



# Arizona Department of Education Career and Technical Education



## WORK-BASED LEARNING HANDBOOK

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Handbook, Guidelines & Resources Section



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## What is Work-Based Learning?

Work Based Learning includes strategies that allow schools to go beyond the classroom and into the community to develop student competencies. The activities allow students to apply classroom theories and explore career options at the work site, as well as connect classroom learning to work. Work-based learning is not a class. It is a method of instruction that enhances a related class in which a student is currently or has been enrolled in. Work-Based Learning experiences are available in each CTE Program.

Work-based Learning may be accomplished through:

- Apprenticeship
- Cooperative Education
- Distributive Cooperative Education
- Healthcare Experiences
- Internship
- Job Shadowing
- Laboratory/Simulation Project
- Mentorships
- School-based enterprise
- Service Learning
- Supervised Agricultural Experience™

In the definition of an Approved CTE Program item #7 states “Offers student work-based participation that involves actual work experience and connects classroom learning to work activities” and the JTED Legislation 15-391 states “Requires work-based learning components...” Our goal is to see that all students have the opportunity to learn skills and to be introduced to the working world through a variety of Work-Based Learning activities which will enable them to be prepared to enter the workforce upon graduation from high school.

The term ”work-based” does not mean the experience must occur at a workplace or during the standard “work day”. Work-based learning always involves interaction with industry or community professionals who are not employed by the school and often takes place in a workplace. Work-based learning can also take place in the community or at school; be supported virtually via technology; or take

Work-Based Learning in Linked Learning: Definitions, Outcomes, and Quality Criteria, p. 3

place across a combination of these settings. Experiences may occur during the school day, outside the school day, or at times school is not in session. Work-based learning experiences may also build on jobs or activities that students have already arranged for themselves when students, educators, and partners adapt those experiences to achieve the outcomes and to meet the quality criteria for work-based learning,

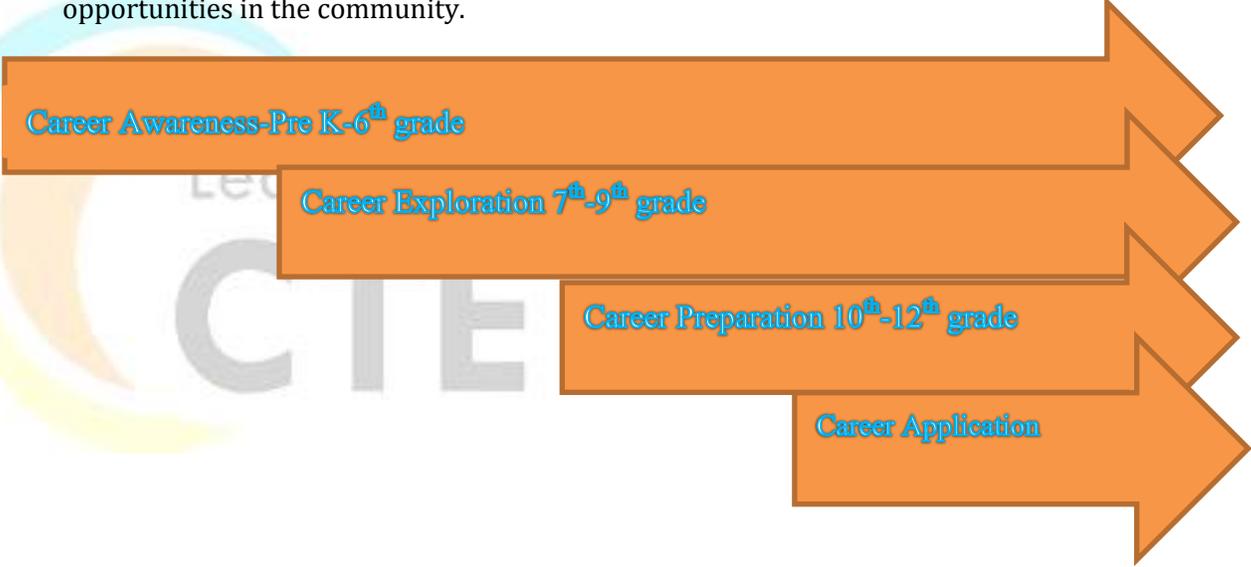
Work-based learning activities have the potential to make significant differences in a student's learning. Study after study has shown that students of all ages respond favorably when academics are taught in context. Work-based experiences provide additional context, add value through real-life applications, and bring additional support to the classroom in the form of mentors, sponsors, and other industry-based resources. (Work-Based Learning Tips and Techniques for Maximum Results, p. 1) Work-Based Learning is a component of every CTE program

- Can be paid or unpaid experiences.
- Technical skill standards being attained during work-based experience must relate to the CTE program
- Work-based Learning component cannot replace the Carnegie Units of credit needed for the program sequence
- Work-based learning doesn't need to count for credit, it can be a part of the program (i.e. School Based Enterprise & Laboratory/Simulations)
- Business and industry worksite agreements must be completed and kept on file for review when applicable
- Individual student training agreements/plans must be completed and kept on file when applicable
- Work-based Learning experiences must be supervised by a properly certified CTE Teacher
- Unpaid Work-based experience can't displace a paid employee
- Work-based Learning experiences must comply with all Labor Laws including State and Federal Child Labor Laws.
- Work-based Learning experience must comply with federal, state and business risk management policies

## The 4 Levels of Work-Based Learning

Work-Based Learning is integrated and grade-appropriate at all levels of education. Career awareness, exploration, orientation, and preparation activities are coordinated with School-Based Learning activities.

- **Career Awareness:** In grades K-6, students are introduced to a multitude of careers through career days (such as tool days and vehicle days), workplace visits, job shadowing, and guest speakers.
- **Career Exploration:** In grades 7-9, students explore career options in a particular field of work through career fairs, field studies, job shadowing, and guest speakers.
- **Career Preparation:** In grades 10-12, students prepare for a career of their choosing through internships, apprenticeships, and clinical work experiences.
- **Career Application:** reflects the opportunity to experience first-hand real work environments. This stage of development requires the direct involvement of employers and community-based organizations providing students with paid and unpaid opportunities in the community.



Career Awareness-Pre K-6<sup>th</sup> grade

Career Exploration 7<sup>th</sup>-9<sup>th</sup> grade

Career Preparation 10<sup>th</sup>-12<sup>th</sup> grade

Career Application

## What is Career Awareness?

Career Awareness experiences are those that help students build awareness of the variety of careers available and of the postsecondary education expected for those careers. Career Awareness experiences also broaden students' options by helping them become aware of opportunities available across a wide range of industry sectors that they might not otherwise have known or considered.

Work-Based Learning in Linked Learning, November 2012

[http://www.connectedcalifornia.org/direct/files/resources/WBL%20Definitions%20Outcomes%20Criteria\\_pg\\_120512\\_v2.pdf](http://www.connectedcalifornia.org/direct/files/resources/WBL%20Definitions%20Outcomes%20Criteria_pg_120512_v2.pdf)

A single Career Awareness experience has the following defining characteristics:

- The experience contributes to the student's achievement of the Career Awareness outcomes.
- Industry or community partners from outside the school are present (actually or virtually) for what is typically a one-time experience and most often offered to students in groups.
- The experience is designed and shaped primarily by educators and partners to broaden the student's options by introducing the student to careers and occupations about which he/she may never otherwise have known.
- The experience calls explicit attention to the types of careers available, the people in them and what they do, and the postsecondary education associated with those careers.
- The student has the opportunity to reflect on what they have learned and begin to identify interests to focus further exploration.

Career Awareness experiences might include the following:

- Workplace tour
- Guest Speaker
- Career Fair
- Visit parents at work

Ideally Career Awareness experiences are intentionally provided at elementary and middle schools grades, may occur in 9<sup>th</sup> and 10<sup>th</sup> grades as needed, and also continue more informally throughout our lives. A quality Career Awareness program is coordinated and designed using many experiences to introduce young people to a range of careers and industry sectors in a sequences over the course of several years.

## **What is Career Exploration?**

Career Exploration provides students with the opportunity to explore career options in a way that contributes to motivation for learning and informs students' decisions about further experiences and career and educational options. Compared to Career Awareness experiences.

Career Exploration experiences are designed to enable students to learn about targeted careers more deeply, are more personalized to the student's interests, and give the student a more active role in selecting and shaping the experience.

A single Career Exploration experience has the following characteristics:

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[http://www.connectedcalifornia.org/direct/files/resources/WBL%20Definitions%20Outcomes%20Criteria\\_pg\\_120512\\_v2.pdf](http://www.connectedcalifornia.org/direct/files/resources/WBL%20Definitions%20Outcomes%20Criteria_pg_120512_v2.pdf)

- The experience contributes to the achievement of the Career Exploration outcomes.
- The student has direct interaction (actual or virtual) with professionals from industry and the community in what is typically a one-time experience that provides opportunities for an individual student or very small groups of students to interact with partners.
- The experience is personalized to connect to emerging student interests and helps the student refine areas of interest and explore a variety of careers and interests more deeply.
- The student takes an active role in selecting the experience and applies growing knowledge and awareness of careers to interact with partners, analyze information gained, and reflect upon, refine, or identify new interests.
- The experience contributes to the student's ability to make informed decisions at key transitions in his/her education and career including decisions about pathway selection in the transition from middle school to high school, decisions during high school about the selection of courses and other learning experiences.

Career Exploration experiences might include the following:

- Informational interview
- Job Shadow
- Virtual exchange with a partner

Ideally, Career Exploration experiences are intentionally provided in middle school to inform students' decisions about which high school to attend and are also provided in 9<sup>th</sup> and 10<sup>th</sup> grade to inform students' decisions about their high school experiences and postsecondary options. Career Exploration experiences continue more informally through high school, postsecondary education, and adulthood. A quality Career Exploration program is coordinated and designed using many experiences to provide students with the opportunity to explore and refine areas of interest and prepare for high intensity Career Preparation experiences.

## **What is Career Preparation?**

All Career Preparation experiences support higher-level college and career readiness and student outcomes, which include extended interaction with professionals from and the community, and are designed to give students supervised practical application of previously studied theory.

While Career Awareness and Exploration have levels of awareness as a primary outcome, Career Preparation marks a shift in the continuum to support a student's levels of performance relative to particular learning outcomes.

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[http://www.connectedcalifornia.org/direct/files/resources/WBL%20Definitions%20Outcomes%20Criteria\\_pg\\_120512\\_v2.pdf](http://www.connectedcalifornia.org/direct/files/resources/WBL%20Definitions%20Outcomes%20Criteria_pg_120512_v2.pdf)

A Career Preparation course has the following characteristics:

- The experience contributes to the student's achievement of Career Preparation outcomes.
- The student has direct, systematic, two-way interaction with professionals from industry and the community over an extended period of time.
- The student engages in activities that have consequences beyond success in school and are judged by outside professionals from industry and the community using industry standards.
- Learning for the student and benefit to the partner are equally important to all involved.
- The experience is an integrated part of a sequential preparation for college and career and is also explicitly integrated into the student's current academic and technical curriculum.
- The depth and length of the experience is sufficient to enable the student to develop and demonstrate specific knowledge and skills.
- The experience prioritizes the development of transferable, applied workplace skills applicable to multiple career and postsecondary education options, while also reinforcing and providing opportunities to apply the basic and higher-order academic skills and technical skills being learned in the classroom.

