counselor with employers in the community by inviting them to listen to resource speakers brought into the educational institution in conjunction with the program. When guidance counselors are involved in the work-based learning program, they are able to assist in the career development of students.

Employers and Work-Site Supervisors

Employers and work-site supervisors must be well informed about the work-based learning program if they are to understand their responsibilities. Some well-meaning employers have been willing to employ students even though they did not understand the training and educational aspects of the program.

Employers are always interested in finding good potential employees. Therefore, program publicity directed toward them should emphasize the benefits of participating with the educational institution to develop a future workforce. Key messages to this group should include:

- Reducing the costs of recruiting, screening, selecting, and training new workers. When employers work collaboratively with schools, they can reduce their costs. A work-based learning program can help an employer avoid having to rely on uncertain information and costly methods of recruitment and selection. Employers can obtain evidence of a potential employee's skills and abilities through work-based learning programs. In addition, if employers hire students through the work-based learning program, they reduce training costs. There is also evidence that a work-based learning program can reduce turnover costs for employers.
- Improving the performance of existing employees, particularly work-site supervisors. The process of developing work-based learning experiences for students can lead work-site supervisors to examine their own activities in the workplace. In the process of determining key workplace learning elements and processes for students, employees may find ways to

improve their own performance. Individuals in the workplace who work with students also have the opportunity to develop managerial and supervisory skills.

- Meeting the demand for new skills required by rapid technological change. Many students currently in high school have considerable computer and technology skills because they have grown up working with computer and high-tech electronics. In many instances, they can share this knowledge and experience with current workers.
- Improving community relations. Community involvement is good business practice. Not only do employers gain the satisfaction of interacting with young people and contributing to their education development in the work-based learning program, but they also benefit from an improved local education system and a positive image projected throughout the community.

Personal contacts by the work-based learning coordinator are the most effective means of communicating with employers; however, employers can also be reached through printed materials, civic and professional organizations and trade association meetings, program activities such as employer-employee functions, and the news media. Employers' participation in program planning, advisory committees, evaluation, and public relations activities keeps them informed and involved in the work-based learning program and helps them develop an understanding of their role in the educational process.

Parents/Guardians

Most parents and guardians (and especially those of secondary school students) have considerable influence on the student's choice of courses and educational programs of study. However, they are frequently uninformed or misinformed about the opportunities and the purposes and values of work-based learning. The most common misconception is that students who participate in a work-based learning program cannot meet postsecondary entrance requirements at either a two-year or four-year educational institution. Parents/guardians not only want their children to have a good education but they also want them to be part of the upper social strata in the educational institution. In order to have the endorsement of parents/guardians, the work-based learning program must be perceived as educationally sound and socially acceptable. Parents/guardians may be reached through home visitations, parent-teacher meetings, direct mail, publicity in the local news media, trade- and industry-sponsored meetings and publicity, and personal contacts with the work-based learning coordinator in the community.

Promotion activities for parents/guardians might include:

- Inviting parents/guardians to visit with employer groups connected with the work-based learning program. By making it possible for parents/guardians to visit the business where their child will be learning can help them better understand the nature of the work-based learning program. Providing opportunities for them to meet the work-site supervisors on an informal basis gives parents/guardians the chance to discuss their concerns and interests in the program with the people who will be working with their child.

- Stressing the guidance and career planning components of the work-based learning program. Stressing to parents/guardians that special supports will be provided to help students negotiate the demands of employment and make decisions about future education and career goals will help demonstrate to parents/guardians that the work-based learning program is not "business as usual."

Community and Civic Groups

In most communities, there are agencies, organizations, and civic groups concerned with community development and the education opportunities available in local educational institutions. They are often influential in getting community support for a work-based learning program. Members of professional organizations, agencies and societies, and service clubs welcome opportunities to have the work-based learning coordinator and students speak about the program at one of their meetings.

To get speaking engagements, mail a brief abstract of your topic and a personal resume to presidents of the various community and civic groups along with an offer to attend one of their meetings. When speaking to one of these groups, the work-based learning coordinator should "sell" the audience on the idea that he/she is the person to contact if a question or interest arises concerning the work-based learning program. The work-based learning coordinator should have one or two interesting topics that relate either directly or indirectly to the program. Once developed, the same speech can be presented to a variety of groups.

Work-based learning coordinators can also develop a strong relationship with community groups by judiciously participating in their organizations and their community improvement projects.

Work-Based Learning Program Promotion

The work-based learning program provides a crucial service to the community. It is the responsibility of the work-based learning coordinator to inform the entire community of the worth of the program. Promotion, as defined by marketing professionals, includes four categories: publicity, advertising, personal contact selling, and sales. An effective marketing plan utilizes all of these activities to stimulate interest and encourage participation in the work-based learning program.

When developing marketing materials such as brochures, videotapes, or newsletters, be certain to consider these important points:

- Promote the benefits of the work-based learning program, not the features. People make decisions to support a program primarily to meet some need of their own. Therefore, everything communicated about the work-based learning program, to every audience, should address the benefits to them.
- Understand and address audience concerns "up front." People know that nothing is free; help them understand how the benefits of the work-based learning program outweigh the costs. These costs can be both real and perceived.

- Shift your marketing activities as the work-based learning program develops. As the program and public opinion toward it evolve, different marketing strategies may be required. A coordinated and sustained marketing strategy is required.

There are a variety of media for publicizing the work-based learning program, including print (newspapers, magazines, brochures and newsletters) and broadcast media (radio and television). In addition, the work-based learning coordinator can publicize the program through a number of other activities, such as exhibits, open houses and through letters, telephone calls and invitations to key individuals within the community.

Print Media

Newspapers are still the main way of distributing news and opinions to large groups of people within a community. Newspapers are responsible for printing the news, and the work-based learning coordinator should be responsible for getting the news about his/her program to the press in such form that the newspaper will print it.

Newspapers are always looking for human-interest stories. To ensure coverage of an event, the work-based learning coordinator should either call or write the editor (or section editor), detailing the story, or forward a press release or fact sheet. The work-based learning coordinator should consider all the local newspapers as outlets for publicity, not just the metropolitan and suburban dailies, but also their special sections dealing with specific neighborhoods, weekly community newspapers, and free shoppers' newspapers that carry some news with a large amount of advertising. Another print medium that should not be overlooked is the school or institution's student newspaper.

Placing an advertisement in a newspaper, journal, or magazine can be a relatively inexpensive and effective means of reaching the target audiences for the work-based learning program. Newspapers, journals, or magazines sometimes print an ad free as a public service.

Broadcast Media

Radio and television (including cable systems) stations broadcast a certain number of hours of programs "in the public interest." The work-based learning coordinator can request some of this time to inform the public about the work-based learning program. To request time, the work-based learning coordinator should submit an outline of the subject to be discussed and a brief biography of the individual(s) who will be interviewed or participating in the program. This request should be made to the program manager or public services director.

<p>Indicator 8B: Marketing and promotion efforts are focused on the needs, interests, and career goals of students and the business/industry community.</p>
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The work-based learning coordinator is responsible for promoting the program so that students and their parents/guardians understand the benefits of advancing career and educational goals through the work-based learning program. This task includes:

- Publicizing and interpreting the program's mission and objectives.
- Providing realistic occupational information and exploratory experiences.
- Helping students appraise their interests and capabilities.
- Enrolling those students whose interests and capabilities can be enhanced by the career focus area of the work-based learning program.

An outline for developing a marketing plan for a work-based learning program can be reviewed in Appendix T.

EVALUATION STANDARD

STANDARD 9: Evaluation of the work-based learning program is continuous and consistent with the mission statement.

Program evaluation is the task of making judgments about the worth or value of a work-based learning program. It primarily involves determining the extent to which previously established program objectives are being or have been attained.

Indicator 9A: An evaluation of the work-based learning program is conducted annually with assistance from the advisory committee to ensure that the program is consistent with the mission statement.

The fundamental reason for evaluating the work-based learning program is to seek program improvement. Work-based learning personnel have an obligation to ensure that the educational process will deliver what is specified in the program objectives. In addition, when state and federal funds are expended, local evaluation must be conducted to produce evidence of accomplishment and justification for the dollars spent.

A work-based learning coordinator will conduct an annual evaluation of the program in conjunction with the advisory committee for the purpose of improving the program. Program evaluation involves determining the extent to which established program objectives are being or have been attained.

It is usually necessary to collect three general categories of data in the work-based learning program evaluation: demographic data, process data, and product data. Demographic data include information about the students, the work-based learning coordinator, academic and vocational teachers involved with the program, and the educational institution. Process data include information about aspects of the education process that may influence student achievement. Product data include information about the effect of the work-based learning program on students, the school, and the community.

The types of demographic data that should be obtained include:

- Student demographic data, including grade point average, courses taken, attendance, address and placement records.
- Work-based learning coordinator data, including years of occupational and teaching experience and educational preparation.
- Academic and vocational teachers' data, including years of occupational and/or teaching experience, educational preparation, and involvement with the work-based learning program.
- Educational institution data, including enrollment and breakdowns of enrollment (e.g., gender, ethnicity), average daily attendance, and programs offered.

Process data include information about the educational process students go through such as course outlines, lesson plans, graduation requirements, educational training plans, and evaluation. Process data can be obtained from the records available to the work-based learning coordinator and should include, at a minimum, information on the teaching process and procedures, the curriculum used, course competencies, and learning resources and supplies.

Product data include information about the effects of the work-based learning program on the participants. Product data is gathered from two sources. One source is a student follow-up study. Former students of the work-based learning program are in a unique position to comment on how well the program prepared them to enter and advance in the work force and/or to further their education.

The second source of product data is a survey of employers who have either participated as work-based learning sites for students in the program or employed graduates of the work-based learning program. Employers who have either participated in the program or hired program graduates are in a unique position to comment on the strengths and weaknesses of the training that the students have received.

To assist work-based learning personnel and advisory committee members in conducting a yearly local evaluation, a model evaluation program has been provided in Appendix U. This model evaluation program contains the following documents to assist in the conduct of the evaluation:

- Planning and conducting a student follow-up study including sample letters and instrument.
- Planning and conducting an employer survey including sample letters and instrument.

Indicator 9B: Data from the evaluation is utilized for continuous improvement of the work-based learning program.

Reporting the data collected is important for good public relations and program visibility as well as for the continuous improvement of the work-based learning program. Upon completion of the program evaluation, the work-based learning coordinator and the chair of the advisory committee should develop an annual report of the work-based learning program. The report should provide both statistical and descriptive evidence of the extent to which the program objectives were achieved. Refer to Figure 6 for an outline that may be utilized in the development of an annual report. A model end-of-the year evaluation report is provided in Appendix V.

Figure 7. Sample Outline of Annual Descriptive Report for a Work-Based Learning Program

- I. Program Objectives Established for the Year
 - A. Program Objectives
 - B. Areas of Special Interest or Development

- II. Courses Offered/Enrollment
 - A. One-Year Program Courses
 - B. Supplementary Academic and Vocational Courses
 - C. Enrollment Data
- III. Work-Based Learning Personnel
 - A. Activities Performed
 - B. Major Contributions
 - C. Professional Participation
- IV. Academic/Vocational Teacher Participation
 - A. Activities Performed
 - B. Major Contributions
 - C. Professional Participation
- V. Financial Expenditures
 - A. Supplies
 - B. Equipment
 - C. Instructional Resources
- VI. Marketing and Promotion
 - A. Materials Developed
 - B. Marketing and Promotion Activities
- VII. Program Data
 - A. Follow-up Studies
 - B. Student Evaluations
 - C. Employer Evaluations
 - D. Academic/Vocational Competency Attainment
 - E. Wage/Hour Report
- VIII. Advisory Committee
 - A. Membership
 - B. Meetings and Agendas
 - C. Minutes and Action(s)
- IX. Evaluation of Past Academic Year
 - A. Degree of Success
 - B. Work Completed
 - C. Continuing Activities
- X. Recommendation for Upcoming Academic Year
 - A. Recommendation on Each Section Above
 - B. Program Objectives for Upcoming Year



SECTION III

**LEGAL AND LABOR
REQUIREMENTS FOR
WORK-BASED LEARNING
PROGRAMS**

SECTION III

LEGAL AND LABOR REQUIREMENTS FOR

WORK-BASED LEARNING PROGRAMS

Work-based learning programs move students from the confines of a school building and grounds and to a work-based environment. With this move comes additional legal and labor concerns and responsibilities. Work-based learning personnel as well as business partners engaging students in work-based learning must adhere to a variety of laws and regulations.

Responsibilities of Work-Based Learning Personnel

Work-based learning personnel are not expected to be "watch-dogs" or enforcement officers, but they should be expected to inform administrators and participating employers when possible violations of laws and regulations regarding the placement of students in work-based learning situations occur. Therefore, every individual involved with the program should understand the legislation pertaining to these placements.

Child labor, wage and hour, Social Security, worker's compensation, labor, civil rights, and occupational safety and health laws apply to students and the businesses where they are placed. In addition to these and other federal regulations, there may be local and state rules and regulations that apply to the employment of students.

If an employer does not comply with the law, work-based learning personnel should terminate the employment arrangement and seek another work-based placement for the student. Failure to comply with legislation damages the image of the program and, in instances where a student's health or safety is in jeopardy, may result in legal action against both the employer and the work-based learning coordinator. Problems of violations are best avoided by selecting appropriate employment and training sites and by preparing a written training agreement that specifies conditions that ensure compliance with rules and regulations.

LEGAL REQUIREMENTS

The information presented below is designed to inform work-based learning personnel about legal policies and regulations. This information is offered as a guide to the work-based learning coordinator, illustrating the kinds of concerns that should be addressed.

Affirmative Action

Federal Executive Order 11246 (as amended) protects defined groups from discriminatory practices in the workplace. Educational institutions and employers must refrain from discrimination on the basis of race, religion, ethnicity, national origin, age, disability, sex, and marital or veteran status. Discrimination is prohibited in admission, recruitment, treatment of students, academic requirements, financial and employment practices, nonacademic services, and health, welfare, and social services.

Protected minority groups are defined as African Americans, Asian Americans, Hispanic Americans, and Native Americans. Women are also designated as a protected group. Protected groups are those persons who have historically been most disadvantaged by discriminatory practices formerly sanctioned by law. Affirmative employment efforts are also required for disabled and Vietnam-era veterans as well as persons with disabilities.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) of 1990 prohibits discrimination on the basis of disability in public services, employment, public transportation and accommodations, and telecommunications. Public- and private-sector organizations must comply with requirements outlined in this act. Basic requirements within this act that directly affect work-based learning fall into four areas: general, auxiliary aids, physical barriers, and employment.

- General
 - All government facilities, services, and communications must be accessible.
 - Public accommodations (e.g., restaurants, hotels, and retail stores) may not discriminate on the basis of disability.
 - Reasonable changes in policies, practices, and procedures must be made to avoid discrimination.

- Auxiliary Aids
 - Auxiliary aids and services must be provided to individuals with vision or hearing impairments or other individuals with disabilities, unless an undue burden would result.
 - Companies offering telephone service to the general public must offer telephone relay service to individuals who use telecommunications devices for the deaf (TDDs) or similar devices.

- Physical Barriers
 - Physical barriers in existing facilities must be removed if removal is readily achievable. If not, alternative methods of providing the services must be offered, if they are readily achievable.
 - All new construction in public accommodations, as well as in commercial facilities such as office buildings, must be accessible.

- Employment
 - Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the job.
 - Employers can ask about one's ability to perform a job, but cannot inquire if someone has a disability or subject a person to tests that tend to screen out people with disabilities.
 - Employers will need to provide "reasonable accommodation" to individuals with disabilities. This includes steps such as job restructuring and modification of equipment.
 - Employers do not need to provide accommodations that impose an

"undue hardship" on business operations. An undue hardship is generally defined as excessive or disproportionate costs compared to the organization's ability to pay.

Confidentiality/Privacy

Student records and information are protected from public disclosure under the Federal Family Rights and Privacy Act. In order to release information about a student (e.g., classes taken, skills, grades, Social Security number) to employers, permission must be granted by the student (age 18 or over) or the student's parent or legal guardian if the student is under age 18.

Work-based learning personnel should have students complete application forms and provide any and all necessary information for the employer in regard to the employment process. This ensures that the student, rather than the work-based learning coordinator, furnishes the employer with any confidential information that may be requested. It is important that the work-based learning coordinator not provide employers with student records, including Social Security numbers for identification or record keeping purposes, unless the appropriate permission releases are obtained. A release statement should be contained in the educational training agreement.

