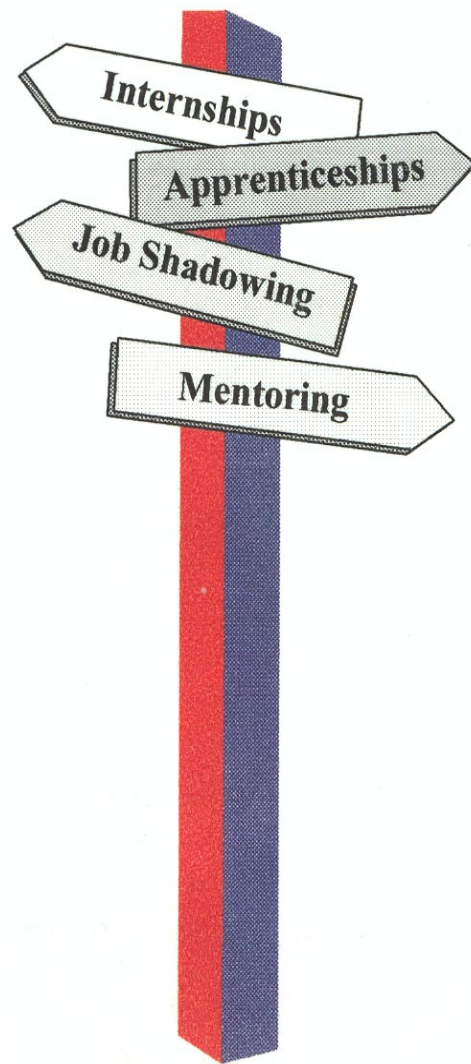


Work-Based Learning

Policies, Procedures, and Resources



Tennessee Department of Education

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WORK-BASED LEARNING

Work-based learning (WBL) opportunities are for all students-academic, vocational-technical, special education, and GED+2.

These WBL policies and procedures pertain to all public schools and students-academic, vocational- technical, special education, and GED+2 that utilize a work-based learning activity.

In order to offer work-based learning opportunities, local boards of education must adopt policy establishing a system that provides structured work-based learning experiences for students. The work-based learning experiences selected by local boards to be implemented in their school system should be matched with the needs and opportunities present in the community, region, or state.

It is essential that students in both the university and technical paths have access to a system of such experiences to allow them to apply classroom theories to practical problems and to explore career options at the work-site. Structured work-based learning experiences may include registered apprenticeship, student learner programs, cooperative education, internships, clinicals, school- sponsored enterprises, and service learning. Structured learning experiences must be related to the student's career goals and must provide close student supervision.

The following safeguards apply to all components of a structured work-based learning system

1. No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with any work-based learning program on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief.
2. Students must be provided with adequate and safe equipment and a safe and healthful workplace in conformity with all health and safety standards of Federal and State law.
3. No employer shall hire a student who will displace any currently employed worker (including a partial displacement, such as a reduction in the number of hours of non-overtime work, wages, or employment benefits).
4. No work-based learning program shall impair existing contracts for services or collective bargaining agreements. Any work-based learning program that would be inconsistent with the terms of a collective bargaining agreement shall be approved only with the written concurrence of the labor organization and employer involved.
5. No employer will hire a student when:
 - any other individual is on temporary layoff, with the clear possibility of recall, from the same or any substantially equivalent job, or
 - the employer has terminated the employment of any regular employee or otherwise reduced its workforce with the intention of filling the vacancy so created with a student.
6. Such other safeguards that are identified by appropriate Federal or State agencies.

Any activity to be considered a "work-based learning activity" should meet each of the basic prerequisite criteria listed below.

1. The experience must be an integral part of the planned curriculum or program of study for the student.
2. The experience must be based on certain competencies.
3. The experience must be quantifiable and "documentable", as defined, and fall within reasonable data-collection resource demands.
4. The experience must be **FTE** credit generating except for approved shadowing and mentoring experiences, school sponsored enterprises, internships, and service learning method.

While local boards of education may establish more stringent eligibility requirements for students participating in WBL experience, at the minimum they must comply with federal regulations and the following minimum standards will be required.

1. Students participating in a school approved registered apprenticeship, student learner program, co-op education, clinicals and internship must have passed the competency exam or the gateway exams, when implemented, or must be participating in a program leading to passing the required examination(s).
2. Students must maintain an attendance rate of not less than 90% while participating in a school approved registered apprenticeship, student learner program, co-op education, internship, clinicals and service learning.

For students eligible for special education, more stringent eligibility requirements shall not go beyond state and/or federal regulations that pertain to special education programs and services. The transition service plan as part of the **IEP** will be the determining factor which may include the minimum standards.

BENEFITS AND ADVANTAGES OF WORK-BASED LEARNING

The work-based learning method of instruction is an arrangement involving the student, the student's parents, the school, and the businesses and industries of the community. Each of these will benefit from the existence and operation of effective WBL. Some benefits of the WBL method in Tennessee are:

1. Job experiences are supplemented with technical information and encounters which cannot be simulated in the classroom.
2. Educational achievements are applied to job labor demands.
3. Students are supervised closely during their initial adjustment period on the job and on a regular basis during the training period.
4. Economic competency is developed for self-supporting citizenship.
5. Business and industry are utilized for specialized training.
6. Employer needs for qualified workers are better supplied
7. Employment experiences assist in exploring the world of work for making job choices

In addition to these general benefits, WBL offers specific advantages to the student-learner, school, employer, and the community.

Advantages to the Student-Learner:

1. Affords the opportunity to develop, refine, and verify occupational interest and competencies in an actual job situation.
2. Establishes desirable work habits and attitudes while developing a sense of responsibility.
3. Promotes personal success which may motivate interest in other school subjects and activities.
4. Provides easier transition from school to the world of work.
5. Offers specialized learning experiences which could not be provided within the confines of a classroom.
6. Earns Carnegie unit credits in addition to receiving training and a salary, (amount of credit determined by the local school district).
7. Enables classroom learning experiences to become more relevant and meaningful.
8. Frequently leads to permanent employment at the training stations upon graduation.

Advantages to the School:

1. Broadens the curriculum through the utilization of many community resources
2. Increases regular attendance and motivation toward graduation for students
3. Provides information for school personnel to meet the needs of changing society.
4. Fosters provision for individual differences in interest and abilities of students
5. Establishes a cooperative working relationship between the school and community.
6. Allows for maximum input from the school and business community in evaluating curriculum needs.

7. Includes assessment by both the teacher-coordinator and employer for better guidance toward realistic career goals.
8. Enhances public relations within the school community through the uniqueness and diversity of WBL.

Advantages to the Employer:

1. Supplies motivated part-time employees in situations not requiring full-time employment.
2. Allows control of personnel training for potential full-time employees.
3. Enables the employer to become an active participant in the programs of the school.
4. Provides assistance in selecting qualified employees.
5. Helps to identify students who would be satisfactory/unsatisfactory full-time employees.
6. Relieves some of the expense involved in the adequate training of personnel.
7. Yields high employment stability and high job satisfaction.
8. Establishes convenient transition from student to full-time employee.

Advantages to the Community:

1. Develops good community-school relationships
2. Provides a pool of well-trained potential full-time employees for the local labor market.
3. Encourages young adults to stay in their local community.
4. Aids students in accepting civic responsibilities within the community.
5. Contributes to the stability of the local work force
6. Reduces the unemployment quota
7. Contributes to the total economic growth of the community.
8. Reduces the dropout rate by providing relevant occupational training and financial advantages.

Effectively communicate the benefits of work-based learning education to each of your publics. The quality of the graduating student depends in great measure upon the quality of the *intent* and understanding of all persons involved.

GLOSSARY OF TERMS

APPRENTICESHIP (REGISTERED)

Registered apprenticeships describe those programs that meet specific federally approved standards designed to safeguard the welfare of apprentices. These programs are registered with the Bureau of Apprenticeship and Training, United States Department of Labor. Apprenticeships are relationships between an employer and employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations.

BUREAU OF APPRENTICESHIP AND TRAINING (BAT)

SA T is the division within the United States Department of Labor that is responsible for the oversight of apprenticeship programs. SA T sets apprenticeship standards and monitors registered programs.

CLINICAL EXPERIENCES

Clinical experiences are school-based or work-based placements in the health science area in which students are taught academic and occupational skills from school or employee instructors who supervise and evaluate their work.

School-based clinical experiences typically expose students to situations and settings they might encounter once they enter a profession. Simulations and role-playing allow students to enhance their professional skills in school under the direction of a classroom teacher .

