



ARIZONA DEPARTMENT OF  
**EDUCATION**

# Arizona Department of Education Career and Technical Education



## WORK-BASED LEARNING GUIDE

*We are a service organization committed to raising  
academic outcomes and empowering parents.*

Revised R. Garcia  
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## Section 1: Definitions

The Arizona Department of Education Career and Technical Education Work Based Learning Guide is intended to assist districts and schools with the development and embedding of work-based learning in CTE programs.

### What is Work-Based Learning?

Perkins V defines Work Based Learning (WBL) as

- Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in each career field that are aligned to curriculum and instruction.

WBL is included in reference to state plans, public policy, programs of study, and collaboration among secondary schools, post-secondary institutions, and employers. WBL is designed to support the application of technical knowledge and skills and Career Technical workforce requirements as referenced in

- Arizona Revised Statute 15-393
- Arizona Revised Statute 15-1283

WBL experiences must:

- demonstrate how the student is applying the technical skills learned in their programs through hands-on learning.
- allow students to develop professional skills to enhance their employability.
- be real life scenario or simulation based.
- WBL opportunities must be available to ALL CTE students.

WBL experiences can occur either at school, industry site, or virtual. The primary goal is to bridge the gap between theoretical knowledge gained in the classroom and the application of practical skills and knowledge required in the workforce.

### Work Based Learning Continuum

This guide helps districts, administrators, and teachers implement the Work-Based Learning Continuum. The graphic below highlights all four stages of the continuum.

- The **first** two stages—Career Awareness and Career Exploration, should be embedded into all CTE program courses.
- The **final** two stages—Career Preparation and Career Participation—focus on students' WBL experiences.

This guide provides support for planning and implementing experiences within these stages. Examples of each stage are included to illustrate possible options, though they are not exhaustive and may vary based on local needs.

### Work-Based Learning Experiences:

- Can be paid or unpaid.
- Must 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 Enterprises, Clinical and Simulated Labs).
- Must comply with federal, state, and business risk management policies.

### Job Shadow, Guest Speakers, Field Trips:

Giving students valuable experience in career decision making is a vital element of the WBL Continuum and CTE Programs. Job shadowing, guest speakers, and field trips **prior to a WBL experience** can help determine appropriate opportunities for individual student needs and goals. High-quality programs of study **do not** merely provide students with isolated workplace exposure. Programs should work to develop a continuum of experiences that progress in intensity from workplace tours and job shadowing to school-based enterprises, internships, and apprenticeships.

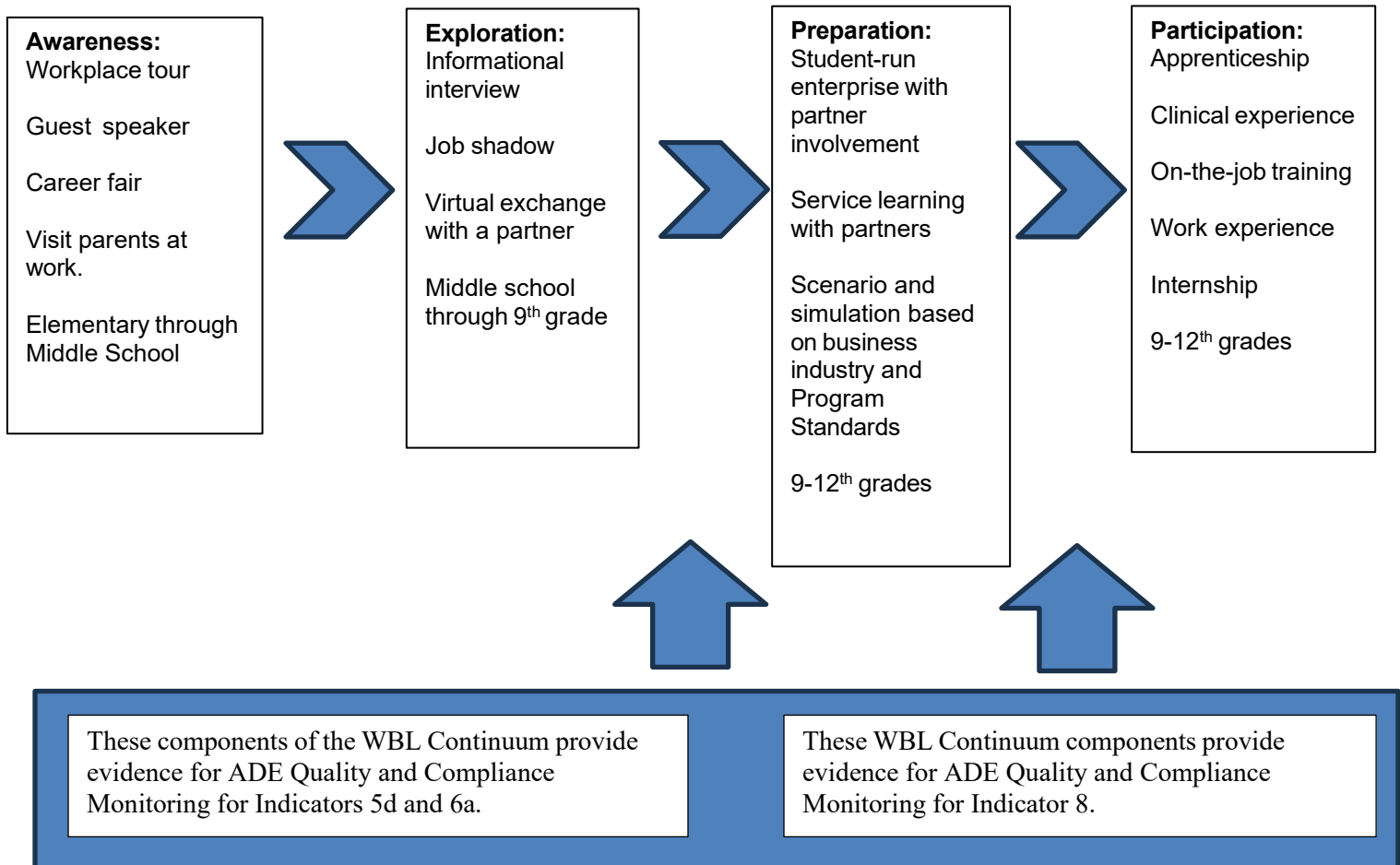
Job shadow, guest speakers, and field trips do provide business and industry involvement related to monitoring Indicator 5 of Quality and Compliance Monitoring Document. Using such experiences qualifies as community involvement, industry partner involvement, as well as career exploration as indicated in Work-Based Instruction.

- All experiences in career awareness lack application of knowledge and skills and **will not be considered a Work Based Learning Experience**.

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- 9<sup>th</sup> Grade Exploration experiences can be applicable to the Work Based Instruction description as it applies to monitoring Indicator 5d or 6a.

### Work-Based Learning Continuum



### Districts who use products to track Work Based Learning Experiences:

- Many districts track their Work Based Learning experiences with these products. Some of those identify job shadow, field trips, and guest speakers as WBL. For ADE Program Monitoring Services, those experiences can only be used for Indicator 5c as tangible, financial, and technical support to the program.
- Districts can use these systems to track any application of technical standard application of knowledge and skills such as scenario/simulation, internships, SAE, SBE, clinicals, or any other type of WBL listed in Section 2 of this guide.
- Districts will need to track experiences for CCRI points and could be useful for audit purposes.

## Section 2: Types of Work-Based Learning; Workplace Experience and Work-Based Instruction

1. *Workplace Experience (WPE)* is a structured opportunity for students or participants to gain real-world skills and knowledge by engaging directly with employers or professionals at a worksite, on an ongoing basis, in the industry of career interest.

Learning AT work. Train for employment and post-secondary education in a specific range of occupations. Sample Student Learning Outcome: Student demonstrates knowledge and skills specific to employment in a range of occupations in a career field. Experience differentiated by:

- a. Interaction with industry partners at a worksite over an extended period.
- b. Students engage in work at a worksite to develop mastery of occupation-specific skills.
- c. Experience lends to hours for completion of certifications or other requirements of a specific range of occupations.

WPE addresses Indicators 5,6 & 8 of the Quality and Compliance Monitoring Document (compliance and quality indicators).

2. *Work-Based Instruction (WBI)* is a detailed, step-by-step activity that allows the student to perform a specific task or process within a job or operation. It is typically used in classrooms or controlled environments to ensure consistency, safety, and quality, or when an industry partnership is not available.
  - a. Simulated workplaces: Classrooms are organized as a mock business operated by learners.
  - b. Workplace scenario: Teachers provide students with a scenario as close as possible to what they would find in the workplace and students carry out tasks independently, or with their peers, to complete tasks required by the scenario. Teachers should not be guiding students through these scenarios; they serve as an application of knowledge and skills students obtain during regular class instruction.
  - c. Workplace challenges and industry-sponsored projects: Students develop a product or provide service for a business partner.

WBI addresses Indicator 5 of the Quality and Compliance Monitoring Document Monitoring Document (Standards - Aligned and Integrated Curriculum and Engaging Instruction) compliance and quality indicators.

### Workplace Experience vs. Work-Based Instruction Examples:

WPE	WBI
Students make and sell shirts at Student Store (i.e. taking inventory, ordering, stocking, etc.)	Teacher provides a mock t-shirt order for students to fill
Students perform maintenance on HVAC unit with real customer work order	Students perform unguided maintenance on HVAC unit in class with a mock work order provided by teacher.
Students complete activities while participating in clinicals at a nursing home	Teacher provides students with a scenario, and students independently decide what tasks they need to complete (i.e. a patient has just been moved, and student needs to prep the room for new patient)
Students provide full catering service for a community event	Students develop a catering plan including location, attendees, allergy considerations, menu, cost, etc.
Students perform tasks in full-service salon accepting live clients (i.e. perform haircuts, shampoo clients, sweep hair, work front desk, etc.)	Teacher provides students with a mock hairstyle request and client backstory, and students independently execute style, taking backstory into consideration (i.e. mock client has extremely color damaged hair)
Students connect with local ranchers to discuss livestock hoof care needs. Students complete agreed upon hoof care services for local ranchers at the ranch	Teacher coordinates with local ranchers for livestock to be transported to the school and receive unguided hoof care services from students

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Students receive work orders from local companies to develop visual marketing materials.	Teacher provides students with <b>mock</b> work orders to develop visual marketing materials.
Student assists in development of client plans at a local wellness center (i.e. mobility exercises, strength building, recovery tracking, etc.)	Teacher provides students a patient scenario and students independently develop a patient plan (i.e. mock patient is a basketball player and sustains a knee injury)

Most School-Based Enterprises fall under WPE; however, details of the enterprise will be required to determine on a case by case basis. See section on School-Based Enterprises (pages 9-10) for more details.

