

Arizona Department of Education Career and Technical Education



WORK-BASED LEARNING GUIDE

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Work-Based Learning Arizona

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What is Work-Based Learning?

Work Based Learning (WBL) experiences allow students to develop professional skills to enhance their employability. These experiences can occur either at a school or an industry site. WBL allows students to apply classroom learning in a hands-on experience at a worksite. WBL is achieved through the completion of 120 hours in the following:

Types of Work-Based Learning:

- Internship
- Cooperative Education
- Diversified Cooperative Education
- Healthcare - Clinicals
- Supervised Agricultural Experiences
- Apprenticeship
- School-based Enterprise
- Mock Business/Industry Projects

Work-Based Learning Experiences:

- Can be paid or unpaid
- Integrate the technical skills related to the CTE program
- Cannot replace the Carnegie Units of credit needed for the program sequence
- Can be a part of the program (i.e. school-based enterprise & laboratory/simulations)
- Must comply with federal, state, and business risk management policies

Roles of Work-Based Learning:

The success of a WBL experience depends on the involvement and commitment of all the following participants.

Worksite

Students
Employers
Co-workers

Home

Students
Parent(s)/Guardian(s)

School

Students
Teachers
WBL Coordinators
Counselors
Administrators

Responsibilities of a WBL Student

WBL experiences require a high level of active involvement by the individual student. Compared with traditional academic classes, the learning process depends on a higher level of interactivity and participation by the student. Although under the supervision of a school coordinator, learning experiences are often carried out independently by the student. Thus, it is particularly important that each student be as fully prepared as possible before entering a WBL experience. This includes the development of a clearly communicated and documented system of accountability for all activities. Specifically:

- Goals are established for the overall program and for the individual student
- Activities are carefully planned and tied to the curriculum
- Student and work-based learning experience are carefully matched
- Students understand the expectations for business behavior
- Anticipated learning outcomes are documented and students held accountable for achieving these expectations
- Appropriate access is granted for the student

All parties must be prepared to discuss productivity, compensation, and learning and, each agree to an experience that will provide a win-win situation for the student and the worksite. The minimum length of the experience should be negotiated in advance to ensure that the employer will recover some of the training costs associated with participation and to discourage impulsive terminations. Such agreements detail the student's responsibilities and discourages changes based on short-term compensation or minor personality conflicts. The student should recognize that any WBL experience can be a life-changing opportunity.

Student Benefits:

- Apply classroom learning concepts and technical skills
- Build confidence
- Improve judgment and decision-making skills
- Understand the politics and expectations of the work environment

- Gain a reference for future employment
- Be motivated to stay in school, encouraging completion of secondary education and enrollment in postsecondary education

Student Roles:

- Collaboratively develop goals/objectives
- Make satisfactory academic progress
- Inform their coordinator of any problems that occur at the worksite
- Be on time and display professional conduct at the worksite
- Complete assignments, evaluations, forms, and other activities required by the coordinator or worksite

Responsibilities of the WBL Coordinator

The planning and management of the experience is critical to the success of the work-based learning. Successful planning and management of a WBL program must include:

- Selection of training site – It is the role of the coordinating teacher to identify appropriate types of locations, jobs, and companies for student learners and to develop a formal, written, training agreement that clearly documents both the training site's and the school's commitment to the WBL experience.
- Identification of sponsor – The coordinating teacher works with the appropriate management personnel to identify a specific individual who will serve as the student's training sponsor/mentor at the worksite.
- Agreement on learning outcomes – A carefully documented training agreement and training plan must be used to clarify learning expectations and to facilitate the scheduling of specific activities and work-based assignments to include experience not typical of most teen jobs. The coordinating teacher and sponsor/mentor must identify clear expectations for student learning over the agreed upon period.
- Regular worksite visits – The frequency of the visits will vary with each situation but, ideally, the coordinating teacher should plan to visit:
 - o Once a week during the first and second weeks of employment
 - o Once every two weeks during the next six to ten weeks of employment
 - o Once a month for the duration of the experience
 - o On demand, as necessary, to mediate performance problems and to ensure adherence to the training agreement and training plan
- Keep a file including:
 - o Application for admittance to the WBL experience
 - o Training agreement
 - o Training plan
 - o District-mandated permission slips
 - o Wage and/or hour report (hours if not paid)
 - o Visitation notes/reports
 - o Employer evaluation reports
 - o Journal/Diary