Work-based clinical experiences offer students real-life activities in a professional setting. These experiences offered under the direction of a practicing employee are designed to help students learn the skills and attitudes necessary to become a competent practitioner.

Both students and clinical instructors are typically supervised by work-based learning coordinators who monitor placements to ensure that appropriate instruction occurs. Students successfully completing a clinical experience program may qualify for industry certification or may receive credits that may be applied toward a professional degree.

COOPERATIVE EDUCATION

Cooperative education is a structured method of instruction whereby students coordinate their studies with a paid job in a field related to their academic or vocational course. Instruction is based on written training and evaluation plans agreed to by the school and employer. The students receive credit for both classroom and work experiences related to the course of study. Credit hours and intensity of placements often vary with the course of study.

FIELD TRIPS

Field trips to the work-site involve classes or small groups of students visiting appropriate work- sites during elementary and middle school years. These activities are supervised and designed to explore a variety of jobs. High school students spend time at job sites interviewing employers and employees as part of an assigned class project.

FULL TIME EQUIVALENT- (FTE)

INDUSTRY in the CLASSROOM

Industry in the classroom is an instructional strategy in the elementary or middle school years when business representatives visit students in the classroom to share information about their job. In the high school years, employers and employees may share information about jobs through career fairs.

INTERNSHIP (for students)

Student internships are situations where students work for an employer for a specified period of time to learn about a particular industry or occupation. Non-paid experiences are limited to nine weeks. Students' work-based activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. Internships may include community service (service learning) placements if they meet the above requirements and are related to the student's program of study/career major.

INTERNSHIP (for teachers)

Teacher internships are work-site experiences of at least two weeks in duration for teachers. During this time, teachers may work at a particular job or firm to learn specific skills or rotate throughout the firm to learn all aspects of the industry in which they are employed. These experiences may or may not include financial compensation.

JOB SHADOWING

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

LOCAL EDUCATION AGENCY -(LEA)**MENTORING**

A school-site mentor is defined as a professional employed at the school who is designated as the advocate for a particular student, and who works in consultation with the classroom teachers, counselors, related service personnel, and the employer of the student to design and monitor the progress of the student.

A workplace mentor is defined as an employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with the classroom teacher and employer of the student.

METHOD

A manner or means of procedure, a systematic and regular way of accomplishing a given task.

OUT -OF-SCHOOL EXPERIENCES

Academic/instructional activities that enhance the development of students' abilities and must generate a final product. i.e.: advanced music lessons, foreign language.

RELATED CLASSROOM INSTRUCTION

The related class/seminar should be taught by the WBL coordinator, complement the student's on-the-job learning experiences, and developed to meet the specific needs of each student. It should be designed to improve personal and social skills, provide needed basic education, and develop relevant academic and occupational skills and knowledge.

SCHOOL-SPONSORED ENTERPRISES

A school-sponsored enterprise is an experience in which students as part of their school program produce goods and services. School-sponsored enterprises typically involve students in the management of a project that may involve the sale of goods for use by others. They normally involve students in all aspects of the business to the extent practicable. They may be conducted on or off the school site but must be a part of the student's regular school program.

SELECTED STUDENTS

Students who show a desire to learn the skills needed to succeed in a career of their choice and those students who can be placed in jobs that will help them attain their career goals should be selected to participate.

SERVICE LEARNING

Service learning is an instructional method that combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning. Although most service learning activities vary by educational purpose, most programs balance students' need to learn with recipients' need for service. Students benefit by acquiring skills and knowledge, realizing personal satisfaction and learning civic responsibility, while the community benefits by having a local need addressed.

STUDENT LEARNER

A student enrolled in a course of study and training in a program under the recognized state and local educational authority and who is employed on a part-time basis. (in accordance) pursuant to the aforementioned education program.

STUDENT LEARNER PROGRAMS

A student learner program, formerly referred to as youth apprenticeship, is a career-based program of academic and technical instruction in the public school system composed of an in-school component and a coordinated paid work-experience component. The student learner follows a career major strategy based on identified career ladders and has formal connections to, and advanced placement in, registered apprenticeship and/or related postsecondary occupational/technical programs. The student learner program must lead to a portable credential or a registered apprenticeship.

STUDENT -WORKER

A student who is simply working part-time or who is employed part-time under one of many arrangements but who is *not* in the **WBL** phase of an education program. (Note: there is a *legal* distinction between a student-learner and a student-worker.

TENNESSEE DEPARTMENT OF EDUCATION - (DOE)

TENNESSEE DEPARTMENT OF LABOR - (DOL):

TRAINING AGREEMENTS

The law requires that a training agreement be completed and filed. A training agreement states the conditions and parameters of employment which participants agree to when taking part in a training program. A training agreement is not a training plan.

TRAINING PLAN

A training plan is an outline of the competencies to be developed on-the-job. Training plans list suggested activities. These learning activities are designed to give the student an opportunity to apply principles learned in the classroom to on-the-job experiences. When appropriate, training plans may include suggested activities to be learned through student organization activities and classroom experiences. A training plan states the specific learning, which will lead to the student's career goal. A training plan must include a record of safety training.

TRAINING STATIONS

Businesses that provide on-the-job training experiences for students are called training stations. Training stations should be selected after the WBL-coordinator has visited the potential training sites and determined that they would provide meaningful and safe learning experiences. Once selected, employers should be given the opportunity to interview and hire the students of their choice. However, WBL students cannot be hired if it causes the displacement of a training station's regular worker. **At** each training station, a specific training sponsor/mentor is to be designated. This person will be directly responsible for supervising the student while they are on- the-job.

UNITED STATES DEPARTMENT OF EDUCATION - (USDOE)

UNITED STATES DEPARTMENT OF LABOR - (USDOL)

WORK-BASED LEARNING - (WBL)

Work-based learning activities are part of a structured system, for all students, at the high school level that allow students to apply classroom theories and to explore career options at the work site or connect classroom learning to work.

WORK-BASED LEARNING COORDINATOR

Work-based learning coordinators are educators who are trained and endorsed to coordinate school-based and work-based experiences for students.

GENERAL POLICIES

1. Work-based learning (WBL) is not a class. It is a method that enhances a related class in which a student is enrolled. There is not a class called WBL. The student earns additional credit in the regular class in which the student is enrolled at the same time as the WBL experience. The WBL experience cannot replace the regular class instruction time.
2. WBL must be coordinated or supervised by a qualified, trained teacher. Refer to coordinator guidelines.
3. WBL coordination/supervision of students may not be assigned as 1 or 2 sections outside the teacher's endorsement and training as a WBL coordinator.
4. A WBL coordinator who is not the teacher of the related class must hold the correct endorsement and have completed the training in order to supervise WBL. Ex: A WBL coordinator for academic WBL students may not supervise vocational students. A vocational WBL coordinator may not supervise academic WBL students. There shall be no crossover supervision due to funding and accountability.
5. It is the WBL coordinator's responsibility to secure work-based placements for students. The WBL coordinator shall have final approval of all placements.
6. The teacher-coordinator must make an on-site visit to each training agency a minimum of once each grading period.
7. Students may only be placed in health related jobs by the health science program under the direction of the health science teacher due to the liability and dangers of blood borne pathogens. Guidelines to follow when placing students in the health care industry are:
 - a. Students must be enrolled in a health science program under the supervision of a licensed health care professional who holds an occupational license.
 - b. Students must be taught Universal Precautions and OSHA standards and be able to pass the test to 100% accuracy on Universal Precautions before entering a health care facility.
 - c. Health Science programs should have an exposure plan on file for students.
 - d. Students must be given an opportunity to take or decline Hepatitis B shots. If students decline the shots, they must sign forms to decline.
 - e. Students will complete daily information forms to all WBL experiences.
 - f. Students may be given an opportunity for individual or blanket malpractice insurance. Two companies which offer coverage for health science students are Maginnis and Associates at (800)621-3008 and Cotterell, Michell and Fifter, Inc. at (800)221-4904.
8. WBL coordinators must be provided release time to supervise students.
9. Twenty-five (25) is the maximum number of students to be supervised during a supervision period .
10. Internships are intended to be short term and are limited to nine (9) weeks of unpaid experience Refer to Legal Issues Guide pages 13-14.
11. The state attendance manual allows funding for a maximum of 120 minutes release time for WBL
12. Only juniors or seniors (16 years or older) may utilize the WBL method for credit.
13. Credits on a block schedule -Students may earn up to 2 additional credits per school year for the WBL method in a related course. This is a calendar school year. On a block schedule a student may earn 1 credit for the WBL method plus one class credit. Ex: Fall term, the student is enrolled in Spanish **II** for 2 credits (1 for the regular class and 1 for the WBL method).