### **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 technical skills learned during the CTE Program in the classroom. Internships provide the experience for the student to demonstrate practical application of program standards, skills, and 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. See these links for more information:

- <https://www.minimum-wage.org/arizona>
- <https://www.youthrules.gov/>
- DOL Department of Labor Wage and Hour Division - <https://www.dol.gov/whd/>
- Labor laws <https://www.azica.gov/labor-youth-employment-hours-restrictions>

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 at least 16 years of age are eligible to participate. Students must be enrolled in a CTE program prior to enrolling in a CTE internship. The course should be completed with their CTE sequence or concurrently enrolled in the last year of their CTE sequence.

### **Steps to 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. Students may also identify possible internship sites. Successful worksites are a valuable resource that can be utilized repeatedly.
- **Preparation of Students for Internship** – 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:
  - ***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.
  - ***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.
  - ***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.
  - ***Evaluation materials:*** Students will be evaluated by their worksite supervisors throughout the

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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 workspace, and informing students about company policies and procedures.
- Evaluation materials –
  - *Employer Evaluations*: Employers' responses to an internship program are essential for maintaining a successful operation. Provide employers with forms to evaluate the student's participation and to evaluate the program.
  - *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.
  - *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.
  - *Task 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.
  - *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.

## Cooperative Education

Cooperative education (Co-op) 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 for 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

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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 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.
- Each worksite/student must be visited periodically to check the student’s progress, attendance, appropriate work assignments, and safety.
- The WBL teacher/coordinator will visit the employer’s site prior to sending students to ensure that the proper safety and training conditions exist.
- 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 to describe their experience in the co-op.

### 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 the clinicals site and classroom learning. Credit hours, outcomes, and levels of intensity vary depending on the course of study.

- Identification of Potential Clinical Sites– The first step in setting up a clinical experience is finding individuals and organizations willing to take on the responsibility of working with a student, and those individuals that are approved by the appropriate medical state agency as an approved clinical site. If the clinical site is at a local college or medical provider facility, an Interagency Agreement (IGA) may need to be in place. Make sure to contact your district’s legal team for details and documentation.
- Preparation of Students for Clinicals – Students need to be thoroughly prepared before embarking on a

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clinical experience. Preparation includes classwork that focuses on research, career exploration, and skills that will be applied at the clinical site. Practical concerns must be addressed as well. Many districts provide students with a clinical handbook that includes the following:

- *Clinical agreements*: These agreements should include the purpose of clinical experience and an outline of the clinical site supervisor's and the student's responsibilities.
- *Dress and behavior expectations*: Remind students that they are representing the program, the school, and themselves at a clinical site. The teacher/coordinator should be aware of the dress code at each clinical site and discuss appropriate attire with the student. Students must be informed about sexual harassment issues.
- *Checklist*: Give students a checklist that includes everything they need to do to prepare for clinicals. These may include preparing a résumé, developing objectives, contacting employers, arranging schedules and transportation, and doing background research.
- *Evaluation materials*: Students will be evaluated by their clinical site supervisors throughout the 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 clinical experience, as well. Student evaluations of the program are helpful to ongoing program improvement.
- Overview of legal responsibilities – Clinical site 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 clinical site supervisors understand their legal responsibilities and potential liabilities in advance.
- 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.

### **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 experience. These SAEs may be 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.

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

### **Registered Apprenticeships**

Registered Apprenticeship is a voluntary industry-driven system for careers requiring a range of high-level skills, and is full-time, paid employment. It includes technical skills training with built-in career placement. Individual business, employer associations, or labor-management organizations may offer Registered Apprenticeships. 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.

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.

<https://des.az.gov/services/employment/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, providing realistic and practical work experiences that reinforce classroom instruction. SBEs can sell to consumers through a permanent location, a mobile kiosk, or through e-commerce school stores. Products may include spirit wear, food and beverage items, signs and banners, etc. Other SBEs provide services such as creative design, full-service catering, automotive maintenance, etc.

School-Based Enterprises are effective educational tools to help prepare students for the transition from school to work or careers. For many students, they provide their first work experience. For others, they provide an opportunity to build management, leadership skills, and career exploration. The SBE should be designed to lead a student to a productive career. The school programs of study must provide the skill development needed to become successfully prepared for the world of work or career.

Large scale endeavors will require input and assistance from teachers and administrators to be successful. The SBE must be run by students. Teachers serve as advisors but not chief executive officers. Some operate as regular small businesses, letting students apply the academic and CTE skills developed in the program. Students gain experience in entrepreneurship, accounting, budgeting, cash-flow management, marketing, inventory control, and business and industry related 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 SBEs:**

1. Assess and define the product or service through research
  - Student and teacher interest
  - Possible ventures
  - Decide and commit.
2. Build the Support of Key People
  - Teachers
  - Students
  - Administrators
  - 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)

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4. Establish a Structure for the SBE
  - Basic organization
  - Curriculum/Training
  - Scheduling
  - Facilities, equipment, and supplies
  - Finances
  - Delivery of products/services
5. Implement production, services, and strategic planning
  - Equipment and supplies
  - Workforce and their role
  - Sales and marketing strategies
  - Maintain budgets
  - Maintain inventory
  - Sales forecast

### **Scenario and Simulations Based on Business, Industry, and Program Standards**

Work Based Learning can occur in the classroom with scenario-based simulations. Students work both independently or in teams to apply problem solving and decision-making skills while developing new products, providing patient care, completing customer orders, etc. Students can complete scenario-based simulations from a variety of CTE programs on campus such as welding, construction, media, cosmetology, medical assisting, and more. This delivery method of Work Based Learning provides direct experience with industry standards and uses technical skills learned while in the classroom. This delivery method also validates the skills and purchase of industry equipment on campus.

#### **Examples:**

- A construction program may build sheds and sell them to the public.
- Media production may 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 open to public working days as part of their program.

#### **Elements to consider:**

- 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.

#### **Service-Learning Project:**

Service-Learning Project experiences enable students to learn and apply CTE Program Standards, technical, social, and personal skills to improve the community, and continue individual growth. They also develop a lifelong ethic of service. During a service-learning experience, students identify an interest and a community need and then develop and complete a project. Students complete structured activities before, during and after the experience to reflect and self-assess. The National Youth Leadership Council (NYLC) established eight standards for service learning:

1. Meaningful Service: Service learning actively engages participants in meaningful and personal relevant service activities.
2. Link to Curriculum: Service learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
3. Reflection: Service learning incorporates multiple challenging reflection activities that are ongoing and

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- that prompt deep thinking and analysis about oneself and one's relationship to society.
4. Diversity: Service learning promotes understanding of diversity and mutual respect among all participants.
  5. Youth Voice: Service learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.
  6. Partnerships: Service-learning partnerships are collaborative, mutually beneficial and address community needs.
  7. Progress Monitoring: Service learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals and uses results for improvement and sustainability.
  8. Duration and Intensity: Service learning has sufficient duration and intensity to address community needs and meet specified outcomes.

## Service-Learning Projects

### Steps for the Service-Learning Coordinator

- Review career assessment results.
- Identify interested and qualified students.
- Cultivate community partnerships to help secure contacts for students.
- Orient student to expectations, including safety requirements (e.g., personal protective equipment).
- Work with students to develop a project framework.
- Confirm logistics, including transportation for students, parent/guardian permission and emergency contact information.
- Encourage students to share information regarding support and accommodations needed to be successful in the workplace so that any community partners may be aware of student needs (e.g., health issues or dietary restrictions).
- Finalize each student's Service-Learning Project Plan with the student, parent/guardian and employer.

### Steps for the Student

- Planning and Implementation
  - Identify an area of interest.
  - Define a community need.
  - Establish community contacts.
  - Get a preapproval of the project.
- Research
  - Conduct academic research.
  - Identify experts in the field.
  - Become familiar with relevant local, state, and federal ordinances, codes, and laws.
  - Organize findings and data.
  - Review research with WBL and Service-Learning coordinator (and project partner, if applicable).
- Proposal Development
  - Define the project (who, what, when, where, and how).
  - Follow written standards and expectations.
  - Define project resources.
  - Create a project timeline.
  - Receive approval from project partner, if applicable.
- Approval and Permission
  - Present proposal for approval.

## Work-Based Learning Guide

- Edit as needed.
- Obtain permissions or permits.

Source: [NYLC](#)

### **Summer School Internship:**

Districts and schools may choose to provide summer school internships and it is a local decision to do so. ADM requirements must be met. For College and Career Readiness Indicator points, the 120-hour requirements will apply. The Summer School Internship model will require the same steps and documentation as a school year internship.

### **College and Career Readiness Indicator point Qualifications for WBL**

From the State Board of Education College and Career Readiness Indicator Requirements, a well-defined Work Based Learning experience of at least 120 hours must be in place. To meet these requirements, below is a list of recommendations for your WBL Experience descriptions:

- Complete a WBL Experience with documented time of 120 hours.
- Complete all documentation required regarding:
  - 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 WBL site prior to sending students to ensure that the proper safety and training conditions exist.
  - Each WBL site 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.
  - An employer/supervisor evaluation report must be on file.
  - A student evaluation of their WBL experience must be on file.

\*Example documents for these requirements are in the Resources section of this guide.

### Section 3: Roles in 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 integrated into 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. Each party must agree to the experience. 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 discourage 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 program standards 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 (Coop, DCE, Internships)**

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 sites 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

## Work-Based Learning Guide

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:
  - Once a week during the first and second weeks of employment.
  - Once every two weeks during the next six to ten weeks of employment.
  - Once a month for the duration of the experience.
  - On demand, as necessary, to mediate performance problems and to ensure adherence to the training agreement and training plan.
- Required Documentation:
  - Detailed description of the WBL experience. WBL opportunity must be available to ALL CTE students
  - Training agreement (include District-mandated permission slips if required by District)
  - Training plan with clear program specific goals
  - Wage and/or hour report (hours if not paid)
  - Journal/Diary
- Other Documentation suggestions:
  - Visitation notes/reports
  - Employer evaluation reports

### 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 with 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.

### Liability Concerns

Work with your district's attorneys as they know your school/district policies regarding student safety, security, legal obligations, and responsibilities. Some schools use The Trust to provide property and liability coverage or related services. <https://www.svc.the-trust.org/Home/AboutUs>.

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. See these links for more information:

- <https://www.minimum-wage.org/arizona>
- <https://www.youthrules.gov/>
- DOL Department of Labor Wage and Hour Division - <https://www.dol.gov/whd/>
- Labor laws <https://www.azica.gov/labor-youth-employment-hours-restrictions>

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.

### **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.
- Make 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.
- Industry experience and current demands into the working classroom.