Licensure and Certification

Licensure. Under state authority, laws are enacted setting forth the minimum qualifications for persons and the standard to be met for practicing in an occupation. The mandatory regulations of these occupations under state licensure laws best serve the public interest. Employers rely upon the legal licensing agency for assurance that a practitioner is qualified in the field.

Certification. Professional societies endeavor to improve the quality of services provided by supportive personnel in certain fields through voluntary certification of individual employees. Standards pertaining to education, experience, and personnel qualifications are determined by the professional society, usually in cooperation with the auxiliary group that is subject to the certification procedures. Applicants wishing to become certified under these standards must apply to the certifying board of the specific association and comply with the certificate standards.

Racial Harassment

Racial harassment is physical or verbal conduct relating to an individual's race when the conduct: (1) has the purpose or effect of creating an intimidating, hostile, or offensive work or academic environment; (2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or (3) otherwise adversely affects an individual's employment or academic opportunities. A single incident that is sufficiently severe may establish a racially hostile environment.

Safety and Health

The Occupational Safety and Health Administration (OSHA) within the Department of Labor is the federal agency with primary responsibility for setting and enforcing standards to promote safe and healthful working conditions for all workers. Provisions under the Williams-Steiger Occupational Safety and Health Occupations Act of 1970 (PL 91-596) apply to every employer with one or more employees engaged in a business affecting interstate commerce.

This act requires employers to maintain employment conditions free of recognizable hazards causing, or likely to cause, death or physical harm. OSHA standards may require specific conditions in the workplace or the use of specific practices, methods, or processes to promote safe work. Employers are responsible for becoming familiar with standards that apply to their facilities and for ensuring a safe work environment.

Training in safety and health protection is particularly important for students in work-based learning programs who are assuming new duties and responsibilities. Safety training is most effective when incorporated into job performance training. Employers have a responsibility under the law to properly supervise employees in the conduct of activities that pose a foreseeable risk of injury. Training agreements should require the employer to assume responsibility for supervising a work-based learning student's on-the-job activities.

Occupational Safety and Health Administration (OSHA) regulations do not apply to schools since they are public employers. However, if a student's school experience is at work, OSHA regulations that apply to the workplace are relevant.

Social Security

All students should have been assigned a Social Security number upon birth. Upon placement at a work-based learning site, each student will be required to complete a W-4 listing his/her Social Security number and the number of dependents claimed for tax information.

In January of the new calendar year, each employer is required to give the student a copy of a W-2 form, which includes a statement of Social Security contributions deducted from his/her pay as well as the amount of wages and other contributions. Receipts show the amount of wages that count for social security. For most kinds of work, wages paid in forms other than cash (e.g., the value of meals) must be included.

Most student-workers are entitled to benefits under the provisions of the Social Security Act. Major groups of persons not covered are government employees and employees of certain nonprofit organizations. The Social Security Act does not provide coverage for children under 21 years of age who are employed by either parent.

Any student who is currently receiving Social Security benefits may earn only a specific amount each fiscal year. If such students participate in the work-based learning program, the work-based learning coordinator should contact the local Social Security Administration office to obtain up-to-date information on limitations.

Sexual Harassment

Sexual harassment is verbal and/or physical action aimed at the sexual identity of a person, either male or female, and affects the person's self-esteem and productivity. There are two basic types of sexual harassment: quid pro quo (something for something), and hostile environment.

Quid pro quo sexual harassment occurs when submission is a condition of employment or when submission to or rejection of such conduct is used as a basis for employment decisions affecting an individual. A hostile environment exists when an unwanted behavior interferes with job performance or creates an intimidating or offensive work environment.

In the workplace, sexual harassment may include:

- Discussing sexual activities.
- Unnecessary touching.
- Commenting on physical attributes.
- Unseemly gestures.
- Crude and offensive language.
- Displaying sexually suggestive pictures.
- Ostracism of workers of one gender or another.
- Giving job favors to employees who participate in consensual sexual activity.

Transportation

In general, the party responsible for transportation is also liable for injuries that occur while a student is being transported. Under certain circumstances, however, going to and from a job is considered part of one's "work" and may be covered by the employer's workers' compensation insurance. If the school is transporting students, the school's normal insurance coverage typically also covers the students. Employers who provide transportation to and from the job site bear the risk for the time that the student is under their supervision. If a student drives the family car, the individual family insurance covers accident risks.

LABOR REQUIREMENTS

Child labor laws were enacted to protect minors from injury in the workplace and to prevent work from interfering with education. The Fair Labor Standards Act (FLSA) was enacted in 1938 to regulate labor practices. Most states had enacted child labor laws prior to the FLSA and many have continued to provide a higher level of protection to workers. Where both State and Federal standards have been enacted with respect to an issue, the stricter standard must be observed.

Fair Labor Standards Act (FLSA)

The FLSA regulates employment relationships in four areas: minimum wage, overtime, child labor, and equal pay. In theory, not all businesses are subject to FLSA regulations. Those who are exempt from the FLSA need only adhere to any applicable state child labor provisions. In reality, however, the FLSA reaches almost every business, and it is best to assume that the FLSA applies to any business unless there is a specific exception. The FLSA applies to employers who are engaged in interstate commerce. This includes not only businesses that produce goods for interstate commerce but also those who merely use goods that have traveled through interstate commerce.

In addition, businesses whose annual sales are more than \$500,000 as well as the following organizations are subject to FLSA:

- Hospitals.
- Schools whose primary purpose is the care of disabled or aged persons residing on the premises.
- Schools for children who are mentally or physically disabled or gifted.
- Preschools.
- Elementary and secondary schools.
- Higher education institutions.
- Public agencies.

Very few businesses, including nonprofit organizations, do not fall under FLSA's jurisdiction. It is usually best to assume that a business engaging a student in a work-based learning situation is subject to FLSA regulations.

Wages

The Fair Labor Standards Act (FLSA) requires payment of the federal minimum wage. When there are differences between federal or state laws or regulations, the stricter standard applies. For instance, if a state has no minimum wage law, the federal minimum wage applies. If a state has a minimum wage that is higher than the federal minimum wage, the state's minimum wage applies.

Employers subject to the FLSA must pay the applicable federal minimum wage and overtime rates unless the state minimum wage is higher. In most states, minors must be paid at least the minimum wage and applicable overtime rates established by the U.S. Department of Labor (no less than 1 1/2 times the regular rate of pay for each hour of work in excess of 40 hours a week).

In 1996, the FLSA was amended to provide for an increase in the minimum wage. The current federal minimum wage rate is \$5.15 per hour, effective September 1997. Where state law requires a higher minimum wage, the higher standard applies. Minors who are high school graduates or hold a certificate of proficiency must be paid the same as adults when they perform the same quantity, quality, and classification of work. This is true even when the wage rate is above the minimum wage. Also, all wages are subject to taxes. Employers must compensate men

and women equally for jobs that involve the same degree of responsibility, skill, and effort, and are performed under similar working conditions.

An employer may credit a certain amount of the gratuities received by tipped employees (e.g., waiters and waitresses) against the employer's minimum wage obligation when certain conditions are met. The amended FLSA sets the employer's cash wage obligation at not less than \$2.13 an hour. This replaces the former provision requiring that tipped employees be paid at least 50 percent of the minimum wage in cash. However, if an employee's tips combined with the employer's cash wage of \$2.13 an hour do not equal the minimum hourly wage, the employer must make up the difference.

There may be times when students will have to be employed at less than minimum wage to prevent curtailment of employment opportunities. Federal exemptions and required subminimum wage levels do exist for trainees and student learners, although individual state laws may override them. Employers are prohibited from displacing employees in order to hire youth at the subminimum wage.

The U.S. Department of Labor Employment Standards Administration provides for the payment of subminimum wages to people aged 16 or older who are:

- Student-learners in a vocational training program as defined in Title 29, Section 520 of the U.S. Code of Federal Regulations.
- Full-time students working in retail establishments, in service establishments, or in institutions of higher learning where they are enrolled.
- Students with disabilities participating in cooperative vocational education.

According to the U.S. Department of Labor, the key determinant of the level and form of appropriate payment is whether the student is a regular employee, a trainee, or a student gaining work experience as part of his or her education, and the percentage of subminimum wage workers employed in any business. Employers must file a subminimum wage certificate request for each student they will employ from a work-based learning program at less than the minimum wage. Student-learners employed on a part-time basis pursuant to a bona fide employment program may be paid at 75 percent of the current minimum wage. Full-time students employed in retail, service establishments, or institutions of higher learning may be paid 85 percent of the minimum wage. These subminimum wage rates would apply to any disabled student employed as a student-learner or full-time student. The local Wage and Hour Office of the Department of Labor can provide additional information regarding these provisions.

In accordance with federal law, to qualify as a student-learner and therefore be exempt from certain occupational and wage regulations, a student must evidence a written agreement that provides for safety instruction, supervision, and a schedule of organized work processes. States often go beyond this, requiring that minors obtain a work permit ("working paper"), usually from the school district prior to gaining employment.

Age Requirements

Federal law establishes that a minor must be at least 14 years of age to be employed in specified occupations outside of school hours, for limited periods of time each day and each week, and only during certain times of the day. Fourteen- and fifteen-year olds may be employed in jobs such as office and clerical work; cashiering and selling; bagging and carrying out customer's orders; errand and delivery work (by foot, bike, or public transportation); cleanup work; maintenance of grounds; kitchen work; and work connected with cars and trucks (gas dispensing, and car washing and polishing).

Sixteen years is the basic minimum age for employment in any occupation that is not declared hazardous by the U.S. Secretary of Labor. The law defines persons who are at least 18 years old as adult workers.

The Federal Labor Standards Act (FLSA) requires employers to keep on file the date of birth of every employee under the age of 19. Employers should obtain an official age certificate that validates the date of birth. The certificate may be (1) a federal certificate of age, issued by the Wage-Hour Division, or (2) a state certificate, known as an age, employment, or working certificate or permit, issued by the appropriate state agency or local educational institution. The possession of an age certificate certifying that the employee is of an age appropriate for the work being performed will protect the employer from liability in the event the employee is in fact too young to be engaged in such work.

Working Hours

Some states limit the number of hours and times of day that a student under 18 years of age can work in a single day or week. Federal law limits these hours only for those under the age of 16. Students enrolled in career and work exploration programs may be exempt from some minor hour provisions of federal and state laws.

There are specific hour limitations that apply to 14- and 15-year-olds (8th grade and up) employed in nonfarm jobs. The hours these minors may work are limited to:

- Outside school hours.
- No more than 3 hours on a school day.
- No more than 18 hours in a school week.
- No more than 8 hours on a nonschool day.
- No more than 40 hours in nonschool weeks.
- Between 7 a.m. and 7 p.m. (between June 1 and Labor Day they may work as late as 9 p.m.).

Hazardous Occupations

In order to comply with federal hazardous occupation regulations and to help ensure the safety of students, work-based learning program personnel should be familiar with the agricultural and nonagricultural (nonfarm) hazardous occupation 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 14-, 15-, 16-, and 17-year-old persons or detrimental to their health and well being.

Federal child labor laws prohibit many jobs that are especially hazardous. Minors may perform all work except in 17 occupations considered too hazardous for all youth under the age of 18. The Hazardous Occupations Orders (HOs) are:

- HO 1: Manufacturing and storing explosives.
- HO 2: Motor-vehicle driving and outside helper, including driving motor vehicles or working as outside helpers on motor vehicles or driving as a part of any occupation.
- HO 3: Coal mining.
- HO 4: Logging and saw milling.
- HO 5: Work using power-driven woodworking machines, including the use of saws on construction sites.
- HO 6: Work involving exposure to radioactive substances.
- HO 7: Work involving the operation of power-driven hoisting devices, including the use of fork lifts, cranes, and nonautomatic elevators.
- HO 8: Work using power-driven metal forming, punching, and shearing machines (however, HO 8 permits the use of a large group of machine tools used on metal, including lathes, turning machines, milling machines, grinding machines, boring machines, and planing machines).
- HO 9: All mining other than coal mining, including work at gravel pits.
- HO10: Work involving slaughtering or meat-packing, processing, or rendering, including the operation of power-driven meat slicers in retail stores.
- HO11: Work involving the operation of power-driven bakery machines.
- HO12: Work using power-driven paper-products machines, including the operation and loading of paper balers in grocery stores.
- HO13: Work in the manufacturing of brick, tile, and kindred products.
- HO14: Work involving the use of circular saws, band saws, and guillotine shears.
- HO15: All work involving wrecking, demolition, and ship-breaking.
- HO16: All work in roofing operations.
- HO17: All work in excavating, including work in a trench as a plumber.

Seven HOs (numbers 5, 8, 10, 12, 14, 16, and 17 above) permit the employment of student-learners in vocational education programs under certain conditions. Student-learners in work-based learning programs meet the student-learner exemption if the student is employed under a written agreement that provides that:

- All hazardous work will be performed under the direct and close supervision of a qualified and experienced person.
- Safety instructions will be given by the school and reinforced by the employer with on-the-job training.
- The job training follows a schedule that reflects organized and progressive skills development.

- The work in the hazardous occupation is intermittent and for short periods of time, is under the direct and close supervision of a qualified and experienced person, and is a necessary part of training.

The employer and work-based learning coordinator or school principal must sign the written agreement (i.e., worked-based learning training plan). Copies of the agreement must be kept on file by both the school and the employer.

In addition to the Hazardous Occupations listed above that are prohibited for minors under the age of 18, 14- and 15-year-olds may not work in the following occupations:

- Cooking, other than at lunch counters and snack bars, and within the view of the customer.
- Manufacturing, mining, processing.
- Most transportation jobs.
- Work in warehouses and workrooms.
- On construction jobs except in the office.
- In any job involving hoists, conveyor belts, power-driven lawnmowers, and other power-driven machinery.

Occupation limitations are strictly enforced for 14- and 15-year-old youth, with no exceptions. The student-learner provisions applicable to some Hazardous Occupations for youth 16 and 17 years of age do not apply to minors under the age of 16.

Workers' Compensation Insurance

Workers' compensation insurance covers medical expenses and lost income for employees injured on the job. Students in work-based learning programs must be insured at school and work. If the student is considered employed under state or federal rules and regulations, workers' compensation insurance must be procured. Workers' compensation is furnished and paid for by the employer; no deductions are withheld from the employees' wages for this coverage.

If the student is paid, or unpaid but still considered a "worker" under state or federal laws, he or she is considered an employee of the firm and comes under the employer's workers compensation coverage. Employees may need a special workers' compensation insurance rider to cover students who are engaged in substantive, unpaid work. If the student is paid through a program intermediary, the intermediary may also be liable and must provide workers' compensation insurance coverage. However, a student in an observer role at the workplace is, in effect, still an extension of the school, and no additional insurance coverage is necessary. Insurance for in-school activities does not require a special policy, because it is included in the regular liability arrangements for the school.

Private insurance companies may not deny workers' compensation insurance coverage to an employer because 16-18-year-olds are employed. If the employer has a record of claims,

however, he/she may have to pay an assigned risk premium. These assigned risk premiums are not related to the age of the company's employees, but rather to past history of injury claims.

Unemployment Insurance

The unemployment insurance system was designed to give employees some degree of financial security by providing income support when they lose jobs through no fault of their own. Both state and federal law govern the system. The Social Security Act created the Unemployment Trust Fund in which each state has an account, established requirements for the administration of state unemployment systems, and provides funding to help the states administer their systems. The Federal Unemployment Tax Act (FUTA) requires state unemployment insurance laws to meet certain standards and determines which employers and what payments are subject to the federal employment tax.

Students in work-based learning programs are exempted from unemployment insurance under federal and most state laws, by virtue of the students' status as part-time employees. To claim the exemption, an employer must receive certification from the work-based learning coordinator and the educational institution in which the student is enrolled that the work-based learning is an integral part of the student's educational program.

SECTION IV
APPENDICES

APPENDIX A

Components for Implementing a Job Shadowing Program

JOB SHADOWING PROGRAM

DEFINITION: Shadowing is a short-term educational experience lasting one to eight hours that introduces a student to a particular job or career by pairing the student with an employee of a business, industry, or agency. The student follows or "shadows" the employee for a specified time to better understand the requirements of a particular job or career.

PURPOSE: The purposes of a shadowing experience are to:

- Develop an awareness of the educational and technical skills required for entry into and advancement in a specific occupation.
- Become familiar with the work-site environment associated with an occupation.
- Identify the job-related characteristics required of a specific job or career.
- Determine the level of student interest in an identified job or career and the educational requirements.