Career Preparation experiences are most suitable for high schools students, typically in the 10<sup>th</sup> to 12<sup>th</sup> grades, after sufficient student preparation in class and through Career Exploration experiences.

Career Preparation experiences might include the following:

- Integrated project with multiple interactions with professionals
- Student-based enterprises with partner involvement
- Virtual enterprise or other extended online interactions with partners
- Project with partners through industry student organizations.
- Service learning and social enterprises with partners
- Compensated work-based learning experiences connected to curriculum

Ideally, students will have at least one Career Preparation experience in high school. Each Career Preparation experience is designed to support some form of work-based learning that are discussed in this handbook.

## **What is Career Application?**

Career Application experiences prepare students for employment in a specific range of occupations. Career Applications experiences in high school are most suitable for 11<sup>th</sup> and 12<sup>th</sup> grade students, and Career Applications is a primary strategy in postsecondary and in some cases to Industry

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[http://www.connectedcalifornia.org/direct/files/resources/WBL%20Definitions%20Outcomes%20Criteria\\_pg\\_120512\\_v2.pdf](http://www.connectedcalifornia.org/direct/files/resources/WBL%20Definitions%20Outcomes%20Criteria_pg_120512_v2.pdf)

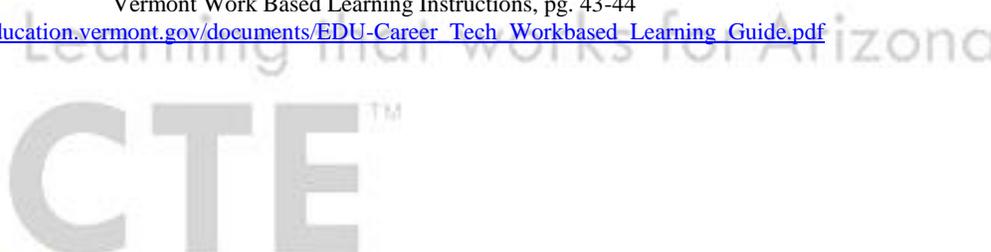
Work site career applications are standards-based educational experiences that occur at the workplace but are tied to the classroom by curriculum that coordinates and integrates school-site instruction with work site experiences. These structured work experiences provide students with the opportunity to apply the skills learned in the classroom in actual work environments and prepare students for the next step in their career development, whether it be a two-year or four-year college, apprenticeship, or career.

Career Application reflects the opportunity to experience first-hand real work environments. This stage of development requires the direct involvement of employers and community-based organizations providing students with paid and unpaid opportunities in the community. Supported guidance and counseling services will be required. All people change at least somewhat in their interests and goals as they become older.

Nebraska Work Based Learning Instruction Guide, pg. vii <http://www.education.ne.gov/wbl/PDF/GuideINTRO.pdf>

Vermont Work Based Learning Instructions, pg. 43-44

[http://education.vermont.gov/documents/EDU-Career\\_Tech\\_Workbased\\_Learning\\_Guide.pdf](http://education.vermont.gov/documents/EDU-Career_Tech_Workbased_Learning_Guide.pdf)



## **What are Arizona Child Labor Laws?**

# Constitution of the State of Arizona

## Article XVIII

### Labor

#### Section 2. Child Labor

In Arizona, no minor, under the age of 14 can be employed in any occupation at any time during school hours, nor shall any child under 16 be employed in underground mines, or in any occupation injurious to health or morals or hazardous to life or limb, nor for more than 8 hours in one day.

#### 22-231. Prohibited Employments of Persons Under the Age of Eighteen

A. Unless a variance is granted pursuant to section 23-241, a person shall not employ or allow a person under the age of eighteen years to work in, about or in connection with:

1. An establishment manufacturing or storing explosives, except a retail establishment if the employment does not include any handling of explosives other than prepackaged small arms ammunition. In this paragraph "small arms ammunition" means ammunition not exceeding .60 caliber in size, shotgun shells or blasting caps.
2. Occupations as a motor vehicle driver or outside helper, except for driving incidental to employment if the person has a valid license for operation of the vehicle and either:
  - (a) The total driving time does not exceed two hours per day or twenty-five per cent of the work period per day.
  - (b) The total mileage driven is fewer than fifty miles per day.
3. Mine or quarry occupations.
4. Logging occupations.
5. Occupations involving the operation, setup, repair, adjustment, oiling or cleaning of a power-driven woodworking machine.
6. Occupations involving exposure to radioactive substances and to radiation in excess of 0.5 rem per year.
7. Occupations involving the operation or assistance in the operation of a power-driven hoist with a capacity exceeding one ton or an elevator, except operation of an automatic elevator incidental to employment.
8. Occupations involving the operation of a power-driven metal working, forming, punching or shearing machine.
9. Occupations involving slaughtering, meat packing, processing or rendering of meat or the operation, setup, repair, adjustment, oiling or cleaning of a power-driven meat processing machine.
10. Occupations involving the operation of a power-driven bakery machine.
11. Occupations involving the operation of a power-driven paper products machine.
12. Occupations involving the manufacture of clay construction products or silica refractory products.
13. Occupations involving the operation of a power-driven saw.
14. Occupations involving wrecking, demolition and ship-breaking operations.
15. Occupations involving roofing operations or equipment attached to or placed on roofs.
16. Occupations in excavation or tunnel operations, except manual excavation, backfilling or working in trenches or other penetrations of the ground surface that do not exceed two feet in depth at any point.

B. The industrial commission may by regulation declare other occupations to be dangerous to lives or limbs or injurious to the health and morals of persons under the age of eighteen years and prohibit the

employment or allowance to work in, about or in connection with the occupations by such persons unless a variance is granted.

### **23-232 Prohibited Employment of Persons Under the Age of Sixteen**

A. In addition to the prohibited employments under section 23-231, unless a variance is granted pursuant to section 23-241, a person shall not employ or allow a person under the age of sixteen years to work in, about or in connection with:

1. Manufacturing.
2. Processing.
3. Laundering or dry cleaning in a commercial laundry.
4. Warehousing.
5. Construction.
6. Boiler, furnace or engine rooms.
7. Occupations, including window washing, involving work from a ladder, scaffold, window sill or similar structure or place more than five feet in height.
8. Any of the following activities in a retail food or gasoline service establishment:
  - (a) Maintenance or repair of machines or equipment of the establishment, except work in connection with cars and trucks if confined to dispensing gasoline and oil, courtesy service, car cleaning, washing and polishing but not including work involving the inflation of any tire mounted on a rim equipped with a removable retaining ring.
  - (b) Cooking and baking, except at soda fountains, lunch counters, snack bars or cafeteria serving counters.
  - (c) Setting up, adjusting, cleaning, oiling or repairing power-driven food slicers, grinders, choppers and cutters.
  - (d) All work in preparation of meats for sale, except wrapping, sealing, labeling, weighing, pricing and stocking.
9. Any of the following activities in agriculture:
  - (a) Operating a tractor over twenty power take off horsepower that is not equipped with a rollover protective structure and seatbelts.
  - (b) Connecting or disconnecting an implement or any of its parts to or from a tractor over twenty power take off horsepower.
  - (c) Operating a corn picker, cotton picker, grain combine, hay mower, forage harvester, hay baler, potato harvester, mobile pea viner, feed grinder, crop dryer, forage blower, auger conveyor or self-unloading wagon, power post hole digger, power-driven non walking rotary type tiller, trencher or earthmoving equipment or potato combine. In this subdivision "operating" means starting, stopping, adjusting, feeding or any other activity regarding physical conduct associated with such machines and machinery.
  - (d) Working in a pen occupied by a bull, boar or stud horse maintained for breeding purposes, a sow with young pigs or a cow with a newborn calf.
  - (e) Felling, bucking, skidding or unloading timber with butt more than six inches in diameter.
  - (f) Picking or pruning from a ladder over eight feet in height.
  - (g) Riding on a tractor as a helper or driving a bus, truck or automobile.
  - (h) Working inside a fruit storage area or grain storage area designed to retain an oxygen deficient or toxic atmosphere, an upright silo within two weeks after silage has been added, a manure pit or operating a tractor for packing purposes in a horizontal silo.
  - (i) Handling hazardous agricultural chemicals.
  - (j) Handling explosives.
  - (k) Transporting, transferring or applying anhydrous ammonia.

B. The industrial commission may by regulation declare any other occupation to be dangerous to lives or limbs or injurious to the health and morals of persons under sixteen years of age and prohibit the employment or allowance to work in, about or in connection with the occupations by such persons unless a variance is granted.

### **22-233. Permissible Hours of Labor for Persons Under the Age of Sixteen**

A. Employment of persons under the age of sixteen shall be confined to:

1. Not more than forty hours in any one week when the person is not enrolled in a session of school or when school is not in session.
2. Not more than eighteen hours in any one week when the person is enrolled in any session of school when school is in session.
3. Not more than eight hours in any one day when the person is not enrolled in a session of school or on a day when school is not in session.
4. Not more than three hours in any one day when the person is enrolled in any session of school on a day when school is in session.

B. A person shall not employ persons under the age of sixteen at night nor shall they be employed in solicitation sales or deliveries on a door-to-door basis between 7:00 p.m. and 9:30 p.m. on days preceding a day when school is in session and between 7:00 p.m. and 11:00 p.m. on days preceding a day when school is not in session.

C. The provisions of this section do not apply to persons who deliver newspapers to a consumer.

D. For the purpose of this section, "night" means:

1. On a day preceding a day when school is in session, those hours beginning at 9:30 p.m. and continuing until 6:00 a.m. on the succeeding day.
2. On a day preceding a day when school is not in session, those hours beginning at 11:00 p.m. and continuing until 6:00 a.m. on the succeeding day.

### **22-234. Minimum Age of Newspaper Carriers**

No child under the age of ten years shall sell, expose for sale or otherwise offer for sale newspapers, magazines or periodicals in any street or public place.

### **22-235. Exemptions**

A. The provisions of sections 23-231, 23-232 and 23-233 shall not apply to persons:

1. Employed by a grandparent, brother, sister, aunt, uncle, first cousin, stepparent or parent, including a relative of the same degree through marriage or adoption, or person in loco parentis in occupations in which the grandparent, brother, sister, aunt, uncle, first cousin, stepparent or parent or person in loco parentis owns at least ten per cent of the employing organization and such owner is actively engaged in the daily operation of the organization, if either:

(a) The person is under the age of eighteen years and not engaged in manufacturing or mining occupations.

(b) The person is between the ages of sixteen and eighteen years and is engaged in manufacturing or mining occupations.

2. Employed as stars or performers in motion picture, theatrical, radio or television productions if before the beginning of production the production company provides the department of labor of the industrial commission with the name and address of the person, the length, location and hours of employment and any other information required by the department.

3. Involved in career education programs.

4. Involved in vocational or technical training school programs pursuant to title 15, chapter 7, article 5.

5. Employed as apprentices and registered by the bureau of apprenticeship and training of the United States department of labor in accordance with the standards established by that bureau or registered by the apprenticeship council or employed under a written apprenticeship agreement and conditions which are found by the secretary of labor to conform substantially with such federal or state standards.