14. Students must be assigned to a trained and endorsed WBL coordinator for the release time for WBL. The code to be used for the release period (see Correlation of Course Codes and Endorsement Code) is determined by the subject in which the student is enrolled. Students must be accounted for if they are to be funded as in attendance and for liability purposes. WBL is a specialized assignment for teachers and students. Although students are assigned to a WBL coordinator per class maximums, no separate grade or credit is given.
15. The student-learner shall not be employed in an occupation that is detrimental to the minor's health, well being and progress in school. The student-learner shall make passing grades in his regular school work and WBL training in order to remain in the WBL program. Hours worked should be monitored for the best interest of the student.
16. The student-learner who is sixteen (16) or seventeen (17) years of age enrolled in a WBL program under a written training agreement shall be employed during school hours for a portion of his daily work period. Saturday and Sunday hours ~ do not qualify for credit.
17. The law does **not** allow a student under eighteen (18) to: drive vehicles to make deliveries; to sell or scan beer, or other alcoholic beverages; or work around hazardous equipment.
18. Students cannot be given WBL education credit when they are paid for other training i.e. Guard Duty, Reserves, Cosmetology School.
19. Students may work only in a licensed business (except an Agriculture Cooperative Student).
20. An individual training agreement and an individualized training plan will be developed for each student-learner. The training agreements provide:
 - a. That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to this 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 instructions shall be given by the school and correlated by the employer with on-the-job training and verification of safety instruction must be on file,
 - d. Each written agreement shall contain the name of the student-learner and shall be signed by the employer and the school coordinator or principal.
 - e. Copies of each agreement shall be kept on file by both the school and the employer,
 - f. Summary sheets must be filed with the State Office.

SECONDARY CREDITS FOR WORK-BASED LEARNING

Work-based learning experiences are activities at the high school level that involve actual work experience or connect classroom learning to work. At the highest level, there is full integration of academic and vocational/occupational curriculum with work-site experience. Work-based learning experiences include apprenticeships (registered), clinicals, cooperative education, internships, service learning, school-sponsored enterprise, and student learner programs.

Students enrolled in courses which incorporate short term work-based learning components as part of the course requirements shall not be eligible for additional credits for the work-based learning experience. The teacher of a course, functioning as WBL coordinator/supervising teacher, shall be responsible for completing the required documentation; providing work-site placement, supervision, and evaluation; and must have completed all the training requirements prescribed for a WBL coordinator or supervising teacher.

WBLPROGRAM	SECONDARY CREDIT
Apprenticeship (Registered)	Maximum of three credits per year (one through related course)
Student Learner Programs	Maximum of three credits per year (one through related course)
Cooperative Education	Maximum of three credits per year (one through related course)
Internships	As part of course grade -No additional credits
Service Learning Class	Maximum of three credits per year (one through related course)
Health Science Clinicals	Maximum of one credit per subcluster
School-Sponsored Enterprise	As part of course grade -No additional credits
Service Learning	As part of course grade -No additional credits
Job Shadowing	No credit available
Mentoring	No credit available

WORK-BASED LEARNING COORDINATOR/SUPERVISING TEACHER QUALIFICATIONS

Work-Based Learning Coordinator

The WBL coordinator's duties include recruiting providers, placing students, monitoring placements and coordinating all components of the program. A WBL coordinator is required where students receive compensation and/or credit for work-based learning experiences. In most cases, the WBL coordinator is the teacher of the course for which the student is receiving credit. WBL coordinators are required to have completed the state approved forty-hour training necessary for the operation of successful work-based learning programs. Coordinators may have completed the necessary training in their licensure preparation programs or have met the guidelines below. Teachers who have not received the prescribed training must successfully complete the WBL coordinator training provided by the State Department of Education before assuming the role of work-based learning coordinator.

Work-Based Learning Training Guidelines

1. Teachers who hold any of the following endorsement numbers: 104,052,471,472, or have taken the college course "Coordination Techniques" which is a specific course, are exempt from the forty-hour work-based coordinator training. Written verification will be required.
2. Teachers who supervise students in work-based learning, paid and/or for credit, outside of their own endorsement area(s) and related subject, must have the forty hour training if they do not hold one of the following endorsements: 104, 052, 471, 472, or if they have not taken the college course referenced in guideline
3. All teachers supervising their own students, those serving as academic work-based coordinator and those serving as vocational coordinator, must meet guidelines 1 and 2.
4. Vocational teachers supervising work-based students in their own endorsement area and related course prior to the 1999-2000 school year must complete the first day of the on-site training for an update on issues related to child labor and safety issues and work-based learning guidelines.
5. Teachers who began supervising paid and/or for credit work-based learning experiences during the 1999-2000 school year with conditional approval, and all future supervisors of these experiences, must have the forty-hour training or appropriate endorsement **prior** to supervision of students. Due to the fact that this is an optional program, waivers **will not** be considered.
6. Persons who have not participated in the forty-hour training sessions and who do not hold the appropriate endorsement may not supervise work-based learning as one or two sections outside their area of endorsement.
7. In addition to the forty-hour training, the State Board of Education requires that WBL coordinator complete a two-week business and industry internship before they can assume the role of WBL coordinator. During this internship, it is recommended that the coordinators be exposed to a diverse range of occupations. This internship may have been completed as part of previous licensure requirements. Written verification will be required.
8. WBL coordinators will be required to attend an in-service each year to be updated on any changes to statutes, rules or regulations regarding WBL experiences for students.

The work-based learning coordinators will be trained in the following areas:

1. legal issues/labor laws relative to work-based learning;
2. program components and requirements for the variety of work-based learning options;

3. how to recruit employers and select training stations;
4. how to select, place, monitor, and evaluate students at the work-place;
5. roles and responsibilities of the work-based learning coordinator;
6. work readiness competencies and expectations;
7. expectations for academic achievement, behavior, and attendance; and
8. safety training requirements.

SUPERVISING TEACHER TRAINING -FOR UNPAID AND/OR NON-CREDIT WBL EXPERIENCES

A teacher is required to have received training prior to supervising students in unpaid or non- credit work-based learning experiences. These experiences include job shadowing, short-term internships, school-sponsored enterprises, mentoring and service learning method.

The training for a supervising teacher receives does not qualify them to be a WBL coordinator of WBL experience for credit. The DOE will provide train the Trainer sessions for at least one representative of the local education agency. It is the responsibility of the LEA to train the supervising teacher. State approved training for supervising teachers will be implemented in a one-day session.

The supervising teacher will be trained in the following areas

1. legal issues/labor laws relative to work-based learning;
2. program components and requirements for the variety of WBL options;
3. roles and responsibilities of the supervising teacher;
4. work readiness competencies and expectations;
5. expectations for academic achievement, behavior, attendance, and appropriate dress; and
6. safety training requirements.

Work-based learning coordinators and/or supervising teachers will be provided time during the regular school day to coordinate and supervise students as needed.

ROLES AND RESPONSIBILITIES

A number of people are involved in the operation of successful WBL education. In the section that follows the roles and responsibilities of these people are outlined.

1. Teacher-Coordinator Responsibilities

Classroom Instruction

- a. Organize classroom/lab for instructional activities.
- b. Explain course goals and purposes to students.
- c. Use program area competencies and guides as a basis for planning instruction.
- d. Plan instructional strategies for individual training needs.
- e. Continually evaluate classroom instruction and on-the-job training for the student related learning experience.
- f. Select and/or develop appropriate materials for related instruction. g. Create a library of technical information.

Guidance

- a. Cooperate with guidance counselors in determining student enrollment in the course.
- b. Interview prospective students for entry into the program.
- c. Assist students in making other course selections related to career goals.
- d. Assist in determining appropriate placement.
- e. Counsel students regarding job orientation, interview techniques, and how to complete application blanks.
- f. Hold regular conferences concerning progress in class and on the job.

Coordination

- a. Visit businesses to select appropriate training stations.
- b. Orient new training sponsor(s)
- c. Develop training plans.
- d. Visit training stations to observe students.
- e. Visit training stations to confer with training sponsors concerning student performance and progress.
- f. Hold conferences with students, employers, and parents.
- g. Resolve any problems that arise between the student and the training sponsor .
- h. Arrange for needed adjustment of a misplaced student.
- i. Ensure that the training supervisor provides consistent, effective guidance and supervision in accordance with the step-by-step training plan.