ADVANTAGES: Shadowing experiences offer several advantages for participating students. Students can observe firsthand the occupational duties and expectations required in a specific job or career and observe an employee performing on the job. Another major advantage is that the experience provides students an information base to assist them in choosing career areas that are compatible with their personal interests and skills. Other advantages enable students to:

- Increase motivation to excel in school.
- Broaden their understanding of the requirements of a specific occupation in the "real" world.
- Develop more self-confidence in working with adults and in job interviews.
- Strengthen a positive self-image.
- Increase peer recognition and acceptance.
- Develop leadership skills.

COMPONENTS FOR IMPLEMENTATION: The work-based learning coordinator must implement several components to develop a successful shadowing program. These may include:

- Designing and completing needed application forms.
- Organizing orientation sessions for administrators, faculty, and students.
- Surveying employers and locating shadowing sites and sponsors.
- Developing awareness activities for students, parents, and employers for the shadowing program.
- Designing confirmation notices for placement sponsors.
- Designing procedures for the student's initial contact with the placement sponsor and/or occupational role model.
- Devising a parental permission form.
- Developing a learning activity experience plan with placement sponsor and student learner.
- Developing postshadowing reports for the placement sponsor and/or occupational role model and the student learner.

- Determining a procedure for the postshadowing conference with the student and placement sponsor and/or occupational role model.
- Compiling evaluation reports.
- Analyzing and recycling information to strengthen future shadowing experiences.
- Designing certificates of appreciation for the business and/or occupational role model.
- Designing a method of rewarding students for satisfactory completion of the shadowing experience.

POLICIES AND PROCEDURES: It is important that all partners be aware of their responsibilities to provide a successful experience.

- Each student will be assigned to a shadowing site based on a related career interest.
- A shadowing agreement must be on file for each student participating in the program.
- The student participating in the shadowing experience must remain at the business or agency for a determined minimum period of time.
- An education representative will visit the work site prior to the placement.
- The employee assigned to the shadowing student shall participate in the evaluation of the student's interest, adaptability, and attitude during the experience.
- The student shall be given the opportunity to observe various phases of the occupation during the experience.
- The student shall receive safety instructions from and be under the supervision of a qualified representative at the shadowing site.
- The school district shadowing program shall comply with all federal, state, and local labor laws and regulations.
- The student must comply with the dress code at the shadowing site (if applicable).
- The student will be counted present for any portion of the school day missed and will be excused from class.
- The student may go to the work site directly from home.
- School district personnel may not be present at the work site.
- It is the policy of the school district that no person on the basis of race, color, religion, national origin, ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity.

EMPLOYER'S RESPONSIBILITIES: The employer, recognizing that a plan is being followed and that close supervision of the shadowing student will be needed, agrees to:

- Provide a variety of shadowing experiences for the student that contribute to the exploration of his/her career goals.
- Adhere to all federal and state regulations regarding child labor, safety, and other applicable laws and regulations.
- Provide the coordinator with an evaluation of the student's experience.
- Consult the coordinator before dismissing the student.
- Provide no monetary compensation to the student for the experience.
- Review the suggested activities for the shadowing student.

STUDENT'S RESPONSIBILITIES: The shadowing student considers the experience an opportunity to explore a career and agrees to:

- Demonstrate honesty, punctuality, courtesy, a cooperative attitude, good grooming habits, appropriate dress, and a willingness to learn.
- Conform to the rules and regulations of the shadowing agency and the school.
- Complete questions for shadowing activities.
- Notify the school coordinator if it is necessary to be absent from the shadowing site.
- Furnish the coordinator with the necessary information and complete promptly all necessary reports.
- Be responsible for his/her transportation to and from the shadowing site when required.
- Accept no monetary compensation for the shadowing experience.
- Be responsible for his/her expenses (e.g., meals) during the shadowing experience.
- Furnish the required clothing and safety items.

PARENTS'/GUARDIANS' RESPONSIBILITIES: The parents/guardians of the shadowing student, realizing the importance of the experience in the student attaining his/her career and educational goals, agree to:

- Share responsibility for the conduct of the shadowing student while he/she is on the experience.
- Accept responsibility for the safety and conduct of the shadowing student while he/she is traveling to and from the shadowing agency and home.
- Make any inquiries concerning the shadowing student's experiences through the coordinator rather than directly to the employer at the shadowing agency.
- Be responsible for the student's lunch or lunch money during the shadowing experience.
- Be responsible for the required clothing, safety items, and equipment the student may need during the shadowing experience.

WORK-BASED LEARNING COORDINATOR'S OR SCHOOL-BASED MENTOR'S RESPONSIBILITIES: The work-based learning coordinator or school-based mentor assumes the role of assisting in the design and implementation of the shadowing experience and agrees to:

- Help specify desired skill and competency levels.
- Help develop interdisciplinary, applied, and project-based curricula.
- Integrate academic and vocational teaching.
- Understand the nature of sequencing the student's planned workplace activity.
- Develop workplace readiness curriculum with employers.
- Explore workplaces and assess them for learning opportunities.
- Join with employers to discover both the common and the different ways in which teachers and employers understand the challenges they face and the solutions they propose in preparing students for the future.

WORK-BASED LEARNING COORDINATOR'S RESPONSIBILITIES: The work-based learning coordinator, representing the school, will coordinate the shadowing program towards a satisfactory placement of the student in his/her occupational field of interest and agrees to:

- Make arrangements for the potential placement of participating students.
- Visit the shadowing site prior to the student placement to consult with the employer and to assist in developing an observation plan.
- Assist in the evaluation of the shadowing student.
- Inform the business or agency of the necessary federal and state regulations regarding child labor.
- Notify schools within the district (coordinators of shadowing programs) of participating shadowing work sites.

OBJECTIVES: Shadowing experiences should provide students opportunities to explore various career options in the workplace and to learn about specific job skills and educational requirements for their career interests. The following objectives are important to consider in planning and implementing shadowing experiences.

- Recognize the unique interests of each student and provide individualized career exploration, beginning in middle school, to assist students in becoming more focused on career goals.
- Provide other career exploration experiences that may be valuable to students.
- Encourage the development of personal traits of cooperation, courtesy, promptness, dependability, and respect in the workplace.
- Promote better understanding of the relationship between rigorous and relevant education and employment success.
- Facilitate transition from school to employment and/or postsecondary education.
- Determine the requirements for students to participate in shadowing activities.

TIME COMMITMENT: Usually 4 to 8 hours and includes grades 7-12.

AGREEMENTS: Informal agreements may be used in shorter (1-2 hours) shadowing experiences, but longer (6-8 hours) experiences need to be more formalized with defined agreements. Local school district personnel need to have partners (employer, parents/guardians) complete forms that ensure a safe, successful student experience.

CREDENTIALS: No credentials are awarded, but award recognition for students and employers may provide increased motivation.

EVALUATION: Work-site evaluation of the shadowing student's performance will be conducted by the employer. The work-based learning coordinator should monitor the progress of the student.

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

INSURANCE COVERAGE: Employers, school districts, students, and parents must complete forms documenting appropriate insurance coverage. All state and federal child labor laws must be followed for student learners under the age of 18.

EMPLOYMENT COMMITMENT: Usually no commitment of full-time employment is expected on the part of the employer or an older student.

APPENDIX B

Components for Implementing a School-Based Enterprise or Entrepreneurial Venture

SCHOOL-BASED ENTERPRISES AND ENTREPRENEURIAL VENTURES

DEFINITION: School-based enterprises and entrepreneurial ventures are work-based programs that teach students to assess and develop the knowledge, skills, and abilities necessary to create and administer a small business enterprise from a school-based location. School-based enterprises and entrepreneurial activities and school-based enterprises engage students in the creation and management of a business and the challenges of being a small business owner. Participation is viewed by students and work-based instructors alike as an investment in learning that will assist those involved, at every level of the program, in future educational and employment goals.

PURPOSE: The purpose of school-based enterprises/entrepreneurial ventures is to:

- Participate in business ownership from creating and developing the idea to actually making the business run.
- Determine the level of student interest in the identified job or career and the educational requirements.
- Develop the work habits and interpersonal skills necessary for successful employment such as responsibility, communication, cooperation, punctuality, and flexibility.
- Identify future employment and/or postsecondary educational goals through business and industry awareness and by setting self-directed and mentor-supported goals.

ADVANTAGES: Students receive valuable experience that enhances educational and/or postsecondary educational goals including:

- Preparing resumes.
- Setting their own goals toward employment and/or further education.
- Improving their self-image.
- Increasing employability opportunities.
- Increasing peer recognition and acceptance.
- Developing leadership skills.
- Developing mentor relationships that have future value.
- Gaining knowledge of workplace expectations, administration, and performance of business management such as production, design, and sale of a product.

GUIDELINES: Key guidelines should be used in organizing and implementing entrepreneurships/school-based enterprises.

- The learning experience is similar to small business organization and administration, with all aspects of industry and business opportunities explored and evaluated prior to beginning a business.
- The enterprise is structured for the benefit and profit of the student with participants being paid either hourly wages or a stipend or percentage of the profits generated from goods or services sold or used by people other than the students involved.
- The enterprise may be a short venture or can last one or more school terms.

- Written permission from the student's parent(s)/guardian(s) is required for the student to participate.

COMPONENTS FOR IMPLEMENTATION: Several components are necessary for the work-based learning coordinator to initiate an entrepreneurship/school-based enterprise and may include the following:

- Design a curriculum plan for the enterprise that incorporates academic and occupational education.
- Organize orientation sessions for administrators, faculty, work-based learning personnel, students, and parents/guardians.
- Survey industry and the school region for possible enterprise ventures and possible educational outcomes for participating students.
- Design procedures for students to follow in creating and proposing their small business ideas.
- Develop learning activity experience plans with the school-based supervisor/teacher.
- Develop evaluation forms for each stage of development of the small business that reflects the students' progress and performance as entrepreneurs and partners in a school-based enterprise.
- Obtain community support through mentoring relationships of small business owners who will guide the students as role models in small business administration.

STUDENT'S RESPONSIBILITIES: Students participating in school-based enterprises or entrepreneurial ventures must consider the experience as an opportunity to explore career options and/or postsecondary educational requirements in small business administration and other employment outcomes.

- Students will agree to work on the basis of such work-related characteristics as honesty and fair trade, teamwork, cooperation and self-evaluation, punctuality, and a willingness to learn.
- Students will conduct business according to the written mission statement prepared prior to the business venture.
- Students will be responsible for all aspects of the operation and management of the business.
- Students will demonstrate by their conduct and business management skills an attitude of ownership evident in the investment potential and outcomes throughout the enterprise.
- Students will be responsible to the business and their peers/partners to carry out the designated duties of each partnership category with reliability and enthusiasm.
- Students will participate in the promotion of the business or enterprise through advertisement and publicity campaigns in accord with school district and the individual school system's policies.
- Students will maintain mentoring relationships established with local small business owners throughout the entrepreneurial venture.

PARENTS'/GUARDIANS RESPONSIBILITIES: The parent(s)/guardian(s) of a school-based enterprise or entrepreneurial student, in support of the real-world experience this work-based learning program provides, agree to:

- Support and share responsibility for the conduct of the student throughout his/her participation in this venture.
- Accept responsibility for his or her child's safety while production and sale of a product is conducted.
- Make inquiries about the student's progress in the enterprise that is assisting the student toward his or her educational or career goals.
- Be responsible for the student's individual expenses above those supported by the local school system (e.g., lunch money for field trips, outings to community businesses).

WORK-BASED COORDINATOR'S OR SCHOOL-BASED INSTRUCTOR'S

RESPONSIBILITIES: The work-based learning coordinator and/or school-based instructor assumes the role of assisting in the design and implementation of the entrepreneurship/school-based enterprise and agrees to:

- Help specify desired skills and competencies expected of a small business owner that will be attainable for each student in the enterprise.
- Help develop workplace readiness curriculum for students.
- Help develop interdisciplinary, applied, and project-based curriculum.
- Coordinate the development of sequencing the student's planned activities that reinforce workplace habits and skills.
- Explore small business or enterprise possibilities and assess them for optimum learning opportunities.
- Join with employers and other community supporters to discover common and different ways in which teachers and employers understand the challenges they face and the solutions they propose in preparing students for the future.
- Provide courses of study that develop the academic and occupational skills to meet each student's educational and occupational goals.
- Develop courses of study that provide instruction in the knowledge, skills, and abilities identified by business and industry as necessary for small business ownership and the student's career focus area of choice.
- Maintain records related to each student's participation in the enterprise.

OBJECTIVE: School-based enterprises and entrepreneurial activities engage students in activities that begin with creation of an idea and implementation of this idea as a small business or enterprise that produces goods or service.

- Entrepreneurships teach students knowledge, skills, and abilities relative to those necessary for developing and running a business.
- Students also learn through the challenges of entrepreneurship business management, production and sales, leadership skills, and satisfaction in ownership of a potentially successful small business.
- Enterprises may include such activities as mini-enterprises, building houses or participating in construction and development projects, running restaurants, managing school stores, publishing periodicals or newspapers, conducting studies for local business/industry, and engaging in small-scale manufacturing enterprises.

TIME COMMITMENT: Participation may be short-term or last one full school term or longer.

AGREEMENTS: Informal agreements between school personnel and the enterprise program are sufficient to provide students with support to accomplish their mission as small business owners. Community support and mentoring relationships are also a part of this informal agreement.

CREDENTIALS: No credentials are awarded to students in school-based enterprises or entrepreneurial ventures. However, recognition similar to that provided for any small business may be given to the "owners" and "employees" of the work-based learning entrepreneurial venture.

EVALUATION: Student evaluations by either the work-based learning personnel or school-based instructors of the program should be administered regularly to assess the progress and performance by each student. Self-evaluation by each participant should also be considered an integral part of the enterprise.

INSURANCE COVERAGE: School districts, students, and parents/guardians must complete all forms concerning insurance coverage.

EMPLOYMENT COMMITMENT: School-based enterprises have no potential for continued employment for students involved. All business ventures in their mission statement will include a termination clause addressing short-term goals and dissolving the enterprise at a designated date agreed upon by all partners and supporters. Those students who develop an entrepreneurial venture may wish to continue the enterprise and develop it into a continuing business.

APPENDIX C

Components for Implementing an Internship/Practicum Program

INTERNSHIP/PRACTICUM PROGRAM

DEFINITION: A student internship or practicum provides a student the opportunity to study an occupational program directly related to his or her career interest, such as health care or computer technology, and to participate in a workplace setting by performing duties related to the occupational studies. The student may or may not receive wages, and a unit of credit may be earned upon satisfactory completion of the internship/practicum.

PURPOSE: The major purpose of the internship/practicum learning experience is for the student to receive broad instruction in workplace expectations and master identified competencies related to a specific career field. General objectives are listed below in which each student learner will:

- Increase competency levels in career interest areas.
- Confirm or narrow choices of career interest.
- Develop and improve workplace skills.
- Improve interpersonal and communication skills.
- Improve problem-solving and team-building skills.
- Develop an understanding of the connection between school-based theory and content and work-based application.
- Increase awareness of the workplace, career opportunities, and community resources.

ADVANTAGES: Students will receive valuable experience for the following:

- Organizing resumes.
- Setting career goals.
- Improving self-image.
- Increasing employability opportunities.
- Developing mentor relationships that have future value.
- Gaining knowledge of workplace expectations.
- Observing career role models.

GUIDELINES: Key guidelines should be used in organizing and implementing internship experiences. The guidelines are as follows:

- The learning experience is similar to employee training and connected to a school-based program, and students may rotate through areas within a department.
- The internship is structured for the benefit of the student with expected performance defined.
- Students do not displace regular employees, but they intern under close supervision of an employee.
- Employers derive no immediate advantage from the students' activities, and on occasion, employer operations may actually be impeded.
- Employers do not necessarily provide a job for students upon conclusion of the internship.
- Wages may or may not be paid to students.

- The internship may last from one week to six months and often occurs during the summer months.
- The employer may award the student a certificate of completion.
- A system of evaluation should be established to assess the student's performance and the quality of the internship site.
- Written permission of parents or legal guardians is required for students to participate.

POLICIES AND PROCEDURES: It is important that all partners are aware of responsibilities to provide a successful experience.

- Each student will be assigned to an internship site based on a related career interest.
- An internship training agreement must be on file for each student participating in the program.
- The student participating in the internship experience must remain at the business or agency for a determined minimum period of time.
- A work-based learning coordinator will visit the work site prior to the placement.
- The employee assigned to the interning student shall participate in the evaluation of the student's interest, adaptability, and attitude during the experience.
- The student shall be given the opportunity to experience various aspects of the occupation during the internship.
- The student shall receive safety instructions from, and be under the supervision of, a qualified representative at the internship site.
- The internship/practicum program shall comply with all federal, state, and local labor laws and regulations.
- The student must comply with the dress code at the internship site (if applicable).
- The student will be counted present for any portion of the school day missed and will be excused from class.
- The student may go to the work site directly from home.
- The work-based learning coordinator will visit the work site.
- It is the policy of the school district that no person on the basis of race, color, religion, national origin, ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity.