Worksite Visit:

To protect the teacher and the school from liability, worksite visits should be planned with the employer's consent and needs in mind. It is necessary to have the teacher visit the student at the worksite to ensure that training agreements and plans are being followed and that the workplace remains safe. Each visit should address some, or all, of the following:

- Observe the student
- Confirm parties' responsibilities and skills
- Check safety conditions
- Validate work hours and assist in negotiation of future schedules
- Evaluate student performance on assigned responsibilities
- Check that duties and tasks are aligned to the agreed-upon training plan
- Assure compliance of laws
- Assist in negotiation of rewards and/or disciplinary actions
- Discuss additional opportunities for involvement in the program
- Make a courtesy call on senior management

Responsibilities of the District as the Facilitator of WBL

An effective work-based learning program must be a school or district initiative rather than the domain of a single individual. The best programs involve coordinators, teachers, and counselors and have 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, and encourage the involvement of all students and their parents.

School Benefits:

- Expands curriculum and learning facilities
- Provides access to state-of-the-art techniques and technology
- Enhances the ability to meet the needs of diverse student populations
- Promotes faculty interaction with the community
- Contributes to staff development
- Makes education more relevant and valuable for students
- Encourages a cross-discipline dialogue regarding learning outcomes

Responsibilities of Businesses Participating in WBL

The best partnerships require planning, commitment, energy, and patience. They require serious focus and defined purpose. Partnerships *are* worth the effort, but they require an understanding of the different business and industry cultures including perception and valuation of time, measures of success, comfort with the work/school environment, planning/management skills, market orientation, scheduling priorities, reward structure, and an understanding of working with youth.

Business Benefits:

- Creates a pool of skilled and motivated potential employees
- Enables organizations to develop new projects with student assistance
- Opens the door to involvement in curriculum development
- Provides developmental opportunities for current workforce
- Offers opportunities to provide community service

Business Role:

- Co-create a training agreement and training plan
- Interview students
- Sign and abide by agreements/forms
- Facilitate the student's exposure to all aspects of the field
- Orient the student to the worksite with information about business operations, performance expectations, administrative policies, and job-specific training
- Assist the student in his/her efforts to accomplish personal and professional goals

- Meet with the WBL coordinator during the duration of the student’s WBL experience to assess the student’s progress and address problems that arise
- Complete formal evaluations of the student’s work and the work-based learning process

Responsibilities of Parents in WBL

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. Since many work-based experiences occur off school premises or 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.

Parents Role:

- Encourage students to have good attendance at the worksite
- Be involved and informed about the progress of their student’s work experience program
- Provide transportation, as needed, to allow the student to work off the school premises
- Discuss work challenges with the student; encourage students to set and work toward obtainable goals
- Value and encourage continuing education with purpose

How Work-Based Learning Can Positively Affect a Community

Work-Based Learning that is developed locally within the context of the community can be a great tool for building positive community growth. Building an effective communication strategy is essential in the development. Common outcomes of building this strategy for nearly any school/business community include:

- Creation of an environment of collaboration and cooperation
- Encouragement of respect and tolerance between different groups
- Building the foundation for a more productive economy
- Building confidence in the school system

Types of Work-Based Learning

Internships

A CTE Internship is the final course in the sequence of courses of an approved CTE program. The CTE Internship provides CTE students an opportunity to engage in learning through participation in a structured work experience that involves the application of previously-developed technical skills and 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 worksite. The training agreements and training plans emphasize what training partners are expected to provide along, and outlines the coordination of, and integration between, the worksite and the classroom. It is essential that all parties become knowledgeable about laws governing students between the ages of 16 and 17 in the workplace.