#### **Business Role:**

- Co-create a training agreement and training plan.
- Interview students.
- Sign and abide by agreements/forms.
- Facilitate the students' 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.
- Parents will not always be involved in scenario or in class simulation based WBL.

### **How Work-Based Learning Can Positively Affect 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.

#### **ADE WBL Achievement Certificate:**

To qualify for the ADE Work Based Learning Certificate, a student must complete the following requirements:

- 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.
- Complete a WBL Experience with time of 120 hours.
- CTE Program Teacher Letter of Recommendation
- For internships, coop, diversified coop, SBE, SAE and healthcare clinicals, complete all documentation required regarding:
  - Parent or guardian agrees to accept responsibility for the student's safety and conduct while traveling to and from school, place of employment, WBL site 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 WBL site/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.
  - An employer/WBL experience evaluation report must be on file.
  - A student WBL experience evaluation must be on file.

**Resources for Work-Based Learning**

The following resources are available to assist Districts, Schools, and Teachers with Work Based Learning planning. These resources are intended to give suggestions, supply sample forms, and assist with clarification of requirements. If a specific situation arises that is not listed below, and more information is needed, please contact an ADE CTE Program Specialist and the ADE CTE Program Services Director.

**Work Based Learning Examples by Program Area**

Program	Work-Based Learning Example
Agriculture and Welding:	<ul style="list-style-type: none"> <li>• Buy and show a calf at fairs.</li> <li>• Provide a kennel-cleaning service.</li> <li>• Provide equine-training services.</li> <li>• Manage school greenhouse.</li> <li>• Construct and sell game feeders.</li> <li>• Operate a poultry litter clean-out service.</li> <li>• Stock and maintain fish populations in ponds.</li> <li>• Raise wild game fowl for sale to local hunters.</li> <li>• Work for animal veterinarian’s clinic.</li> <li>• Students go to Animal Control to assist with a variety of procedures. School lab on-site health check clinics for community.</li> <li>• Work as a produce manager in a grocery store.</li> <li>• Operate a lawn maintenance/mowing service.</li> <li>• Grow flowers for sale at a local farmers’ market.</li> <li>• Start your own spraying business.</li> <li>• Start a custom spraying service that utilizes GPS.</li> <li>• Collect wild mushrooms and sell to local vendors Sell picked vegetables.</li> <li>• Design, build and sell lawn ornaments.</li> <li>• Map fields, weeds, etc. for producers using GPS and GIS</li> <li>• Start a leaf collection service in the fall and sell mulch in the spring.</li> <li>• Work in a welding shop</li> <li>• Weld for Community Projects</li> </ul>
Business and Marketing, Communication Media Technologies	<ul style="list-style-type: none"> <li>• School store: students sell candy items, snacks, school swag like T-shirts, lanyards.</li> <li>• District-approved snack and beverage cart/kiosk</li> <li>• Simple tax form preparation assistance for school/district stakeholders and community members</li> <li>• School-based/located credit union. District business/finance offices intern.</li> <li>• School-based production of animated films and “shorts.”</li> <li>• Student publications-yearbook, newspaper, online blog, etc.</li> <li>• Community publications – produces a weekly printed newspaper that is delivered to local-area restaurants and other community locations.</li> <li>• Student portraits for IDs, yearbook, etc.</li> <li>• Holiday/family portraits for school/district stakeholders and community members.</li> <li>• Designs and manufactures apparel for local schools, clubs, sports teams, and some small nonprofit organizations.</li> <li>• On-demand design and print services–posters, signs, banners, flyers, programs, stickers, t-shirts, etc.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Student broadcasts—daily/weekly broadcasts (via local network or online) of school-related news and sporting events and topics</li> <li>• Community broadcasts—regularly-scheduled broadcasts (via community TV channel or online) of school- and community-related news.</li> <li>• Live video recording, production, and distribution/broadcast of school- and community-based events.</li> <li>• On-demand design services—posters, signs, banners, flyers, programs, t-shirts, Websites, logos, brand artifacts, etc.</li> <li>• Local radio station.</li> <li>• Studio recording, production, marketing, and distribution of professional-grade music recordings/CDs/online tracks (Arcadia, Lake Havasu, and others).</li> <li>• Live audio recording, production, and distribution/broadcast of school- and community-based events.</li> </ul>
<p>Construction Technologies and Stagecraft</p>	<ul style="list-style-type: none"> <li>• Design buildings and landscapes.</li> <li>• Build cabinets, baseball bats, bowls, corn hole boards, furniture, stain, and paint furniture.</li> <li>• Build tables, displays, electrical boards, derby cars, culinary boards,</li> <li>• Frame walls with contractor order.</li> <li>• Hang drywall with contractor order.</li> <li>• Paint walls with contractor order.</li> <li>• Maintain school facilities.</li> <li>• Install plumbing fixtures.</li> <li>• Lay block with contractor order.</li> <li>• Install fencing with order.</li> <li>• Renovate school stables.</li> <li>• Build and sell sheds.</li> <li>• Trouble shoot HVAC systems.</li> <li>• Build and design displays.</li> <li>• Put on stage shows.</li> <li>• Install stage lighting and design sets.</li> <li>• Create costumes, maintain, and update stage and equipment.</li> </ul>
<p>Education and Training</p>	<ul style="list-style-type: none"> <li>• Daycare student workers before their school day or after their day</li> <li>• Designing and presenting lessons</li> <li>• Internship at local elementary school</li> <li>• Infant simulators</li> </ul>
<p>Engineering Sciences, Information Technologies</p>	<ul style="list-style-type: none"> <li>• Student-run business in a fully functional IT school lab, troubleshooting and repairs on computers, laptops, mobile devices, gaming consoles, network devices, and servers.</li> <li>• Repair and perform maintenance on one-to-one devices owned by district</li> </ul>
<p>Family and Consumer Sciences</p>	<ul style="list-style-type: none"> <li>• Catering Services</li> <li>• Coffee/tea service/shop</li> <li>• Food Pantry</li> <li>• Dining service/ café</li> </ul>

	<ul style="list-style-type: none"> <li>● Industry internship</li> <li>● Community Projects</li> <li>● Culinary/baking competitions</li> <li>● Online simulations- Hotel Protocol, FOH/BOH, restaurant scenarios</li> <li>● Travel &amp; Tourism Planning- create a brochure and/or itinerary.</li> <li>● Design and/or make theatre costumes or other garments.</li> <li>● Internship w/ Fashion Design &amp; Merchandising partner</li> <li>● Students perform Fashion Show along with CTE Expo</li> <li>● Mock Designing for clients (scenarios)</li> <li>● Design and/or make elements of interior for theatre sets.</li> <li>● Internship w/ Interior Design partner</li> <li>● Renovations &amp; Design Change</li> </ul>
<p>Health Science Technologies and Cosmetology</p>	<ul style="list-style-type: none"> <li>● Student participates in healthcare scenario made by instructor to complete tasks.</li> <li>● Bioscience Online simulations</li> <li>● Model kits with a university program or industry partner with labs and lab journal/google portfolio             <ul style="list-style-type: none"> <li>- Career College Portfolio</li> <li>- Healthcare work based projects</li> <li>- Healthcare work based internships</li> </ul> </li> <li>● Working in a dental office             <ul style="list-style-type: none"> <li>- Assisting at a dental clinic event</li> <li>- Participating in dental care education for children and adults</li> </ul> </li> <li>● Vital Signs clinics</li> <li>● Athletic Physicals Clinics</li> <li>● Before, during, and after the game, students work the athletic events.</li> <li>● Students do Clinicals in hospitals and nursing homes.</li> <li>● Massage clinic offering services to the public.</li> <li>● Students work in salon or barbershop             <ul style="list-style-type: none"> <li>- Students apply cosmetology skills to customers.</li> </ul> </li> </ul>
<p>Public Service Careers, Transportation Technologies</p>	<ul style="list-style-type: none"> <li>● Students can practice what they learn in a real-world setting using live cars to mirror repairs made in local body shops.</li> <li>● participate in the day-to-day life of working at a real body shop.</li> <li>● Fire service simulation and training in facilities used for actual academies.</li> <li>● Train in facilities used for academies</li> </ul>

**Website Resources:**

**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/>

**Linked Learning Alliance Work-Based Learning Continuum**

<https://d985fra41m798.cloudfront.net/resources/LLA-WBLConitnuum.pdf?mtime=20211018124137&focal=none>

**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**

**Below is a list of sample forms that can be used in your Work Based Learning Programs. 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
  - Training Plan
  - WBL Internship Handbook Example #1 (Includes Training agreement, Training Plan, and Journal Prompts)
  - WBL Internship Handbook Example #2 (Includes Training agreement, Training Plan, Hour/Wage Report, and Journal Prompts)
  - Healthcare Clinicals Standard Facility Agreement Example
  - Non-Medical Standard Facility Agreement 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 regarding 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. Ensuring 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 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*

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**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:	

<b>Project Description and Objectives</b>
Give a brief description of the project with purpose, outcomes and time line

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:

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**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](http://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](http://www.visualcv.com) at school.
- I do not give my son/daughter permission to use [www.visualcv.com](http://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 Program**

**Re: Student participation in Internship 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



--	--	--	--

**Please note:** Your goal is to complete at least 12 of the 15 competencies listed above – 80%.

<b><u>Business Partner Mentor-Employer Goals</u></b> <i>(Goals can include specific job functions or goals)</i>	<b><u>Goal Date</u></b>	<b><u>Date Achieved</u></b>	<b><u>Mentor's Initials</u></b>
<b>Company philosophy and/or mission statement</b>			
<b>Company policy and procedures including attendance</b> <i>(Who do I contact when I need to miss a day?)</i>			
<b>Company safety standards</b>			
<b>Company hierarchy</b>			
<b>Company hiring and promotion process</b>			

*Identify with your mentor at least three other goals.*

<b><u>Student-Learning Goals</u></b> <i>(Goals will include skill sets leading to career goal)</i>	<b><u>Goal Date</u></b>	<b><u>Date Achieved</u></b>	<b><u>Mentor's Initials</u></b>
<b>To obtain a work-based learning experience in my career choice.</b>			
<b>To obtain mastery in 80% of my competencies.</b>			
<b>To complete the required hours for my work-based learning experience.</b>			

*Identify at least three other goals.*

The Business Partner Employer-Mentor carries the responsibility to comply with all applicable federal and state laws. The Student-Learner is covered by (enter District insurance information here). The ENTER DISTRICT NAME HERE Work Based Learning Experience will not interfere with the schooling of the minors or with their health and well being. The work of the Student-Learner in the occupations declared particularly hazardous shall be incidental in his/her training; such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person, who has given prior instructions to the student-learner.