EMPLOYER'S RESPONSIBILITIES: The employer, recognizing that a plan is being followed and that close supervision of the interning student will be needed, agrees to:

- Work with either the work-based learning coordinator or the school-based mentor in developing a list of work-based and school-based competencies.
- Provide a variety of interning experiences for the student that will contribute to the exploration of his/her career goals.
- Adhere to all federal and state regulations regarding child labor, safety, and other applicable laws and regulations.
- Provide the work-based learning coordinator with an evaluation of the student's experience.
- Consult the work-based learning coordinator before dismissing the student.

- Provide, when possible, monetary compensation to the student for the experience.
- Review the suggested activities for the interning student.

STUDENT'S RESPONSIBILITIES: The interning student considers the experience an opportunity to explore a career and agrees to:

- Demonstrate honesty, punctuality, courtesy, a cooperative attitude, good grooming habits, appropriate dress, and a willingness to learn.
- Conform to the rules and regulations of the internship site and the school.
- Complete questions for internship activities.
- Notify the work-based learning coordinator if it is necessary to be absent from the internship site.
- Furnish the work-based learning coordinator with the necessary information and complete promptly all necessary reports.
- Be responsible for his/her transportation to and from the internship site.
- Accept monetary compensation for the internship experience, if applicable.
- Be responsible for his/her expenses (e.g., meals) during the internship experience.
- Furnish the required clothing, safety items, and tools.

PARENTS'/GUARDIANS' RESPONSIBILITIES: The parents/guardians of the interning student, realizing the importance of the experience in the student attaining his/her career and educational goals, agree to:

- Share responsibility for the conduct of the interning student while on the experience.
- Accept responsibility for the safety and conduct of the interning student while he/she is traveling to and from the internship site and home.
- Make any inquiries concerning the interning student's experiences through the work-based learning coordinator rather than directly to the employer at the internship site.
- Be responsible for the student's expenses during the internship experience.
- Be responsible for the required clothing, safety items, tools, and equipment the student may need during the internship experience.

WORK-BASED LEARNING COORDINATOR'S OR SCHOOL-BASED MENTOR'S RESPONSIBILITY: The work-based learning coordinator or school-based mentor assumes the role of assisting in the design and implementation of the internship experience and agrees to:

- Work with the employer/supervisor in developing a list of work-based and school-based competencies.
- Assist in specifying skill and competency levels.
- Help develop interdisciplinary, applied, and project-based curricula.
- Integrate academic and vocational teaching.
- Understand the nature of sequencing of the student's planned workplace activity.
- Develop workplace readiness curriculum with employers.
- Explore workplaces and assess them for learning opportunities.

- Join with employers to discover both the common and the different ways in which teachers and employers understand the challenges they face and the solutions they propose in preparing students for the future.

WORK-BASED LEARNING COORDINATOR'S RESPONSIBILITIES: The work-based learning coordinator, representing the school, will coordinate the internship program towards a satisfactory placement of the student in his/her occupational field of interest and agrees to:

- Make arrangements for the potential placement of participating students.
- Visit the internship site prior to the student placement to consult with the employer and to assist in developing an observation plan.
- Assist in the evaluation of the interning student.
- Inform the business or agency of the necessary federal and state regulations regarding child labor.
- Notify schools within the district (work-based learning coordinators of internship programs) of participating internship work sites.

OBJECTIVES: Internship/practicum experiences should provide students opportunities to explore various career options in the workplace and to learn about specific job skills and educational requirements in their career interests. The following objectives are important to consider in planning and implementing these experiences.

- Recognize the unique interests of each student and provide individualized career exploration to assist students in becoming more focused on career goals.
- Provide other career exploration experiences that may be valuable to students.
- Encourage the development of personal traits of cooperation, courtesy, promptness, dependability, and respect in the workplace.
- Promote better understanding of the relationship between rigorous and relevant education and employment success.
- Facilitate transition from school to employment and/or postsecondary education.
- Determine the requirements for students to participate in internship activities.

TIME COMMITMENT: Usually 1 week to 6 months and includes Grades 10-12. Students may participate in some internships/practicums as early as age 15, but most interns will be at least age 16.

AGREEMENTS: Formal agreements need to be developed outlining responsibilities for the employer, school, student, and parent/guardian. School personnel need to have parents/guardians complete forms that ensure a safe, successful student experience.

CREDENTIALS: No credentials are awarded, but award recognition for students and employers may provide increased motivation.

EVALUATION: The employer will conduct an evaluation of the student's performance. The work-based learning coordinator will monitor the progress of the student learner.

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

INSURANCE COVERAGE: Employers, school districts, students, and parents/guardians must complete forms documenting appropriate insurance coverage. All state and federal child labor laws must be followed for student learners under the age of 18.

EMPLOYMENT COMMITMENT: Usually no commitment of full-time employment is expected on the part of the employer or the student.

WAGES: Employers may pay students.

APPENDIX D

Components for Implementing a Clinical Experience

CLINICAL EXPERIENCES

DEFINITION: Clinical experiences are usually offered as part of health and medical programs. Clinical experiences are typically set in hospitals and medical treatment facilities under close supervision of an educational preceptor or instructor and are supported by the employees of each specific clinical setting. Programs in the health and medical field require that clinical experiences be part of the curriculum in order for the student to acquire a certificate. Such on-the-job practicums are most often prescribed by an accrediting board, which sets professional standards and is external to the educational institution. The amount of time to be spent and areas of experiences (clinical rotations) are also generally stipulated.

Clinical work-based learning is correlated with the academic and occupational curriculum and provides students with an opportunity for hands-on situations with patients, clients, physicians, lawyers, social workers, and clinical specialists. These experiences are considered an extension of the curricula and are in most instances nonpaid experiences for the students.

PURPOSE: The purpose of a work-based clinical experience is to:

- Facilitate career exploration in the health and medical professions, human resource services, and paralegal practices.
- Provide clinical school-based and work-based experiences.
- Allow students access to supervised hands-on practice in their preferred career focus area.
- Provide for ongoing evaluation throughout the clinical rotation that allows students to improve skills toward entry-level and/or postsecondary education.
- Connect students to the employment community or to a postsecondary education.

ADVANTAGES: Clinical experiences will enable a student to:

- Participate in career awareness that encompasses the diverse medical field and all related health occupations including veterinary medicine, dental hygiene, health and human services, paralegal practices, and technology in the health care profession.
- Participate in job-search skills such as writing resumes and experiencing mock job interviews.
- Practice employability skills and self-image awareness techniques to improve performance and develop self-confidence.
- Develop mentor relations and observe career role models that will enhance their personal performance in the workplace and the community.
- Gain knowledge in workplace responsibilities and ethical practice expectations of employment for all business and industry situations.

GUIDELINES: Key guidelines should be used in organizing and implementing clinical experiences. These guidelines include:

- Clinical experiences require careful planning and administration because both the employer and the educational institution may be liable for student mistakes or misconduct. Carefully

constructed educational training agreements stipulating the roles and responsibilities of all parties are essential.

- Potential clinical work sites should be identified in the same way and manner as are other work-based learning programs.
- Students should be placed in the most effective clinical work-site setting to provide relevant experience toward the student's career and/or postsecondary education goals.
- Students should be rotated through various clinical experiences that are compatible with the employers scheduling and staffing needs.
- School-based curriculum must support the clinical rotational experiences.
- State and federal guidelines for students in the workplace setting and incorporating in this step plans for liability insurance, permission slips from parent(s)/guardian(s), and provision for instruction in workplace safety.
- Supervisory positions that meet state guidelines and provide for clinical supervisors with specific clinical experience in each type of setting (e.g., R.N. in hospital setting).

POLICIES AND PROCEDURES: It is important that all partners be aware of the responsibilities to establish a work environment that provides for successful outcomes for participants in the clinical experiences. Specific needs for this provision that will comprise work-based learning clinical policies and procedures include:

- Each student will be assigned to a work-based learning clinical work site that is based on his/her interests and career goals.
- Work-based learning in a clinical setting is guided by licensure requirements in the health and medical professions (nursing assistants to physicians) as well as the areas of social work and law practice (law boards and social work licensing).
- Clinical supervisors with specific clinical experience in each type of setting will meet state licensure laws.
- Students in a clinical work-based learning experience must stay at their work-site for the assigned time and must only provide patient care under the direct supervision of the work-site supervisor or clinical instructor.
- Each work site will be evaluated prior to the student's work experience and placement.
- Rotation scheduling should give each student the opportunity to experience various aspects of the health care field (e.g., operating room, labor and delivery, business office, radiology, dietary departments, and so on for a health and medical program).
- Orientation programs will be held prior to the student's participation in the clinical experience. The orientation will inform the student and his/her parent(s) or guardian(s) about all aspects of clinical experience, the expectations of curricula provisions for the student in the classroom and at the work-site, and specific guidelines for safety, dress, and conduct in the class and at the work site.
- Students, parents/guardians, and employers will be informed that the clinical is not a paid work-based learning experience.
- Students must comply with dress codes specific to each area of clinical practice.
- The student may go to the work-site directly from home, with parent's/guardian's permission, or use transportation provided specifically for clinical experience by the school system.

- Permission slips for transportation and emergency medical care will be on file for each student prior to the first day of the clinical.
- The school-based instructor will visit each work site regularly.

EMPLOYER’S RESPONSIBILITIES: The employer will have in place an educational training agreement between the school and the work site, supporting student participation in a clinical career focus, and will agree on these work-based guidelines. Unlike other work-based learning experiences, it is the responsibility of the work-based learning supervisor (clinical supervisor) and not the employer to instruct, assign, evaluate, and discipline students participating in the clinical experience. Students must abide by all policies and procedures of the employer and be made aware by the work-based learning coordinator of disciplinary actions that will be implemented if indicated. The employer will:

- Work with either the work-based learning coordinator, clinical supervisor, and/or the school-based clinical instructor in developing a list of work-based and school-based competencies.
- Provide a variety of clinical experiences for the student that will contribute to exploration and an understanding of the medical field, human resource services, or legal practices in line with the student’s career and/or postsecondary educational goals.
- Comply with all federal, state, and local labor laws and regulations regarding child labor, safety, and wage laws.

STUDENT’S RESPONSIBILITIES: Students in clinical experiences, by their participation, acknowledge that the experience is an opportunity to explore a career and agree to:

- Utilize employability skills practiced in the school-based component of the work-based learning clinical that include, but are not limited to, punctuality, assertiveness, effective communication and interpersonal skills, courtesy, honesty and integrity, adherence to dress codes and healthful grooming habits, and a willingness to learn.
- Abide by the policies and procedure of the clinical setting and the educational institution.
- Call the place of clinical practice to notify the employer and, in turn, the clinical supervisor of sickness or tardiness.
- Work cooperatively with peers, staff, and other employer supervisors as if actually employed in the clinical setting.
- Always perform patient care procedures under direct supervision of the work-based learning clinical instructor, following clinical guidelines for carrying out, documenting, and following up on the results of the procedure.
- Respect the patient’s or client’s right to privacy, the right to refuse any treatment, or the right to refuse to have a student provide care for the patient.
- Keep the work-based learning clinical instructor informed of all tasks completed and volunteer to assist other clinical work-based learning students with their assignments.
- Provide their own transportation if applicable or use transportation provided by the school.
- Be responsible for their own meals and snacks if applicable.
- Self-evaluate progress throughout the clinical experience to measure accomplishment of career goals and objectives in order to continue toward present goals or to set new ones.

- Provide their own clinical scrubs or uniforms that are acceptable to the place of clinical experience unless these are provided through the student's school system.

PARENTS'/GUARDIANS' RESPONSIBILITIES: The parent(s)/guardian(s) of the student, by allowing their child to participate in a clinical experience, agree(s) to:

- Share responsibility for the conduct of the student while experiencing clinical practice.
- The transport mode by which the student will get to clinical, to school, and home, giving written consent to the school that indicates the agreed-upon transportation.
- Make inquiries concerning the student's clinical experience to the work-based learning coordinator or work-based learning instructor rather than directly to the employer at the clinical site.
- Be responsible for necessary expenses during the student's clinical experience.
- Be responsible for uniforms and other clinical supplies designated prior to the student's participation.

SCHOOL-BASED CLINICAL INSTRUCTOR: The clinical instructor assumes the role of assisting in designing and implementing the clinical experience and agrees to:

- Explore potential work sites and assess the learning opportunities for students participating in a clinical experience.
- Work with employer/supervisor in developing a list of work-based learning and school-based competencies.
- Assist in specifying skill and competency levels.
- Help develop interdisciplinary, applied, and project-based curricula.
- Develop classroom instruction that includes laboratory practice of skills needed prior to clinical experience for each specific clinical discipline such as hospital environments, long-term care facilities, veterinarian clinics, social work counseling practices, or paralegal settings.
- Integrate academic and vocational teaching for each discipline that uses clinical methodologies and team-teaching strategies that articulate into the workplace.
- Obtain an understanding of the nature of sequencing the student's planned workplace activity to include scheduling and rotating the student throughout the entire clinical experience provided by the work site.
- Plan and provide clinical work-site employers with an understanding of work-based learning through workshops or readiness seminars.
- Develop workplace readiness curriculum to prepare students prior to work-site practice.
- Prepare curriculum for instruction in employability skills, ethics in the clinical setting, along with confidentiality laws and patient/client rights.
- Conduct regularly scheduled assessments of the student's progress toward educational/employment goals as identified by the student throughout the clinical work-based learning experience.
- Determine the requirements for students wishing to participate in the work-based learning clinical.

- Develop a clinical statement of collaborative instruction between the employer and the participating school system that will be agreed upon by all parties involved, including the student and his or her parent(s)/guardian(s), prior to work-site experience.
- Join with employers to discover both common and different ways in which teachers and employers understand the challenges they face and the solutions they propose in preparing students for their future educational and/or employment goals.
- Make arrangements with clinical work-based learning sites for student practice in each particular work-based clinical setting such as hospitals or social work settings.
- Visit each work-based learning clinical site prior to student participation to consult with each employer and collaboratively develop with the employer an observation plan for evaluating the student, the work-based learning site, and employer participation.
- Inform each clinical work-based learning site of necessary federal and state regulations regarding child labor laws and provide guidelines for work-based clinical employers that specify students who are not paid or compensated for their time spent in the work-based learning clinical.

OBJECTIVES: Work-based learning clinicals should provide career exploration at the work site and in the school-based program so that students may learn specific job skills and educational requirements to meet specific career interests requiring clinical practice. Hands-on experience is an essential part of work-based learning experiences; therefore, the objective of work-based learning clinical programs is to provide the student with:

- Academic and occupational skill instruction through clinical rotation and in school-based learning skills practice in a healthcare setting (hospital, long-term care facility, health department, veterinarian clinic), in human services (social work, counseling, human resources), and in practical situations in a law setting (paralegal experience).
- Career guidance to identify educational goals and employment possibilities or professions that include clinical practice.
- Mentoring relationships and opportunities to observe modeled behavior necessary for clinical practices made available by the work-based learning site specific to the student's career interest.
- The benefit of ongoing collaboration between employers, work-based learning teachers/instructors and other staff, the community, the educational systems involved in work-based learning, the student, and his or her parent(s)/guardian(s).
- Practice and understanding of personal traits valued in the workplace, such as team work, courtesy, promptness, dependability, and respect for workplace habits and abilities.
- Develop an understanding of the relationship between rigorous and relevant education and employment success.
- Experience a smooth transition from secondary education to employment and/or postsecondary educational goals.

TIME COMMITMENT: Clinical experiences will vary in time, depending upon the number of rotations that are prescribed by the curriculum. Clinical experiences can last from one full academic year to four years, depending on the program of study selected by the student.

AGREEMENTS: Educational training agreements need to be developed, outlining responsibilities for the employer, work-based learning coordinator, student, and parent(s)/guardian(s). An educational training plan should outline the school-based competencies and the corresponding clinical rotations to be completed by the student at the work-based learning site.

CREDENTIALS: No credentials are awarded except in the case of students participating in clinical experiences that result in certification as a nursing assistant upon completion of state requirements that guide all Georgia nursing assistant programs.

EVALUATION: The work-based learning coordinator and clinical supervisor jointly assess student progress and performance through regularly scheduled evaluations. These evaluations should be ongoing and include a self-evaluation component so that the student may practice self-regulation and work-related responsibility.