- <https://www.minimum-wage.org/arizona>
- <https://www.youthrules.gov/>
- DOL Department of Labor Wage and Hour Division - <https://www.dol.gov/whd/>

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

The CTE internship must be directly related to the CTE program in which the credit is earned. Internships may be paid or unpaid work experiences. Students who are classified as seniors (12th grade) and are at least 16 years of age are eligible to participate. Students must be **concentrators** in a CTE program prior to enrolling in a CTE internship.

Setting up an Internship:

- **Identification of Potential Worksites** – The first step in setting up an internship experience is finding individuals and organizations willing to take on the responsibility of working with a student. Many districts establish a pool of possible worksites via their advisory committees or other community connections. Students may also identify possible internship sites. Successful worksites are a valuable resource that can be utilized over and over again.

- Preparation of Students Upon Employment – Students need to be thoroughly prepared before embarking on an internship experience. Preparation includes classwork that focuses on research, career exploration, and skills that will be applied at the worksite. Practical concerns must be addressed as well. Many districts provide students with an internship handbook that includes the following:
 - o *Internship agreements*: These agreements should include the purpose of the internship experience and an outline of the worksite supervisor’s and the student’s responsibilities.
 - o *Dress and behavior expectations*: Remind students that they are representing the program, the school, and themselves at a worksite. The teacher/coordinator should be aware of the dress code at each worksite and discuss appropriate attire with the student. Students must be informed about sexual harassment issues.
 - o *Checklist*: Give students a checklist that includes everything they need to do to prepare for the internship experience. These may include: preparing a résumé, developing objectives, contacting employers, arranging schedules and transportation, and doing background research.
 - o *Evaluation materials*: Students will be evaluated by their worksite supervisors throughout the internship experience. Students should be provided with a copy of evaluation forms and encouraged to become familiar with it to enable them to understand how they are being appraised. Ask students to evaluate their internship experience, as well. Student evaluations of the program are helpful to ongoing program improvement.
- Overview of legal responsibilities – Worksite supervisors need to be aware of legal issues related to a work-based learning experience. These include safety, child labor, discrimination, and sexual harassment laws. The WBL coordinator must ensure that worksite supervisors understand their legal responsibilities and potential liabilities in advance. For unpaid work experiences, all parties must be aware of federal guidelines related to unpaid work experience.
- Instructions for working with young people – Worksite supervisors may be unaccustomed to the unique challenges of communicating and working with young people. They may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Discuss possible scenarios with worksite supervisors and encourage them to provide as many active learning experiences as possible.
- Activity suggestions – The purpose of an 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 – Checklist items beneficial to setting up a successful internship might include: arranging meeting times, planning with program coordinator to ensure that academic requirements are met, signing structured training agreements and training plans, arranging student work space, and informing students about company policies and procedures.
- Evaluation materials –
 - o *Employer Evaluations*: Employers’ responses to an internship program is essential for maintaining a successful operation. Provide employers with forms to evaluate the student’s participation and to evaluate the program.
 - o *Training Agreements*: Includes a list of responsibilities of the employer, the teacher/coordinator, the parent/guardian, and the student. This document must be signed by all parties.
 - o *Training Plans*: A list of specific and general tasks the student will be involved in in the internship. This document must be signed by school/district officials, parent/guardian, and employer.
 - o *Journals*: An accurate daily log of detailed tasks completed during work hours describing specific job duties and time frames for individual tasks. This log shall be signed by the employer and student.
 - o *Record Keeping*: Accurate and up-to-date documentation of signed required forms, journals, and evaluations, specific to the work experience of the student must be maintained. Records an employer may keep on file include: a student’s job application, attendance record, self-evaluations, resume, and parent’s contact information.

Work with your district attorneys as they have knowledge of your own school/district policies regarding student safety, security, your legal obligations, and responsibilities. Many schools use The Trust to provide property and liability coverages or related services. <https://www.svc.the-trust.org/Home/AboutUs>

Cooperative Education

Cooperative education (Co-op) differs from internship. It is an advanced method of career development that provides the opportunity for **both** technical application and professional skill development. Co-op requires a scheduled class period during the day to specifically teach professional skills. In some schools, CTSO participation may be required.