*I have received and read a copy of my responsibilities and will abide by them:*

Business Partner Employer-Mentor: \_\_\_\_\_ Date: \_

Student-Learner: \_\_\_\_\_ Date: \_

Teacher-Coordinator: \_\_\_\_\_ Date: \_\_\_\_

*Original: Teacher-Coordinator; Copies to: Student-Learner, Business Partner Employer-Mentor*

**School OR DISTRICT LOGO HERE**

EXAMPLE  
Career and Technical Education  
Work Based Learning Program  
Internship Handbook #1  
2024-2025

## **CTE WBL Internship Handbook**

1. CTE Internship FAQs
2. Work Based Learning (WBL)-Internship Student Information
3. WBL Training Agreement
4. WBL Training Plan
5. Transportation Agreement Form
6. Student Performance Evaluation
7. Student Diary/Journal Prompts
8. Visit Monitoring Checklist

## CTE Internship Packet

### What is a CTE Internship?

A CTE Internship is a type of Work Based Learning (WBL) experience that allows students to develop their professional skills to enhance their employability. 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. This experience uses training agreements and plans to outline what students are expected to learn and demonstrate at the worksite.

### Who is eligible to participate in the CTE Internship?

Students who are classified as seniors (12th grade) and at least 16 years of age are eligible to participate. Students in internships must have completed the second year course or be concurrently enrolled in the second year course. The CTE Internship must be directly related to the CTE program in which the credit is earned. Students must work at their internship a minimum of 60 documented hours per semester to earn ½ credit per semester (120 hours a year for 1 credit).

### What records are required for each student?

Internship coordinator must have the following on file:

- \*Student Application
- \*Training Agreement
- \*Training Plan
- \*Wages/hour report
- \*Visitation notes/reports
- \*Employer/mentor evaluation reports
- \*Journal/Diary

### What are the responsibilities of the teachers assigned to supervise the CTE Intern?

- Maintain any valid CTE teaching certificate
- Comply with all labor laws
- Educate employers/mentors about program technical standards and the student learning objectives
- Identify, research, contact and develop safe industry-based student work sites
- Develop each student's Training Plan and Training Agreement and secure signatures
- Evaluate students in cooperation with employers/mentor
- Maintain appropriate work hours documentation
- Work collaboratively with CTE Program teachers
- Verify that student placements are in compliance with the program technical standards
- Ensure that all "registered" Internship students have placement within 4 weeks of the start of the school year.

### What are the responsibilities of the Program Teacher?

The teacher must:

- Develop a selection process to identify internship participants
- Work collaboratively with teacher assigned to supervise interns, if other than program teacher
- Verify that all student placements are in compliance with the program technical standards

## Work Based Learning Student Information

**Student Name:**

**Date of Birth:**

**Age:**

**Home Address:**

**City:**

**Zip Code:**

**Student Cell Phone: \_**

**Student School E-mail:**

**Parent/Guardian Name:**

**Parent/Guardian Phone Number:**

Program Placement Criteria Statements.

- **A WBL PLACEMENT IS A PRIVILEGE NOT A RIGHT.**
- A placed student will adhere to all state and federal laws pertaining to youth employment and exemptions.
- A placed student will adhere to all WBL site company rules, policies, and safety requirements while participating in the program.
- A placed student will adhere to all district/school WBL program paperwork requirements, including the timely submission of logs, safety forms, and work assignments (in class and worksite).
- A placed student will conduct themselves in a professional manner while at the worksite.
- A placed student will arrive on time and will contact immediately her/his WBL instructor/coordinator and WBL site supervisor if it is determined that a timely arrival or absence will occur.
- A placed student will secure her/his own transportation to the approved WBL site company location.
- A placed student may not be supervised by a company and/or site supervisor who is related to the student.

By signing this application, I confirm that I will agree to the above placement criteria statements, and that I will complete and submit the following as part of the pre-placement requirements:

- Placement application questions
- A WBL placement reference letter (teacher, counselor, or current job supervisor)
- Employer/Mentor conducted interview (if requested)

Student Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Work Based Learning Student Information**

### Student Applicant Responses

1. My CTE Program of Study and/or Specialized Pathway. (Please be specific.)
2. By participating in an internship, I hope to... (complete the statement)
3. By participating in an internship, I believe it will impact my academic and career goals in the following manner... (complete the statement)
4. I believe that I will contribute to my internship worksite in the following ways:
5. What does Workplace professionalism mean to you? (Use complete sentences.)

## Work Based Learning Training Agreement

**Student Name:**

**Date of Birth:**

**Age:**

**Home Address:**

**City:**

**Zip Code:**

**Parent Phone:**

**Cell Phone:**

**Student School E-mail:**

**Business Partner Employer-Mentor Name:**

**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 \_\_\_\_\_ High 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.

## Work Based Learning Training Agreement

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.
4. Accepts responsibility for providing transportation to and from the workplace.

### The 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 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.

## Work Based Learning Training Agreement

\_\_\_\_\_  
Student-Learner Date

\_\_\_\_\_  
Parent/Guardian Date

\_\_\_\_\_  
Business Partner Employer-Mentor Date

\_\_\_\_\_  
Teacher-Coordinator Date

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

# Internship Training Plan

## Purpose of the Training Plan:

The Training Plan is a mutually agreed upon guide among the Employer/Mentor, the Student and Teacher/Coordinator as the targeted progression of skills to be obtained by the Student on the training site by the conclusion of the CTE Internship experience. The minimal State Standards (including State Professional Standards and State CTE Program Standards) listed are to be addressed according to the agreed upon training plan. The student's career goal will be used as the focus for the development of the training plan. Progress checks will be conducted quarterly.

Student Name:

Employer/Mentor:

Employer/Mentor Company:

Teacher/Coordinator:

Student Career Goal #1: To obtain a CTE Internship experience in the field of my CTE program.

Student Career Goal #2:

CTE Program of Study:

CTE Program Courses **Complete** & Dates of Enrollment:

Course Name	Dates of Enrollment

CTE Program Courses in **Progress** & Dates of Enrollment:

Course Name	Dates of Enrollment

## Internship Training Plan

<b><u>CTE Program Standards</u></b> Select the six CTE program standards that best relate to your internship responsibilities.	<u>Goal Date</u>	<u>Date Achieved</u>	<u>Employee Mentor Initials</u>

<b><u>Professional Standards</u></b>	<u>Goal Date</u>	<u>Date Achieved</u>	<u>Employer Mentor Initials</u>
<b>Complex Communication</b> – Employs complex communication skills in a manner that adds to organizational productivity			
<b>Collaboration</b> – Collaborates, in person and virtually, to complete tasks aimed at organizational goals.			
<b>Thinking and Innovation</b> – Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions			
<b>Professionalism</b> – Conducts oneself in a professional manner appropriate to organizational expectations			
<b>Initiative and Self-Direction</b> – Exercises initiative and self-direction			
<b>Intergenerational Cross-Cultural Competence</b> – Interacts effectively with different cultures and generations to achieve organizational mission, goals and objectives			
<b>Organizational Culture</b> – Functions effectively within an organizational culture			
<b>Legal and Ethical Practices</b> – Observes laws, rules and ethical practices			
<b>Financial Practices</b> – Applies knowledge of finances for the profitability and viability of the organization			

## Internship Training Plan

<b><u>Employer/Mentor Goals</u></b> Identify at least 3 goals with your employer/mentor. Goals can include specific job functions	<u>Goal Date</u>	<u>Date Achieved</u>	<u>Employee Mentor Initials</u>
For example: Read company philosophy and/or mission statement			

<b><u>Student Goals</u></b> <i>Identify at least 3 goals that include skill sets leading to career goal</i>	<u>Goal Date</u>	<u>Date Achieved</u>	<u>Employee Mentor Initials</u>
Obtain a CTE Internship experience in my career choice			
Complete the required hours for my CTE Internship experience			
Receive a recommendation letter from my employer/mentor			

Employer/Mentor: \_\_\_\_\_

Date: \_\_\_\_\_

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher/Coordinator: \_\_\_\_\_

Date: \_\_\_\_\_

**Parent and Student Transportation Verification**

Student and parent(s)/guardian(s) accept responsibility for the safety and welfare of the student while actively involved at this internship placement. Please note that during the student’s internship time, they will not be in class. Some students will complete their internship hours during their scheduled class time and other will complete their hours after school and/or on the weekends. This flextime schedule means the student will be released and should not be on campus. Parents are also acknowledging approval of the transportation arrangements as described here.

Please describe what arrangements you have made for travelling TO your internship location from the High School Campus on school days:

Please describe what arrangements you have made for travelling FROM your internship location from the High School Campus on school days:

By signing this document, parents are also giving permission for your student to leave campus for internship purposes only.

We understand that the \_\_\_\_\_ School District and Administration assume no responsibility when a student travels in a private vehicle.

\_\_\_\_\_  
Print Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Parent Name

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

## Student Performance Evaluation

Professional Skills	Novice	Proficient	Expert/Leader	<p><b>Please check appropriate rating for each workplace standard using the indicators below:</b></p> <p><u>Novice:</u> Executes basic skills and performs entry level work.</p> <p><u>Proficient:</u> Demonstrates knowledge and skills of a successful employee.</p> <p><u>Expert/Leader:</u> Demonstrates knowledge and skills of an exemplary employee.</p>
<p><b>1.0 COMPLEX COMMUNICATION:</b> Employs complex communication skills in a manner that adds to organizational productivity.</p>				<p>Uses communication style appropriate to audience and situation. Communicates effectively in a diverse work environment. Exercises competence in using technology.</p>
<p><b>2.0 COLLABORATION:</b> Collaborates, in person and virtually, to complete tasks aimed at organizational goals.</p>				<p>Respects contributions of others Build team relationships and take on role responsibility. Manages information with sensitivity</p>
<p><b>3.0 THINKING AND INNOVATION:</b> Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions.</p>				<p>Uses resources to define a problem and takes action. Evaluates self and maintains an attitude of openness. Creates/innovates to improve workplace productivity.</p>
<p><b>4.0 PROFESSIONALISM:</b> Conducts oneself in a professional manner appropriate to organizational expectations.</p>				<p>Manages time in accordance with organizational expectations. Represents organization and performs work with a positive manner. Manages resources to benefit the organization.</p>
<p><b>5.0 INITIATIVE AND SELF-DIRECTION:</b> Exercises initiative and self-direction in the workplace.</p>				<p>Functions independently within the organizational structure. Builds learning relationships while cooperating with colleagues. Adjusts to change and applies new resources.</p>
<p><b>6.0 INTERGENERATIONAL AND CROSS-CULTURAL COMPETENCE:</b> Interacts effectively with different cultures and generations to achieve organizational mission, goals and objectives.</p>				<p>Selects from technological and non-technological methods/tools to communicate across generations Relies upon the wisdom and experience of others to accomplish work. Uses relevant intergenerational and cross-cultural communication</p>
<p><b>7.0 ORGANIZATIONAL CULTURE:</b> Functions</p>				<p>Fits work performance to the organizational structure</p>

## Student Performance Evaluation

effectively within an organizational culture.				Works in a manner that reflects organizational values Performs work that advances organizational growth and success.
<b>8.0 LEGAL AND ETHICAL PRACTICES:</b> Observes laws, rules, and ethical practices in the workplace.				Respects the organization's physical and intellectual property and adheres to policies/procedures. Demonstrates loyalty to the organization, its mission, and resources. Takes responsibility for one's actions in the workplace.
<b>9.0 FINANCIAL PRACTICES:</b> Applies knowledge of finances for the profitability and viability of the organization.				Acts prudently with organizational resources Articulates financial goals and strategies of the organization. Relates work performance to company profitability.
<b>NOTES</b>				

## Student Journal Prompts

Using Team Assignments, the following prompts can be used to help student reflect their diary/journal requirement. A weekly assignment is recommended.