TRANSPORTATION: Students and parents/guardians should provide transportation as necessary. However, group school transportation to clinical sites may be arranged for students as part of the related program.

INSURANCE COVERAGE: Employers, school districts, students, and parents/guardians must complete forms documenting appropriate insurance coverage. All state and federal child labor laws must be followed for student learners under the age of 18.

EMPLOYMENT COMMITMENT: Usually no commitment of full-time employment is expected on the part of the clinical site or the student.

WAGES: Clinical experiences, in most cases, are nonpaid experiences. A student does not receive compensation for work done as part of a clinical experience or gratuities from patients or clients and their families.

APPENDIX E

Components for Implementing a Cooperative Education Program

COOPERATIVE EDUCATION PROGRAM

DEFINITION: Cooperative Education is a structured program that connects school-based and work-based learning for students who are age 16 and in the eleventh grade. These educational experiences provide a rigorous and relevant core curriculum with an occupational specialty and also include a formal written educational and work-based learning agreement defining specific academic and workplace skills to be mastered.

PURPOSE: The purpose of cooperative education is to provide students the opportunity to connect what they learn in school with work-site application to enable a smooth transition into the work force and/or postsecondary education after graduation from high school. This educational experience may be coordinated with an associate degree program. Students may benefit in a variety of ways including:

- Developing a basic foundation of applied academics and attainment of workplace skills.
- Making a smooth transition from one level of education to the next.
- Developing a career development plan with a career focus area.
- Earning secondary educational course credit.
- Gaining technical and general workplace skills.
- Completing specific job tasks for the employer for a reasonable wage.
- Preparing for employment and/or postsecondary education.

COOPERATIVE EDUCATION REQUIREMENTS:

- Offer opportunities for students who are beginning the eleventh grade and who are 16 years of age a course of study that links school-based learning, work-site learning, and work experiences leading to high school graduation with postsecondary education options and preparation for employment.
- Require an educational training agreement signed by the school, employer, parents or legal guardians, and student, stipulating the knowledge, skills, and abilities to be attained that integrate school-based and work-based learning.
- Require written permission of parents or legal guardians for students to participate.
- Provide a list of academic and occupational competencies to be attained through an educational training plan.
- Connect school-based and work-based competencies.
- Develop articulation agreement(s) with related postsecondary education programs.
- Require documentation that students are appropriately covered regarding workers' compensation, health and liability insurance, and/or other issues related to school and employment requirements.

COOPERATIVE EDUCATION STRATEGIES FOR IMPLEMENTATION: In the development and implementation of cooperative education experiences, the following elements are essential:

- Rigorous and relevant academic instruction that prepares students to enter employment or postsecondary education programs.

- Career development and exploration.
- Quality educational and work experiences that include learning employability skills and attaining expected competencies.
- Specific occupational practices, skills, and abilities in broadly accepted business and industry standards.
- General workplace competencies, including the ability to manage resources, acquire and use information, work productively with others, understand and master systems, and work with technologies.
- Assessments that appropriately measure aptitude, abilities, and interests essential for preparing a student for a specific career focus area.
- Career guidance to inform and assist students in planning appropriate courses of study needed to prepare for a career and further education.
- Awarding of appropriate school-based and work-based credentials.
- Assurance that state and federal laws relative to health, safety, workers' compensation, and liability apply to student learners.
- Assistance to students who plan to pursue postsecondary education programs or further work preparation through postsecondary cooperative educational opportunities.

STUDENT BENEFITS: Students involved in cooperative education will:

- Explore connections between school and work.
- Raise their levels of expectation.
- Improve their academic skills.
- Explore career interests in particular areas.
- Learn from work experience.
- Increase employment and educational options.

STUDENT RESPONSIBILITIES: Students participating in cooperative education must:

- Be interviewed and meet employment requirements.
- Be selected by the employer to participate.
- Sign an educational training agreement along with their parent(s) or guardian(s) and employer.
- Maintain an acceptable academic record.
- Maintain an acceptable work-site performance.
- Be evaluated regularly to determine progress.
- Fulfill academic requirements for high school graduation.
- Attain both the school-based and work-based competencies in the cooperative education program as outlined in the educational training plan.

EMPLOYER RESPONSIBILITIES: Employers should be involved in shaping school-based and work-based curriculum and establishing academic and occupational standards for the student. Employers involved in cooperative education will:

- Recruit, select, hire, and train students.
- Pay cooperative education students an acceptable wage.
- Provide workers' compensation coverage if the school district cannot.
- Sign an educational training agreement with the student, parent(s) or guardian(s), work-based learning coordinator, and employer, outlining expectations, objectives, and responsibilities.
- Provide a work-site supervisor to supervise, train, and assess the student learner.
- Train the student in both the school-based and work-based competencies as outlined in the educational training plan.
- Evaluate and provide a report to the student and work-based learning coordinator on the student's performance.

COOPERATIVE EDUCATION COORDINATOR RESPONSIBILITIES: The cooperative education coordinator, representing the school, will implement the cooperative education program toward satisfactory placement of the student in his/her career focus area and agrees to:

- Enroll students in the cooperative education program in accordance with written policy.
- Provide parent(s)/guardian(s) orientation to the cooperative education program.
- Recruit and select work-sites that provide occupational growth opportunities consistent with the student's interest and learning objectives.
- Implement a signed educational training agreement.
- Develop educational training for work-based learning experience that is coordinated with the student's program of study.
- Provide work-site supervisor training sessions.
- Place student-learners in appropriate work sites.
- Make regular work-site supervision visits.
- Coordinate evaluation of the student on a regular basis to assess established learning objectives.
- Maintain program records for each student-learner.
- Coordinate advisory committee meetings.
- Coordinate vocational student organizations on the local and state level.
- Assist in the evaluation of the program.
- Teach a class associated with the career focus of the program.

TIME COMMITMENT: One semester to one year.

AGREEMENTS: The educational training agreement is signed by the employer, work-based learning coordinator, parent/guardian, and student. The educational training plan outlines both the school-based and the work-based competencies to be achieved by the student at the work-based learning site.

CREDENTIALS: High school diploma.

WAGES: Wages are determined and paid by the employer and must be at least minimum wage.

EVALUATION:

- Work-based learning is evaluated by a work-site supervisor.
- Regular on-site monitoring is conducted by the work-based learning coordinator.

TRANSPORTATION: The student or their parents/guardians must provide transportation.

INSURANCE:

- Health/life insurance is provided by the student's parents/guardians; however, employers are responsible for offering coverage for students in paid work-based learning experiences if similarly classified employees are eligible for these benefits.
- Accident insurance (to and from work site) is provided by parents/guardians.
- Students participating in paid work-based learning experiences are covered for workers' compensation provided by the employer.

FULL-TIME EMPLOYMENT COMMITMENT UPON COMPLETION: No commitment on the part of employer or student.

POLICIES/REGULATIONS: Locally developed and agreed upon (except for specific state Department of Education regulations).

APPENDIX F

Components for Implementing a Youth Apprenticeship Program

YOUTH APPRENTICESHIP PROGRAM

DEFINITION: Youth apprenticeship is a highly structured work-based learning program lasting three to four years for students who are age 16 or older and in the eleventh grade. Youth apprenticeships provide work-based employer training that connects to the secondary school. Such programs provide a solid academic core curriculum combined with and enhanced by a technical/occupational program and also include a formal written educational training plan defining specific academic competencies and workplace skills to be attained over the three to four years of the program.

PURPOSE: The purpose of a youth apprenticeship experience is to provide students the opportunity to connect what they learn in the school setting with work-site applications, thereby enabling them to make a smooth transition into employment and postsecondary education after graduation from high school. Students may benefit from participating in youth apprenticeship in a number of ways, including:

- Developing a basic foundation of applied academics and attainment of technical skills.
- Making a smooth transition from one level of education to the next.
- Earning both secondary and postsecondary educational course credit.
- Preparing for a technical work force, high wage jobs, and postsecondary education.

YOUTH APPRENTICESHIP REQUIREMENTS:

- Offer career specific opportunities for students, beginning in the eleventh grade with a course of study that integrates academic curricula, work-site learning, and work experience leading to high school graduation, a postsecondary credential/diploma, and placement in high skill, high wage careers.
- Require students participating in the work-based component to be at least 16 years of age and in the eleventh grade.
- Require an educational training agreement signed by the school, employer, parents or legal guardians, and student, stipulating that the employer will provide work-based knowledge, skills, and abilities that integrate with school-based competencies.
- Require the written permission of the parents or legal guardians of the students to engage in such work experiences.
- Provide a list of academic, occupational, and work-site skills to be offered through an educational training plan.
- Integrate school-based and work-based competencies with connecting activities.
- Award credentials based on both academic and occupational skills.
- Develop articulation agreement(s) with related postsecondary programs.
- Require documentation that students are appropriately covered regarding workers' compensation, health, and liability insurance or other issues related to the youth apprenticeship program.

YOUTH APPRENTICESHIP STRATEGIES FOR IMPLEMENTATION: In the development and implementation of youth apprenticeships, the following elements are essential:

- Development of broad-based employer and education partnerships.
- Rigorous and relevant academic instruction that prepares students with competencies to enter employment and postsecondary education.
- Quality occupational education programs that include work-based experience and an in-depth perception of business and industry expectations.
- Specific occupational practices, skills, and abilities in broadly accepted business and industry standards.
- General workplace competencies, including the ability to manage resources, acquire and use information, work productively with others, understand and master systems, and work with technologies.
- Assessments that appropriately measure aptitudes, abilities, and interests essential for preparing students for a specific career.
- Career development and exploration (K-12).
- Career guidance to inform and assist students in planning appropriate courses of study needed to prepare for a career and further education.
- Award of appropriate school-based and work-based credentials.
- Assurance that state and federal laws relative to health, safety, workers' compensation, and liability apply to youth apprentices and that youth apprentices do not displace current workers.
- Placement of students who have successfully completed a youth apprenticeship in full-time employment that is directly related to the course of study in which they have been trained and/or certified.
- Assistance to students who plan to pursue postsecondary education or further work preparation through related educational services.

STUDENT BENEFITS: Students involved in youth apprenticeship will:

- Explore connections between school and work.
- Raise their level of expectations.
- Improve their academic skills.
- Explore career interests in particular areas.
- Learn from skilled mentors.
- Earn two-year postsecondary credits.
- Increase career and employment options.

STUDENT RESPONSIBILITIES: Students participating in youth apprenticeship must:

- Be interviewed and meet eligibility requirements.
- Be selected to participate by the employer.
- Sign an educational training agreement along with their parent(s) or guardian(s) and employer.
- Maintain an acceptable academic record.
- Maintain an acceptable work-site performance.
- Be evaluated regularly to determine progress.

- Fulfill academic requirements for high school graduation.
- Attain both the school-based and work-based competencies in the youth apprenticeship program as outlined in the educational training plan.
- Develop an educational plan that includes at least two years of postsecondary education.

EMPLOYER RESPONSIBILITIES: Employers should be involved in shaping school-based and work-based curriculum and establishing academic and occupational standards for the student in the occupational area. Employers involved in the youth apprenticeship program will:

- Recruit, select, hire, and train students 10-20 hours per week over 2-4 years.
- Pay youth apprentices an acceptable wage.
- Sign an educational training agreement with the student, parent(s) or guardian(s), and work-based learning coordinator, outlining expectations, objectives, and responsibilities.
- Provide trained mentors to supervise, train, and assess youth apprentices.
- Train the student in both the school-based and work-based competencies as outlined in the educational training plan.
- Involve labor in developing and operating the youth apprenticeship program if appropriate.
- Evaluate and provide a report on the apprentice's performance to the student and the work-based learning coordinator.

YOUTH APPRENTICE COORDINATOR RESPONSIBILITIES: The youth apprenticeship coordinator, representing the school, will implement the youth apprenticeship program toward satisfactory placement of the student in his/her specific career choice, and agrees to:

- Enroll students in the youth apprenticeship program in accordance with written policy.
- Provide parent(s)/guardian(s) orientation to the youth apprenticeship program.
- Recruit and select work-based learning sites that provide occupational growth opportunities consistent with student's interest and learning objectives.
- Implement a signed educational training agreement for each student.
- Develop education training for work-based learning experience that is coordinated with student's program of study.
- Provide an orientation and training session, either group or individual, for each work-site supervisor.
- Place student-learners in appropriate and safe work-based learning sites.
- Make regular work-site supervision visits.
- Coordinate evaluation of the student on a regular basis to assess established learning objectives and provide appropriate feedback to the student and work-site supervisor.
- Maintain program records for each student-learner.
- Coordinate advisory committee meetings.
- Assist in the evaluation of the youth apprenticeship program.
- Teach assigned instructional classes based on the complexity of the program.
- Coordinate the academic and vocational courses for each student enrolled in the youth apprenticeship program.

- Assist in the development and implementation of an integrated array of work-based learning opportunities offered by an educational institution or consortium and supported by the community.
- Develop local business/industry support for all work-based learning options.

AGE OF STUDENT: School districts must develop policy and procedures to ensure that students who participate in the youth apprentice work-based learning opportunities are at least 16 years of age, are in at least the eleventh grade, and are adequately covered by insurance.

REQUIRED DOCUMENTATION: Students and parents/guardians should complete all forms documenting appropriate insurance coverage.

EDUCATIONAL TRAINING AGREEMENT: This agreement forms the basis for the student's work-based and school-based education program. At a minimum, the following components should be included in the educational agreement:

- Intent of the program.
- Duties of the various parties.
- Time frame of the experience.
- Signatures of the student, school representative(s), employer, and the student's parent(s) or legal guardian(s).
- Written permission of the student's parents or legal guardians for the student to engage in the youth apprenticeship experience.

EDUCATIONAL TRAINING PLAN: This document forms the basis for all activities of the youth apprenticeship program at the school and the work-site. At a minimum, the educational training plan should indicate the following for the 3-4 years of the program:

- Knowledge, skills, and abilities to be taught and assessed at the secondary and post-secondary educational levels.
- Knowledge, skills, and abilities to be taught and assessed at the employer level that indicate a progression of advancement at the work-based learning site.

TIME COMMITMENT: Students will be involved for 3-4 years in grades 11-14, including summers. Most students will begin the work-site experience in grade 12.

COMPETENCIES TO BE TAUGHT: Academic and vocational teachers, the work-based learning coordinator, and work-site supervisor(s) will develop school-based and work-based competencies (knowledge, skills, abilities) to be attained by the student(s) and should be specified on the educational training agreement. The competencies must be taught and assessed at the school level and at the work-based learning site.

ARTICULATION AGREEMENT: The work-based learning coordinator and postsecondary educators will develop a written articulation agreement(s), which enable students to earn postsecondary credits at two- or four-year institutions.

CREDENTIALS: Students completing a youth apprenticeship program should receive a high school diploma, occupational certificate, associate degree, work-site certificate of attainment, and/or journey person certification awarded by the Bureau of Apprenticeship and Training.

EVALUATION: The work-site supervisor (mentor) will conduct regular evaluations of the youth apprentice's performance at the work-based learning site. The work-based learning coordinator and postsecondary education personnel will conduct regular on-site visits to monitor the progress of the student at the work-based learning site.

TRANSPORTATION: Students and/or parents/guardians should provide transportation.

INSURANCE COVERAGE: Employers, students and parents/guardians must complete forms documenting appropriate insurance coverage. All state and federal child labor laws must be followed for students under the age of 18.

EMPLOYMENT COMMITMENT: Usually there is a commitment of full-time employment on the part of the employer and the student.

APPENDIX G

Sample Mission Statement and Objectives

MISSION OF THE WORK-BASED LEARNING PROGRAM

To provide educational and occupational experiences for students that will assist them in becoming productive citizens in the community.

GOAL OF THE WORK-BASED LEARNING PROGRAM

To provide students the opportunity to receive both academic and occupational experiences in the world of work that will increase their knowledge, skills, and abilities necessary for employment and further education.

OBJECTIVES OF THE WORK-BASED LEARNING PROGRAM

- To allow students to receive occupational experience in businesses/industries related to the career focus of the work-based learning program and the student's career objectives.
- To allow students to develop positive attitudes and work habits for job placement.
- To allow students to develop work ethics, salable skills, and knowledge necessary for successful careers.
- To allow students to develop self-confidence, maturity, and a feeling of achievement.
- To permit students to participate in academic and occupational experiences in businesses/industries that cannot be duplicated in the classroom.
- To improve business/industry/school relationships.
- To motivate students to excel in all educational pursuits.
- To give students an opportunity to improve communication skills.
- To expand students' knowledge of available occupations, employment requirements, and working conditions.
- To provide students an opportunity for a smooth transition into further education and the work force.