Operation and Administration

- a. Ensure that students electing job placement are employed in a job directly related to course competencies and tentative career objective.
- b. Complete training agreement and training plan with student, training sponsor, and parent.
- c. Assure that all legal requirements for the training have been met.
- d. Record coordination visits and conferences with training sponsor and students.
- e. Maintain teacher-coordinator records.
- f. Maintain student files.
- g. Use appropriate evaluation instruments to measure student achievement of competencies on the job.
- h. Continually evaluate the job market to secure additional training stations.
- i. File itinerary in principal's office.
- j. Submit a list of students' names, career objectives, places of employment, and job titles.

Public Relations

- a. Visit employers to encourage their cooperation in the establishment of the program.
- b. Participate in community and civic activities.
- c. Plan an employer/employee function with students during the school year to honor the employers who have provided the workstations for the students.
- d. Participate in community surveys to determine appropriate types of training stations.
- e. Develop brochure on WBL program(s) to distribute to the business community.
- f. Promote WBL within the school using brochures, displays, and articles in the school newspaper.

2. LEA

- a. Assure compliance with *Standards for Approval of Vocational Education Programs*.
- b. Provide appropriate facilities, equipment, and materials.
- c. Maintain system for required reports.
- d. Determine need for and develop/provide in-service for local staff.
- e. Provide leadership in establishing and maintaining advisory committees and resource persons.
- f. Publicize successful results of WBL.

3. Principal Responsibilities

- a. Assure compliance with WBL policies.
- b. Respond to the needs of the students, teacher-coordinator, and business involved Provide leadership within the school to maintain quality programs. Assign appropriate facilities for classroom and office use.
- c. Provide telephone within teacher-coordinator's officer area.
- d. Provide input on strengths and weaknesses of the programs to vocational director. Attend advisory committee meetings when possible.
- e. Review coordinator's itinerary and evaluate coordination activities.

4. Student Responsibilities

- a. Be interviewed and meet eligibility requirements.
- b. Complete and sign appropriate forms.
- c. Maintain a good attendance record, not only at school but also on the job.
- d. Maintain up-to-date wage and hour reports.
- e. Cooperate with teacher-coordinator in securing appropriate on-the-job placement.
- f. Conform to the rules and regulations of employing company.
- g. Notify the teacher-coordinator and employer no later than 10 a.m. each day if unable to work.
- h. Dress appropriately; conduct self in a businesslike manner; be prompt, courteous, and groomed according to the employer's requirements.
- i. Have transportation to and from the work site.
- j. Maintain an acceptable academic record.
- k. Maintain an acceptable work-site performance.

5. Parent Responsibilities

- a. Provide guidance in career selection
- b. Sign appropriate forms for student to enroll in program.
- c. Provide support and encouragement for student success in school and on the job. Work cooperatively with the teacher-coordinator and student in solving school, work, or home problems.

6. Employer/Training Sponsor Responsibilities

- a. Be aware of the objectives of the WBL program.
- b. Interview and select student(s) for employment without regard to sex, race, color, national origin, creed, or disability condition.
- c. Provide early and thorough orientation of the student to job duties and responsibilities.
- d. Work with the teacher-coordinator and student in developing a training plan.
- e. Provide feedback to the teacher-coordinator on job performance through telephone calls or on-site visits of the teacher-coordinator. Provide adequate supervision on the job.
- f. Complete a written evaluation jointly with the teacher-coordinator each grading period.
- g. Offer equal opportunities for all employees.

SAFETY TRAINING FOR STUDENTS

Tennessee Occupational Safety Health Administration (TOSHA), by adoption, enforces the standards established by Federal OSHA to insure a safe and healthy workplace for all Tennessee Citizens, regardless of age.

Employers participating in work-based learning programs should place special emphasis on the following conditions:

- Maturity to accomplish the job
- .Physical ability to perform the task
- .Safety training on any equipment to be operated .Proper supervision
- .Proper personal protective equipment

While TOSHA does not distinguish workers by age, it is obvious that age plays an important part when evaluating whether an individual can be expected to perform certain tasks in a safe and healthful manner .

Questions regarding standards enforced by TOSHA can be answered by calling (800) 249-8510 Consultative services are available at no charge on a statewide basis. For more information on how to develop a health and safety plan, please contact: DOL, Consultative Services, 3rd Floor Andrew Johnson Tower, 710 James Robertson Parkway, Nashville, TN 37243-0659, (800) 325- 9901.

SAFETY INSTRUCTION: Every precaution must be taken to ensure a student's safety. **It** is imperative that work-site selection includes a commitment to activities that are educationally sound and not injurious to the student and his/her well being.

Each student must have a training plan that identifies all safety instruction to be provided by the school, the employer, or any other party. A written checklist for the identified safety training shall be part of the training plan and shall indicate when such safety training was provided and by whom. (See attached sample.)

Basic safety rules include:

- instruct students regarding the proper procedures in case of fire;
- never permitting students to operate equipment without first being trained and checked out under the supervision of a work-site mentor;
- comply with all safety rules;
- report unsafe conditions immediately; .wear protective equipment or clothing; .use the correct tool for the job; and keep the work area clean and orderly.

At the work-site, students must follow the same health and safety rules governing regular employees. To ensure student safety on job sites, coordinators should arrange for student use of any required special safety or health gear such as goggles, welding outfits, hard hats, or safety shoes. Work-sites, local businesses, or labor groups may wish to provide these items to students. **Student health and safety measures in the health sciences require that students be tested for immunity from tuberculosis and immunized against hepatitis. Health science education instructors in these programs must follow what the health care facilities require of students and the more restrictive requirements of the Department of Education for secondary health science programs.**

In general, students in vocational/technical classes will be taught specific safety procedures through their vocational curriculum. Students not in vocational classes must be provided appropriate safety training **prior** to beginning their work-based learning experience. Safety training should be thoroughly discussed with the employer to determine appropriate training. It will be the responsibility of the **employer** to assure that the students receive the job or industry specific safety training for their work-site. Safety training must be documented and kept on file for 5 years.

APPRENTICESHIP (REGISTERED APPRENTICESHIPS-BUREAU OF APPRENTICESHIP AND TRAINING (BAT))

Definition:

Registered apprenticeships describe those programs that meet specific federally approved standards designed to safeguard the welfare of apprentices. These programs are registered with the Bureau of Apprenticeship and Training, United States Department of Labor. Apprenticeships are relationships between an employer and employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations.

Student Selection:

Students should be 16 years of age or older and in the 11 th or 12th grade.

Secondary Credits:

A maximum of three credits may be earned in anyone year (block schedule -one WBL method credit plus one class credit). At least one credit must be earned in the related classroom experience, which shall include a minimum of 5 periods per week of classroom instruction. The WBL experience cannot replace, supersede, or supplant the classroom instruction. Students must complete a minimum of 10 hours per week to earn one additional credit in a class for the WBL method (the same applies on block scheduling). To earn the additional credit (this is not applicable on block schedule), the student must complete a minimum of 20 hours per week.

Related Classroom Instruction:

Students must be enrolled in the related course concurrently (at the same time) with the WBL experience. The WBL experience may not substitute for the required 5 hours of instruction per week.

Time Commitments:

The length of the apprenticeship experience may last from 1 to 6 years (for persons 16 years of age or older) involving between 1 ,000 and 12,000 hours of continuous classroom and work-based instruction.

Computation of Grades:

Both the classroom performance and the WBL on the job component are to be evaluated in determining a student's composite grade. ~ grade should be given for both methods, not two separate grades.

Work-based Learning Coordinator (WBL):

The WBL coordinator must have the required licensure or have completed the state approved training prior to the supervision of students on a WBL experience. This may be the teacher of the related class or a teacher assigned to supervise the WBL experience. The coordination may not be assigned as one or two sections outside the endorsed areas.

Coordination of Students:

Each student's school experiences and work-based activity must be coordinated together if both are to contribute to the student's education and employability. Although structured training plans (see appendix) provide the foundation for this coordination, close supervision is necessary for successful implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students. Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools Section 0520-1-7-.04 require:

WBL coordinator will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part-time employment.

Supervision Requirements:

The WBL coordinator must make an on-site visit to the employer a minimum of one time per grading period. More frequent visits may be required in the monitoring of students experiencing difficulties.

Job Placement Restrictions or Limitations:

Jobs must relate directly to the course in which the student is earning the additional credit for the WBL experience. All placements will be reviewed for child labor infractions and linkage to the related course. Students cannot receive credit for WBL experiences by providing school services.