Cooperative Education teachers must be certified with a Cooperative Education, K-12 Endorsement along with an appropriate CTE Certificate.

- [Cooperative Education, K-12 Endorsement form](https://cms.azed.gov/home/GetDocumentFile?id=58a22b861130c2091cf212d1) - <https://cms.azed.gov/home/GetDocumentFile?id=58a22b861130c2091cf212d1>
- [Career and Technical Education Certification Requirements](http://www.azed.gov/educator-certification/forms-and-information/certificates/) (Scroll down to Career and Technical Education) - <http://www.azed.gov/educator-certification/forms-and-information/certificates/>

Cooperative education nurtures a relationship between the business community and the school district. This relationship, established through the efforts of the Co-op teacher, can result in businesses' support of the program and the district. This often involves working with current advisory committees, and may include donation of equipment and partnership opportunities.

The fundamental purposes of cooperative education are to provide opportunities for students to learn under real-life work conditions. This allows them to develop a hands-on knowledge of occupational standards, professional workplace skills and attitudes, technical skills that are needed to be successful in that field. The student and teacher/coordinator work collaboratively to select the place of employment that will provide and coordinate occupational experiences. Cooperative education provides students with an opportunity observe "high skill, high wage, or high demand", career areas first-hand and to graduate as individuals who have adjusted to the world of work.

Steps in Planning a Cooperative Education Program:

- The student must be a concentrator of an Approved CTE Program on the most current Arizona CTE Program List or an Approved Proposed Local Occupational Program.
- If the Cooperative Education program is for credit, the course must be listed in the school catalog and on the CTE Program Course Sequence.
- The school arranges with the employer for on-the-job training utilizing the WBL training agreement and training plan.
- The school coordinates the training during the on-the-job phases of instruction.
- Credit is granted for the cooperative education 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 home.
- The WBL teacher/coordinator will visit the employer's site prior to sending students to ensure that the proper safety and training conditions exist.
- Each worksite/student must be visited periodically to check the student's progress, attendance, appropriate work assignments, and safety.
- A training agreement and training plan must be on file for each student.
- An employer evaluation report must be on file for each student.
- A student co-op experience evaluation must be on file for each student.

Diversified Cooperative Education

Diversified Cooperative Education (DCE) is similar to the Cooperative Education Program in its makeup. The difference is that there is one teacher responsible for students within multiple program areas, whereas cooperative education involves only one program. DCE programs are usually broken up by a broad category of programs.

Diversified Cooperative Education teachers must be certified with a Cooperative Education, K-12 Endorsement along with an appropriate CTE Certificate.

- [Cooperative Education, K-12 Endorsement form](https://cms.azed.gov/home/GetDocumentFile?id=58a22b861130c2091cf212d1) - <https://cms.azed.gov/home/GetDocumentFile?id=58a22b861130c2091cf212d1>
- [Career and Technical Education Certification Requirements](http://www.azed.gov/educator-certification/forms-and-information/certificates/) (Scroll down to Career and Technical Education) - <http://www.azed.gov/educator-certification/forms-and-information/certificates/>

Healthcare - Clinicals

Structured clinicals are regarded as the heart of Health Careers 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. Clinicals 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, clinicals are closely supervised and may require a significant number of offsite hours. This experience uses written training agreements to outline what students are expected to learn. Strong emphasis is placed on

coordination and integration between worksite and classroom learning. Credit hours, outcomes, and levels of intensity vary depending on the course of study.

Supervised Agricultural Experiences (SAE)

An SAE is a practical application of classroom concepts designed to develop skills in agricultural-related career areas and provide real-work experiences. An SAE program consists of planned activities conducted outside of class time and are designed to gain hands-on experience and develop skills in agricultural career areas that interest the student.

SAE rewards include:

- Provides an opportunity to explore careers.
- May earn money.
- Improves communication skills in a variety of situations.
- Develops management skills.
- Earns FFA Proficiency Awards and advanced FFA degrees.