### Directions for the students.

Please answer the question in paragraph form with 5-7 sentences using correct grammar and punctuation.

Week	Prompt for Reflection
1	What do you hope to accomplish in this internship? What are your specific goals?
2	What are your expectations for this experience?
3	What are your initial reactions to your first few days? What are you looking forward to? Is there anything you are disappointed about?
4	What new skills or experiences have you learned this week? (Be Specific!)
5	Create two short-term goals and two long-term goals you want to accomplish by the end of your senior year. How will participating in the CTE Internship program assist you in accomplishing your goals?
6	What is going to be your biggest challenge in this internship?
7	Do you feel like you fit into the organization? Why or why not?
8	What makes you feel best when you are making progress toward a significant personal goal? List three things that help you make progress.
9	Now that you have spent time at your internship, have you noticed the difference in dress code from your internship site and your school? What is the dress code at your internship site and has that been an adjustment for you?
10	What goals have you met so far? What goals do you still need to meet? Have you changed any of your goals?
11	How has your perception of the internship/organization changed since you started the internship?
12	What steps have you taken to address the challenges and disappointments that you identified in your early journal entries?
13	What is surprising about the internship?
14	How have you contributed to the organization?
15	What have you learned from your supervisor about motivating and/or managing employees?
16	What have you learned from the routine parts of the internship?
17	What do you think are your strongest attributes as an intern?
18	Have you been able to build a rapport with other people in the organization? If so, how did you do so? Does this come easily for you? Why or why not?

## Student Journal Prompts

19	In what ways do you feel like you can improve your performance?
20	Have you experienced any bad days or disappointments on the job? How did you react? Would you react differently next time? How so?
21	Is your personality a fit for this organization? Do you notice particular personality types working in this industry?
22	How are you accomplishing your goals for this experience?
23	What are you learning about yourself through this experience?
24	Were your expectations for this experience realistic? Why or why not?
25	What has been your biggest success so far in this internship?
26	How have you changed as a result of this experience?
27	What have you done that you didn't ever think you would ever be able to do?
28	What is the most important thing that your organization does?
29	What changes would you make if you had the chance to do this over again?
30	What would you do differently in this organization if you were the boss/owner?
31	How would you describe your work style based on your behavior at this internship?
32	How are you different than you were when you started this experience?
33	How has your experience so far strengthened or diminished your resolve to pursue this career?
34	What did you learn from your challenges in this experience?
35	How do you want your supervisor to remember you?
36	What recommendations would you give to other students doing an internship at this location?
37	What have you learned from your colleagues during this experience?
38	What would you say to convince a skeptical student to pursue his or her own internship experience?

# Visit Monitoring Checklist

## **Student Information**

Student Name:

Visit Date:

Visit #:

Program of Study:

Campus Name:

WBL Teacher:

## **Employer/Mentor Information**

Employer Name:

Phone:

Address:

Supervisor: \_

Phone:

Supervisor Email Address: \_

## **Placement Information**

Start Date:

Expected End Date:

Student Placement Duties - High-Level:

## Visit Monitoring Checklist

Use the following checklist to capture observations and identify key questions to ask during the monitoring visit. Some activities and interactions can be observed directly, while others may require specific questions for the supervisor, other company employees, and the student.

Overall, a monitoring visit should serve to achieve the following goals:

- Observe and confirm that the worksite provides a physically safe and culturally supportive environment for student learning.
- Support the employer in reinforcing the student's technical and employability knowledge and skills through work-related assignments.
- Support the employer in addressing any work professionalism concerns with the student.
- Celebrate student accomplishments and successes and document evidence of the student's technical and employability knowledge and skills growth.
- Identify opportunities for continued student technical and employability knowledge and skills growth while in the WBL placement.
- Build professional relationships with the company that can lead to future placement opportunities.

Other goals specific to this visit (list here):

--

### Physical Environment:

- Is the student's physical worksite environment safe and clean?
- Has the student been provided with the necessary resources, support, and equipment to complete assigned tasks?
- Is the student's work location near other employees?
- Is the student's work location near the worksite supervisor for easy access to support?

Notes:

--

## Visit Monitoring Checklist

### Cultural Environment:

- Does the worksite reflect appropriate professionalism for the student?
- Is the student viewed as a member of the company?
- Does the student interact and communicate well with employees?
- Does the student interact and communicate well with the worksite supervisor?
- Is the student given multiple opportunities to observe various jobs/roles in the company?
- Is the student treated with professionalism by employees of the company?

Notes:

### Learning Environment:

- Has the student been given or has been identified a task/problem to resolve that reflects their program and that reinforces and stretches their learned knowledge and skills?
- Can the student articulate what tasks have been assigned to them by describing what they are and how they impact the company?

Notes:

What regular, ongoing responsibilities have the student been assigned?

**Student Performance:**

- Does the supervisor confirm that the student arrives on time?
- Does the supervisor confirm that the student is dressed professionally?
- Does the supervisor confirm that the student demonstrates proper hygiene?
- Does the student demonstrate a professional attitude and etiquette?
- Does the supervisor confirm that the student completes work on time?
- Does the supervisor confirm that the completed work is to desired specifications?
- Does the student independently ask questions when assigned tasks are unclear?
- Does the student demonstrate an appropriate amount of independence in completing assigned tasks?
- Does the student appear to have confidence in their ability to complete assigned tasks to supervisor's satisfaction?

Notes:

**Employer Feedback:**

- Is the employer and supervisor generally satisfied with the student's performance and contributions?
- Are there technical knowledge/skills and/or employability skills that the student needs to strengthen?
- Is the placement experience viewed positively by the company, worksite supervisor, and other employees?
- Are there professionalism concerns the employer has with the student?

**Notes:**

What additional support is needed by the employer/supervisor to ensure the placement experience is successful for the company and for the student?

Career and Technical Education Work Based  
Learning Internship Program

**HANDBOOK**

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## **INTRODUCTION**

Hosting an internship can be a wonderful experience for all individuals involved. A successful internship can provide students with an unparalleled opportunity to apply their classroom knowledge to the workplace. Internships also provide organizations with high-achieving workers who can bring in a fresh perspective and ideas.

For an internship to be successful, both the work site employer and the student-intern must understand how an internship differs from a job, and both must commit to working together to make the most of the opportunity.

## **INTERNSHIP BENEFITS**

### **For Employers**

- Gain enthusiastic and motivated workers.
- Receive assistance with special projects.
- Gain a fresh perspective on current projects and procedures.
- Develop supervisory skills of staff.
- Access students with special skills and knowledge.
- Train new professionals in your field.
- Develop your own pool of potential employees.

### **For Students**

- “Test-drive” a career choice.
- Develop specific skills and knowledge related to a career.
- Develop a network of other professionals.
- Learn directly from experienced professionals.
- Gain experience in a real-world situation, including interviewing, working with others, communication skills, and culture of various work environments.

## **DIFFERENCES BETWEEN AN INTERNSHIP AND A JOB**

The National Society for Experiential Education defines an internship as “a carefully monitored work or volunteer experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience.”

The key phrases in this definition are “carefully monitored,” “intentional learning goals,” and “reflects actively.” In a typical entry-level job, an employee receives training to perform the tasks necessary for the position, and then the employee is expected to carry out the duties as assigned, preferably with little supervision.

In an internship, however, interns bring “intentional learning goals” that support their academic and career interest. In some cases, as the work site employer, you will be asked to assist the intern in developing these goals. This ensures that the goals are reasonable and also indicates your commitment to helping the intern achieve these goals during the internship.

Before committing to an internship program, work site employers should ask themselves:

1. Can I provide a meaningful experience that helps students explore career choices?
2. How will the intern be compensated? (An hourly wage, Letters of recommendation, contact opportunities, job shadowing, etc.)
3. Who will supervise the intern? This person must be available on a regular basis.
4. Can I provide a system for new employee training/orientation?
5. Will I be able to provide ongoing training and advisement?
6. Will I have the time to document intern hours and evaluate/reflect on their progress?

## STUDENT APPLICATION FORM

CTE Work Based Learning Internship Programs provide structured work-based experience for qualified seniors. Job placement assistance will be provided by the CTE Coordinator if the student shows a need in finding placement. Priority will be given to students who have successfully completed Career and Technical Education courses.

Student's Name: \_\_\_\_\_ Student #: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ Age: \_\_\_\_\_ Email Address: \_\_\_\_\_

Home Phone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ Other Phone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ Drivers License: Yes \_\_\_\_\_ No \_\_\_\_\_

Parent's or Guardian's Name: \_\_\_\_\_ Parent's Work Phone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Skills or Training (can include skills you have used in classes, in your home or in a paying job):

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Work History (Where have you been employed in the past?) (paid or unpaid): \_\_\_\_\_

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Why did you leave the above place (places) of employment: \_\_\_\_\_

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Why do you want to be in the CTE Work Based Learning Internship program? \_\_\_\_\_

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Ideally, what type of work would you like to do? For example, work in a Department Store or Doctors Office, be sure your skills match your choice.

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Specific business for which you would like to work (Names of stores, companies, offices, etc.)