Jobs in the health care fields have additional limitations. Please refer to general policies.

Required Documentation:

The following documentation **must** be completed and on file for each participating student prior to beginning the WBL experience:

*Training Agreement

*Training Plan/Safety Training Record *Insurance and Emergency Information Form *Proof of Safety Training

*NOTE: These forms must be kept on file a minimum of 5 years. Forms may be found in the appendix.

Summary Sheet:

A summary sheet listing all WBL students must be submitted by the WBL Coordinator. Summary sheet and instructions for submission may be found in the appendix.

Recommended Forms Employer evaluations Visitation reports

Wage and hour reports

Safety Training:

Safety training is required to be completed prior to the student's placement. Proof of the safety instruction must be maintained for 5 years.

Wages:

Minimum wage is required.

Insurance Coverage/Workman Compensation:

Businesses are required to carry worker's compensation insurance if they have more than five (5) employees. Paid student learners are covered under this. Insurance coverage must be obtained if students are employed at businesses not carrying worker's compensation (See Legal Issues Guide).

Transportation:

Transportation to and from the job is the responsibility of the parent/guardian and the student.

COOPERATIVE EDUCATION

Definition:

Cooperative Education (Co-op) is a method that connects school-based and paid work-based learning. Students are enrolled in a related course, which is a part of their focused course of study. Students are also placed in employment related to their course of study and career goal. The school coordinates both experiences so they contribute to the preparation of the student for post-secondary study or to meet immediate career goals. Co-op is designed to meet the needs of students in the university and technical paths. Students receive course credit for their in-class instruction and work component.

Student Selection:

Students must be 16 years of age or older and in the eleventh or twelfth grade.

Secondary Credits:

A maximum of three credits may be earned in anyone year (block schedule -one WBL method credit plus one class credit). At least one credit must be earned in the related classroom experience, which shall include a minimum of 5 periods per week of classroom instruction. The WBL experience cannot replace, supersede, or supplant the classroom instruction. Students must complete a minimum of 10 hours per week to earn one additional credit in a class for the WBL method (the same applies on block scheduling). To earn the additional credit (this is not applicable on block schedule), the student must complete a minimum of 20 hours per week.

Related Classroom Instruction:

Students must be enrolled in the related course concurrently (at the same time) with the WBL experience. The WBL experience may not substitute for the required 5 hours of instruction per week.

Time Commitments:

The length of the co-op experience matches the duration of the related class.

Computation of Grades:

Both the classroom performance and the WBL on the job component are to be evaluated in determining a student's composite grade. ~ grade should be given for both methods, not two separate grades.

Work-based Learning Coordinator (WBL):

The WBL coordinator must have the required licensure or have completed the state approved training prior to the supervision of students on a WBL experience. This may be the teacher of the related class or a teacher assigned to supervise the WBL experience. The coordination may not be assigned as one or two sections outside the endorsed areas.

Coordination of Students:

Each student's school experiences and work-based activity must be coordinated together if both are to contribute to the student's education and employability. Although structured training plans (see appendix) provide the foundation for this coordination, close supervision is necessary for successful implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students. **Regulations and Minimum Standards for the Governance of Tennessee Public Schools** Section 0520-1-7-.04 requires: WBL coordinator will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part-time employment.

Supervision Requirements:

The WBL coordinator must make an on-site visit to the employer a minimum of one time per grading period. More frequent visits may be required in the monitoring of students experiencing difficulties.

Job Placement Restrictions or Limitations:

Jobs must relate directly to the course in which the student is earning the additional credit for the WBL experience. All placements will be reviewed for child labor infractions and linkage to the related course. Students cannot receive credit for WBL experiences by providing school services.

Jobs in the health care fields have additional limitations. Please refer to general policies.

Required Documentation:

The following documentation ~ be completed and on file, both at school and at the work-site for each participating student prior to beginning the WBL experience:

*Training Agreement

*Training Plan/Safety Training Record *Insurance and Emergency Information Form *Proof of Safety Training

***NOTE: These forms must be kept on file a minimum of 5 years. Forms may be found in the appendix.**

Summary Sheet:

A summary sheet listing all WBL students must be submitted by the WBL Coordinator to the State Department of Education. Summary sheet and instructions for submission may be found in the appendix.

**NOTE: Principals will be required to verify all training agreements by signature, and superintendents will approve required state forms. DOE and/or DOL will do statewide monitoring.

Recommended Forms:

Employer evaluations

Visitation reports

Wage and hour reports

Safety Training:

Safety training is required to be completed prior to the student's replacement. Proof of the safety instruction must be maintained for 5 years.

Wages:

Minimum wage is required.

Insurance Coverage/Workman Compensation:

Businesses are required to carry worker's compensation insurance if they have more than five (5) employees. Paid student learners are covered under this. Insurance coverage must be obtained if students are employed at businesses not carrying worker's compensation (See Legal Issues Guide).

Transportation:

Transportation to and from the job is the responsibility of the parent guardian and the student.

HEALTH SCIENCE CLINICAL

Definition:

Clinical experiences are school-based or work-based placements in the health science area in which students are taught academic and occupational skills from school or employee instructors who supervise and evaluate their work. Students are supervised by health science education teachers who monitor placements to ensure that appropriate instruction occurs. Students successfully completing a clinical experience program may qualify for industry certification or may receive credits that may be applied toward a professional degree.

Student Selection:

Students must be 16 years of age or older and in the eleventh or twelfth grade.

Secondary Credits:

Health Science education students will complete competencies in the sub cluster courses before registering for the one credit course in clinical internship. Each one credit clinical internship is designed for 137-180 hours. Students may earn up to four (4) credits in the following internships after the sub cluster courses are completed: Medical therapeutics - 1 internship credit, Rehab therapies -1 internship credit, Diagnostic Medicine -1 internship credit, Health Management, 1 internship credit, or Environmental Services -1 internship credit.

All Federal and state guidelines must be followed for Nursing Education. Students must complete 40 hours in theory and 60 hours in clinical to receive the 1 credit for this course. The sixty hours of clinical must be completed in a long-term care facility and documented. Students may take a state test for certification in this course.

Related Classroom Instruction:

Please refer to secondary credits above.

Time Commitments:

Please refer to secondary credits above

Computation of Grades:

Both the classroom performance and the WBL on the job component are to be evaluated in determining a student's composite grade. One grade should be given for both methods, not two separate Grades.

Work-based Learning Coordinator (WBL):

The WBL coordinator must have the required licensure or have completed the state approved training prior to the supervision of students on a WBL experience. This must be the teacher of the related class for health science clinicals. The coordination may not be assigned as one or two sections outside the endorsed areas.

Coordination of Students:

Each student's school experiences and work-based activity must be coordinated together if both are to contribute to the student's education and employability. Although structured training plans (see appendix) provide the foundation for this coordination, close supervision is necessary for successful implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students. **Rules, Regulations and Minimum Standards for the Governance of Tennessee** Public Schools Section 0520-1-7-.04 requires: WBL coordinator will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part-time employment.

Supervision Requirements:

The WBL coordinator must make an on-site visit to the employer a minimum of one time per grading period. More frequent visits may be required in the monitoring of students experiencing difficulties.

Job Placement Restrictions or Limitations:

Jobs must relate directly to the course in which the student is earning the additional credit for the WBL experience. All placements will be reviewed for child labor infractions and linkage to the related course. Students cannot receive credit for WBL experiences by providing school services.

Jobs in the health care fields have additional limitations These limitations are:

Students may only be place in health related jobs by the health science program under the direction of the health science teacher due to the liability and dangers of blood borne pathogens. Guidelines to follow when placing students in the health care industry are:

- a. Students must be enrolled in a health science program under the supervision of a licensed health care professional who holds an occupational license.
- b. Students must be taught Universal Precautions and OSHA standards and be
- c. able to pass the test to 100% accuracy on Universal Precautions before entering a health care facility.
- d. Health Science programs should have an exposure plan on file for students.
- e. Students must be given an opportunity to take or decline Hepatitis B shots. If students decline the shots, they must sign forms to decline.
- f. Students will complete daily information forms to all WBL experiences.
- g. Students may be given an opportunity for individual or blanket malpractice insurance. Two companies which offer coverage for health science students are Maginnis and Associates at (800)621-3008 and Cotterell, Michell and Fifter, Inc. at (800)221-4904.