Types of SAEs:

- *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 interests.
- *Research/Experimentation.* An SAE where the student conducts research using the scientific process. Agriculture is a science-based industry and there are limitless opportunities for research-based SAEs.
- *Placement/Internship.* Work either for pay or for the experience. These SAEs may be located in agribusinesses, school labs, farms and ranches, or in community facilities.
- *Ownership/Entrepreneurship.* This SAE makes the student a business owner. The student plans and operates 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.

Some additional requirements to the SAE 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.

Reference material: [National FFA Organization, Supervised Agricultural Experiences - https://www.ffa.org/about/supervised-agricultural-experiences](https://www.ffa.org/about/supervised-agricultural-experiences)

Apprenticeships

Registered Apprenticeships involve 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. On-the-job training and related technical instruction are both vital elements required for a Registered Apprenticeship program. A skilled mentor/journey worker is required to oversee and train the apprentice. Registered Apprenticeship is a voluntary industry-driven system for careers requiring a range of high-level skills, and is full-time, paid employment and training with built-in career placement. Individual business, employer associations or labor-management organization may offer Registered Apprenticeships.

[Arizona Department of Economic Security Registered Apprenticeship information - https://des.az.gov/services/employment/registered-apprenticeship/apprenticeship-job-seekers](https://des.az.gov/services/employment/registered-apprenticeship/apprenticeship-job-seekers)

The Department of Economic Security (DES) Apprenticeship Office creates, develops, and monitors registered apprenticeship programs in Arizona. The program is an ideal opportunity for employees who have limited work experience or who are transitioning to a new vocation and want to earn a steady income while they learn a sustainable trade. These working opportunities combine at least 2,000 hours of on-the-job-training with a minimum of 144 hours of classroom instruction. It requires an employer-employee relationship in which training programs take 1-6 years and most programs are 3-4 years long.

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 distance 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.

School-Based Enterprises

A School-Based Enterprise (SBE) is an entrepreneurial operation in a school setting that provides goods and/or services to meet the needs of the market. They are managed and operated by students as hands-on learning laboratories providing 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. Products may include spirit wear, food and beverage items, school supplies, signs and banners, and more. 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 to help prepare students for the transition from school to work or college. For many students, they provide their first work experience; for others, they provide an opportunity to build management, supervision, and leadership skills. The SBE should be designed to lead a student to a productive career. The school programs of study must have the course capacity to provide the learning needed to become successfully employed. In an SBE, the student's CTE courses and academic courses integrate around the SBE.

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. The SBE must be oriented toward and run by students. Teachers serve as advisors but not chief executive officers. Some operate like regular small businesses, letting students apply the academic and CTE content they learned in school. Students gain experience in entrepreneurship, accounting, budgeting, cash-flow management, marketing, inventory control, and business and industry technical skills. Students in SBEs experience professional work skills in problem solving, communication, interpersonal relations, and learning how to learn in the context of work.

Steps to Develop an SBE:

1. Assess and Define the product or service
 - Student and teacher interest
 - Possible ventures and their feasibility
 - Decide and commit
2. Build the Support of Key People
 - Teachers
 - Students
 - Parents
 - Advisory Committee
3. Develop a Written Business Plan
 - [U.S. Small Business Administration: Write your business plan – https://www.sba.gov/business-guide/plan/write-your-business-plan-template](https://www.sba.gov/business-guide/plan/write-your-business-plan-template)
4. Establish a Structure for the SBE
 - Basic organization
 - Curriculum
 - Training and education of students and teachers
 - Scheduling
 - Facilities, equipment and supplies
 - Finances
5. Implement production and services
 - Equipment and supplies
 - Workforce and their role
 - Sales and marketing strategies
 - Maintain budgets
 - Maintain inventory

Mock Business/Industry Projects

A variation on the School-based Enterprise include projects developed to market items or services from a variety of CTE programs on campus such as welding, construction, media, cosmetology, medical laboratory, etc. The value of mock business/industry projects is the direct experience with industry standards. This validates the skills and use of industry equipment. Students work both independently and in teams to apply problem solving and decision-making skills while developing new products or concepts. In many cases, the students can produce products that will allow the students to experience a manufacturing and service delivery process.