APPENDIX H

Suggested Advisory Committee Activities

Suggested Advisory Committee Activities for a Work-Based Learning Program

1. Employment Needs

- Assist in planning, conducting, and analyzing surveys in the business/industry community.
- Assist in identifying new and emerging careers in occupational fields.
- Assist in identifying training needs for specialized areas in occupation fields.

2. Career Development

- Provide career information to students about segments of occupational fields.
- Participate in career fairs, parent-education meetings, and civic club meetings to encourage young people to seek careers in occupational fields.
- Arrange field trips or industry tours for students, faculty, guidance counselors, and administrators.
- Assist in the development and field-testing of appropriate tests at job-entry and career levels.
- Assist in occupational analyses, showing the critical tasks and competencies of jobs in a career-continuum.
- Assist in determining standards for selection of students.
- Assist in determining the criteria for selection of work-based training sites.
- Assist in developing educational training agreement forms.
- Assist in placing students in career exploration positions during the summer and the academic year.
- Assist in the placement of graduates of work-based learning program.

3. Curriculum

- Assist in the development and review of programs of study.
- Evaluate educational training plans for students in work-based learning program.
- Evaluate proposals for curriculum patterns in the educational institution.
- Donate or obtain donations of trade journals, training materials, and illustrative materials (e.g., videos, instructional aids).

4. Academic/Vocational Faculty

- Aid in providing career experiences for academic/vocational faculty of the educational institution.
- Arrange financial assistance for academic/vocational faculty to participate in appropriate state and national conferences.

5. Marketing and Promotion

- Arrange for presentations by the work-based learning coordinator and/or students before civic and business groups.
- Arrange for presentations concerning the work-based learning program on local media.
- Provide articles concerning various phases of the work-based learning program to appropriate trade publications.

- Appear before the local board of education and other agencies concerned with the work-based learning program to report on the progress of the program.
 - Appear before legislative groups to legislation affecting the work-based learning program.
6. Evaluation
- Assist in the evaluation process of the work-based learning program.
 - Review instruments to evaluate certain phases of the work-based learning program (e.g., progress reports, follow-up studies of students and employers).
 - Assist in analyzing results of the evaluation of the work-based learning program.
 - Assist in evaluating the effectiveness of the work-based learning program.
7. Operation
- Assist in developing the local work-based learning program mission statement and objectives.
 - Review the proposed program of activities of the work-based learning program.
 - Review the budget request to support the proposed program of activities for the work-based learning program.

APPENDIX I

Sample Agendas for Advisory Committee Meetings

Agenda for First Advisory Committee Meeting

1. The work-based learning coordinator serves as a temporary chairperson and appoints a temporary secretary.
2. Introduce all persons present.
3. The temporary chairperson explains the concept of an advisory committee and the activities with which it will be concerned.
4. A representative of the board of education or a school official informs the committee of its relationship to the school. Duplicated copies of the school board's statement of policy should be distributed.
5. The temporary chairperson distributes a sample of rules of operation such as time and length of meetings, method of notifying members, method of calling special meetings, and method of developing agenda for meetings.
6. The temporary chairperson suggests program areas most urgently in need of immediate study.
7. The committee sets the date, time, and place of the next meeting and indicates that permanent officers will be elected at that time.
8. A tour of facilities is conducted (if the meeting is in a local educational institution).
9. Meeting adjourns.

Agenda for Second Advisory Committee Meeting

1. The temporary chairperson calls the meeting to order.
2. Roll call by the temporary secretary.
3. Approval of the minutes of the previous meeting.
4. Approval of the meeting agenda.
5. Election of permanent officers.
6. Determine permanent rules of operation, which should include meeting time, place, and date.
7. Prioritize areas to be considered and development of a program of activities.
8. Arrange for an executive committee (chairperson, vice-chairperson, and work-based learning coordinator) meeting before the next regular meeting.
9. Describe present work-based learning program and related programs.
10. Adjourn.

APPENDIX J

Sample Work-Based Learning Program Application Form

Work-Based Learning Program Application Form

Personal Data

Full Name: _____ Grade: _____

Address: _____ Telephone: _____

Age: _____ Height: _____ Weight: _____ Birth Date: _____ Social Security #: _____

Do you have any physical disabilities? _____ Yes _____ No

If yes, please describe. (It is essential to know whether you are wheelchair ridden, hard of hearing, partially blind, etc., so that we can develop optimum programs and facilities to serve you.)

Health: _____ Physical Handicap(s): _____

Hobbies: _____

Activities: Athletics _____ School _____

Church _____ Community _____

Family Background

Father's Name: _____ Occupation: _____

Mother's Name: _____ Occupation: _____

Do you live with your parents? _____ Father _____ Mother _____ Guardian _____ Other _____

Number of brothers: _____ Number of sisters: _____

Work Experience

List previous work experience (starting with the most recent and working backwards):

Job Title	Employer (Name of Firm)	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____

Are you available for summer employment? _____ Yes _____ No

Could you drive to work? _____ Yes _____ No If no, do you have transportation? _____ Yes _____ No
(over)

Education

What is your class schedule now?

Period	Subject	Teacher	Room
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____

What is your overall grade point average: ____ 4.0 to 3.0 ____ 2.99 to 2.00 ____ 1.99 to 1.00

Are you on track (have completed the appropriate number of courses) for graduation? ____ Yes
____ No

List three (3) teachers you would ask to recommend you for this work-based learning program:

1. _____ 2. _____ 3. _____

Career Interest

How did you learn about this work-based learning program? _____

Why do you want to enroll in this work-based learning program? _____

What kind of career do you envision for yourself in the future? _____

Do you prefer to work with (check one): ____ your hands ____ machines ____ people

Given the opportunity to work for any company in this community, which company would you choose and why? _____

What do you plan to do after high school graduation? _____

What are your future education plans? _____

What would you like to be doing five years from now? _____

I have completed the above application form after careful consideration. If I am accepted for this work-based learning program, I will take advantage of every opportunity to improve my skills and efficiency in the classroom and the world of work.

Signed: _____ Date: _____

Signature of Student

APPENDIX K

Sample Student Profile Form

Student Profile for Work-Based Learning Program

Student Name: _____ Date: _____

Career Objective: _____ Program Applied For: _____

Summarize the student's present achievements and potential for success in the stated career objective. Make specific judgments and suggestion in each of the areas below using the data gathered from the application, cumulative school record, interview analysis, teacher recommendations, and/or specific diagnostic tests and orientation projects.

1. What type of work does the student think is involved in the career objective? Is it a realistic view?
2. What qualifications, training, and education does the student think is necessary for succeeding in this position? How did the student obtain this knowledge?
3. Does the student possess the minimal basic skills in reading, math, English, and speech for obtaining a job in this area? For succeeding in reaching the career objective? How well does the student's interpretation fit his/her grade point average, intelligence level, and/or communication abilities? Spelling? Handwriting?
4. Does the student possess at least a minimal level of understanding of the general occupational requirements in such areas as: (a) attendance and absenteeism, (b) attitude, (c) cooperation with employer and coworkers, (d) dress and grooming, (e) types of work available for his or her abilities?
5. Does the student possess specific job skills in this occupational area? If so, what skills? What level? How obtained? Any work experience? Can he/she operate any special equipment? Does he/she have any special talents?
6. Other comments:

APPENDIX L

Sample Work-Based Learning Program Recommendation Form

Teacher Recommendation for Work-Based Learning Program

Name of Student: _____ Subject(s): _____

The above-named student has applied for participation in the work-based learning program. Please help us in our selection process by providing the following information about this student.

Place a check mark " " under the appropriate heading to describe the student, based on the traits listed.

Trait	Needs Help	Below Average	Average	Above Average	Excellent
Reliability					
Leadership					
Industriousness					
Poise					
Dress & Grooming					
Knowledge of Subject Matter					
Getting Along With Others					

What do you feel are the student's strong points?

What do you feel are the student's weak points?

Other comments you care to share?

Date: _____ Signature: _____

Please return this form at your earliest convenience! Thank you.

APPENDIX M

Sample Work-Based Learning Program Interview Rating Form

Interview Rating Form for Work-Based Learning Program

Student's Name: _____ Date: _____

- POISE: At Ease Composed Nervous
- ATTITUDE: Impudent Confident Cooperative
 Timid Inhibited
- PERSONALITY: Aggressive Friendly, Warm Neutral
 Introverted Unfriendly
- VERBAL EXPRESSION: Clear Unclear
 Good Grammar Poor Grammar
- INITIATIVE: Resourceful Some Initiative Easy Going

General Comments: (Maturity, sense of values, intelligence, etc.)

Student's stated career objective: _____

- Which is: realistic
 may not be appropriate
 inappropriate because: _____

Does the student have an understanding of the career focus area regarding both the educational and work experience that will be needed to reach his/her stated career objective? Yes No

Should this student be recommended for the work-based learning program? Yes No

If no, what alternative actions can we take to help the student?

Signature of Interviewer

APPENDIX N

Sample Work-Based Learning Site Evaluation Form

Evaluation of Potential Work-Based Learning Site

Name of Business: _____ Date Contacted: _____
 Address: _____ Owner's Name: _____
 Contact Person: _____ Title: _____
 Type of Business: _____
 Number of Full-Time Workers: _____ Number of Part-Time Workers: _____

Possible Positions at this Business:

Job Title: _____ Number of Workers at this level: _____
 Job Title: _____ Number of Workers at this level: _____

Rating Factors	Above Average	Average	Below Average	Comments
1. Interest in work-based learning program				
2. Interest of supervisors in students				
3. Suitable occupations for program				
4. Opportunity for a variety of work experiences				
5. Facilities/equipment available for training				
6. Opportunities for advancement				
7. Pay scale commensurate with others in same career field				
8. Accessibility to students (transportation)				
9. Promotion of further training and education				
10. Reputation of business				
11. Compliance with federal and state laws				
12. Other:				

Overall Evaluation: () Excellent () Above Average () Average () Below Average

Potential work-site training supervisors:

Name: _____ Title: _____
 Name: _____ Title: _____

Other Activities Business Might Become Involved With: _____

APPENDIX O

Sample Educational Training Agreements

Sample Educational Training Agreement

Name of Student: _____

Name of Employer: _____ Name of Firm: _____

Title of career focus/occupation to be taught: _____

Name and position of fully trained person in the firm who will serve as the work-site supervisor for this student: _____

Beginning Date of Employment: _____ Ending Date of Employment: _____

Number of hours student will work per week: _____

Hourly wage paid to a fully trained person in this occupation: \$ _____

Hourly wage to be paid to the student: \$ _____

Method for determining a progressive wage schedule for student: _____

Conditions:

1. The student will not be urged to quit school to accept full-time employment.
2. Work standards expected of the student will be the same as for other beginning workers.
3. The employer or work-site supervisor will consult with the work-based learning coordinator on an evaluation of the student's performance and attitude every 4 weeks.
4. The student will be employed on the dates indicated above if performance is satisfactory.
5. The total work hours and school hours will not exceed the hours in a regular work week (including Saturday and Sunday work hours).
6. The employer will consult with the work-based learning coordinator before dismissing the student for just cause.
7. Either party may terminate this agreement for just cause.
8. The employment of the student shall conform to all federal, state, and local laws and regulations, including nondiscrimination against any applicant or employee because of race, color, sex, or national origin.

The undersigned employer agrees to train the student-learner for the career/occupation specified in this agreement and as outlined in the educational training plan, according to the conditions as herein set forth which have been approved by the work-based learning coordinator.

Date	Signature	Firm
------	-----------	------

9. The student will remain with the original employer throughout the dates indicated above. The employer and the work-based learning coordinator must approve any necessary changes.
10. The employer will grant no special privileges to the student.
11. The trainee will conform to all regulations of the place of employment.
12. The student must conform to the dress and grooming regulations of the firm.
13. Ethics will be respected. The student will not reveal any confidential information.

14. The student will not jeopardize the position of the school to further his/her personal interest.
15. Absence from school or work must be reported *immediately* to the work-based learning coordinator.
16. The student will maintain accurate records, weekly production reports, and others as required.
17. The student will bring any special problems to the attention of the work-based learning coordinator immediately.
18. To remain eligible to remain at the work-based learning site, the student must maintain a minimum of a grade of C in all subjects and make satisfactory progress toward graduation and admission to post-secondary educational opportunities.

The undersigned student agrees to comply with this agreement as outlined and according to the conditions as herein set forth which have been approved by the work-based learning coordinator.

Date

Signature

19. Parent or guardian will assume responsibility for the conduct and safety of the student from the time that he/she leaves school until he/she reports to the job; also from the time he/she leaves the job until he/she arrive at the final destination.
20. The parent or guardian will be responsible for the student's transportation between the school and the employment and for related liability insurance.
21. The parent or guardian will bring any special problems to the attention of the work-based learning coordinator immediately.

The undersigned parent/guardian agrees to comply with this agreement as outlined and according to the conditions as herein set forth which have been approved by the work-based learning coordinator.

Date

Signature

22. The work-based learning coordinator will arrange for in-school related instruction (both academic and occupational), consultation, and advisory services for all parties concerned with this work-based learning program.
23. The work-based learning coordinator will make regular visits to the work-based learning site to observe the student, to consult with the employer and work-site supervisor, and to render any needed assistance with training the student.
24. The work-based learning coordinator will conduct regular evaluations of the student's progress with the work-site supervisor, and appropriate follow-up activities will be conducted with the student.

The undersigned work-based learning coordinator agrees to comply with this agreement as outline and according to the conditions as herein set forth which all parties have approved.

Date

Signature

Sample Educational Training Agreement

Student Name _____
Employer/Address _____
Work-Based Training Supervisor _____
Work Phone Number _____

The Student Agrees:

1. To be 16 years of age and to have a Social Security number.
2. To secure a work-permit if under 18 years of age and to file a copy with the school office, state Department of Labor, and the employer. Work permits can be obtained from the school office and must be documented with a birth certificate.
3. To assist the work-based learning coordinator in finding an appropriate employment position related to the career focus area of the program and the career objective of the student.
4. To provide transportation to and from work.
5. To attend school and work regularly and not go to work without first going to school, or go to school without going to work, unless previously discussed with the work-based coordinator. Failure to adhere to this part of the agreement may result in the student receiving appropriate academic and/or disciplinary action. If a student will be absent from school or work, the work-based learning coordinator should be notified as soon as possible.
6. To discuss all aspects of the employment with the work-based learning coordinator and the work-site supervisor—not with other students, coworkers, etc.
7. To represent the school and employer by demonstrating honesty, punctuality, courtesy, and a willingness to learn. If the student is dismissed from employment due to negligence or misconduct, proved by school investigation, the student will be dropped from the work-based learning program and not receive academic credit.
8. To work a minimum of _____ hours a week for one work release period; or _____ hours a week for two work release periods.
9. To make employment changes only with the approval of the work-based learning coordinator. The work-based learning coordinator reserves the right to change the student's employment situation if necessary.
10. To be evaluated by the work-based learning coordinator and the work-based training supervisor a minimum of once per grading period.
11. To be aware that employment in the work-based learning program does not qualify a student to receive unemployment compensation.
12. To submit to the work-based learning coordinator a weekly record indicating activities engaged in at the work site and total hours and salary earned during the week.
13. To allow the release of student records regarding academic performance, attendance, and discipline for the purpose of employment and program follow-up.

The Parents/Guardian of the Student Agree:

1. To encourage the student to carry out effectively his/her duties and responsibilities at both the school and place of employment.
2. To assume responsibility for the conduct and safety of the student from the time he/she leaves school until he/she reports to work; likewise, from the time he/she leaves his/her job until he/she arrives home.

3. To make inquires concerning the student’s training, wages, or working conditions through the work-based learning coordinator rather than directly to the employer.
4. To understand that the student must attend school and work regularly and not go to work without going to school, nor go to school without going to work unless previously approved by the work-based learning coordinator.
5. To offer assistance to the work-based learning coordinator, serve as a resource person, and/or aid in other ways that could benefit the school and the student.
6. To allow the release of student records regarding academic performance, attendance, and discipline for the purpose of employment and program follow-up.

The Employer/Work-Site Supervisor Agrees:

1. To provide a variety of work experiences for the student that contribute to the attainment of his/her career objective.
2. To employ the student for at least _____ hours per week during the academic year.
3. To adhere to policies and practices which prohibit discrimination on the bases of race, color, national origin, sex, and handicap in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and pay.
4. To provide instructional materials and occupational guidance to the student.
5. To evaluate the student, in consultation with the work-based learning coordinator, a minimum of once per grading period.
6. To adhere to all federal and state regulations including child labor laws and minimum wage regulations. Students employed through a work-based learning program are not eligible for unemployment compensation.
7. To adhere to income tax and Social Security withholding regulations.
8. To provide time for consultation with the work-based learning coordinator concerning the student and to discuss with the work-based learning coordinator any difficulties that may arise.
9. To inform the work-based learning coordinator before any disciplinary action is taken in regard to the employment of the student.