Required Documentation:

The following documentation!!!!!!\$! be completed and on file for each participating student prior to beginning the WBL experience:

*Training Agreement *Training Plan

*Insurance and Emergency Information Form *Proof of Safety Training

*NOTE: These forms must be kept on file a minimum of 5 years. Forms may be found in the appendix.

Summary Sheet:

A summary sheet listing all WBL students must be submitted by the WBL Coordinator. Summary sheet and instructions for submission may be found in the appendix.

Recommended Forms:

Employer evaluations

Visitation reports

Wage and hour reports

Safety Training:

Safety training is required to be completed prior to the student's replacement. Proof of the safety instruction must be maintained for 5 years.

Wages:

Minimum wage is required if paid experience.

Insurance Coverage/Workman Compensation:

Businesses are required to carry worker's compensation insurance if they have more than five (5) employees. Paid student learners are covered under this. Insurance coverage must be obtained if students are employed at businesses not carrying worker's compensation (See Legal Issues Guide).

Transportation:

Transportation to and from the job is the responsibility of the parent guardian and the student. In some cases schools or school systems may make transportation arrangements.

SERVICE LEARNING CLASS

Definition:

The Success Skills through Service Learning course is designed to provide a comprehensive approach focusing on ethical, social and intellectual skill development. Mastering the standards will enable students to learn citizenship in schools and community.

Student Selection:

While the course is open to students in grades 9-12, only 11 th and 12th grade students are eligible for paid service learning experiences.

Secondary Credits:

A maximum of three credits may be earned in anyone year (block schedule -one WBL method credit plus one class credit). At least one credit must be earned in the related classroom experience, which shall include a minimum of 5 periods per week of classroom instruction. The WBL experience cannot replace, supersede, or supplant the classroom instruction. Students must complete a minimum of 10 hours per week to earn one additional credit in a class for the WBL method (the same applies on block scheduling). to earn the additional credit (this is not applicable on block schedule), the student must complete a minimum of 20 hours per week.

Related Classroom Instruction:

Students must be enrolled in the related course concurrently (at the same time) with the WBL experience. The WBL experience may not substitute for the required 5 hours of instruction per week.

Time Commitments:

The length of the paid, for credit Student Learning experience matches the duration of the course.

Computation of Grades:

Both the classroom performance and the WBL on the job component are to be evaluated in determining a student's composite grade. **One** grade should be given for both methods, **not two separate grades.**

Work-based Learning Coordinator (WBL):

The WBL coordinator must have the required licensure or have completed the state approved training prior to the supervision of students on a WBL experience. This may be the teacher of the related class or a teacher assigned to supervise the WBL experience. The coordination may not be assigned as one or two sections outside the endorsed areas.

Coordination of Students:

Each student's school experiences and work-based activity must be coordinated together if both are to contribute to the student's education and employability. Although structured training plans (see appendix } provide the foundation for this coordination, close supervision is necessary for successful implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students. **Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools**

Section 0520-1-7-.04 requires:

WBL coordinator will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part-time employment.

Supervision Requirements:

The WBL coordinator must make an on-site visit to the employer a minimum of one time per grading period. More frequent visits may be required in the monitoring of students experiencing difficulties.

Job Placement Restrictions or Limitations:

Jobs must relate directly the course in which the student is earning the additional credit for the WBL experience. All placements will be reviewed for child labor infractions and linkage to the related course. Students cannot receive credit for WBL experiences by providing school services.

Jobs in the health care fields have additional limitations. See general policies.

Required Documentation:

The following documentation ~ be completed and on file for each participating student prior to beginning the WBL experience:

*Training Agreement *Training Plan

*Insurance and Emergency Information Form *Proof of Safety Training

*NOTE: These forms must be kept on file a minimum of 5 years. Forms may be found in the appendix.

Summary Sheet:

A summary sheet listing all WBL students must be submitted by the WBL Coordinator. Summary sheet and instructions for submission may be found in the appendix.

Recommended Forms: Employer evaluations Visitation reports
Wage and hour reports

Safety Training:

Safety training is required to be completed prior to the student's replacement. Proof of the safety instruction must be maintained for 5 years.

Wages:

Minimum wage is required.

Insurance Coverage/Workman Compensation:

Businesses are required to carry worker's compensation insurance if they have more than five (5) employees. Paid student learners are covered under this. Insurance coverage must be obtained if students are employed at businesses not carrying worker's compensation (See Legal Issues Guide).

Transportation:

Transportation to and from the job is the responsibility of the parent/ guardian and the student.

STUDENT LEARNER PROGRAMS

Definition:

Student learner experiences are highly structured programs that may connect to an adult BAT registered apprenticeship program lasting three or four years for students who are 16 or older and in the eleventh or twelfth grade. If not connected to a BAT registered apprenticeship, the student learner program of study must lead to and culminate with the award of an industry recognized credential that is portable across the United States, or must ensure a smooth transition for students into BAT registered apprenticeship programs.

Student Selection:

Students must be 16 years of age or older and in the eleventh or twelfth grade.

Secondary Credits:

A maximum of three credits may be earned in anyone year (block schedule -one WBL method credit plus one class credit). At least one credit must be earned in the related classroom experience, which shall include a minimum of 5 periods per week of classroom instruction. The WBL experience cannot replace, supersede, or supplant the classroom instruction. Students must complete a minimum of 10 hours per week to earn one additional credit in a class for the WBL method (the same applies on block scheduling). to earn the additional credit (this is not applicable on block schedule), the student must complete a minimum of 20 hours per week.

Related Classroom Instruction:

Students must be enrolled in the related course concurrently (at the same time) with the WBL experience. The WBL experience may not substitute for the required 5 hours of instruction per week.

Time Commitments:

Students may be involved for 3-4 years or longer in grades 11-14 including summers. Most students will begin the work-site experience in Grade 12. Student learner programs that are pre-approved by the BAT allow students to convert to registered apprenticeship programs and count the hours logged during the student learner phase toward the BAT requirement.

Computation of Grades:

Both the classroom performance and the WBL on the job component are to be evaluated in determining a student's composite grade. One grade should be given for both methods, not two separate grades.

Work-based Learning Coordinator (WBL):

The WBL coordinator must have the required licensure or have completed the state approved training prior to the supervision of students on a WBL experience. This may be the teacher of the related class or a teacher assigned to supervise the WBL experience. The coordination may not be assigned as one or two sections outside the endorsed areas.

Coordination of Students:

Each student's school experiences and work-based activity must be coordinated together **if** both are to contribute to the student's education and employability. Although structured training plans (see appendix) provide the foundation for this coordination, close supervision is necessary for successful implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students. **Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools** Section 0520-1-7-.04 requires: WBL coordinator will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part-time employment.

Supervision Requirements:

The WBL coordinator must make an on-site visit to the employer a minimum of one time per grading period. More frequent visits may be required in the monitoring of students experiencing difficulties.

Job Placement Restrictions or Limitations:

Jobs must relate directly to the course in which the student is earning the additional credit for the WBL experience. All placements will be reviewed for child labor infractions and linkage to the related course. Students cannot receive credit for WBL experiences by providing school services.

Jobs in the health care fields have additional limitations. Please refer to general policies

Required Documentation:

The following documentation **must** be completed and on file for each participating student prior to beginning the WBL experience:

*Training Agreement

*Training Plan

*Insurance and Emergency Information Form

*Proof of Safety Training

*NOTE: These forms must be kept on file a minimum of 5 years. Forms may be found in the appendix.

Summary Sheet:

A summary sheet listing all WBL students must be submitted by the WBL Coordinator. Summary sheet and instructions for submission may be found in the appendix.

Recommended Forms: Employer evaluations Visitation reports

Wage and hour reports

Safety Training:

Safety training is required to be completed prior to the student's replacement. Proof of the safety instruction must be maintained for 5 years.

Wages:

Minimum wage is required

Insurance Coverage/Workman Compensation:

Businesses are required to carry worker's compensation insurance if they have more than five (5) employees. Paid student learners are covered under this. Insurance coverage must be obtained if students are employed at businesses not carrying worker's compensation (See Legal Issues Guide).

Transportation:

Transportation to and from the job is the responsibility of the parent/ guardian and the student.

INTERNSHIPS

Definition:

A student internship provides a student the opportunity to study a program directly related to his or her career interest and to participate in a workplace setting by performing duties related to the occupation being studied. Internships, as a component of a related course, are intended to be short-term activities and are designed to meet the needs of students in both the university and technical path. Long term, for credit experiences, must be pursued through cooperative education. The major purpose of the internship learning experience is for the intern to receive broad instruction in workplace expectations, confirm, narrow, or expand choices of career interest; develop an understanding of the connection between school-based theory and content and work-based application; and increase awareness of the workplace, career opportunities, and community resources.