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What are your goals for your senior year? \_\_\_\_\_

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Do you plan on attending college? \_\_\_\_\_ If so, where? \_\_\_\_\_

Describe any physical limitations that might affect your work. \_\_\_\_\_

---

Can you provide your own transportation? \_\_\_\_\_

Portion below this line is to be completed by the student **AND** the guidance counselor

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Current GPA: \_\_\_\_\_ Cumulative GPA: \_\_\_\_\_ # of absences this year: \_\_\_\_\_  
# of suspensions: \_\_\_\_\_ # of tardies: \_\_\_\_\_ I am on track to graduate: YES NO

Please list the required courses you must take next school year to graduate:

\_\_\_\_\_  
\_\_\_\_\_

Guidance Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## STATEMENT OF RESPONSIBILITY

**PARENTS:** I agree to follow the policy and procedures of the work-based learning internship program and will do my part in assisting my son/daughter to fulfill obligations to the program including regularity of attendance and maintaining a satisfactory scholastic standing. I realize that my child will be leaving the school campus before the end of the regular school day to report to his/her place of employment for job training. I shall urge my child to exercise extreme caution in getting to work. I will NOT hold (DISTRICT NAME HERE) Unified School District, school employees, district administration, or the school board responsible for any accident, should it occur, that might involve my child on his/her way to work.

**STUDENT:** I have discussed the program with my parent(s)/guardian(s) and agree to follow the policy and procedures of the work-based learning internship program.

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Date

Administrative approval: YES NO

\_\_\_\_\_

Administrator Signature

\_\_\_\_\_

Date

DISTRICT NAME Unified School District  
 CTE Work Based Learning Internship Program

**TEACHER/SUPERVISOR RECOMMENDATION**

Student Name: \_\_\_\_\_

The above student is applying for the CTE Internship Program. If chosen, he/she will represent the school in the workforce by working a part time job related to a program area. I am asking for your assistance in assessing this student's ability to benefit from this program and be successful in a work environment.

Please be completely honest in assessing this candidate. Keep your evaluation confidential. DO NOT return it to the student. Put it in the CTE Coordinator's mailbox listed below as soon as you complete. If you have any questions or concerns, feel free to contact the teacher. Thank you.

Please circle the number that best describes this student for each category.

<b>Characteristic</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
Has a positive attitude	5	4	3	2	1
Is on time and reliable	5	4	3	2	1
Shows skill and accuracy in work	5	4	3	2	1
Follows rules and directions well	5	4	3	2	1
Sticks to job through difficulty	5	4	3	2	1
Respectful	5	4	3	2	1
Attentive in class	5	4	3	2	1
Organized	5	4	3	2	1
Able to work well with others	5	4	3	2	1
Polite to peers and teachers	5	4	3	2	1
Has a clean, neat appearance	5	4	3	2	1
Accepts criticism well	5	4	3	2	1
Has a desire to improve self	5	4	3	2	1
Attends class regularly	5	4	3	2	1
Would you hire this person?	Yes	No			

Completed by: \_\_\_\_\_ How do you know this student: \_\_\_\_\_

**Return to my mailbox:** \_\_\_\_\_

Additional comments: \_\_\_\_\_

## TEACHER/SUPERVISOR RECOMMENDATION 2

Student Name: \_\_\_\_\_

The above student is applying for the CTE Internship Program. If chosen, he/she will represent the school in the workforce by working a part time job related to a program area. I am asking for your assistance in assessing this student's ability to benefit from this program and be successful in a work environment.

Please be completely honest in assessing this candidate. Keep your evaluation confidential. DO NOT return it to the student. Put it in the CTE Internship Coordinator's mailbox listed below as soon as you complete. If you have any questions or concerns, feel free to contact the teacher. Thank you.

Please circle the number that best describes this student for each category.

Characteristic	Always	Usually	Sometimes	Seldom	Never
Has a positive attitude	5	4	3	2	1
Is on time and reliable	5	4	3	2	1
Shows skill and accuracy in work	5	4	3	2	1
Follows rules and directions well	5	4	3	2	1
Sticks to job through difficulty	5	4	3	2	1
Respectful	5	4	3	2	1
Attentive in class	5	4	3	2	1
Organized	5	4	3	2	1
Able to work well with others	5	4	3	2	1
Polite to peers and teachers	5	4	3	2	1
Has a clean, neat appearance	5	4	3	2	1
Accepts criticism well	5	4	3	2	1
Has a desire to improve self	5	4	3	2	1
Attends class regularly	5	4	3	2	1
Would you hire this person?	Yes	No			

Completed by: \_\_\_\_\_ How do you know this student:

\_\_\_\_\_

**Return to my mailbox:** \_\_\_\_\_

Additional comments:

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## STUDENT COMMITMENT CONTRACT

Student's Name (please print): \_\_\_\_\_ ID #: \_\_\_\_\_

High School: \_\_\_\_\_ School Year: 20\_\_\_\_\_

In the (DISTRICT NAME HERE) Work Based Learning Internship Program, the student, the school, and the employer work together to help the student develop strong work ethics and employability skills. For the Work Based Learning Internship program to be fully effective, it is mandatory that certain rules and regulations be followed. The students and parent/guardian must agree to fulfill the following responsibilities.

1. The student will be prompt and accurate in completing all forms and reports for the school, the coordinator, and the employer.
2. The student is not guaranteed nor assigned to a job. The coordinator will strongly encourage jobs that align with the student's concentration of program course work, and then it is up to the employer and the student to discuss requirements and other responsibilities of the job.
3. If the student is not employed by the beginning of the school year, the student will be required to make a minimum of five job contacts per week and meet with the coordinator for job assistance until employed. If not employed by August 14, the student will be dropped from the program.
4. The student must work a minimum of 120 hours per semester (240 hours per school year) to earn the credit for the class. An hour and wage report must be filled out by the student, signed by the employer, and turned into the coordinator each week to verify the number of hours the student works. If a student is deficient in the number of hours required by the midterm progress report, the instructor has the discretion of giving an incomplete grade; however, the student must have completed all the required hours by the end of the semester.
5. This work-related class is designed to prepare students for successful employment. Therefore, attendance and punctuality are crucial and will affect the student's overall grade.
6. The student will maintain regular attendance at school and on the job. On any day that the student will be absent from school, he/she will follow the school's attendance notification policies, as well as telephone his/her coordinator that day. However, if the absence is only from work, the student should contact their employer in accordance with company policy.
7. The student will not go to work on the day he/she has been absent from school without prior permission from the coordinator.
8. The student will, at all times, keep the coordinator informed of any problems which may confront the student in school and/or on the job.
9. The student will always be honest. Any evidence of dishonesty with money, merchandise, time, or effort that results in dismissal from the job will result in the student being dismissed from the CTE work-based learning internship program, with loss of credit.
10. The student may be withdrawn from the CTE work-based learning internship program, resulting in loss of credit, if the student gets fired, quits, or leaves the program prior to the end of the school year.

---

Students Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Coordinator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**EMPLOYER, COORDINATOR, STUDENT-INTERN AGREEMENT**

Student: \_\_\_\_\_ ID #: \_\_\_\_\_

School: \_\_\_\_\_ Program: \_\_\_\_\_ School Year: \_\_\_\_\_

Parent: \_\_\_\_\_ Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Employer: \_\_\_\_\_ Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Coordinator: \_\_\_\_\_ Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Employer agrees to employ Student, and Student agrees to be employed by Employer, as a student learner/apprentice/intern to gain workplace knowledge and experience during the School Year. Employer and Student agree that Student will be employed in the following position and earn the following salary:

Position: \_\_\_\_\_ Hourly pay: \_\_\_\_\_ Not for Pay: \_\_\_\_\_

The internship experience will require a **minimum of 120 hours per semester** and will follow the expectations set forth below:

Expectations of Student:

- Participate in a variety of work-based experiences
- Demonstrate safe and healthy work behaviors
- Demonstrate positive work behaviors
- Demonstrate positive interpersonal behaviors
- Compliance with Student Agreement regarding responsibilities

Understandings of School, Student-Intern, and Employer

1. The status of the student while in orientation shall be that of a student-learner; however once out of orientation, work standards expected of the student will be the same as those expected of other entry level employees.
2. The employer will give the student the opportunity while in orientation to gain experience in various operations.
3. The coordinator and employer will be notified and will assist in the resolution of any problems the student experiences.
4. Employers will be required to evaluate the student-intern and share that evaluation with the coordinator.
5. The coordinator will notify the employer if the student leaves school and therefore the internship program
6. The coordinator shall have authority to withdraw the student if he/she deems it in the best interest of those concerned.
7. The employer has the right to discharge a student because of inefficient and unethical behavior.
8. The parent/guardian consents and is supportive of the involvement of the student in this internship program
9. The student recognized that regular attendance at school and at the job is important. If the student is too ill to attend school, he/she is also too ill to attend work. If the student is absent, he/she must notify both the coordinator and employer.
10. This Employer, Coordinator, Student-intern agreement may be canceled if due notice is given to all parties concerned.
11. The employer shall be responsible for all training/orientation required for that position.
12. The employer is an Equal Opportunity Employer.
13. All parties promise to abide by the terms included in this agreement
14. All work must comply with federal child labor laws for student learners/apprentices, which are described on Appendix A to this agreement. The student will not be permitted to operate equipment that falls within a designated Hazardous Occupation (HO) unless the operation of such equipment has been discussed between Employer, Coordinator, and Student.

Signatures:

Student: \_\_\_\_\_ Parent: \_\_\_\_\_ Employer: \_\_\_\_\_

Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_



**Employer (Learning Worksite Supervisor) Responsibilities:**

1. To comply with state and federal guidelines and regulations regarding health & safety, nondiscrimination, harassment, and work rules with minors.
2. To comply with the nondiscrimination statement listed in the footer of this document.
3. To provide the student employee with the same considerations given a regular beginning employee with regards to safety, health, social security, general work conditions, and other regulations of the organization. Employer shall adhere to all federal and state wage and hour laws.
4. Maximum working hours are dependent upon the student's ability to work and still maintain satisfactory grades.
5. To notify the coordinator of any problems that the student is having on the job when, in the employer's opinion, the existing situation could be detrimental to the student's continued employment.
6. To confer with the coordinator regarding the student's on-the-job performance and to complete and return to the coordinator evaluation forms, timecards, and progress reports for grading the student.
7. To provide an employee orientation within the first week of work, which will include all of the requirements as listed on the following page.

Employer/Supervisor: \_\_\_\_\_ Signature: \_\_\_\_\_

Worksite Phone Number: (\_\_\_\_\_)\_\_\_\_ - \_\_\_\_\_ Fax:(\_\_\_\_\_)\_\_\_\_ - \_\_\_\_\_ Email: \_\_\_\_\_

**CTE Work Based Learning Internship Coordinator Responsibilities:**

1. To contact the employer/supervisor at the learning worksite periodically and become acquainted with the immediate job-site supervisor.
2. To become familiar with the nature of the work the student will perform and to assist the student if conflicts arise.
3. To endeavor to resolve any problems that arise from the student's employment to the mutual satisfaction of all parties concerned.