Examples:

- A construction program may build sheds and sell them to the public.
- Media production may be asked to produce sports videos for the various school teams and sell a compilation CD at the end of the season.
- Programs such as Medical Laboratory, Cosmetology, and Massage may schedule “fee-based/open to the public” working days as part of their program.

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.

Resources for Work-Based Learning

Arizona Curfew Laws

<http://lawforkids.org/curfew>

Arizona Department of Education Cooperative Education, K-12 Endorsement

<https://cms.azed.gov/home/GetDocumentFile?id=58a22b861130c2091cf212d1>

Arizona Department of Economic Security - Apprenticeship programs

<https://des.az.gov/services/employment/apprenticeship-home>

Arizona Minimum Wage

<https://www.minimum-wage.org/arizona>

Arizona State Constitution of Child Labor Laws

<http://www.azleg.gov/viewDocument/?docName=http://www.azleg.gov/const/18/2.htm>

Arizona State Office of Economic Opportunity

<https://oeo.az.gov/>

Federal Government Youth Workers and the Law

<https://www.youthrules.gov/>

Industrial Commission of Arizona

<https://www.azica.gov/>

National FFA Organization - Supervised Agricultural Experiences

<https://www.ffa.org/about/supervised-agricultural-experiences>

SBA Writing a Business Plan

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

Youth Rules Work-based Learning Videos

<https://www.youthrules.gov/share/teens-saying/index.htm>

US Equal Employment Opportunity Commission

Youth@Work Video and Manuals

<https://www.eeoc.gov/youth/classroom.html>

The Youth@Work video explores discrimination and harassment based on race, skin color, religion, sex (including pregnancy), national origin, age and disability. The video also addresses retaliation.

Sample Forms

Please be advised these are samples that need to be reviewed by your legal counsel and board for adopted use.

- **Work Based Learning Training Agreement Form**
- **Parent Private Vehicle Consent Form**
- **Work-Based Learning Project Assignment Form**
- **Electronic Portfolio Waiver Release**
- **Confidentiality Agreement Form**
- **Insurance Letter Example**

Work Based Learning Training Agreement

Please select one: Clinical Cooperative Education Internship (CTE, FTA, etc.)
 Other:

Student-Learner Name _____

Date of Birth _____ Age _____

Mailing Address _____ Home Phone _____

City _____ Zip Code _____ Cell Phone _____

E-mail _____

Business Partner Employer-Mentor _____

Business Partner Company _____

Business Partner Phone _____ E-Mail _____

For the Work-Based Learning Program to be fully effective, it is mandatory that certain rules and regulations be followed. The student, his/her Parent/Guardian, the Teacher-Coordinator and the Business Partner Employer-Mentor must agree to fulfill the following responsibilities.

Student-Learner recognizes that the Work Based Learning experiences will contribute to his/her career objectives and agrees to the following:

1. Understands there is no guaranteed or assigned workplace.
2. Accepts responsibility for providing transportation to and from the workplace.
3. Abide by the rules, regulations, policies and procedures of the workplace, the School District, and the Work-Based Learning Program.
4. Understands that once a position is accepted, a commitment has been made to the Business Partner Employer-Mentor. It is expected that the student-learner will be at the Business Partner Company for the length of the Work-Based Learning.
5. Responsible to be at the workplace every scheduled day at the appointed time.
6. Follow the directions of the Business Partner Employer/Mentor.
7. Do nothing intentionally to disrupt the normal routine of the workplace.
8. Exercise confidentiality and respect with regard to information gained at Business Partner Company and Business Partner staff with regard to the Work-Based Learning program, teacher-coordinator, or student-learner.
9. Be prompt and accurate in completing all required assignments, forms and reports for the Work-Based Learning program, the teacher-coordinator, and the Business Partner Employer-Mentor.