6. Trained under either the 4-H federal extension service or the United States office of education vocational agriculture training programs, if employed outside school hours on the equipment for which they have been trained.

7. Who have completed vocational or career education programs approved by the department of education if the programs are directly related to the prohibited occupation or employment or if working in the prohibited occupation is part of the vocational or career education program.

8. Who are married.

9. Who have a high school diploma or its equivalent.

B. Sections 23-231 and 23-232 do not apply to:

1. The operation of power-driven equipment used in the care and maintenance of lawns and shrubbery not connected to retail, food service and gasoline service establishments.

2. Clerical employment in an office in which duties are performed without exposure to the hazards described or defined in this article.

### **Essential Components of Work-Based Learning Programs**

The work based learning component moves students outside the confines and safety net of the school district building and grounds. With this in mind, additional legal concerns and responsibilities are needed. It is essential that educators and employers become knowledgeable about laws governing students between the years of 16 and 17 in the workplace. The regulations under the Federal Register Part IV Dept. of Labor Wage and Hour Division 29 CFR Parts 570 and 579 can be found within the Labor Standards Act at <http://www.dol.gov/compliance/topics/wages.htm>.

Documents mandatory for a successful program shall consist of but not limited to: (**Work with your district attorneys as they would have knowledge of your own school/district policies regarding student safety, security, your legal obligations and responsibilities.**)

- **Training Agreements:** This consists of employer responsibilities, teacher/coordinator responsibilities, parent/guardian responsibilities, and student responsibilities. *This document shall be signed by all listed above*
- **Training Plans:** A list of specific and general tasks associated specifically to the individual that is affiliated in the internship or COOP. *This document shall be signed by school/district officials, parent/guardians and student employer.*
- **Daily Journals:** A daily log of accurate, detailed task completed during the work hours describing the specific job duties and time frames of those job duties for each individual task. *This log shall be signed daily by the employer.*
- **Record Keeping:** Accurate and up to date filings of documentation of signed required forms, copies of journals, quarterly evaluations, and any other items specific to the work experience of the student.

Every contract/agreement used for work based learning student participation should state that the employer has an obligation to maintain a safe working environment including protection from discrimination and sexual harassment. The contract/agreement should also contain a statement that the school has the right to immediately terminate the student in work based learning if there is a breach of stipulated obligations.

Philosophically student learners are not production workers, but are experiences tied to the classroom by curriculum which coordinates and integrates school based instruction with work site experiences.

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Phoenix, AZ 85005

800 West Washington  
Room 403  
Phoenix, AZ 85007  
(602) 542-4515

2675 E. Broadway  
Tucson, AZ 85716-5342  
(520) 628-5459

Arizona State Constitution <http://www.azleg.state.az.us/Constitution.asp?Article=18>

## **What are the forms of Work-Based Learning?**

Work-Based Learning, in most cases, nurtures a relationship between the business community and the school district. This relationship, established through the efforts of the WBL teacher/coordinator, can result in business support of the school district—support that takes the form of advisory committees, donation of equipment and sharing of training resources. Community benefits include workforce development, economic development and civic and service responsibility.

Work-Based Learning in general:

- Demonstrates relevancy of academic and technical skills needed on-the-job
- Provides an opportunity to gain on-the-job knowledge and/or technical skills
- Provides students with –on-the-job training by skilled individuals
- Students are enrolled in a related career and technical course
- Allows students to complete program-specific occupational competencies

### **What forms of Work-Based Learning work for Career Preparation and Career Application?**

#### **Apprenticeships.**

Registered Apprenticeship involves learning how to do a task by performing it on the job and also learning why it's done that way through Related Technical Instruction. Much of the Related Technical Instruction is obtained through community college and technical colleges. On-the-job training and Related Technical Instruction are both vital elements required for every

Registered Apprenticeship Program. A skilled mentor/journeyworker is required to oversee and train the apprentice. Registered Apprenticeships, a voluntary, industry-driven system for occupations required a broad range of high-level skills, is full-time-paid-employment and training with built in career placement.

Apprenticeships start working from day one with incremental wage increases as they become more proficient. An apprentice must have a minimum of 2,000 hours on-the-job learning and a minimum of 144 hours a year of Related Technical Instruction. Requires an employer-employee relationship in

which training programs take 1-6 years and most programs are 3-4 years long. Apprentices typically start at 50% of mentor/journeyworker wage.

Registered Apprenticeships includes on the job learning from an assigned mentor combined with technical training, provided by apprenticeship training centers, community colleges, and institutions employing a distant and computer-based learning systems. At the end of the apprenticeship, all apprentices receive a nationally recognized credential. Some apprenticeship programs offer interim credentials as apprentices achieve important milestones during their apprenticeship.

### **Benefits to Employers**

- Highly skilled employees
- Reduced turnover rates
- Higher productivity
- Lower investment in recruitment
- New pool of workers
- Provides systemic training to develop more informed employees
- Involves a commitment from the employee
- Increases company loyalty
- Reduces training costs
- Assures well-trained employees, trained to industry/company standards

### **Benefits to Apprentices**

- Nationally recognized and portable credentials
- Improved skills and competencies
- Higher wages as skills increase
- Career advancement
- Full-time employment with career placement built in
- Become skilled in a trade, and get paid to do it—“Earn while you learn”
- Improved job security and standard of living

Arizona DES, Apprenticeship Office, <https://www.azdes.gov/apprenticeship/>

### **Cooperative Education.**

COOP is an advanced method of career and technical education that provides the opportunity for technical application and job skill development. In a world of rapidly changing technology, the work education experiences become a necessary component of Career and Technical Education to provide current technical skill development. The Cooperative Education experience can also help identify the need for additional occupation and basic skill development that can take place within CTE and academic

classroom settings. **Cooperative Education teachers must be certified with a CEN Endorsement along with an appropriate CTE Certificate either Provisional or Standard. The CEN course is offered through NAU, Rio Salado, Premiere Program through ACTE, and some JTED's. Premiere Program through ACTE, and some JTED's**

Cooperative Education nurtures a relationship between the business community and the school district. This relationship, established through the efforts of the COOP teacher/coordinator, can result in businesses support of the school district—support that takes the form of advisory committees, donation of equipment and sharing of training resources. Community benefits include workforce development, economic development, and civic and service responsibility.

The fundamental purposes of cooperative education are to provide opportunities for students to learn under real-life work conditions and to develop occupational Standards and Workplace Employability Standards such as (attitudes, technical skills, and knowledge) needed to be successful in their chosen career. The school and/or student will select the place of employment that will provide and coordinate occupational experiences that will further the students' technical education and employability skills. The program provides students with an opportunity to graduate as individuals who have adjusted to the world of work. Cooperative Education also serves to reinforce the students' understanding of "all aspects of an industry" and gives the student a chance to observe first hand "high skill, high wage, or high demand" career areas, which are all important components of the federal Carl D. Perkins Act.

Cooperative Education Experiences can be paid or unpaid and the student must work between 11-15 hours. The students must be at least 16 years of age, following limits identified in youth labor laws.

### **Steps in Planning a Cooperative Education Program**

- The student must have and have completed 1 Carnegie Unit of an Approved CTE Program on the most current Arizona CTE Program List or an Approved Proposed Occupational Program.
- If the Cooperative Education program is to be an integral part of a CTE Program the course must be listed in the school catalog and on the Coherent Sequence of Instruction.
- On-the-job training must supplement the planned program of in-school instruction.

Kentucky Cooperative Education Guide, pg. 2-1 and 2-2  
<http://education.ky.gov/CTE/Documents/WorkBasedLearningManualChapter2CooperativeEducation.pdf>

- The school arranges with the employer for on-the-job training utilizing the Work-Based Learning Plan/Agreement
- The school coordinates the training during the on-the-job phases of instruction.
- Credit is granted for the Cooperative Education training as approved by the Local School District.
- The parent or guardian agrees to accept responsibility for the student's safety and conduct while traveling to and from school, place of employment, and/or home.
- The WBL teacher/coordinator will visit the employer's site prior to sending students to ensure the proper safety and training conditions exist.
- Each work site/student should be visited periodically to check student's progress, attendance, appropriate work assignments, safety, etc.
- A Work-Based Learning Plan/Agreement is on file for each student.
- Student must be covered by employer's Workers' Compensation Insurance.
- An Employer Evaluation Report is on file for each student.
- A Student Co-op Experience Evaluation is on file for each student.
- Follow Local School District policy.

Kentucky Cooperative Education Guide, pg. 2-1 and 2-2

<http://education.ky.gov/CTE/Documents/WorkBasedLearningManualChapter2CooperativeEducation.pdf>

### Distributive Cooperative Education

Distribute Cooperative Education is very similar to the Cooperative Education Program, the only difference is that there is 1 teacher responsible for students within Multiple Program Areas instead of just 1 program like Cooperative Education. DCE Programs are usually broken up by the broad category of Programs such as ICE-Industrial Trades Cooperative Education which covers over 1/3 of our current CTE programs, MCE-Media Cooperative Education which covers our 7 Communication Media Technologies Programs and a few others. **Distributive Cooperative Education teachers must be certified with a CEN Endorsement. The CEN course is offered through NAU, Rio Salado, Premiere Program through ACTE, and some JTED's**

### Health Career Experiences

Structured Work-Based Learning experiences are regarded as the heart of Health Career Education providing students with the opportunity to apply classroom learning to real situations, and to develop core competencies needed to make the transition from the classroom to the workplace. Work-Based Learning experiences are based on observation and care of patients at different stages of medical practice. These experiences place students in a variety of healthcare settings so they may better

understand the scope of the profession and healthcare needs. Like cooperative education, Work-Based Learning experiences are closely supervised and may require a significant number of off-site hours. This experience uses written training agreements to outline what students are expected to learn. Strong emphasis is placed on coordination and integration between work site and classroom learning. Credit hours/outcomes and levels of intensity vary depending on the course of study.

### Internships

A CTE Internship is a course in the sequence of course of an approved CTE program. The CTE Internship provide CTE student an opportunity to engage in learning through participation in a structured work experience that involves the application of previously developed CTE knowledge and skills. An internship is a structured work experience that involves the practical application of previously studied theory through a combination of coursework and part-time experience, for which school credit is awarded. The experience uses training agreements and training plans to outline what students are expected to learn and demonstrate at the work site and what employers are expected to provide. There is a strong emphasis on coordination and integration between the worksite and the classroom learning..

The CTE Internship must be directly related to the CTE program where the credit(s) were earned. This option also offers both paid and unpaid work experience. Students who are classified as seniors (12<sup>th</sup> grade) and at least 16 years of age are eligible to participate. Students must have completed at least one Carnegie unit of Career Preparation instruction in a CTE program prior to enrolling in a CTE Internship.

### **Setting up an Internship**

- **Identifying Potential Work Sites.** The first step in setting up an internship experience is finding individuals and organizations who are willing to take on the responsibility of working with a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible work sites. Students may also identify possible internship sites on their own. The internship program depends on the maintenance of a pool of potential work sites that match up with student educational and career objectives. Successful work sites are a valuable resource that can be utilized over and over again.