CTE Internship Coordinator: \_\_\_\_\_

Office Phone Number: (\_\_\_\_\_)\_\_\_\_ - \_\_\_\_\_ Email: \_\_\_\_\_

Date Contract Approved: \_\_\_\_\_ Credits/Internship Program: \_\_\_\_\_

Counselor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal (or Designee): \_\_\_\_\_ Date: \_\_\_\_\_

## EMPLOYEE ORIENTATION REQUIREMENTS

<input type="checkbox"/> Student-Intern Evaluation Process	Provide a system for evaluating student intern progress as follows normal company policy for entry-level positions. If there isn't a current process, work with the CTE Internship Coordinator to acquire evaluation forms and create a bi-weekly to monthly process.
<input type="checkbox"/> Student-Intern Task Communication	Provide a way for the student-intern to be consistently aware of his/her duties. This could be a daily to-do list, a weekly conversation, emails, or some other kind of company process for assigning tasks.
<input type="checkbox"/> Fair Labor Standards Act	Must adhere to Fair Labor Standards Act, including child labor laws, which are included in Appendix A
<input type="checkbox"/> New Employee Orientation	Conduct a New Employee Orientation, much as you would with any entry-level employee. This orientation must address the following: <ul style="list-style-type: none"> <li>● Employment standards for minors</li> <li>● Employer's worksite safety and health programs</li> <li>● Location of first-aid materials</li> <li>● How to report unsafe conditions and practices</li> <li>● Use and care of personal protective equipment</li> <li>● Emergency procedures</li> <li>● Identification of hazardous materials-procedures</li> <li>● Sexual harassment and discrimination training including reporting procedures</li> <li>● Process for calling in sick</li> <li>● Process for asking questions or asking for help</li> <li>● On the job expectations</li> <li>● Professionalism standards (uniform, communication, clients, deadlines, etc.)</li> </ul>
<input type="checkbox"/> CTE Internship Coordinator Communication	Immediately bring to the attention of the CTE work based learning Internship Coordinator any behavioral issues that may lead to the eventual termination of the Student-Intern. We want to guide the Student-Intern towards appropriate on-the-job behavior through practice and communication, but not at the expense of the employer's business.

Internship Program Orientation was completed on the following date: \_\_\_\_\_

Employer/Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CTE Internship Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_



**Private Transportation Arrangements**

While participating in the Work Based Learning Internship Program, the student may need to leave campus before the end of the regular school day in order to attend scheduled work sessions. The student is responsible for finding transportation to and from the work site as no transportation will be provided by (DISTRICT NAME HERE) Unified School District.

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 (DISTRICT NAME HERE)Unified School District and School/District Administration assumes no responsibility when a student travels in a private vehicle.

Parent/Guardian Signature: \_\_\_\_\_

**Assumption of Risk and Release of Liability**

I acknowledge that participating in any activity is an acceptance of some risk of injury. An internship experience presents unavoidable risks of physical harm and injury. For example, a student may be injured in a vehicular accident while traveling to or from the job or in a slip and fall accident while performing work duties or attending a field trip. Other risks may be present that are not apparent or known. I have read and carefully considered the foregoing statement. With the purpose of inducing (DISTRICT NAME HERE)Unified School District’s reliance, I acknowledge and assume the risk of injury to my child and agree that I release and will not seek to hold responsible (DISTRICT NAME HERE)Unified School District, including its officials, employees, and agents, for any claim, loss, damage, or injury to my child while participating in the internship program, including field trips, social activities, transportation and job placement.

Parent/Guardian Signature: \_\_\_\_\_

**Photo Release Form**

In consideration of (DISTRICT NAME HERE) agreeing to photograph or interview me and in consideration of the use of the facilities and services provided to me by the (DISTRICT NAME HERE), the undersigned, both individually and on behalf of the undersigned's children, spouses, heir and legal representatives, does hereby:

1. Consent to the use and release to (DISTRICT NAME HERE)Unified School District the use of my name and my likeness, (Participant) whether in still, motion pictures, or video tape, my photograph and/or other reproduction of me or my property, including my voice and features, with or without my name, for any editorial, promotion, trade business or other purpose whatsoever. (DISTRICT NAME HERE)Unified School District may exercise its rights in any way it sees fit for its productions, for advertising and for other purposes. I intend for (DISTRICT NAME HERE)Unified School District to rely upon this release and understand that it is irrevocable; and
2. Agrees to release, not to sue, and to indemnify and hold harmless (DISTRICT NAME HERE)Unified School District for, from and against any and all injuries, claims, demands, damages, actions, causes of action, suits or judgments of any kind or nature whatsoever (including attorneys' fees and other costs in the defense of any such claim or suit) brought by myself or on behalf of myself as a result of any loss, damage or injury to any persons or property arising out of or in any way relating to any action, inaction or participation in any video or photographic productions of the (DISTRICT NAME HERE)Unified School District.

*The undersigned further agrees that (DISTRICT NAME HERE) Unified School District may use or cause to be used, these items for any and all broadcasts, publications or reproductions, without limitation or reservation or any fee.*

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Student Signature Date

---

Student (Print Name) Date

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Parent/Guardian Signature Date

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Parent/Guardian (Print Name) Date

## APPENDIX A: Child Labor Laws of the Fair Labor Standards Act Addendum

The federal Child Labor Laws are authorized by the Fair Labor Standards Act (FLSA) and enforced by the U.S. Department of Labor (DOL). The purpose of these laws is to ensure that “when young people work, the work is safe and does not jeopardize their health, well-being or educational opportunities.” (DISTRICT NAME HERE) Unified School District is committed to the operation of its cooperative education programs in compliance with applicable portions of the Child Labor Laws of the FLSA.

(DISTRICT NAME HERE) Unified School District limits participation in the CTE Internship Program to high school **seniors** who are at least 16 years of age. The Child Labor Laws of the FLSA do not apply to students who are adults, i.e., 18 years of age or older. Accordingly, the following restrictions apply only to internship students who will be 16 years of age at any time during their placement as student learners.

### Prohibited Placements

(DISTRICT NAME HERE) Unified School District will not place any 16-year-old internship student into a position that would allow the student to engage in any activity within the definition of one or more of the following Hazardous Occupations (HOs):

HO1	Manufacturing and storing of explosives	HO9	Mining other than coal mining
HO3	Coal mining	HO11	Power-driven bakery machines, including vertical dough or batter mixes
HO4	Occupations in forest firefighting, logging, and sawmilling		NOTE: This HO has several specific exclusions for types of bakery machines.
HO6	Exposure to radioactive substances	HO13	Manufacturing bricks, tile, and kindred products
HO7	Power-driven hoisting apparatus, including forklifts	HO15	Wrecking and demolition operations

(DISTRICT NAME HERE) Unified School District will not place any 16-year old internship student into a position that would allow the student to engage in any activity within the definition of one or more of the following HOs unless the high school’s CTE teacher, the student and his/her parent, and the employer have first reviewed and agreed in writing to comply with the restrictions imposed by the Child Labor Laws for the specific HO and the DOL’s general rule regarding “Exemptions from Certain HOs for Apprentices and Student-Learners.”

HO2	Motor vehicle driver or outside helper on a motor vehicle	HO12	Power-driven balers, compactors, and paper processing machines
HO5	Power-driven woodworking machines	HO14	Power-driven circular saws, band saws, chain saws, guillotine shears, wood chippers, and abrasive cutting discs
HO8	Power-driven metal-forming, punching, and shearing machines	HO16	Roofing operations and all work on or about a roof
HO10	Operating power-driven meat processing equipment, including meat slicers and other food slicers	HO17	Excavation operations

### **DOL Rule regarding Exemptions from Certain HOs for Student-Learners**

The DOL's orders regarding HO Nos. 5, 8, 10, 12, 14, 16, and 17 contain exemptions for 16- and 17-year-old student-learners provided they are employed under the following conditions:

#### Student-Learners:

1. The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school; and
2. Such student-learner is employed under a written agreement which provides:
  - a. that the work of the student-learner in the occupations declared particularly hazardous shall be incidental to the training,
  - b. that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person,
  - c. that safety instruction shall be given by the school and correlated by the employer with on-the-job training, and
  - d. that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

Each such written agreement shall contain the name of the student-learner and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

A high school graduate may be employed in an occupation in which training has been completed as provided in this paragraph as a student-learner, even though the youth is not yet 18 years of age.

Although the regulations do not provide definitions of the terms *intermittent* and *short periods of time*, the Wage and Hour Division interprets those terms to mean that an apprentice or student-learner may not be the principal operator of prohibited machinery. He or she must work under the close supervision of a fully qualified and experienced adult, such as a journeyman. Further, the duties assigned to the minor may not be such that he or she is constantly operating the prohibited machinery during the work shift but only doing so as part of the training experience. This would preclude an apprentice or student-learner from being a production worker, responsible for spending a significant portion of the workday operating prohibited machinery or performing prohibited tasks. The Wage and Hour Division also considers the continuous performance of otherwise prohibited work that exceeds one hour a day to be more than *intermittent* and more than for *short periods of time*. The Wage and Hour Division also considers the performance of otherwise prohibited work, which totals more than 20% of the student-learner's work shift to be more than for *short periods of time*.

The regulations do not define the term *direct and close supervision*. The Wage and Hour Division's interpretation of *direct and close supervision* as it applies to apprentices and student-learners is based on guidance received from the Bureau of Apprenticeship and Training (BAT) which is part of the U. S. Department of Labor's Employment and Training Administration. BAT establishes ratios governing the number of journeymen and apprentices that may be employed on the job site to ensure worker safety and that the apprentices receive both proper training and supervision. BAT has advised the Wage and Hour Division that the most widely used ratio is one apprentice for the

first journeyman on-site, and one apprentice for every three additional journeymen thereafter. The Wage and Hour Division considers the requirement of *direct and close supervision* to be met when there is one journeyman or experienced adult working with the first apprentice/student-learner on-site, and at least three journeymen or experienced adults working alongside each additional apprentice/student-learner. Of course, the requirement for *direct and close supervision* applies only during the periods when the apprentice/student-learner is performing work that would otherwise be prohibited by the HO.

### Wage and Hour Report

**Student Name:**

<b>Weekly Updates</b>			
<b>Month</b>	<b>Week Ending</b>	<b>Hours Worked</b>	<b>Gross Earnings</b>
<b>August</b>	August 6		
	August 13		
	August 26		
	August 27		
<b>September</b>	September 3		
	September 10		
	September 17		
	September 24		
<b>October</b>	October 1		
	October 8		
	October 15		
	October 22		
	October 29		
<b>November</b>	November 5		
	November 12		
	November 19		
	November 26		
<b>December</b>	December 3		
	December 10		
	December 17		
	December 24		
<b>Semester Totals</b>			\$

**If work experience is unpaid, what would you estimate the hourly wage to be? \$ \_\_\_\_\_**

## **Healthcare Clinicals Standard Facility Agreement Example District Name**

This Affiliation Agreement (“Agreement”) shall be effective XX-XX-XXXX (the “Effective Date”). The parties to this Agreement are \*\*\*\*\* District, (“School”), and (“Facility”) listed below.