10. Agrees to demonstrate courtesy, a cooperative attitude, appropriate dress, and a willingness to learn. Behavior to the contrary may lead to dismissal from the Work-Based Learning Program and/or the Business Partner Company.
11. Understands that any breach of trust, professionalism or ethical behavior (i.e. any evidence of dishonesty with money, merchandise, time or effort) may result in dismissal from the Work-Based Learning Program and/or the workplace.
12. Agrees to communicate with the Business Partner Employer-Mentor and the Teacher-Coordinator at all times.

The Parent/Guardian agrees to:

1. Commit to support the student, Business Partner Employer/Mentor, and Work-Based Learning Program.
2. Participation of the student-learner in the Work Based Learning Program and will encourage the student-learner to effectively carry out duties and responsibilities both in the classroom and at the training site.
3. Contact the Teacher-Coordinator regarding all questions/concerns pertaining to the Business Partner Mentor experience.

The Business Partner Employer-Mentor agrees to:

1. Abide by Federal, State, and Local regulations regarding employment, job duties and the provisions of an equal opportunity employer.
2. Understand and enforce Child Labor Laws (DOL 579.50 subpart E) regarding occupations particularly for the employment of minors between the ages of 16 and 18 of age order, and the exceptions to the order for non-agricultural work.
3. The work of the student-learner in the occupation declared particularly hazardous shall be incidental to the training and such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person.
4. Provide applicable general safety guidelines to the work environment.
5. Understanding the status of the student while in training shall be that of student-learner; however, work standards expected of the student-learner will be the same as those expected of other beginning workers.
6. Function as a training site and as such an employer-mentor will be assigned to the student-learner. This employer-mentor will be allowed time to work with the student-learner so that this Work-Based Learning will be a viable educational experience.
7. Provide a variety of related experiences for the student-learner consistent with his or her career/occupational competencies.
8. Follow the training plan (a schedule of organized and progressive work experiences) to be performed at the training site.
9. Understand that once a position is accepted, a commitment has been made to the student-learner. It is expected that the student-learner will be at the Business Partner Company for the duration of the Work-Based Learning unless a serious situation arises or prior arrangements have been made.
10. Exercise confidentiality in regard to information gained during the Work-Based Learning program.
11. Assist in the evaluation of the student-learner.
12. Contact the Teacher-Coordinator if any problems arise regarding the student-learner.
13. Work with Teacher-Coordinator to mutually agree to transfer or withdraw the student-learner when he/she deems such actions to be in the best interest of those concerned.

Teacher-Coordinator agrees to:

1. Ensure the enrollment of the student-learner is in a state-approved Career and Technical Education Work Based Learning Program.
2. Provide related classroom instruction, including safety instruction (especially for hazardous occupations), and make provisions for the student-learner to receive additional workplace readiness instruction.
3. Periodically observe the student-learner on the job and to visit with the Business Partner Employer-Mentor in order to aid in the student-learner’s development.
4. Consult with the Business Partner Employer-Mentor in the evaluation of the student-learner.

By signing below each party agrees to the terms of this agreement and the rules, regulations and provisions of the Work-Based Learning Program. Failure to comply with this agreement in whole or part, may result in the dismissal of the student from the Work-Based Learning program, disciplinary action, possible failure of course and/or loss of credit.

Student-Learner	Date	Parent/Guardian	Date
Business Partner Employer-Mentor	Date	Teacher-Coordinator	Date

Original to: Teacher-Coordinator; Copies to: Student-Learner, Parent/Guardian, Business Partner Employer-Mentor

Parent Private Vehicle Consent Form

We/I give my permission for my student, _____, to:

- drive his/her private vehicle from the high school
- drive himself/herself and other Interns from the high school
- ride with other Interns from the high school

I understand that the BLANK School District and BLANK Administration assumes no responsibility when a student travels in a private vehicle.