Student Selection:

Students may participate in internships starting at age 14 years (stricter Child Labor Laws apply).

Secondary Credits:

Not applicable

Related Classroom Instruction:

Students must be enrolled in the related course concurrently (at the same time) with the WBL experience. The internship experience may not substitute for the required 5 hours of instruction per week.

Time Commitments:

Students are limited to a maximum of 9 weeks of non-paid internship.

Computation of Grades:

Not applicable

Work-based Learning Coordinator (WBL):

The WBL coordinator must have the required licensure or have completed the state approved training prior to the supervision of students on a WBL experience. This may be the teacher of the related class or a teacher assigned to supervise the WBL experience. The coordination may not be assigned as one or two sections outside the endorsed areas.

Coordination of Students:

Each student's school experiences and work-based activity must be coordinated together if both are to contribute to the student's education and employability. Although structured training plans (see appendix) provide the foundation for this coordination, close supervision is necessary for successful implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students. Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools

Section 0520-1-7-.04 requires:

WBL coordinator will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part-time employment.

Supervision Requirements:

The WBL coordinator must make an on-site visit to the employer a minimum of one time per grading period. More frequent visits may be required in the monitoring of students experiencing difficulties.

Job Placement Restrictions or Limitations:

All placements will be reviewed for child labor infractions and linkage to the related course.

Jobs in the health care fields have additional limitations. Please refer to the general policy.

Required Documentation:

The following documentation **must** be completed and on file for each participating student prior to beginning the WBL experience:

*Training Agreement

*Training Plan/Safety Training Record *Insurance and Emergency Information Form *Proof of Safety Training

*NOTE: These forms must be kept on file a minimum of 5 years. Forms may be found in the appendix.

Recommended Forms:

Employer evaluations Visitation reports

Safety Training:

Safety training is required to be completed prior to the student's placement. Proof of the safety instruction must be maintained for 5 years.

Wages:

If paid, pay must meet minimum wage standards. Please refer to Legal Issue Guide.

Insurance Coverage/Workman Compensation:

Businesses are required to carry worker's compensation insurance if they have more than five (5) employees. Paid student learners are covered under this. Insurance coverage must be obtained if students are employed at businesses not carrying worker's compensation (See Legal Issues Guide).

Transportation:

Students and parents are responsible for providing transportation. In some cases the school system or school may make arrangements for younger students.

MENTORING

Definition:

A workplace mentor is defined as an employee or other individual, approved by the employer at a workplace, who possessed the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with the classroom teacher and employer of the student.

Student Selection:

Not applicable.

Secondary Credits:

Not applicable.

Related Classroom Instruction:

Not applicable.

Time Commitments:

Not applicable.

Computation of Grades:

Not applicable.

Work-based Learning Coordinator (WBL):

Not applicable.

Coordination of Students:

Not applicable.

Supervision Requirements:

Not applicable.

Job Placement Restrictions or Limitations:

Not applicable.

Required Documentation:

Not applicable.

Recommended Forms:

Not applicable.

Safety Training:

Not applicable.

Wages:

Not applicable.

Insurance Overage/Workman Compensation:

Not applicable.

Transportation:

Not applicable.

SCHOOL-SPONSORED ENTERPRISE

Definition:

A school-sponsored enterprise is an experience in which students as part of their school program produce goods and services. School-sponsored enterprises typically involve students in the management of a project that may involve the sales of goods for use by others. They normally involve students in all aspects of the business to the extent practicable. They may be conducted on or off the school site but must be a part of the student's regular school program.

Student Selection:

Students must be enrolled in the related class

Secondary Credits:

Not applicable. There are no additional credits available.

Related Classroom Instruction:

Students must be enrolled in the related course concurrently (at the same time) with the WBL experience. The WBL experience may not substitute for the required 5 hours of instruction per week.

Time Commitments:

School sponsored enterprise may last the duration of the related course.

Computation of Grades:

Both the classroom performance and the WBL on the job component are to be evaluated in determining a student's composite grade. **One** grade should be given for both methods, not two separate grades.

Work-based Learning Coordinator (WBL):

The WBL supervising teacher must have received the state approved training prior to implementation of the school sponsored enterprise.

Coordination of Students:

Each student's school experiences and work-based activity must be coordinated together if both are to contribute to the student's education and employability. Although structured training plans (see appendix) provide the foundation for this coordination, close supervision is necessary for successful implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students.

Supervision Requirements:

Not applicable.

Job Placement Restrictions or Limitations:

Not applicable

Required Documentation:

The following documentation must be completed and on file for each participating student prior to beginning the WBL experience:

*Training Plan

*Proof of Safety Training

***NOTE: These forms must be kept on file a minimum of 5 years. Forms may be found in the appendix.**

Recommended Forms:

Evaluation

Safety Training:

Training should be provided as pertinent to the school sponsored enterprise.

Wages:

Not applicable.

Insurance Coverage/Workman Compensation:

Not applicable.

Transportation:

Not applicable.

SERVICE LEARNING METHOD

Definition:

Service learning is an instructional method that combines community service with a structured school-based opportunity for reflection about the service, emphasizing the connections between service experiences and academic learning. Although most service learning activities vary by educational purpose, most programs balance students' need to learn with recipients' need for service. Students' benefit by acquiring skills and knowledge, realizing personal satisfaction and learning civic responsibility, while the community benefits by having a local need addressed.

Service learning is the methodology used to deliver the curriculum and requires a reflection component. The teacher must be able to visualize skills to be learned through service. Documentation of outcomes will be determined based on the evaluation of journals (reflection) and portfolios. In the case of small groups, it is recommended that reflection include a seminar format.

Student Selection:

11th and 12th graders will be eligible to participate in these activities if they have completed the core academic courses in the 9th and 10th grades. Each school site should develop a student selection process that is fair and equitable, including, at a minimum, a written application and interview process.

Secondary Credits:

Not applicable. Class credit is awarded **for** this special assignment.

Related Classroom Instruction:

May be part of a class activity or school activity.

Time Commitments:

As assigned.

Computation of Grades:

Both the classroom performance and the WBL service learning component are to be evaluated in determining a student's composite grade. **One** grade should be given for both methods, not two separate grades.

Work-based Learning Coordinator (WBL):

The WBL coordinator must have the required licensure or have completed the state approved training prior to the supervision of students on a WBL experience. This may be the teacher of the related class or a teacher assigned to supervise the WBL experience. The coordination may not be assigned as one or two sections outside the endorsed areas.

Coordination of Students:

Each student's school experiences and service learning activity must be coordinated together if both are to contribute to the student's education and employability. Although structured training plans (see appendix) provide the foundation for this coordination, close supervision is necessary for successful implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students.

Supervision Requirements:

The WBL coordinator must make an on-site visit to the employer a minimum of one time per grading period. More frequent visits may be required in the monitoring of students experiencing difficulties.

Job Placement Restrictions or Limitations:

Activities must be confined to non-profit endeavors. All placements will be reviewed for child labor infractions and linkage to the related course. Jobs in the health care fields have additional limitations. See general policies.

Required Documentation:

The following documentation ~ be completed and on file for each participating student prior to beginning the WBL experience:

*Training Plan

*Insurance and Emergency Information Form *Proof of Safety Training

Recommended Forms:

Employer evaluations Visitation reports

Safety Training:

Safety training is required to be completed prior to the student's replacement. Proof of the safety instruction must be maintained for 5 years.

Wages:

May be paid or unpaid.

Insurance Coverage/Workman Compensation:

Businesses are required to carry worker's compensation insurance if they have more than five (5) employees. Paid student learners are covered under this. Insurance coverage must be obtained if students are employed at businesses not carrying worker's compensation (See Legal Issues Guide).

Transportation:

Transportation to and from the job is the responsibility of the parent guardian and the student.

JOB SHADOWING

Definition:

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

Student Selection:

Middle school to early high school is appropriate for shadowing experiences.

Secondary Credits:

Not applicable

Related Classroom Instruction:

Shadowing may be a part of a class activity or a school activity.

Time Commitments:

Typically students shadow for 1-5 days.

Computation of Grades: Not applicable**Work-based Learning Coordinator (WBL):**

The **WBL** supervising teacher must have received the state approved training prior to placing students in shadowing experiences.