The Work-Based Learning Coordinator Agrees:

1. To assist in the academic and occupational instruction of the student.
2. To conduct supervisory visits to the student’s place of employment.
3. To render assistance with educational and training problems of the student.
4. To assist the work-based training supervisor in an evaluation of the student’s performance a minimum of once per grading period.
5. To maintain records pertinent to the student, the employer, and the school.

I have read the above agreement and will carry out the responsibilities delegated to the best of my ability.

Student Signature	Date	Parent/Guardian Signature	Date
Employer Signature	Date	Work-Based Coordinator Signature	Date

APPENDIX P

Sample Educational Training Plan Formats

EDUCATIONAL TRAINING PLAN

Name of Student: _____ Name of Firm: _____
Work-Site Supervisor: _____ Occupational Goal: _____

Approximate Date(s)	Work-Site Learning Competencies	Work-Site Supervisor's Evaluation/Comments	School-Based Learning Competencies

EDUCATIONAL TRAINING PLAN

Name of Student: _____ Name of Firm: _____
 Work-Site Supervisor: _____ Occupational Goal: _____

Schedule of Competencies To Be Learned and Performed at the Work-Site	Work-Site Supervisor's Evaluation/Comments	Related School-Based Instruction and Study Projects Related to Work-Site Competencies	School-Based Supervisor's Evaluation/Comments
From _____ to _____ 1. 2. 3. 4. 5. From _____ to _____ 1. 2. 3. 4. 5. From _____ to _____ 1. 2. 3. 4. 5. From _____ to _____ 1. 2. 3. 4. 5. From _____ to _____ 1. 2. 3. 4. 5. From _____ to _____ 1. 2. 3. 4. 5.		From _____ to _____ 1. 2. 3. 4. 5. From _____ to _____ 1. 2. 3. 4. 5. From _____ to _____ 1. 2. 3. 4. 5. From _____ to _____ 1. 2. 3. 4. 5. From _____ to _____ 1. 2. 3. 4. 5.	

Educational Training Plan

Name of Student: _____ Name of Firm: _____ Occupational Goal: _____

QCC	School-Based Learning Standards	Sec	Post Sec	Work-Based Learning Standards	1st 9-wk	2nd 9-wk	3rd 9-wk	4th 9-wk	Assessment
	Academic Instruction ● ● Vocational Instruction ● ●			Work related tasks ● ● ● ●					
	Academic Instruction ● ● Vocational Instruction ● ●			Work related tasks ● ● ● ●					
	Academic Instruction ● ● Vocational Instruction ● ●			Work related tasks ● ● ● ●					

Page ____ of ____ Pages

APPENDIX Q

Sample Evaluation Forms

EVALUATION FORM FOR OCCUPATIONAL SKILLS AND TASKS
Student Progress Report

Student Name: _____ Business: _____ Date: _____

Evaluation Period: 1 2 3 4 5 6 7 8 9 10 From _____ 19 ____ to _____ 19 ____

Directions: By prior agreement, this student was assigned to the job tasks listed below. If the student has been 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 judge would any other beginning worker.

Assigned Tasks	Understands the Assigned Task			Production Related to Assigned Task			Quality of Work			Suggested Improvements
	Yes	?	No	Fair	Good	Excellent	Fair	Good	Excellent	

Signature of Training Supervisor

Date

Signature of Work-Based Learning Coordinator

Date

**EVALUATION FORM FOR GENERAL EMPLOYMENT TRAITS
Student Progress Report**

Student: _____ Business: _____ Date: _____

Evaluation Period: 1 2 3 4 5 6 7 8 9 10 From _____ 19 ____ to _____ 19 ____

Directions: Please evaluate the student-employee as fairly as possible and as compared with workers with the same experience. Circle the number for each statement that most accurately reflects the student's performance in that category.

Category	Excellent (A)	Above Average (B)	Average (C)	Below Average (D)	Unsatisfactory (F)
Produces quality work	10	9-8-7	6-5-4	3-2-1	0
Reports to work promptly when scheduled	10	9-8-7	6-5-4	3-2-1	0
Uses time wisely	10	9-8-7	6-5-4	3-2-1	0
Demonstrates honesty and integrity	10	9-8-7	6-5-4	3-2-1	0
Demonstrates responsible behavior	10	9-8-7	6-5-4	3-2-1	0
Cooperates with others	10	9-8-7	6-5-4	3-2-1	0
Responds to feedback constructively	10	9-8-7	6-5-4	3-2-1	0
Uses/maintains materials and equipment appropriately	10	9-8-7	6-5-4	3-2-1	0
Follows company policies	10	9-8-7	6-5-4	3-2-1	0
Maintains appropriate personal appearance	10	9-8-7	6-5-4	3-2-1	0

General Comments: _____

Training Supervisor: _____ Work-Based Learning Coordinator: _____

Signature

Signature

Discussion with student held on: _____ Student: _____

Date

Signature

Action needed/taken: _____

APPENDIX R

Sample Wage and Hour/Production Report Form

Work-Based Learning Weekly Production Report

Name of Student: _____ Date of Report: _____ 19 ____

Firm's Name: _____ Business Telephone: _____

What activities were you engaged in on the job this past week?

Related assignments at school: Indicate the subject(s) studied, topic(s) considered, and how these related to the activities that you were engaged in on the job this past week.

Weekly Time and Earning Summary

Day	Date	Time Started	Time Ended	Total Hours	Work-Site Supervisor's Comments
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Total Hours Worked _____ (X) Hourly Rate \$ _____ = Weekly Earnings \$ _____

 Student's Signature Date Work-Site Supervisor's Signature Date

APPENDIX S

Sample Supervisory Visitation Report Form

Supervisory Visitation Report

Student _____ Date _____ 19 _____

Place of Employment _____

Work-Site Supervisor _____ Title _____

- Purpose of supervisory visitation:
 - Educational Training Plan Development/Implementation
 - Student Observation
 - Student Evaluation
 - Counseling
 - Problem Resolution
 - Other:
-

Comments: Record observations, actions to be taken, and/or recommendations. Identify specific strengths and needed improvements.

Follow-up conference held with student on: _____
Date

Work-Based Learning Coordinator Date

APPENDIX T

**MARKETING PLAN OUTLINE FOR A
WORK-BASED LEARNING PROGRAM**

MARKETING PLAN OUTLINE FOR A WORK-BASED LEARNING PROGRAM

Situation Analysis

The situation analysis is an assessment of the current status of the work-based learning program in your local school and community. This section should include:

- Facts about the work-based learning program (research, quotes, statistics).
- General education and labor statistics from your community/state (employment rate, economic situation, main industries, attitudes toward education, attitudes toward workforce development).
- Specific challenges that the work-based learning program faces in your local school and community (political, economic, geographical, specific audiences).

Goals and Mission Statement

Goals should be the guiding principle behind all marketing efforts and reflected in the overarching mission statement for the work-based learning program. Specifically goals should:

- Outline the desired image for the work-based learning program in the school and community.
- Acknowledge specific objectives for specific audiences (such as increasing student enrollment by 10 percent).

Identify three goals for the work-based learning program:

1. _____
2. _____
3. _____

Strategies

A strategy is best defined as an overall action plan that serves as the vehicle for achieving goals. Thinking about problems that are currently facing the work-based learning program as well as how to get the right messages to the right audiences will help in devising strategies.

Common strategies might include:

- Show local employers how the work-based learning program is a way to increase job growth.
- Build better relations with key employers in the community.
- Make one television and one newspaper a partner in the work-based learning program next year.
- Improve internal communications with teachers, guidance counselors, and administrators.

Think about the challenges that the work-based learning program will face in your local school or community and how they relate to your goals for the program. What are the best ways to overcome those challenges? Identify at least three strategies that will help to achieve the goals for the work-based learning program in your school and community.

1. _____
2. _____
3. _____

Targeted Audiences

For the work-based learning program to be successful in a school and community, several key audiences need to be targeted by a marketing plan if the strategy is to succeed. In order to define these audiences, the work-based learning coordinator will want to determine:

- Who are the specific people that need to be reached? (Example: teachers, students, administrators, businesses, organized labor, local government.)
- Why is it important to reach that particular group?
- Do they have something to gain from participating in the work-based learning program?
- Are they people who can help implement or sustain the work-based learning program?
- Are they people who support or oppose the work-based learning program?

Key Messages

Developing and communicating a key message should be the foundation of a marketing plan. To develop messages:

- Consider building on national or state research to support the local work-based learning program.
- Keep them consistent – messages must remain the same and support the goals and mission of the work-based learning program.
- Keep them clear – messages should be efficient and easily understood.
- Keep them connected – each message should fit the target audiences (address concerns, opposition’s point of view).

Tactics

Tactics are the activities that are conducted or actions taken to implement the strategies. It is best if a tactic can support more than one strategy. Identify supporting tactics for each strategy outlined above and develop a timeline, budget and person(s) responsible for each tactic.

Strategy #1: _____

Tactic # 1: _____

Timeline: _____

Budget: _____

Person Responsible: _____

Tactic # 2: _____

Timeline: _____

Budget: _____

Person Responsible: _____

Tactic # 3: _____
Timeline: _____
Budget: _____
Person Responsible: _____

(Continue with each strategy you have developed.)

Communications Tools

Communication tools are the materials developed to help disseminate messages about the work-based learning program to targeted audiences in your school and community. Examples of communications tools include:

- Brochures
- Newsletters
- Flyers
- Media kits
- Public Service Announcements
- Fact sheets
- Videos
- Radio/television news releases

Determine which tools will work with the targeted audiences and deliver the right message – refer to matrix.

Evaluation and Monitoring

Every marketing plan must have a method of evaluating or monitoring its success. Success can be shown in a number of ways, such as:

- Greater participation in the work-based learning program.
- Improved response from a targeted audience group.
- Support from teachers, guidance counselors, and administrators.
- Positive coverage in your local media.
- Think about the kinds of tools that can be used to track this success (examples: focus groups, collecting media clips, program evaluation materials – e.g., surveys, statistics on academic improvements, placement rates). Collect and disseminate the information about the work-based learning program to targeted audiences to build ongoing support for the program.

Timeline

Outline a timeline for creating materials and planning events and activities by month(s). Know what the deadlines are and start to plan backwards from the deadline to create a timeline of development. Use the timeline to keep the project on track as it progresses.

Budget

When planning a budget, plan for what needs to be done first, then find ways to get the necessary resources. This may involve identifying some "partners" (e.g., advisory committee members, partners in education) who will assist with costs. It may be that one of the strategies is targeting funding (go back to "strategies" section). Think of leveraging:

- Local business groups or associations related to the career objectives of students in the work-based learning program.
- Local media.
- Technical assistance funds from state Department of Education or educational foundations.

Marketing Plan Matrix for a Work-Based Learning Program

Goal: _____ Strategy: _____

	Targeted Audience	Message	Communication Tool(s)	Person(s) Responsible	Timeline (Start – End)	Budget	Evaluation Mechanism
<i>Tactic 1:</i>							
<i>Tactic 2:</i>							
<i>Tactic 3:</i>							
<i>Tactic 4:</i>							

Goal: _____ Strategy: _____

	Targeted Audience	Message	Communication Tool(s)	Person(s) Responsible	Timeline (Start – End)	Budget	Evaluation Mechanism
<i>Tactic 1:</i>							
<i>Tactic 2:</i>							
<i>Tactic 3:</i>							
<i>Tactic 4:</i>							

Goal: _____ Strategy: _____

	Targeted Audience	Message	Communication Tool(s)	Person(s) Responsible	Timeline (Start – End)	Budget	Evaluation Mechanism
<i>Tactic 1:</i>							
<i>Tactic 2:</i>							
<i>Tactic 3:</i>							
<i>Tactic 4:</i>							

Goal: _____ Strategy: _____

	Targeted Audience	Message	Communication Tool(s)	Person(s) Responsible	Timeline (Start – End)	Budget	Evaluation Mechanism
<i>Tactic 1:</i>							
<i>Tactic 2:</i>							
<i>Tactic 3:</i>							
<i>Tactic 4:</i>							

APPENDIX U

Program Evaluation Procedures and Documents

PLANNING AND CONDUCTING A STUDENT FOLLOW-UP STUDY

The focus of most program improvement efforts should be on the product: the outcomes of the work-based learning program. This emphasis demands that we look at former students of the program to help us determine its effects. One excellent way of securing information about former students is to conduct a follow-up study.

What Is a Follow-Up Study?

A follow-up study is a procedure for collecting pertinent data from or about individuals after they have had similar or comparable experiences. It is important to remember that "follow-up" implies the collection of data about something that has already taken place. In other words, students are asked to look back and consider how the work-based learning program either prepared them or failed to prepare them for their future work or educational endeavors.

It should be noted that follow-up studies do not provide all the answers needed for evaluating work-based learning programs. They are, however, usually an important component of a larger design for evaluating the total educational endeavor.

Why Conduct a Follow-Up Study?

Generally, a follow-up study is used to obtain information about the extent to which the objectives of the work-based learning program are being met. Follow-up studies serve a very useful purpose in eliciting reactions from former students about how well the work-based learning program prepared them for career-sustaining employment or further education.

Some of the major reasons for conducting follow-up studies are:

- To determine the number and types of employment which former students entered locally and regionally on a part-time or full-time basis.
- To learn the extent to which former students have made use of their academic and occupational education.
- To discover the extent of mobility among former students.
- To determine how the work-based learning program or work-based learning coordinator could be of further assistance to the former students relative to counseling, placement, and/or education.
- To discover the extent to which former students are taking advantage of available postsecondary and adult educational opportunities.

It should be remembered that information obtained from follow-up studies has some limitations because the respondents generally have a limited knowledge of alternatives, and each respondent reacts from a different frame of reference. One important factor to keep in mind is that respondents will be reacting to the work-based learning program as they knew it. If changes have been made since the former students left the program, they may be unaware of them. Hence, the interpretation of data and comments from students must take these changes into account.

Determining the Follow-Up Procedure

The mail questionnaire is the most frequently used approach. The problem of nonrespondents, however, is a major shortcoming of this questionnaire procedure. Several research studies have revealed that students in the lower percentile of their class tend to return a lower percentage of questionnaires than do students in the top percentile of their class.

If the evaluation effort is to be successful and valid, feedback must be secured from all whom the work-based learning program is designed to serve and not just the successful graduates. Therefore, it is very important that all former students be made to feel that they are valuable members of the group.

One approach to conducting follow-up studies, which has proven successful, is the interview, conducted either in person or by phone. Personal interviews are probably the most desirable kind of follow-up; however, they can be very expensive and require a great amount of the work-based learning coordinator's time.

The telephone interview can be effectively used. You are more limited in the amount of information that can be obtained, but the telephone interview may be the only workable procedure for some segments of the population. Often, a combination of mail questionnaires and personal interviews with a sample of nonrespondents is used.

Determining the Group to Follow-Up

Students being surveyed should have been out of school a sufficient length of time. This will enable them to reflect upon the relevance and helpfulness of their previous educational experience. The work-based learning student who graduates in the spring of the school year should be surveyed during the early part of the following fall semester. This provides the graduate time to have become established in either employment or further education.

It must be remembered, however, that the longer former students have been out of school, the greater problem they will have in separating the value of their formal education experience from the influence of other educational activities. Also, the longer they are away from school, the less valid their judgments about the current work-based learning program are likely to be.

Procedures for Conducting the Follow-Up

A technique that is gaining popularity is to send a card or letter to the former student prior to mailing a follow-up questionnaire. The purpose of this card or letter is to alert the former students that they will soon be receiving an important questionnaire that they are urged to complete and return as soon as possible.

The following mailing pattern is suggested at two-week intervals:

- First mailing--"alert" card (see Sample 1).
- Second mailing--follow-up questionnaire, cover letter, and return envelope--stamped and addressed (see Sample 2).

- Third mailing--second request follow-up questionnaire, second cover letter, and return envelope--stamped and addressed (see Sample 3).

The cover letter should be printed on school letterhead and should be signed by the work-based learning coordinator. It is harder to resist a letter that has been personally addressed and signed than a greeting from a computer label. A stamped, self-addressed envelope should always accompany the follow-up instrument and cover letter.

Timing is important in conducting a follow-up study. There is a slight preference for the early part of the week; mailings should be at times so that the items arrive on Monday or Tuesday. Avoid periods of "stress" such as the middle of April, vacation times, holidays, etc.