- **Placing Students.** Student placement in internship experiences can be arranged either by the school or the student. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the internship experience. Employers will want to interview prospective interns to ensure a good match. Programs may allow students who are already employed at a job relevant to their studies to earn internship credit for their job experience, provided that the coordinator formally approves the site.
- **Arranging Schedules.** The program supervisor and student should arrange a work schedule that is convenient for both of them. It is best if the schedule is consistent from week to week, so that the work site can prepare meaningful work experiences for the students and reinforce positive work habits.
- **Confirming Plans.** Students should contact the work site supervisor to confirm arrangements and answer any questions he may have about the program.
- **Preparing Students.** Students need to be thoroughly prepared before embarking on an internship experience. In addition to classroom preparation that focuses on research, career exploration, and skills that will be applied at the work site, there are practical concerns to be addressed as well. Many districts provide students with an internship handbook that contains a combination of the following:
  - **Internship agreements.** These agreements outline the responsibilities of both the work site supervisor and the student, as well as the purpose of the academic expectations for the internship experience. The forms should be signed by the student and the work site supervisor, as well as the program coordinator.
  - **Outline of dress and behavior expectations.** While the classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of the dress code at each work site and discuss appropriate attire with students. Students should be informed about sexual harassment issues.
  - **Goals/objectives worksheet.** Students, work site supervisors, and program coordinators need to work together to develop a list of goals and objectives for the internship experience. The list should include skills the student needs to understand and apply. Goals and objectives should relate directly to the classroom work and career development activities that the internship experience supports.
  - **Checklist.** Give students a checklist that includes everything they need to do to prepare for the internship experience. Preparing a resume, developing objectives, contacting employers, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.
  - **Evaluation materials.** Students will be evaluated by their work site supervisors throughout the internship experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their internship experiences, as well. Student evaluations of the program can also be helpful as an element of ongoing program improvement.
- **Preparing Work Site Supervisors.** Work site supervisors must be thoroughly prepared for the internship experience. Make sure that supervisors are aware of everything that they are expected to do. Many districts prepare a handbook for work site supervisors which contains a combination of the following:
  - **Overview of legal responsibilities.** There are many legal issues that work site supervisors need to be aware of, such as safety concerns and child labor, discrimination, and sexual harassment laws. Make sure that work site supervisors

understand their legal responsibilities and potential liabilities in advance. For unpaid work experiences, all parties need to be aware of federal guidelines related to unpaid work experience.

- **Instructions for working with young people.** Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind work site supervisors that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible.
- **Activity suggestions.** Remind work site supervisors that the purpose of the internship is to provide students with an environment where learning can take place. Encourage supervisors to allow students to participate in as many learning activities as possible, especially those activities that offer an opportunity to develop workplace skills.
- **Checklist.** Employers will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with program coordinator to insure that academic requirements are met, signing structured work experience agreements, arranging student work space as appropriate, and informing students about company policies and procedures.
- **Copies of student questions.** Help employers to be better prepared by letting them know what kinds of questions students will be asking.
- **Evaluation materials.** Employer response to the internship program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

#### **What are the responsibilities of a COOP/DCE/Internship Instructor?**

- Develop and sign all Training Agreements
- Develop and sign all Training Plans
- Make sure Daily logs are being kept and signed by supervisor
- Identify, research, contact and develop safe industry sites
- Educate supervisors and mentors related to student learning objectives
- Promote program within the context of the actual CTE program(s)
- Develop interview process to select students for COOP/DCE or Internship
- Assess student needs, progress, standards attainment and satisfaction with work site
- Assess employer needs and satisfaction at work site
- Comply with all laws
- Maintain appropriate documentation
- Evaluate students in cooperation with employer
- Collaborate with CTE program(s) teachers

#### **What are time requirements for the COOP/DCE and/or Internship Coordinator?**

There is no law or regulation. Time required depends on many factors such as number of students to be supervised, proximity of work sites to school, etc. The teacher/coordinator needs to have time to:

- Allocate the necessary clock time to make sure the students are ready for the workplace.
  - For COOP/DCE teachers/coordinators need to have a structured class time for 225 minutes per week.

- Coordinate Work-Based Learning experience. A two-hour block period is highly recommended since travel to work sites is required. Because of liability factors, it protects the teacher and school to have the teacher in the field making sure that training agreements/plans are being followed and that the workplace remains safe.

### **What are the Distinguishing differences between COOP/DCE and Internship?**

It's possible there may be no classroom time required for CTE Internship Courses. Cooperative Education includes classroom learning and supervised Work-Based Learning. CTE Internship is designed for students who are classified as seniors (12<sup>th</sup> grade) and at least 16 years of age. Cooperative Education only requires a student be 16 years of age. CTE Internship requires the teacher have a valid CTE Certificate in any program area. Cooperative Education requires the teacher to have an appropriate CTE Certification with a Cooperative Education Endorsement. Distributive Cooperative Education requires the teacher to have a Cooperative Education Endorsement

### **Laboratory/Simulation Projects**

Laboratory/Simulation/Project experiences provide students with the opportunity to learn industry standard equipment usage, learn and practice job skills, and apply goal setting, decision-making and problem-solving skills to work-based situations.

Laboratory/simulation experiences primarily occur in the school setting. All laboratory experiences and classroom simulations are to be developed in the context of an industry or career path. The value of laboratory/simulations is directly related to connection with industry standards through the use of validated skills and the use of industry standard equipment. By organizing laboratory environments to simulate industry, students are able to work in flexible surroundings in groups or independently to apply problem solving and decision-making skills while developing new products or concepts. Common laboratory/simulation configurations include:

- **Job-simulation Labs.** As in other school-based work experiences, a job-simulation lab can provide students with simulated, real job experiences that accurately represent work performed in the workplace. The most common example of this type of experience is the business education classroom. Work stations are modeled after a work station outside the school setting.

- **Mock Business/Industry Projects.** These projects can be used in both academic and CTE classes. In many cases, the students can produce products that will allow the students to experience a manufacturing and service delivery process.
- **Class and Organization Projects.** Through projects, sometimes used for community service or as fundraising activities, students can have relevant hands-on experiences that integrate learning from multiple disciplines into a related and authentic project.

#### ELEMENTS TO BE CONSIDERED

- Adequate class time to complete projects/simulation
- Sufficient space to encourage flexible work activities
- Access to technology including industry standard equipment
- Instructional materials, supplies, and tools
- Teacher professional development activities (to update industry skills and classroom management)
- Possible interdisciplinary projects and team teaching

#### School Based Enterprises.

A school-based enterprise (SBE) is an entrepreneurial operation in a school setting that provides goods/services to meet the needs of the market. SBEs are managed and operated by students as hands-on learning laboratories. SBEs provide realistic and practical learning experiences that reinforce classroom instruction. SBEs can sell to consumers through a permanent location, a mobile kiosk or through Internet marketing, such as School Stores that may include spirit wear, food and beverage items, school supplies, signs and banners and more, while other SBEs provide services such as creative design, advertising sales, full service catering, restaurants, banks and radio stations.

School-based enterprises are effective educational tools in helping to prepare students for the transition from school to work or college. For many students, they provide the first work experience; for others, they provide an opportunity to build management, supervision and leadership skills. While some in the education community have only recently discovered the value of school-based enterprises, marketing educators and DECA advisors have used them as a powerful teaching tool for more than four decades. (<http://www.deca.org/sbe/>)

The School-based enterprise should be designed to lead a student to a productive career; and the school programs of study must have the course capacity to provide the learning needed by the student to

become successfully employed. In a school-based enterprise, the student's CTE courses and academic courses integrate around the school-based enterprise.

Developing a school-based enterprise can be a creative challenge to a school, department, teachers, and students. Large scale endeavors will probably need the input and assistance from more than one person to be successful. A collaborative agreement, with local business/industry, or well organized advisory committees would be helpful. The school-based enterprise must be oriented and run by students. Teachers serve as advisors, but not chief executive officers.

Some school-based enterprises operate like regular small businesses, letting students apply the academic and CTE content they have learned in school. A School-based enterprise can also give students real practice in entrepreneurship, accounting, budgeting, cash-flow management, marketing, inventory control, and business/industry/technical skills. Students in school-based enterprises experience generic work skills in problem solving, communication, interpersonal relations, and learning how to learn in the context of work.

### **Steps For Planning & Implementation**

1. Assess community needs
  - Characteristics of the community
  - Related business opportunities
  - Potential customers
  - Possible products/services
2. Define the product or service
  - Student and teacher interest
  - Possible ventures and their feasibility
  - Decide and commit
3. Build the Support of Key People
  - Teachers
  - Students
  - Parents
  - Business/Industrial community
4. Establish a Structure for the school-based enterprise
  - Basic organization
  - Curriculum
  - Training and education of students and teachers
  - Scheduling
  - Facilities, equipment and supplies
  - Finances
5. Develop a Written Business Plan

- Executive summary
- Description of the industry
- The market
- Plan of operation
- Financial plan
- Organizational structure
- Schedule
- Community benefits
- An education and training plan
- Appendices
- 6. Implement production and services
  - Equipment and supplies
  - Workforce and their role
  - Produce products or services
  - Sales force and sales strategies
  - Marketing the products
  - Channel/methods to distribute the products or services
  - Maintain budgets
  - Maintain inventory
  - Deliver products and/or services
- 7. Design and implement curriculum activities
  - Requiring integration of academic and vocational courses
  - Encouraging all students to participate in school-based enterprise and related courses
  - Involving counselors in the school-based enterprise and programming of students
  - Deciding what students should know and be able to do
  - Bringing business/industry experts in to advise on curriculum
  - Incorporating cooperative learning and team work activities
  - Teaching problem solving

North Carolina, Work Based Learning Guide <http://www.ncpublicschools.org/cte/curriculum/work-based/school-based>

## **Building a Business Plan**

- **Executive Summary**  
Your executive summary is a snapshot of your business plan as a whole and touches on your company profile and goals.
- **Company Description**  
Your company description provides information on what you do, what differentiates your business from others, and the markets your business serves.
- **Market Analysis**  
Before launching your business, it is essential for you to research your business industry, market and competitors.
- **Organization & Management**  
Every business is structured differently. Find out the best organization and management structure for your business.
- **Service of Product Line**  
What do you sell? How does it benefit your customers? What is the product lifecycle?
- **Marketing & Sales**  
How do you plan to market your business? What is your sales strategy?
- **Funding Request**

If you are seeking funding for your business, find out about the necessary information you should include in your plan.

- Financial Projections  
If you need funding, providing financial projections to back up your request is critical.
- Appendix

An appendix is optional, but a useful place to include information such as resumes, permits and leases.

<http://www.sba.gov/writing-business-plan>

A Business Plan takes time to develop but is a very important step before opening the doors to your school-based enterprise. Moreover, developing the business plan is a natural place to begin integrating academic and CTE coursework through English Language Arts, Social Studies, Math, Economics and other courses.

### **Implement: Carry Out Productions & Services**

School-based enterprises enable students to participate in a model workplace and a stimulating learning experience. Students will encounter and experiment with new production methods, new ways to learn and new problems to solve. The skills they learn and experiences they acquire can lead to future income and a better quality of life. The success of the school-based enterprise depends on their learning to care about what they produce and the quality of service they offer.