SAMPLE

Work-Based Learning Project Assignment

Student Name:	Student ID#
Project Area Advisor:	Internship Teacher:
Business Partner:	

<h3 style="margin: 0;">Project Description and Objectives</h3> <p style="margin: 0; font-size: small;">Give a brief description of the project with purpose, outcomes and time line</p>

By signing below each party agrees to the terms of this agreement and the rules, regulations and provisions of the Work-Based Learning Program. Failure to comply with this agreement in whole or part, may result in the dismissal of the student from the Work Based Learning program, disciplinary action, possible failure of course and/or loss of credit.

.....
Student Signature:

.....
Parent Signature:

.....
Project Area Advisor Signature:

.....
Internship Teacher Signature:

.....
Business Partner Signature:

.....
Campus Administrator Signature:

**School District
Work-Based Learning
EXAMPLE OF Electronic Portfolio Waiver Release**

Purpose:

Over the past few months, our Internship Program has seen and recognized the need for advancing the use of Web 2.0 technologies in the classroom. Therefore, with clearance and permission from our district, we now have the opportunity to utilize an online tool for students to develop, publish, and share an online portfolio.

Here is the website we will use: www.visualcv.com

This site will afford internship students the opportunity to create an electronic on-line portfolio on Visual CV as part of a culminating assessment. Students will populate Visual CV with personal data needed for applying for and obtaining employment and/or internship experiences. Students will protect this data with a username and password. Students will grant access to potential employers and internship teacher (and parent if requested) by distributing access through e-mail.

By checking the appropriate box and signing below, I understand my child will create, revise and post personal information and portfolio requirements to an electronic on-line portfolio program using Visual CV.

If permission is not granted, the student will have the opportunity to construct a hard copy portfolio using a 3-ring binder.

- I give my son/daughter permission to use www.visualcv.com at school.
- I do not give my son/daughter permission to use www.visualcv.com at school.

Student-Learner Signature

Date

Student-Learner (Print Name)

Date

Parent/Guardian Signature

Date

Parent/Guardian (Print Name)

Date

Work-Based Learning Confidentiality Agreement

I understand that I may have access to confidential patient/client information and confidential information about the business and financial interests of my employer (referred to as “Business Partner” in this Agreement). I understand that Confidential Information is protected in every form, such as written records and correspondence, oral communications, and computer programs and applications.

I agree to comply with all existing and future Business Partner policies and procedures to protect the confidentiality of Confidential Information. I agree not to use, copy, make notes regarding, remove, release, or disclose Confidential Information, unless it is permitted by the Business Partner policy.

I agree not to share or release any authentication code or device, password, key card, or identification badge to any other person, and I agree not to use or release anyone else’s authentication code or device, password, key card, or identification badge. I agree not to allow any other person to have access to the Business Partner’s information systems under my authentication code or device, password, key card, or identification badge. I agree to notify the appropriate administrator immediately if I become aware that another person has access to my authentication code or device, password, key card, or identification badge, or otherwise has unauthorized access to the Business Partner’s information system or records.

I agree that my obligations under this Agreement continue after my employment or my time as a volunteer/employee/intern ends.

I agree that, in the event I breach any provision of this Agreement, the Business Partner has the right to reprimand me or to suspend or terminate my employment or volunteer status with or without notice at the discretion of the Business Partner, and that I may be subject to penalties or liabilities under state or federal laws. I agree that, if the Business Partner prevails in any action to enforce this Agreement, the Business Partner will be entitled to collect its expenses, including reasonable attorney’s fees and court costs.

Business Partner – Internship Site

Company Name

Student

Date

Student (Print Name)

Date

If under 18 years of age, a parent or guardian’s signature is also required.

Parent/Guardian

Date

Parent/Guardian (Print Name)

Date

**Sample Unified School District
Internship/Job Shadowing Program**

Re: Student participation in Internship/Job Shadowing Program

Dear Business Partner:

High school students who attend the Blank Unified School District are under the same insurance coverage at your location as they are at school as long as the students are not being paid. We consider your workplace to be an extension of the classroom.

While students are covered with liability insurance, their only health insurance is that which their family carries. All students have been apprised of this situation.

Please contact me if you have any concerns.

Sincerely,

Official Signature
Chief Financial Officer
Phone number
Email address