When using a multiple mailing approach, it makes sense to use a different strategy on the first and second mailings. Some people are early-in-the-week performers, others late-in-the-week performers. If you tried to reach them early in the week on the first mailing, try for an end-of-the week arrival on a subsequent mailing so the letter arrives on Friday or Saturday. Remind respondents of the date by when they should return the questionnaire. It is recommended that the respondents be given a two-week period in which to return the follow-up questionnaire.

Cover letters should be printed on letterhead and envelopes should have a return address with which the former students can easily identify. The physical appearance of the materials sent to former students should be of professional quality and designed to arouse interest.

Locating Former Students

One of the most difficult problems often faced in conducting a follow-up study is locating the former students. One of the best methods of maximizing returns is the advance orientation of students who will be asked to respond to questionnaires at a later date. Before students leave your work-based learning program, tell them that they will be receiving a follow-up questionnaire through the mail during the fall of the year. Discuss with the students why this is being done. If at all possible, review the questionnaire with them so they can raise any questions they may have.

There are a number of methods that can be used to secure the addresses of former students. Some of these methods include:

- Writing "Please Forward" on announcements and questionnaires.
- Sending self-addressed change-of-address cards to parents of nonrespondents so the parents can provide the current address.
- Checking the city directory at the public library.
- Checking area telephone or e-mail directories.
- Asking help from other students who are still in school.

SAMPLE 1: ALERT LETTER

(School Letterhead)

DATE

Name

Address

City, State, Zip

Dear _____:

In the near future, you will receive a questionnaire concerning your experiences since leaving our school. I would like to request your cooperation in completing and returning the questionnaire. It is designed to aid in improving our work-based learning program for the future. Your responses to the questions will be of tremendous aid to us and to the students now enrolled in the program. Your answers will be kept in **strictest confidence**.

I look forward to getting your response!

Sincerely,

Work-Based Learning Coordinator

SAMPLE 2: COVER LETTER

(School Letterhead)

DATE

Name

Address

City, State, Zip

Dear _____ :

Each year the faculty and administration of [*name of local education institution*] asks our graduates to evaluate the work-based learning program.

As a graduate of the work-based learning program, I am asking you to participate in a follow-up study. We are trying to determine the current status of our graduates and to solicit your input as to how we can make the work-based learning program better.

You can make a tremendous contribution to the future improvement of the program by completing and returning the enclosed survey. The information that you supply will be treated in **strict confidentiality**.

Please take a few minutes to complete this form and return it to me in the stamped, self-addressed envelope that is also enclosed. I would appreciate having your response returned by [insert date].

Thank you for your help. If I can be of any assistance to you, please feel free to call upon me.

Sincerely,

Work-Based Learning Coordinator

Enclosure: Follow-up Survey and Mailing Envelope

SAMPLE 3: SECOND REQUEST COVER LETTER

(School Letterhead)

DATE

Name

Address

City, State, Zip

Dear _____ :

The response to our request for information from former students of the work-based learning program has been most gratifying. The returned questionnaires are being analyzed, and I hope to have the report completed in a few weeks.

Perhaps the first questionnaire we sent to you has been mislaid, so I have enclosed another for your convenience. I hope to have all of our former students respond so that the information will be as complete as possible.

Please use the enclosed stamped, self-addressed envelope to return the completed questionnaire today. Thank you for your cooperation!

Sincerely,

Work-Based Learning Coordinator

Enclosure: Follow-up Survey and Mailing Envelope

STUDENT FOLLOW-UP QUESTIONNAIRE

DIRECTIONS: Please complete all sections of this questionnaire. When you have completed the questionnaire return it in the enclosed return addressed, stamped envelope. *All responses are held in strict confidentiality.*

Personal Data

Name: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Home Telephone: _____

Employment History

1. Are you currently employed (please check one):

_____ Full-time (30 hours or more per week)

_____ Part-time (Under 30 hours per week)

_____ Not employed at the present time (go to question 5; skip questions 2, 3, and 4)

2. If you are employed either part-time or full-time, please indicate the name and address of the firm and your position within the firm.

Name of Firm you are presently working for: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Your Position: _____

Your Supervisor's name: _____

3. How satisfied are you with your current position (please check one):

_____ Very Satisfied

_____ Satisfied

_____ Not Satisfied

4. What is your wage scale per week (gross pay)?

_____ Under \$200 per week

_____ \$201-300 per week

_____ \$301-400 per week

_____ Over \$400 per week

Education History

5. Are you currently attending a postsecondary institution (technical institute, two-year college, four-year college, or university)?

_____ Full-time student

_____ Part-time student

_____ Not currently in school (go to question 8; skip question numbers 6 and 7)

6. If you are attending school either full- or part-time, please indicate the name of the institution and your current major or emphasis area of study.

Name of Institution: _____

Major or emphasis area of study: _____

7. Please indicate the type of diploma you expect to receive and your anticipated graduation date:

_____ Certificate

_____ 2-year Associate Degree

_____ 4-year Bachelors Degree

Expected date of graduation: _____

8. If you are not either currently employed or attending school, please indicate your current status:

OTHER INFORMATION:

9. What topics covered in the work-based learning program's curriculum were the most beneficial to you?

10. What should be emphasized more or added to the work-based learning program's curriculum (what was taught in the class)?

11. How has the work-based learning program helped you in business, education, or your personal life?

12. What part of the work-based learning program do you feel was not worthwhile or should be changed?

13. Other comments you wish to make: _____

Thank you for your assistance. Please enclose this questionnaire in the self-addressed, stamped and mail today!

PLANNING AND CONDUCTING A SURVEY OF EMPLOYERS

A survey of employers can provide valuable information to the work-based learning coordinator. This type of survey can be executed in a number of ways; the scope of the questionnaire, the number of employers to be surveyed, and the resources available will determine the method to be utilized.

To Assess the Performance of Former Students

If the viability of competency lists has been assessed by means of a survey or through the use of advisory committees, the employer survey may focus on the core competencies actually possessed by employees who are former work-based learning students. This can be accomplished by asking the employer to rate former students on each of a given list of skills. Another approach is to present a list of competencies, instructing the employer to identify those that the former student is lacking. This assessment may also be applied to "general competencies," such as "ability to get along with individuals." A more detailed questionnaire might focus on specific job competencies such as "ability to complete a brake replacement."

To Elicit Employer Recommendations for Improving the Work-Based Learning Program

In addition to assessing competency lists and rating the performance of their employees, employers can make suggestions for improving the current offerings and better preparing learners for productive careers in a career focus area.

To Aid the Public Relations of the Work-Based Learning Program

Another side benefit of the employer questionnaire is improved public relations between the school and the employment community. Most employers are very willing to become involved in the instructional program and every opportunity to involve them should be capitalized upon. The employer questionnaire is an excellent way to involve employers in the development of the work-based learning program.

Administration of the Employer Questionnaire

The Selection of Employers

On the student follow-up questionnaire, which should be administered in the fall of the academic year, an item is included asking for the name and address of the student's employer and immediate supervisor. Upon receipt of the student's questionnaire, the employer questionnaire can be addressed and mailed to the business and individual identified by the student. In surveying employers, it is important to specify each individual's name rather than simply sending the questionnaire to the employing agency. Because this personalizes the questionnaire, it helps to ensure an adequate return or response to the instrument.

Development of a Cover Letter

If a mail survey method is being utilized, a cover letter must be prepared to accompany the instrument. This letter should attempt to establish rapport between the educational agency and the employer, indicating the purposes of the questionnaire and giving some indication of how the results will be used. Many times it is advantageous to involve the advisory committee in the development and sending of the letter and questionnaire, by using letterhead of the advisory committee chairperson, or adding their signature. Refer to the sample cover letter provided in Sample 1. A stamped, self-addressed envelope should always accompany the employer questionnaire and cover letter.

Reporting the Employer Data

Data gathered from the employer questionnaire should be inserted in the model end-of-the year evaluation report and specific comments from employers and activities of former students should be highlighted in the report.

SAMPLE 1: COVER LETTER

(School or Advisory Committee Chair Letterhead)

DATE

Name of Individual
Business
Address
City, State, Zip

Dear _____ :

Each year the faculty and administration of _____ [*insert name of educational institution*] survey businesses that currently employ students who were in the work-based learning program to evaluate the employee's performance on the job. You have been identified as an employer who has hired a graduate of our program in the last year.

We are trying to determine how successful our former students are in their employment and what areas of our program need improvement so that they can better prepare our graduates to succeed in today's labor market. You can make a tremendous contribution to the future of the work-based learning program by completing and returning the enclosed questionnaire.

The information that you supply will be held in **strict confidentiality**. Please take a few minutes to complete this questionnaire and return it to me in the enclosed stamped, self-addressed envelope. I appreciate your assistance in this matter. If you have any questions, please feel free to contact me
Sincerely,

Work-Based Learning Coordinator

Enclosure: Questionnaire and Mailing Envelope

EMPLOYER QUESTIONNAIRE

Name of business: _____

Mailing address of business: _____

City: _____ State: _____ Zip Code: _____

Name of person completing the questionnaire: _____

Name of employee who is a graduate of the work-based learning program: _____

DIRECTIONS: Please indicate your rating of the employee named above as compared with other workers at the same point of entry. If the employee is the only person employed with your firm in that group, compare him/her with others who have worked in the same position. Place a " " in the space which best reflects your response to each item.

Item	Above Average	Average	Below Average	Not Applicable
1. The quality of the employee's work				
2. The quantity of the employee's work				
3. The productivity level of the employee				
4. The degree to which the employee possesses specific job-related knowledge and skills required on the job				
5. The degree to which the employee is able to operate the equipment used on the job				
6. The degree to which the employee possesses the basic reading, verbal, and computational knowledge and skills required on the job				
7. Cooperation with coworkers				
8. Compliance with company policies, rules, etc.				
9. The degree to which the employee has met your expectations				

10. Major strengths of the employee: _____

11. Areas in which the employee needs improvement: _____

12. Recommendations for improving of the graduates of the work-based learning program:

Please return this questionnaire at your earliest convenience in the preaddressed, stamped envelope provided. Your assistance in providing data for the continuous improvement of the work-based learning program is greatly appreciated.

APPENDIX V

Model End-of-the-Year Evaluation Report

MODEL END-OF-THE-YEAR EVALUATION REPORT

The model end-of-the-year evaluation report supplies the framework in which the work-based learning coordinator can report data gathered from the various documents in a logical format. Headings and explanations for each section have been provided.

The work-based learning coordinator may wish to add additional information or data gleaned from the forms. This could include comparisons from program/school data, comments from students on the follow-up study, employers' comments from the employer survey and other pertinent facts or figures to indicate the progress of individuals in the work-based learning program.

Copies of the completed end-of-the-year report should be submitted to local school administration, including the principal, vocational director, and guidance counselor, and filed with the local board of education. Additional copies should be provided to members of the work-based learning program advisory committee and any other interested individuals.

The end-of-the-year report can be an invaluable public relations tool as well as meeting the requirements of a local work-based learning program evaluation.

MODEL END-OF-THE-YEAR EVALUATION REPORT

Introduction

The work-based learning program is an instructional program offering preparation for further education and employment in the following occupational areas [*insert occupational areas for which students are prepared*]. Students enrolled in this program receive classroom instruction in both academic and occupational competencies and supervised employment in a variety of positions within occupational areas related to their future career goals.

Courses Offered/Enrollment

The work-based learning program at _____ [*insert name of education institution*] consists of the following occupational courses:

[*List occupational courses that students enroll in as part of the work-based learning program.*]

Enrollment and demographics of students enrolled in these courses are as follows:

Course	Grade Level	Enrollment	Ethnicity	Gender	Special Populations
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[*Insert data obtained from course enrollments.*]

Of the _____ [*insert number*] seniors who entered the work-based learning program at the beginning of the academic year, _____ [*insert number*] completed the program for a retention rate of _____ [*insert percentage*] percent.

[*Insert data obtained from course enrollment summary.*]

School-Based and Work-Based Learning

The most effective preparation for students consists of a combination of school-based and work-based instruction. The work-based learning program includes related classroom instruction in both academic and occupational preparation that is delivered concurrently with the on-the-job instruction.

The general related academic and occupational core curriculum for the work-based learning program is based on desirable competencies for employment, postsecondary education, and upward mobility of students. The work-based learning program's curriculum utilizes an instructional management system that identifies core competencies for both school-based and work-based instruction. This instructional management system allows for evaluation of each student's achievement against a standard of accomplishment.

Based on this standard of accomplishment for the curriculum of the work-based learning program _____ [*insert number*] percent of the students enrolled in the program demonstrated attainment of _____ [*insert number*] percent or better of the related core competencies.

[Determine number of core competencies utilized in each course and the number of core competencies recorded as attained by each student to determine the percentage.]

Specific related instruction is sometimes referred to as technical, occupational or job related instruction that is designed on an individualized basis for each student. This instruction is delivered, as close to the time the student will need the information on the job and is planned by both the employer and the work-based learning coordinator.

Work-Based Learning Placements

Applied learning skills in the work-based learning program take the form of experiential education in a designated work-site placement. Students, in most cases, receive payment in the form of wages for this experience. These students totaled _____ [*insert number*] hours of employment and earned wages totaling \$ _____ [*insert number*] for the academic year. The students put a large amount of these wages back into the local economy.

[Insert data obtained from wage and hour forms.]

Students were placed in a variety of occupational positions within local businesses in the community. These businesses and positions included:

Work-Based learning Site	Student Position

[List work-based learning sites utilized and positions of students.]

Advisory Committee

An active advisory committee ensures that the instruction in the work-based learning program is consistent with employment needs and expectations. Members of the work-based learning advisory committee for this past academic year were:

Advisory Committee Member	Business Representing	Position

[List name, business and position of members of the work-based learning advisory committee.]

The work-based learning advisory committee meets on a regular basis and develops a program of activities designed to assist in the improvement of the work-based learning program. Major activities of the advisory committee for this academic year included:

[List major activities of the advisory committee--refer to minutes of meetings and other documents.]

Recommendations for improvement of the work-based learning program by the advisory committee include:

[List any major recommendations made by advisory committee.]

Vocational Student Organization (VSO)

The vocational student organization is an integral part of instruction within the work-based learning program. The VSOs *[insert name of related vocational student organization]* program of activities motivates students to increase their leadership and creative abilities, reinforces competencies developed in the curriculum, and encourages a competitive spirit. Major activities undertaken as part of the program of activities this year included:

[List major activities of local VSO chapter.]

In addition, members of the VSO *[insert name of related vocational student organization]* chapter participated in district, state, and national competition and were awarded the following honors:

[List honors awarded local VSO members.]

Follow-Up Data Of Graduates

Each year, graduates of the work-based learning program are surveyed to determine their current status. Last year, _____ *[insert number]* students completed and graduated from the work-based learning program. Follow-up of these graduates shows that _____ *[insert number]* of these graduates are currently employed full- or part-time, and _____ *[insert number]* are employed in related occupational positions in their selected career focus area.

[Insert data in numbers from course enrollment summary form and follow-up data.]

Of those students graduating last year, _____ *[insert number]* are pursuing postsecondary education at either a two-year or four-year institution. _____ *[insert number]* of these graduates are continuing their education and majoring in a field related to their career focus area.

A survey was conducted of employers of those students who were employed after graduation. Data from this survey indicated that graduates of the work-based learning program were *[enter information from employer questionnaire]*. Employers offered the following general recommendations concerning graduates of the program:

[List recommendations from employer questionnaire.]

Of the remaining graduates from last year, _____ [*insert number*] entered the armed forces. We were unable to determine the status of _____ [*insert number*] students.

[Insert data in numbers from follow-up data.]

Summary

[Summarize data/remarks/conclusions/recommendations about the work-based learning program.]

Federal law prohibits discrimination on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and the Carl D. Perkins Vocational and Technical Education Act of 1998); or disability (Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance.

Employees, students, and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies or practices.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy:

Perkins Act—Susan Dohrmann, Director, Technology/Career Education, (404) 657-8304

Title VI—Betsy Howerton, Legal Services (404) 656-4689

Title IX—Betsy Howerton, Legal Services (404) 656-4689

Section 504 and ADA— Betsy Howerton, Legal Services (404) 656-4689

Inquiries concerning the application of the Perkins Act, Title VI, Title IX, or Section 504 and ADA to the policies and practices of the department may be addressed to the Georgia Department of Education, Twin Towers East, Atlanta, Georgia 30334, (404) 656-2800; to the Regional Office for Civil Rights, 61 Forsyth Street, Suite 19T70, Atlanta, Georgia 30303; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.