Students are the force behind the implementation of the business plans and sustaining the school-based enterprise. Once the place is designed, students and teachers must work together to accomplish the following:

- Obtain the necessary equipment and supplies
- Contract with suppliers for necessary components and raw materials
- Organize the workforce and educate individuals about their new roles
- Begin producing the products or service
- Define the sales force and sales strategy
- Begin marketing the products
- Establish channels and methods of distribution of the products and /or services

Once the business is operational, there are a variety of tasks that must be performed routinely including:

- Maintaining budgets
  - Maintaining inventory
  - Training staff
  - Marketing Products
  - Selling the products and/or services
  - Delivering products and/or services
- <http://www.sba.gov/writing-business-plan>

(Adapted from Getting to Work: A guide for Better Schools. Western Illinois University, Macomb, IL; National Center for research in Vocational Education 1996. Module Three: Learning Experiences)

### Supervised Agriculture Experience (SAE)

SAEs are a great way to get classroom credit and FFA awards for doing things like exploring careers, earning money and having fun! An SAE is a practical application of classroom concepts designed to provide “real world” experiences and develop skills in agriculturally related career areas. SAE program consist of planned activities conducted outside of class time designed to gain hands-on experience and develop skills in agricultural career areas that interest you.

#### SAE Rewards-

- provides an opportunity to explore careers
- allows students to gain experience
- earn money
- improve communication skills in a variety of situations
- develop management skills
- earn FFA Proficiency Awards and advanced FFA degrees

#### Types of SAE's:

- **Exploratory**. Experiencing the “big picture” of agriculture and its many related careers. This type of program is great for beginning students and those who are uncertain about their interest, but others can also benefit.
- **Research/Experimentation**. An SAE where you conduct research using the scientific process. Agriculture is a science-based industry and there are limitless opportunities for research-based SAEs.
- **Placement**. In this SAE you work for someone, either for pay or for the experience. These SAEs may be located in agribusinesses, school labs, farms and ranches or in community facilities (in some states called internships).
- **Ownership/Entrepreneurship**. This type of SAE makes you a business owner. You plan and operate an agriculturally related enterprise or business. Examples include producing and marketing livestock, crops, nursery plants or forest products, providing a service such as lawn care, processing agricultural products, repair, design or fabricating agriculturally related equipment.

There are some additional requirements to the SAE which include:

- **Supplementary Activities**. A specific skill learned outside of normal class time that contributes to the agriculture skills and knowledge obtained by the student.
- **Improvement Activities**. A series of learning activities that improve the efficiency, value, use or appearance of the place of employment, home, school or community.

## **What forms of Work-Based Learning work for Career Awareness, Career Exploration, Career Preparation, and Career Training?**

### Career Fairs

Career fairs bring together business partners from a variety of careers to share information about their company, their job, and what education, skills, and knowledge are required for success in specific careers. Students traditionally navigate the event independently, seeking additional information about careers that they've already identified as interesting to them, as well as discover new careers that may or may not be directly related to their interests.

Career Fairs are appropriate for every grade level to support students in developing career awareness, exploring career options, developing appropriate workplace skills, and relating academic skills to real-world applications. Students have opportunities to apply the knowledge and skills they have acquired in the classroom. As students see the connections between their school work and what is required at the work site, they gain an understanding of the importance of learning and are able to make better decisions about their futures.

Career fairs develop an awareness and understanding of the career fields. Career fairs can be simple or complex involving one or more classes at a time. It is suggested that job related visual aids and hands-on activities be included for better student participation.

### **Preparing the Student**

- Preplanning with the student will strengthen the learning process and prevent potential problems.
- Students should receive instruction in:
  - The objective of the career fair
  - How to ask appropriate questions
  - Behavior, courtesy and appropriate dress
  - Related assignments and due dates

### **Student Responsibilities**

- Complete assignments and participate in career awareness activities
- Be briefed and prepared for the visit
- Display polite and courteous behavior
- Ask relevant and thoughtful questions
- Write thank you notes

### **Career Fair Participant Responsibilities**

- Provide a list of equipment needs
- Gather company brochures, product sheets, and any visuals or demonstration materials
- Use hands-on demonstrations and visual aids when applicable
- Allow time for question and answer period
- Complete an evaluation of the experience

### **School Supervisor Responsibilities**

- Arrange for and confirm presenters for the career fair
- Coordinate and schedule necessary space/rooms at the school
- Inform employers of expectations and purpose
- Arrange for any special equipment needed
- Coordinate with teachers and administrators

### **Teacher Responsibilities**

- Conduct preparatory activities
- Assess the effectiveness of the career fair
- Provide data to the Work-Based Learning coordinator as requested
- Provide assistance with and discipline to students as needed
- Help with career fair duties as assigned

Utah Work-Based Learning Guidelines-Career Fairs [http://www.schools.utah.gov/cte/wbl\\_manual\\_careerfair.html](http://www.schools.utah.gov/cte/wbl_manual_careerfair.html)

### **Job shadowing.**

Job Shadowing is one of the most popular work-based learning activities because it provides students with opportunities to gather information on a wide variety of career possibilities before deciding where they want to focus their attention.

Job shadowing is typically a part of career exploration activities in late middle and early high school. A student follows an employee at a firm for one or more days to learn about a particular occupation or industry. Job shadowing can help students explore a range of career objectives and select a career major for the latter part of high school.

Job shadowing is a competency-based education experience that occurs at a work site but is tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences. Job shadows involve student visits to a variety of workplaces, during which time students

observe and ask questions of individual workers. Unlike field trips, students play an active role in learning. Classroom exercises conducted prior to and following the job shadow are designed to help students connect their experience to their course work and relate the visits directly to career pathways, related skills requirements, all aspects of an industry and post-secondary education options.

- Commitment varies from one hour to one full day per student
- Provides students a realistic view of a specific job
- Allows student to observe employees on the job
- Students are allowed time to ask questions
- Students may be required to complete related class assignment (journal, questions, etc.)

### **Setting Up a Job Shadowing Experience**

Identifying Host Sites. The first step in setting up a shadowing experience is finding employers who are willing to host students. Many districts mail interest forms to different organizations with the community to establish a pool of possible sites. Students may also identify possible sites on their own or with the help of parents.

Making Appointments. For many students, contacting the organization and setting up dates and times to visit can be a valuable part of the learning experience. If the student already has a contact within the organization, encourage him or her to make connections through that person. If necessary, provide the student with the name and number of a contact person. Make sure that the job shadow coordinator is aware of the arrangements that have been made.

Confirming Plans. Students should contact the host to confirm arrangements and answer any questions about job shadowing.

Preparing Students. Students need to be thoroughly prepared before they go out on a job shadow. In addition to classroom preparation that focuses on research and exploration, there are practical concerns to be addressed as well. Many districts provide students with job shadow kits that contain a combination of the following:

- **Permission Slips.** Your district may require a variety of permission slips for activities that take students off school property. Permission slips are the most effective means of making sure that students, parents, and teachers are informed about the activity.

- **Parents** – Parents should know where their children are going and why. Some districts include permission slips at the end of an informative letter about the job shadow experience. Permission slips should also cover transportation needs and medical emergencies.
- **Teachers** – Students should also be given a form on which each of their teachers can indicate that they have been informed about missed class time and provide instructions for make-up work.
- **Outline of dress and behavior expectations.** While the classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of the dress code at each work site and discuss appropriate attire with students. Students should be informed about sexual harassment issues.
- **Questions to ask during the visit.** Students won't always know what questions to ask of their host. It may be helpful to provide students with a list of questions about career opportunities, educational requirements, and job descriptions. These questions may also be used as research information in a follow-up activity or as the foundation for further exploration.
- **Checklist.** Give students a checklist that includes everything they need to do to prepare for the job shadow. Preparing a resume, getting permission slips signed, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.
- **Thank you letter instructions.** A thank you letter to the job shadow host is very important. Many districts provide students with a sample thank you letter to use as a model. Encourage students to include at least one thing they learned or one classroom lesson that was reinforced during the visit. Thank you letters should be reviewed by a teacher prior to being sent to ensure grammatical correctness, etc. (perhaps as part of a class assignment).
- **Evaluation materials.** Ask students to evaluate their shadowing experiences. Evaluations can also be included as part of a follow-up activity in which students write or talk about their experiences.

**Preparing Employers.** Employers must be thoroughly prepared for the job shadowing experience.

Make sure that employers are aware of everything that they are expected to do. Many districts prepare a handbook for employers which contain a combination of the following:

- **Overview of legal responsibilities.** Although the job shadow is less complicated legally than other work-based learning activities, there are still some legal issues that employers should know. Make sure that job shadow hosts understand potential liabilities in advance.
- **Instructions for working with young people.** Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind hosts that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible.
- **Activity suggestions.** If time allows, hosts should conduct mock interviews as a means of making the experience realistic for students. Hosts should also try to give students an accurate representation of the day-to-day activities of the work site by following their normal routines as much as possible.
- **Use of basic skills.** Encourage employers to emphasize the ways in which mathematics, language, science, writing, listening, and interpersonal skills are used in the workplace.

- **Checklist.** Employers will probably find a checklist very useful. Checklist items might include: arranging parking, assigning hosts to individual students, preparing to interview students and informing other members of the organization about impending activities.
- **Copies of student questions.** Help employers to be better prepared by letting them know what kinds of questions students will be asking.
  - **Evaluation materials.** Employer response to the job shadow program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

### Mentorships.

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

Mentorship is a Standard-based educational experience that occurs at the work site but is tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences.

A mentorship is a formal relationship, as opposed to visits, between a student and a work site role model who provides support and encouragement to the student. A mentor helps the student become accustomed to the rules, norms, and expectations of the workplace and can provide career insights and guidance based on personal career experience. A mentor serves as a resource to student, helping him or her resolve personal problems and work-related issues and conflicts.

- Commitment varies from one hour to several days per month.
- Criminal background and character reference checks are conducted on all adult mentors.
- Mentorships provide a learning activity (non-paid), not an actual job.
- Mentorships provide youth with an adult who will serve as an advisor and coach.
- The experience may provide career insights and model the ways in which basic skills and continuous learning relate to success.
- The school assists in matching students with adult mentors.

### **Setting Up a Mentorship Program**

Identify Potential Mentors. The first step in setting up a mentoring experience is finding individuals who are willing to take on the responsibility of mentoring a student. Many districts mail

interest forms to different organizations within the community to establish a pool of possible mentors.

Students may also identify possible mentors on their own.

#### *Mentor Selection:*

- Mentors should be selected from individuals who:
- are interested in working with young people
- are skilled workers who are willing to share their skills
- set high standards for those they are mentoring
- Mentors will need clarification regarding student and school expectations. A formal training program for mentors from various businesses would provide a forum for mentors, instructors, counselors, and placement personnel to discuss the overall goals of the program.
- Clear guidelines should be set so all students are treated equally and learn in a non-judgmental environment.
  - Mentors are responsible for deciding what hours they want the student to participate.
- Develop common expectations and student success criteria.
- Define roles and responsibilities.
- Maintain ongoing communication.