**Facility:**

**Address:**

This Agreement becomes effective when signed by both parties.

### **A. The parties agree:**

- I.** District desires to provide Clinicals for students enrolled in the Healthcare Programs.
- II.** The Healthcare Programs will assist staff with basic care needs following the Healthcare Programs Scope of Practices.
- III.** Facility has the facilities and personnel to provide clinicals with hands-on training and experience.
- IV.** The parties agree to promote quality education and to seek to render the best service possible to the public.
- V.** This agreement, its validity, performance, and all other questions, arising hereunder shall be governed and determined by the respective Governing Boards and the laws of the state that District, the educational institution, and the Facility in which the clinical is being conducted are located.
- VI.** Each party shall pay all of its own costs associated with its participation in the clinical experience programs. No monetary compensation shall be exchanged under this agreement and there shall be no charge for use of the Facility or participation by personnel pursuant to this agreement.
- VII.** The parties mutually agree that the relationship to exist between District and the Facility is not a joint venture but is an independent contract relationship and that neither shall be the agent of the other. The parties agree to promote quality education and patient care and to seek to render the best service possible to the public. Shared performance between Facility professional staff and students shall be encouraged as available during the clinical experience. Publication of any materials, resulting from participation of any of the students under this Agreement, shall require written mutual consent or approval from both parties to this Agreement.
- VIII.** The parties will comply with all applicable federal or state statutes or regulations pertaining to the confidentiality of student, employee and volunteer records and other private information. No party shall use or disclose any information about any student intern for any purpose other than the performance of this Agreement without the prior consent of the student intern or his/her representative.
- IX.** This Agreement will be interpreted and governed by the law of the state of Arizona.

**B. District's rights and responsibilities:**

- I.** District has the right to select learning experiences for student interns with input from Facility.
- II.** District has the right, with Facility's approval, to assign and transfer a student intern from one department to another to provide the student intern a better of more meaningful experience.
- III.** The number of students that District assigns will not exceed the Facility's capacity.
- IV.** District will comply with, and require that all student interns comply with, any Facility rules, regulations and policies
- V.** District hereby expressly agrees to comply with, and require that all Participants comply with any Facility rules, regulations and policies implementing Health Insurance Portability and Accountability Act of 1996, Pub.L.No-191 ("HIPPA") requirements whether now or hereafter existing.
- VI.** All participants shall meet all applicable health standards as established by any applicable governmental authority and implemented by the Facility for each clinical area. The Facility shall have the right to terminate the Clinical experience of any participants when the health status of those participants is detrimental to the health and/or safety of the Facility patients or staff as determined by the Facility.

Health standards include without limitation: 1) proof of immunity or immunization to varicella; 2) proof of immunity or immunization to measles, mumps and rubella; 3) annual TB screen; 4) if the nature of the Clinical gives the participants potential exposure to blood and/or bodily fluids, then Hepatitis B vaccination series, or signature by individual on a waiver declining the series is required; 5) Tetanus- Diphtheria within ten (10) years; 6) negative drug screen results.

- VII.** The welfare, control, discipline, and activities of all student interns shall be the sole responsibility of District. To that end, District shall make and enforce uniform and adequate provisions in accordance with its policies. Provisions for transportation shall be the responsibility of the student interns in conformity with District policies. District will be responsible for tuition where applicable.
- VIII.** District shall be responsible for advising the student interns of their obligations under this Agreement, which shall include but not be limited to:
  - a.** Complying with the administrative policies, standards, practices, parking rules and other regulations in effect at the Facility that clinical students receive notification of during the orientation;
  - b.** Wearing clean and appropriate clothing (no jeans, shorts, sleeveless shirts, false nails, or facial jewelry), and shoes that are enclosed;
  - c.** Reporting to the Facility on time;
  - d.** Conforming to the standards and practices established by District while training at the Facility, to the extent that those standards and practices do not conflict with those of Facility;
  - e.** Carrying photo ID with them at all times and presenting it to Facility personnel upon request.

- IX. District agrees to indemnify and save harmless, Facility against any and all loss or expense, including attorney's fees and court costs, incurred by reason of claims made against the Facility because of bodily injury, death or property damage arising out of or in consequence of the performance of the terms of this agreement, providing such claims arise solely out of the negligence or other conduct on the part of District, its employees, students, or agents.
- X. Under A.R.S. § 38-511, District, a political subdivision of the state, may cancel this Agreement within three years after its execution without penalty or further obligation if any person significantly negotiating, securing, drafting or creating the Agreement on behalf of Institution is or becomes an employee or agent of Facility in any capacity.

**C. Facility's rights and responsibilities:**

- I. Facility will provide clinical observations/training opportunities for student assigned by District.
- II. Facility will coordinate with District instructors to arrange the student clinical schedules. District will have first right of refusal with respect to available dates and times for clinicals.
- III. Facility shall be responsible for developing and maintaining services to all of its patients including those patients involved in any Clinical, and the Facility will at all times provide an adequate, competent staff to be responsible for these services and they will not be performed by students except as they relate to the Clinical experience.
- IV. To the fullest extent permitted by law, Facility agrees to indemnify and save harmless District against any and all loss or expense, including attorney's fees and court costs, incurred by reason of claims made against District because of bodily injury, death or property damage arising out of or in consequence of the performance of the terms of this agreement, providing such claims arise solely out of the negligence or other conduct on the part of the Facility, its employees or agents.
- V. Facility shall procure and maintain, during the terms of this Agreement, a commercial general liability policy with limits of at least \$2,000,000 in the aggregate.

**D. Contract Maintenance**

- I. Each party shall be responsible for maintaining its accreditation, licensing and credentials, and those of its respective personnel and student and to provide evidence of such to the other party upon written request. Each party shall be responsible for notifying the other of any loss or reduction in its accreditation, licensing or credentials.
- II. The term of the Agreement is one year and shall renew automatically annually, unless a party objects to such renewal in writing at least sixty (60) days before the end of the initial term. Either party may terminate this Agreement, with or without cause, by giving the other party at least sixty (60) days written notice of termination prior to the commencement of the next succeeding semester of school term.
- III. A certificate of insurance shall be furnished to District upon request, which states that the above coverage is in force, and will continue in force throughout the term of the agreement.

**District Name**

**(FACILITY NAME)**

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Superintendent Contact Name

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Contact Name

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Signature

Date signed

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Signature

Date signed

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Title

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Title

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Email

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Email

**Non-Medical Standard Facility Agreement Example**  
**District Name**

This Affiliation Agreement (“Agreement”) shall be effective XX-XX-XXXX (the “Effective Date”). The parties to this Agreement are East Valley Institute of Technology District #401 (“School”), and (“Facility”) listed below.

**Facility:**

**Address:**

This Agreement becomes effective when signed by both parties.

**A. The parties agree:**

- I.** District Name desires to provide internships for students enrolled in the XXXXX Program, under the supervision of an District Name instructor.
- II.** Facility has the facilities and personnel to provide internships with hands- on-training giving them some experience.
- III.** The parties agree to promote quality education and to seek to render the best service possible to the public.
- IV.** This agreement, its validity, performance, and all other questions arising hereunder shall be governed and determined by the respective Governing Boards and the laws of the state that District Name, the educational institution, and the Facility in which the internship is being conducted are located.
- V.** Each party shall pay all of its own costs associated with its participation in the internship experience programs. Unless the Facility requests that the student internship experience be a paid internship, no monetary compensation shall be exchanged under this agreement and there shall be no charge for use of the Facility or participation by personnel pursuant to this agreement.
- VI.** The parties mutually agree that the relationship between District Name and the Facility is not a joint venture but is an independent contract relationship and that neither shall be the agent of the other. The parties agree to promote quality education and patient care and to seek to render the best service possible to the public. Shared performance between Facility professional staff and students shall be encouraged as available during the internship experience. Publication of any materials, resulting from participation of any of the students under this Agreement, shall require written mutual consent or approval from both parties to this Agreement.
- VII.** The parties will comply with all applicable federal or state statutes or regulations pertaining to the confidentiality of student, employee and volunteer records and other private information. No party shall use or disclose any information about any student intern for any purpose other than the performance of this Agreement without the prior consent of the student intern or his/her representative.
- VIII.** This Agreement will be interpreted and governed by the law of the state of Arizona.

**B. District Name's rights and responsibilities:**

- I. District Name has the right to select learning experiences for student interns with input from Facility.
- II. District Name has the right, with the Facility's approval, to assign and transfer a student intern from one department to another to provide the student intern a better or meaningful experience.
- III. The number of students that District Name assigns will not exceed the Facility's capacity.
- IV. District Name hereby expressly agrees to comply with, and require that all Participants comply with, any Facility rules, regulations and policies implementing Health Insurance Portability and Accountability Act of 1996, Pub.L.No-191 ("HIPPA") requirements whether now or hereafter existing.
- V. The welfare, control, discipline, and activities of all student interns shall be the sole responsibility of District Name. To that end, District Name shall make and enforce uniform and adequate provisions in accordance with its policies. Provisions for transportation shall be the responsibility of the student interns in conformity with District Name policies. District Name will be responsible for tuition where applicable.
- VI. District Name shall be responsible for advising the student interns of their obligations under this Agreement, which shall include but not be limited to:
  - a. Complying with the administrative policies, standards, practices, parking rules and all other regulations in effect at the Facility that student interns receive notification of during orientation.
  - b. Wearing clothing that is clean and appropriate to the industry and the Facility's dress code, if there is one.
  - c. Reporting to the Facility on time.
  - d. Conforming to the standards and practices established by District Name while training at the Facility, to the extent that those standards and practices do not conflict with those of Facility.
  - e. Carrying photo ID at all times and presenting it to Facility personnel upon request.
- VII. District Name agrees to indemnify and save harmless, Facility against any and all loss or expense, including attorney's fees and court costs, incurred by reason of claims made against the Facility because of bodily injury, death or property damage arising out of or in consequence of the performance of the terms of this agreement, providing such claims arise solely out of the negligence or other conduct on the part of District Name, its employees, students, or agents.
- VIII. Under A.R.S. § 38-511, E District Name, a political subdivision of the state, may cancel this Agreement within three years after its execution without penalty or further obligation if any person significantly negotiating, securing, drafting or creating the Agreement on behalf of Institution is or becomes an employee or agent of Facility in any capacity.