*Background Checks.* Because of the personal nature of the mentor/student relationship, it is necessary to take precautions to ensure student safety. The school must complete a criminal background and character reference check on each mentor prior to placing a student.

*Placing Students.* In most cases, the school arranges student placement in mentorship experiences. Connecting students with mentors they will be comfortable working with can be difficult. One possible approach is to give the student and potential mentor an opportunity to meet and “interview” one another prior to placement. Doing this gives both parties a chance to identify potential problems before a commitment is made. Invite parents to meet with and approve of all potential mentors, as well.

Some districts sponsor activities at the outset of the mentorship experience in which students and mentors have a chance to get to know one another. Retreats or other activities can serve this purpose well. A one-month trial period may also be valuable when establishing mentoring relationships. Students and mentors may be asked to evaluate the experience at the end of the first month to make sure that both parties are interested in continuing their relationship.

Arranging Schedules. The mentor and student should arrange a meeting schedule that is convenient for both of them. Meetings should take place in public settings or visible business settings for the safety of both mentor and student. It is best if the meeting time is the same each week, though some mentor's schedules may make this difficult. Two or three hours per week of meeting time is the standard arrangement.

Confirming Plans. Students should contact the mentor to confirm arrangements and answer any questions about the program.

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

- **Mentorship agreements.** These agreements outline the responsibilities of both the mentor and the student, as well as the purpose of the academic expectations for the mentorship experience. The forms should be signed by the student, the mentor, and the program coordinator. Parent/guardian signature may be needed for minor students.
- **Outline of dress and behavior expectations.** While the classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of the dress code at each work site and discuss appropriate attire with students. Students should be informed about sexual harassment issues and appropriate steps to take to report harassment.
- **Goals/objectives worksheet.** Students should be encouraged to develop a list of goals and objectives for the mentorship experience. The list should include skills the student wants to acquire and concepts the student needs to understand. Goals and objectives should relate directly to the classroom work and career development activities that the mentorship experience supports.
- **List of Questions.** Students should list questions to discuss with mentors regarding the knowledge to be gained through the mentorship.
- **Checklist.** The coordinator should give students a checklist that includes everything they need to do to prepare for the internship experience. Preparing a resume, developing objectives, contacting employers, arranging schedules and transportation (if necessary), and doing background research are all possible checklist items.
- **Disclosure of Personal Information.**
- **Evaluation materials.** Ask students to evaluate their mentorship experiences. Provide evaluation forms at the beginning of the experience so the student is aware of the things on which they will be evaluated. This may also be helpful as they develop a list of goals

and objectives. Evaluations can be included as part of a follow-up activity in which students write or talk about their experiences.

## Preparing Mentors

With the possible exception of the coordinating teacher, no individual is more critical to a mentorship than the individual mentor. Although the nature of the relationship varies depending on the experience, it is this individual who is best qualified to help students understand the opportunities of the industry. Mentoring, particularly of young people, can be highly rewarding, but requires a firm commitment and significant effort outside of routine job responsibilities. Specifically, the coordinating teacher should identify mentors who are willing and able to:

- actively assist in their efforts to establish goals relative to career development
- provide training to develop skills for the immediate task and for future opportunities
- reinforce the value and relevance of academic skills
- serve as a role model, both specific to the job and for the greater good
- advise the student in terms of job performance, growth opportunities, and networking
- coach the student on specific job skills
- orient students to all aspects of the industry
- advocate on behalf of the student, both to management and to other gatekeepers
- evaluate student performance in a constructive manner
- create a supportive, trusting relationship
- look out for the best interests of the student at all times
- ensure the health and safety of students in the workplace

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

- *Overview of legal responsibilities.* There are many legal issues that mentors need to be aware of including discrimination and sexual harassment laws. Make sure that mentors understand their legal responsibilities and potential liabilities in advance.
- *Instructions for working with young people.* Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind mentors that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage mentors to provide as many *active* learning experiences as possible.
- *Activity suggestions.* Remind mentors that the purpose of the relationship is to provide students with career-related guidance. Encourage mentors to allow students to participate in as many work-related activities as possible, especially those activities that offer an opportunity to develop workplace skills.
- *Checklist.* Mentors will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with program coordinator to insure that academic

- requirements are met, signing mentorship agreements, arranging student work space as appropriate, and preparing information for students about company policies and procedures.
- *Disclosure of Personal Information.*
  - *Copies of student questions.* Help mentors to be better prepared by letting them know what kinds of questions students will be asking.
  - *Evaluation materials.* Employer response to the mentorship program is essential for maintaining a successful operation. Provide employers with forms on which they can periodically evaluate student participation, as well as the program itself. Students should be evaluated on a variety of criteria which may include:
    - Use of tools and equipment
    - Quality of work
    - Professional appearance
    - Technical skills
    - Initiative
    - Quantity of work
    - Maturity
    - Safety practices
    - Attendance
    - Dependability
    - Relations with co-workers
    - Communication skills

### Service Learning

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service learning is a concept that requires educators to recognize the capacity students have for curiosity, playfulness, open mindedness, flexibility, humor, sincerity, creativity, enthusiasm, and compassion uniquely qualifies them to address many critical unmet needs in society. Instead of viewing students as passive recipients of education, service learning suggests that they be viewed as competent, capable producers, and willing contributors.

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

Kentucky Cooperative Education Guide, pg. 7-1 and 7-2  
<http://education.ky.gov/CTE/Documents/WorkBasedLearningManualChapter7ServiceLearning.pdf>

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

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

- Link service and academic learning
- Meet community needs
- Provide concrete opportunities for young people to learn new skills and to think critically in an environment that encourages risk-taking and rewards competence
- Are coordinated in collaboration with the school and community
- Are integrated into each student's curriculum and career interest
- Involve preparation for, reflection on, and celebration of service
- Provide structured time for each student to think, talk, and write about what he/she did and saw during the actual service activity
- Involve students in planning from the earliest stages
- Provide opportunities for students to use newly acquired academic skills and knowledge in real life situations in their own communities
- Enhance what is taught in the school by extending student learning beyond the classroom
- Help foster development of a sense of caring for others

### **Steps in Planning and Implementing a Service Learning Program/Project**

1. Selection of Teacher/Coordinator
2. Planning Phase
  - a. Determine who needs help in your community by
    - i. Conducting a survey
    - ii. Inviting community agency representatives in for consultation
    - iii. Reading local newspapers
  - b. Elicit personal vision—how would students like the world to be different?
    - i. Create personal world visions
    - ii. Create a community/school vision
  - c. Collaborate with people in existing programs who share similar values
  - d. Build on student expertise
  - e. Focus on key public issues

Kentucky Cooperative Education Guide, pg. 7-1 and 7-2  
<http://education.ky.gov/CTE/Documents/WorkBasedLearningManualChapter7ServiceLearning.pdf>

3. Implementation Phase
  - a. Decide on a service learning activity/project
  - b. Collaborate with service recipients and/or the teacher/coordinator
  - c. Train students and in-service staff who will be involved in the project
  - d. Complete service learning project
  - e. Provide structured opportunities for reflection after service learning
4. Experience through discussion, reading, and/or writing
  - a. Provide a means of celebrating the completion of the service learning project where special recognition may be given to the participants—students, staff, and service recipients.

Kentucky Cooperative Education Guide, pg. 7-1 and 7-2

<http://education.ky.gov/CTE/Documents/WorkBasedLearningManualChapter7ServiceLearning.pdf>

## **Who Benefits from Work-Based Learning?**

### For Students

- Apply classroom learning
  - Apply academic concepts
  - Apply professional/technical skills
- Apply SCANS Workplace Standards and foundation skills
- Establish a clear connection between education and work
- Explore possible careers
  - Identify and analyze personal needs, interests, and abilities
  - Identify and analyze potential opportunities in various career fields
  - Make decisions and plans to achieve goals and aspirations
  - Develop outlines of potential career paths
- Improve post-graduation job prospects
- Practice positive work habits and attitudes
- Understand the expectations of the workplace
- Be motivated to stay in school
- Reduce educational
- Establish professional contacts for future employment and/or mentoring

### For Employers

- Helps create a pool of skilled and motivated potential employees
- Improve employee retention
- Reduces training/recruiting costs
- Enables Organizations to develop new projects with student assistance
- Encourages involvement in the curriculum development process
- Provides developmental opportunities for current workforce
- Offers opportunities to provide community service

### For Schools

- Expands curriculum and learning facilities
- Provides access to state-of-the-art techniques and technology
- Enhances the ability to meet the need of diverse student populations

- Provides opportunities of individual instruction
- Promotes faculty interaction with the community
- Contributes to staff development
- Makes education more relevant and valuable for students
- May enhance students' retention
- Reduces overcrowding by utilizing off-campus learning sites

### For Community

- Creates an environment of collaboration and cooperation
- Encourages respect and tolerance between different groups
- Builds the foundation for a more productive economy
- Builds confidence in the school system as practical results are observable

## **What about the Paperwork?**

### Training Plan.

The difference between a random work experience and a legitimate work-based learning experience is planning and management. Planning begins with an agreement with a designated business to provide a specific on-site learning experience (Training Agreement). Typically, the agreement documents the need for and the willingness to honor a learning plan for the individual student.

Developed jointly by the WBL Coordinator, work-site mentor, and student, the training plan details specific standards to be learning over a suggested timeframe. In addition, it may detail specific activities to ensure the student's exposure to a wider variety of experiences.

Depending on the purpose of the work-based experience, the Training Plan must focus on the student's experience within a CTE Program. The WBL Coordinator and work-site mentor discuss the skills, attitudes, and understandings required of the student and design the training plan accordingly. The plan clearly demonstrates the relationship between the academic, career, and technical program at the school and the experience of the worksite.

Specific elements of the training will include:

- Documentation of @ least 1 prior CTE course(s) in a Career Preparation Program

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- 1CTE Program Standards/Measurement Criteria that will be met during employment of the student during the WBL process.
- Appropriate signatures from employer, student and teacher

The plan may also include a rubric or other tool to facilitate use of the plan for assessment of student performance. Rubrics may be based on several different scales, using one or more assessment strategies.

Purpose	Developmental Levels				
	0	1	2	3	4
Education 1	Absent	Below	Almost Meets	Meets	Exceeds
Education 2	F	D	C	B	A
Neutral	Not Evident	Beginning	Emerging	Acquired	Exemplary
Workplace 1	Not Acquired	Learning Process	Competent	Above Competency	Outstanding
Workplace 2	Not Present	Novice	Acquiring	Proficient	Expert

Regardless of the specific format, the training must be designed to ensure a comprehensive, meaningful experience that surpasses a simple field trip, or part-time job. It must focus the activity on those experiences and Standards that contribute to the long-term growth of the student and, ultimately, to workforce development.

Training Agreement.

School-based experiences depend on the mutual efforts of several individual and organizations. To ensure that all aspects of a quality learning experience are incorporated into each activity, a “formal,” written agreement is needed.

Specifically, the Training Agreement in Work-Based Learning is the written document

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developed cooperatively between the employer, the WBL Coordinator, student and parent/guardian. It outlines the responsibilities of the employer and student to the WBL and establishes the conditions of the student—learner’s work-site experiences. It defines what is expected of each of the parties involved (work-site, school, student-learner, and parents/guardian) and addresses such key issues as:

- Name of student, birth date, social security number, address, telephone/cell phone number and e-mail address
- Name of employer, address and telephone number
- Name and e-mail address of Supervisor
- Duration of employment
  
- Responsibilities of workplace mentor, student, WBL Coordinator, and Parent/Guardian
- Conditions of employment such as wages, hours, etc.
- Signatures from each of the partners (student, teacher, Supervisor and Parent/Guardian)

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### Daily Journals

A daily log of:

- Accurate, detailed task completed during the work hours describing the specific job duties and time frames of those job duties for each individual task.

This log shall be signed daily by the employer.

### What records must be included in file for student?

- Training Agreement
- Training Plan
- Application for admittance to the COOP Class
- District Mandated Permission Slips
- Employer Evaluation Reports
- Wage and Hour Report
- Visitation Notes/Reports

### What Records may be kept on file by employer?

- Student’s Job Application
- Student’s attendance record
- Student self-evaluations
- Resume
- Parent’s information (home/business addresses, telephone numbers and e-mails)

- Interest surveys
- Reference Reports
- Projects or in-class assignments
- Follow-up report after graduation
- Transcripts

## **How do you Make WBL Happen in your school/district?**

### **Positioning Work-Based Learning**

A business's decision to support work-based learning over an extended period of time is likely to be the result of a simple cost-benefit analysis. Although any given businessperson may choose to participate in a particular activity for purely personal or altruistic reasons, it is the long-term, strategic commitment that will serve students best. Responsible, professional managers in any industry – the very managers who are best able to provide the required leadership for a positive mentoring relationship – are those who use rational, objective data in their decision-making process. They will address with little emotion the fundamental issue of value: What do I get for my investment?

Conversely, educators often approach business leaders with some degree of insecurity, with “hat in hand” as if requesting a donation for new uniforms or for an ad in the yearbook. A more accurate and productive approach might be viewed from a marketing perspective. Business needs student employees and business needs the schools' participation in long-term human resource development.

**Marketing Perspective.** Viewed from a marketing perspective, the coordinating teacher might address four distinct topics as s/he requests the involvement of the business community:

- **Product:** Successful businesses design their product on the basis of the needs and perceived wants of their customers. For management to buy into the work-based learning initiative, decision-makers and gatekeepers must understand and see value in the product. To that end, they must be involved in the design of the product itself as, together, representatives of the school and business community identify, revise, schedule, and define outcomes for specific work-based activities.
- **Cost:** Just as the school must analyze the cost of various work-based activities, so too must the participating business. Each must consider both the direct, out-of-pocket costs associated with the experience (e.g., staff time, food and beverage, student wages) as well as the indirect costs that each will incur (e.g., lost opportunity, use of and damage to facilities and equipment, liability)

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risks, management's time). Cost-benefit analysis must balance these and other potential expenses with the short and long-term benefits the business may derive. Ultimately, the most successful partnerships will be those in which the key decision-makers recognize the benefits associated with active participation in the initiative.

- **Location and Timing:** A key element of marketing is that of logistics – getting the right product to the right place at the right time with minimal cost. In fact, it's the cornerstone of many of the most successful contemporary businesses. Similarly, educators must be prepared to work with selected businesses on a wide variety of timing and location issues. In most industries, work is cyclical; management is less likely to volunteer staff time during high-intensity periods. Businesses operate on a 12-month, 24/7 calendar of sorts. Effective work-based programs, particularly employment-based programs, must recognize and resolve many issues associated with scheduling. Similarly, while it may be far easier to bring a speaker to the classroom, the impact of the same speaker may be far greater if the presentation is made on-site. Arranging for experiences off-site may add costs and planning complications (e.g., busing); therefore location decisions must be part of the overall strategic planning process for successful work-based programs. Careful, advance planning and pro-active management are critical to the long-term success of the initiative.
- **Communication:** In addition to communications associated with program operations, the school can add significant benefit (i.e., perceived value) for participating businesses through a carefully developed promotional initiative. By using the school's stature in the community to publicly acknowledge participating businesses, both the work-based program and the individual company are better positioned in the eyes of the public. Examples of effective communication tactics range from simple stickers and plaques for display on-site to award programs, press releases, and other more demanding activities. The ultimate goal of the communications efforts regardless of the level of sophistication is to make participation in the work-based program a point of community pride for each sponsoring organization.

### Working with Business

Venus or Mars? Spanish or English? Strategic or tactical? Educator or businessperson: We think differently, use different vocabularies, hold unique values, and focus on different priorities. Partnerships are possible, even essential. *Building* strong partnerships require us to recognize, accept, and respond to the realities of the business community. The best partnerships require planning, commitment, energy, and patience. They require serious focus and constancy of purpose. They *are* worth the effort, but they require us to understand that in many ways, cultures are different. Examples include: perception and valuation of time, measures of success, comfort with the work/school environment, planning/management skills,

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market orientation, scheduling priorities, reward structure, priorities, and understanding of and comfort with youth.

### **Working with Teens**

Students, however intelligent and motivated, are young and inexperienced. While educators may be comfortable with the sometimes inconsistent, unpredictable nature of young people, business mentors may not. It is, therefore, important that coordinating teachers recognize and communicate both the value that teenage employees bring to the workplace and the special considerations that they and the work-based education initiative demand, including:

- Making work a learning experience
- Treating them as equals
- Acknowledging short-time perspectives
- Providing an active mentor
- Offering flexibility and responsibilities
- Supporting their personal initiatives
- Teaching them to plan and organize

### **Communicating Benefits**

Work-based learning offers real and tangible value to business and industry. However, if we expect support from the business community, it is our role as educators to effectively communicate the potential return on investment (ROI) as part of our overall marketing strategy. Like any good consumer product, part of the perceived value is the result of careful market positioning driven by effective communications strategies.

Almost by definition, *effective communication strategy* must be developed locally, within the context of the community we are seeking to reach. However, there are common elements of building a strategy that have implications for nearly any school/business community. These might include:

- Begin with a **marketing plan**. Marketing implies far more than developing a brochure or a series of promotional activities. In fact, marketing planning should be strategic and involve careful research to determine values, interests, needs, and motivators of all key targets. The very best communications or promotional strategies are only as effective as the programs they attempt to sell. Program design must flow from the active participation of all key players.

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- Build program features from **planned benefits**. At each step of the development process, ask the fundamental question that drives all human behavior: “What’s in it for me?” where “me” is each of the targets from whom support is needed (e.g., business management and potential mentors – as well as parents, school administrators, other faculty, students). From the list of benefits, design elements of the program that will ultimately become the outline of the overall work-based learning experience package.
- Position the program as a **brand** in the same way that a consumer products company creates an image for its product. Think McDonald’s. What comes to mind first? For most people the images are of youth, fun, and fast. Few of us first think beef, deep fryer, or plastic. Like McDonald’s, schools must position work-based learning in a way that is attractive and easily understood by
  - business leaders who are not ingrained in the language, bureaucracy, or culture of education.
- Based on the positioning concept, identify the **key messages** to be communicated to the business community. Keeping the “me” focus, create several basic themes or ideas that will ultimately encourage business participation. Depending on the local environment, key messages might include participation in work-based learning as:
  - an investment in (future) human resources.
  - a point of community pride.
  - a way to earn recognition for support of the schools.
  - a trade-off for immediate part-time staffing.
- Using the results of the above steps, determine the specific **tools and techniques** that might best reach the selected audiences. Regardless of the specific tools (media) selected, always develop the appropriate message in terms of benefits. Keep the “me” focus as the core of each message. (As we communicate with business and industry, it is simply not relevant to them that a given activity will “help to integrate basic mathematical concepts with key tasks associated with high-wage, high-skill jobs.” Conversely, depending on the audience, they may be interested in knowing that the work-based program will ultimately help them “find employees with better math skills.”)
- Develop a **communications plan**, complete with detailed calendar. Too often, our efforts to promote participation in school activities are one-time initiatives. Effective communications require systematic, continuing, and focused efforts. For example, companies who rely on direct mail often schedule a minimum of three different mailings for delivery between one and three weeks apart. By doing so, they are able to significantly increase their response rate as compared with three independent mailings spread over a greater length of time.

The bottom line: If we want active participation of business and industry in support of a *continuing, systematic* work-based education initiative, we must assume the responsibility for communicating the program’s benefits. Our communications efforts must be planned, positioned, and benefits-oriented.

### **Coordinating the Employment-Based Experience**

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Paid, employment-based *education* is very easily confused with part-time jobs. It is the role of the coordinating teacher, through careful planning and management, to clearly differentiate one from the other. It is the planning and management of the experience that transforms work into work-based learning; it is the *learning* focus that is of interest to schools; and it is the responsibility of the coordinating teacher to make it happen. Successful planning and management of an employment-based program must include:

- Selection of employer. It is the role of the coordinating teacher to identify appropriate companies and appropriate jobs for student learners. While criteria for selection may change from community to community, it is critical that the teacher manages the selection process and that employment not be driven simply by what's available at the moment or by jobs students may already have. An informal, but written training agreement should clearly document both the employer's and the school's commitment to making the employment a learning experience.
- Identification of sponsor/mentor. Once an employer is identified, the coordinating teacher must work with the appropriate management personnel to identify a specific individual who will serve as the student's training sponsor and mentor at the work site. This critical step is frequently overlooked in traditional work experience programs, but is a key element of positioning employment as a learning experience.
- Agreement on learning outcomes. The fundamental purpose of the employment experience must be learning. Careful identification of learning outcomes is what ultimately makes the employment experience an effective tool. It is the element of planning that helps ensure a breadth of
  - experience atypical of most teen jobs. Once again, it is the responsibility of the coordinating
  - teacher, along with the sponsor/mentor, to clearly identify expectations for student learning over the agreed upon employment period. As outlined in the training agreement, a carefully documented training plan is used to clarify learning expectations and to facilitate the scheduling of specific activities and work-based assignments.
- Regular work site visits. The coordinating teacher is responsible for managing the employment experience, for balancing the need for immediate, productive work outcomes with learning, and for protection of the student's best interests. Initial contacts with management to formalize the training agreement and a preliminary meeting with the mentor should occur prior to the student's actual employment. (In some cases, a student may be employed and, *after applying the same selection criteria* as for other employers, the coordinating teacher may determine that the site is appropriate for employment-based learning. Nevertheless, it remains the teacher's responsibility to negotiate a training agreement and training plan as required for all student learners.)

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Following placement, the coordinating teacher remains responsible for the student's learning experiences.

Planning and management of the experience requires regular, planned visits to the work site. Frequency of the visits will vary with the situation, but as a general guide the coordinating teacher should plan to visit:

- once each week during the first and second weeks of employment
- once each two weeks during the next 6 - 10 weeks of employment
- once each month for the duration of the experience, except:
- on demand as necessary to mediate performance problems and to ensure adherence to the training agreement and training plan

Each work site visit should be planned in advance; depending on the employer, visits may be scheduled by appointment. Each visit should address some or all of the following:

- student performance on assigned responsibilities
- duties and tasks relative to the agreed upon training plan
- off-the-clock projects and activities to expand the learning experience
- safety conditions
- mentoring responsibilities and skills
- validation of work hours and negotiation of future schedules
- formal assessment leading to grades and academic credit
- observation of the student
- negotiation of rewards and/or disciplinary actions
- discussion of additional opportunities for involvement in program
- courtesy call on senior management
- documentation per policy and procedure, including training plan

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## **Who is Involved in the Implementation of Work-Based Learning?**

In general, work-based learning experiences involve all or most of the following participants, depending on the work based learning activity. Success depends on the involvement and commitment of all participants.

Work Site  
Employers  
Supervisors  
Employees  
Mentors  
Students

Home  
Students  
Parent(s)/Gurdian(s)

School  
Students  
Teachers  
WBL Coordinators  
Counselors  
Administrators

## Roles and Responsibilities...

### ...of School Personnel

In addition to providing classroom instruction that supports the work-based learning curriculum, school personnel should work to encourage success by fostering the relationship between students and employers and providing appropriate support services. The services may include the following:

- Orienting student and employers
- Developing job sites and placements
- Promoting work-based Learning
- Conducting on-site visits to monitor and evaluate student progress
- Conducting orientation and/or classes that may include pre-employment work maturity and work readiness training and job search skills
- Counseling students about jobs and career pathways
- Assisting students with questions and forms relating to work
- Assisting students with questions and forms relating to work
- Working with students to develop measurable goals/objectives
- Assessing student performance at school and at the work site
- Assigning student grades
- Taking disciplinary action when necessary in relation to job placement
- Attending professionally related meetings and conferences
- Posting temporary jobs
- Completing records and forms
- Maintaining professional relations with employers
- Providing basic safety training as appropriate to the placement

### ...of the Employer

- Interviewing Students
- Signing and abiding by agreements/forms such as Training Plans and Agreements
- Providing a work experience that supports the student's education and career goals. Facilitating student exposure to all aspects of the field
- Orienting students to the work site: business operations, performance expectations, administrative policies and job specific training

- Informing staff of the student’s purpose and enlisting their support and help
- Arranging a “buddy system” and/or employee mentor for the student
- Assisting the student in his/her efforts to accomplish personal and professional goals
- Meeting with the WBL Coordinator during the duration of the student’s WBL employment to assess the student’s progress and address problems that arise
- Completing formal evaluations of student work and the work-based learning process

...of the Student

- Signing and abiding by specific agreements/forms, such as formal Work-Based Learning Training Agreement and Training Plans
- Completing skills, aptitude, and interest tests
- Developing goals/objectives
- Completing assignments, evaluations, forms and other activities required by the coordinator
- Taking an active role as a participant in the program which includes participation in activities at a work site as well as in school
- Being a positive representative of the school, work-based learning, and the community
- Making satisfactory academic progress
- Informing their coordinator of any problems that occur at the work site

...of the Parent(s)/Guardian(s)

The parent(s)/guardian(s) play a major role in the support of their student by:

- Encouraging students to have good attendance at the work site
- Being involved and informed about the progress of their student’s work experience program
- Participating in the school’s activities promoting the structure of the work experience program
- Arranging for the transportation of the student to and from the work site (if necessary)

## **Who are the Players in COOP and Internship?**

Work-based education should be viewed not as a unique activity targeted at a single group of students, but as a coordinated series of activities and experiences serving all youth within the system. To that end, a comprehensive work-based program depends on many different individuals each contributing to the overall experience.

**Teacher as Learning Manager.** Whether it’s the senior English teacher, a Technology instructor, or a seventh grade Career Counselor, the role of a work-based coordinating teacher is similar: planning and management of logistics and, more importantly, of anticipated learning outcomes. Done right, each experience has learning value. Business, however, is not well positioned to determine how it

can best provide such value. Therefore, it is the individual teacher who must determine the potential of various activities and then define them in terms of instructional benefits for students.

**Business/Industry as Learning Site.** Work-based experiences on-site offer very specific opportunities to help students better understand the nature of work and career. Examples of these include:

- observation of the working environment
- contact with incumbent workers and managers
- dialogue with HR personnel and senior executives
- observation of work tasks
- productive, paid or unpaid work

**Sponsor as Mentor.** With the possible exception of the coordinating teacher, no individual is more critical to a work-based activity than the individual sponsor or mentor. Although the nature of the relationship varies depending on the experience, it is this individual who is best qualified to help students understand the opportunities of the industry in question and, with extended relationships, to coach and counsel a young person through the learning process. Therefore, identification and selection, as well as training and development, of appropriate mentors is a critical function of the coordinating teacher.

**School as Administrator.** An effective work-based learning program must be a school-wide (or district-wide) initiative, rather than the domain of a single individual. The best programs involve virtually all teachers and counselors and require the active support of the administration. For maximum impact, school administrators must be willing to minimize policy and regulatory impediments, take appropriate risks, support career guidance, provide planning and coordination time, facilitate partnerships throughout the community, create reward structures for teachers and students, and encourage the involvement of all students and their parents.

*Parents as Support.* Parents remain the number one influence on young people. Therefore, if a work-based program is to reach all students, parents must recognize its value to their own children and be willing to encourage participation. Additional parental support of the program can take many forms, including active support of the various experiences. Since many work-based experiences occur off school premises and outside of normal school hours, parents must be willing to assume a portion of the

responsibility for their children’s participation, including risks associated with transportation and unmonitored activities (e.g., employment-based experiences).

*Student as Work-Based Learner.* All work-based experiences require an exceptionally high level of active involvement of individual students. In fact, it is this high level of interactivity and participation that contributes to the exceptionally positive outcomes of productive programs. Although the learning experiences remain under the supervision of a coordinating teacher, they are often carried out relatively independently. Therefore, it is particularly important that each student be fully prepared in advance, that specific policies and expectations are clearly communicated and documented, and that a system of accountability be in place for all activities.

### **Identification of Sponsor/Mentor**

*A good coach will make his players see what they can be rather than what they are.* –Ara Parasheghian

With the possible exception of the coordinating teacher, no individual is more critical to a work-based activity than the individual sponsor or mentor. Although the nature of the relationship varies depending on the experience, it is this individual who is best qualified to help students understand the opportunities of the industry. Mentoring, particularly of young people, can be highly rewarding, but requires a firm commitment and significant effort outside of routine job responsibilities. Specifically, the coordinating teacher should identify mentors who are willing and able to:

- actively assist students in their efforts to establish goals relative to career development.
- provide training to develop skills for the immediate task and for future opportunities.
- reinforce the value and relevance of academic skills.
- serve as a role model, both specific to the job and for the greater good.
- advise the student in terms of job performance, growth opportunities, and networking.
- coach the student on specific job skills.
- orient student to all aspects of the industry.
- advocate on behalf of the student, both to management and to other gatekeepers.
- evaluate student performance in a constructive manner.
- create a supportive, trusting relationship.
- look out for the best interests of the student at all times.
- ensure the health and safety of students in the workplace.

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## **School as Administrator**

An effective work-based learning program must be a school-wide (or district-wide) initiative, rather than the domain of a single individual. The best programs involve virtually all teachers and counselors and require the active support of the administration. For maximum impact, school administrators must be willing to minimize policy and regulatory impediments, take appropriate risks, support career guidance, provide planning and coordination time, facilitate partnerships throughout the community, create reward structures for teachers and students, and encourage the involvement of all students and their parents. Specific examples of required administrative support might include:

- Policy statement in support of basic work-based education principles
- Academic credit for work-based learning
- Whole-school reform initiative to integrate work-based experiences within all subjects
- Classes to teach career and technical skills
- Elimination or modification of rules and policies that impede implementation
- Support of career guidance and counseling at all grade levels
- Resources, including personnel, transportation, and facilities
- Flexibility with scheduling
- Active solicitation of community involvement at the highest levels of management
- Rewards and accountability relative to outcomes
- Release time and extended contracts for participating teachers
- Encouragement of cross-discipline dialogue regarding learning outcomes
- Multiple connections between the school and work-based learning opportunities
- Documentation of expectations and evaluation of program effectiveness
- Requirements for student portfolios, end-of-year projects, etc.
- Policies supporting recruiting, placement, and management of student participants
- Policies supporting unique program requirements

## **Parents' Role in Supporting Work-Based Learning**

Parents remain the number one influence on young people. Therefore, if a work-based program is to reach all students, parents must recognize its value to their own children and be willing to encourage participation. Additional support of the program can take many forms, including:

- Sharing of specific work-related incidents from a positive perspective
- Candid discussion of work challenges
- Candid discussion of both management and rank and file perspectives
- Encouragement of reflection by their child relative to his or her work experiences

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- Learning about school-sponsored opportunities
- Encouraging students to set and work toward obtainable goals
- Valuing and encouraging continuing education *with purpose*
- Participating in specific work-based activities as appropriate
- Encouraging support of one's own employer
- Positioning work as a positive aspect of life
- Ensuring student attendance

Since many work-based experiences occur off school premises and outside of normal school hours, parents must be willing to assume a portion of the responsibility for their children's participation, including risks associated with transportation and indirectly monitored activities (e.g., employment-based experiences). To that end, parents may support work-based initiatives by:

- Holding school and coordinating teacher harmless
- Agreeing to requirements for work permits
- Allowing participation in off-premises activities (field trips, etc.)
- Providing transportation as needed

### **Student as Work-Based Learner**

Properly managed, all work-based experiences require the active involvement of individual students. Compared with "traditional" academic classes, the learning process depends on a higher level of interactivity and participation by the student. Although the experiences remain under the supervision of a coordinating teacher, they are often carried out relatively independently. Therefore, it is particularly important that each student be fully prepared in advance, that specific policies and expectations are clearly communicated and documented, and that a system of accountability be in place for all activities.

Specifically:

- Goals must be established for the overall program.
- Activities must be carefully planned and tied to the curriculum.
- Student and work-based experiences must be carefully matched.
- Students must understand the expectations for business behavior.
- Anticipated learning outcomes must be documented and students held accountable for achieving these expectations.
- Student responsibilities must be clearly articulated.
- Policies must be developed and communicated in advance.
- Consideration must be given appropriate access for all students.

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When work-based experiences are part of a student employment program (e.g., co-op, internship, or youth apprenticeship), it is particularly important that both student and employer recognize the program as “educational,” and as significantly more than a part-time job. Both parties must be prepared in advance to balance productivity, compensation, and learning to provide a win-win employment situation. To that end, a minimum length of employment should be negotiated in advance. Doing so ensures that the employer will recover some of the training costs associated with employment-based programs and discourages impulsive terminations. Conversely, such agreements send a clear message to the student, discouraging job changes based on short-term compensation, minor personality conflicts, etc.

When the work-based experience includes mentoring, particularly with employment-based experiences, the coordinating teacher should help the student understand the role of the mentor and make specific recommendations for gaining maximum benefit from the experience. Specifically, the student should recognize that a mentor can help him or her:

- Learn new skills
- Identify new opportunities
- Meet other people who can open doors of opportunity.
- Build confidence
- Develop broader perspectives on careers and work
- Avoid errors
- Develop better judgment and decision-making skills
- Understand the politics of the work environment
- As an advocate to senior management
- As a reference for future employment

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