Coordination of Students:

Each student's school experiences and work-based activity must be coordinated together if both are to contribute to the student's education and employability. Although structured training plans (see appendix) provide the foundation for this coordination, close supervision is necessary for successful implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students

Supervision Requirements:

Not applicable.

Job Placement Restrictions or Limitations:

Not applicable.

Required Documentation:

None except for local system required forms.

Recommended Forms:

None.

Safety Training:

None required.

Wages:

Not applicable.

Insurance Coverage/Workman Compensation:

Not applicable.

Transportation:

Transportation to and from the job is the responsibility of the parent guardian and the student.

Work-Based Learning Training Agreement

A copy of this form must be on file at the school and at the work-site while the student is participating in the work-based learning experience.

Student Name _____	Employer _____
Address _____	Address _____
City _____ Zip _____	City _____ Zip _____
Phone # _____ Grade _____	Phone # _____ Grade _____
SID# _____ DOB _____	Supervisor _____

Job Title _____ Date of Placement _____

Paid _____ Unpaid _____ Starting Wage \$ _____ per hour

Days per Week: _____ Hours per Week: _____ Hours per Day: _____ Hours ____ a.m./p.m. to _____ a.m./p.m.

School- To-Career Clusters (Check the cluster that applies)

- | | |
|---|--|
| <input type="checkbox"/> Health Care
<input type="checkbox"/> Hospitality/Tourism
<input type="checkbox"/> Arts/Communications
<input type="checkbox"/> Science/Technology | <input type="checkbox"/> Manufacturing/Construction/Transportation
<input type="checkbox"/> Human Services
<input type="checkbox"/> Business/Marketing
<input type="checkbox"/> Other |
|---|--|

Related Course _____

Work-Based Learning Activities (Check the activity that applies)

<input type="checkbox"/> Apprenticeship (Registered)	<input type="checkbox"/> Job Shadowing
<input type="checkbox"/> Clinical	<input type="checkbox"/> Mentoring
<input type="checkbox"/> Cooperative Education	<input type="checkbox"/> School-Sponsored Enterprise
<input type="checkbox"/> Internship	<input type="checkbox"/> Student Learner
<input type="checkbox"/> Transition	

We, the undersigned give permission for the above named student to participate in the WBL program, and we understand and agree to meet the requirements of the program as provided in the Work-Based Learning Guide approved by the State Board of Education. We verify the above information is correct and is consistent with federal and state guidelines for work-based experiences.

Parent or Guardian _____	Date _____
Student _____	Date _____
WBL Coordinator/Supervising Teacher _____	Date _____
Principal _____	Date _____
Employer _____	Date _____

Note: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, disability, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity. This form is subject to monitoring by DOE and/or DOL.

TENNESSEE WORK-BASED LEARNING PROGRAM

WORK-BASED LEARNING

It is essential that students in both the university and technical paths have access to a system of such experiences to allow them to apply classroom theories to practical problems and to explore career options at the work-site. Structured work-based learning experiences may include registered apprenticeship, student learner programs, cooperative education, internships, clinicals, school-sponsored enterprises, and service learning. Structured learning experiences must be related to the student's career goals and must provide close student supervision.

Structured work-based learning experiences may be paid or unpaid, may occur in a public, private, or non-profit organizations and may result in the attainment of elective credit. Internships and clinicals, cooperative education, student learners, and registered apprenticeships provide structured work-based learning experiences at the work-site. Service learning is an option for providing structured work-based learning experiences as special projects in the community where students provide a service and simultaneously develop skills related to their career goals. Work-site training stations may be limited in many communities; and school-sponsored enterprises may be utilized to simulate the workplace by providing work-based learning experiences at the school-site.

Units of high school credit per year may be granted for the combination (related instruction in the school and the on-the-job training) phases of work-based learning programs in accordance with Rules, Regulations and Minimum Standards, Tennessee State Board of Education. 0520-1-7.04 **COORDINATION AND SUPERVISION OF STUDENT WORK EXPERIENCE.**

Statutory Authority T.C.A. 49--302 and 49-11-101,

STANDARDS

The following standards will be met by each Work-Based Learning Program in providing on-the-job training:

1. A qualified teacher-coordinator shall head up the program.
2. Jobs and training must directly relate to course of study and career objective.
3. Work-based learning coordinators will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part-time employment.
4. The student-learner shall not displace other workers who perform such work.
5. The student-learner shall not be employed in an occupation that is detrimental to the minor's health, well being and progress in school. The student-learner shall make passing grades in his regular school work and work-based learning training in order to remain in the program. Hours worked should be monitored for the best interest of the student.
6. The training sponsor will employ and compensate student-learners in conformity with Federal, State and local laws and regulations and in a manner not resulting in exploitation of the student-learner for private gain.
7. An individualized training agreement and an individualized training plan will be developed for each student-learner.
8. The training agreements provides: (a) That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to this 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 instructions shall be given by the school and correlated by the employer with on-the-job training and verification of safety instruction must be on file, (d) Each written agreement shall contain the name of the student-learner and shall be signed by the employer and the school coordinator or principal. (e)Copies of each agreement shall be kept on file by both the school and the employer, (f) Summary sheets must be filed with the State Office.
9. The training plan must provide the student-learner the opportunity to progress through the various phases of the occupation/job. The work-based learning coordinator will work with the employer to develop a training plan for the student- learner. The student-learner must be supervised on the job.
10. The work-based learning experience must be conducted in accordance with the requirements of the Tennessee Child Labor Law and Federal Child Labor Provisions and Rules, Regulations, and Minimum Standards.
11. The student-learner who is sixteen (16) or seventeen (17) years of age enrolled in a work-based learning program under a written training agreement shall be employed during school hours for a portion of his daily work period. Saturday and Sunday hours alone do not qualify for credit.
12. Work-based le~ training programs in schools operating on a twelve (12) months basis may enroll student-learners during the summer months (June, July and August) provided that all the provisions and standards of the training agreement are met.

13. Students may not work in jobs in which blood-borne pathogens may be present unless they are Health Occupations Students and have taken the Hepatitis series shots and passed the Universal Precautions/Blood borne Pathogens Test with 100% accuracy (OSHA Standards).
14. The law does not allow a student under eighteen (18)to: drive vehicles to make deliveries; to sell or scan beer; or work around hazardous equipment.
15. Students cannot be given work-based learning credit when they are paid for other training i.e.: Guard Duty, Reserves, and Cosmetology School.
16. Students cannot be given credit for baby-sitting unless they are enrolled in Child Care and work in a licensed child care business.
17. Students cannot be given credit for Home Health Care unless enrolled in Health Sciences.
18. Students may work only in a licensed business (except certain Agriculture Cooperative Students).
19. The work-based learning coordinator must make an on-site visit to each training agency at a minimum of once each grading period .
20. The work-based learning coordinator will reinforce on-the-job experiences with related classroom instruction.
21. Students will be accepted into the program and informed of jobs without regard to race, color, national origin, sex, religion, creed, disadvantaging or handicapping conditions.

Training Plan / Progress Report / Safety Training Record

Student Name _____ Address _____ City _____ Zip _____ Phone # _____ Grade _____ SID# _____ DOB _____	Employer _____ Address _____ City _____ Zip _____ Phone # _____ Grade _____ Supervisor _____
--	---

Using the flowing scale, assess student's progress for each grading period.

Grading Scale 4=Skilled 3=Moderately Skilled 2=Limited Skilled 1=Unsuccessful 0=No Exposure

GRADING PERIODS

WORK-BASED COMPETENCIES	1	2	3	4	5	6	7	8
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
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30.								

Note: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, disability, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity. This form is subject to monitoring by DOE and/or DOL.

OVER

GRADING PERIODS

WORK-BASED COMPETENCIES	1	2	3	4	5	6	7	8
31.								
32.								
33.								
34.								
35.								
36.								
37.								
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40.								
41.								
42.								
43.								
44.								
45.								
46.								
47.								
48.								
49.								
50.								

Safety Training Plan	Training Provided By	Location	Date Provided
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

If additional space is needed, attach an extra sheet of paper.

Parent or Guardian _____	Date _____
Student _____	Date _____
WBL Coordinator/Supervising Teacher _____	Date _____
Principal _____	Date _____
Employer _____	Date _____

Note: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, disability, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity. This form is subject to monitoring by DOE and/or DOL.

WORK-BASED LEARNING PROCEDURES AND FORMAT

It is a requirement of the State Board of Education and Department of Labor that training agreements be complete for all students enrolled in or receiving credit in Work-Based Learning.

All teacher/coordinators are to complete two (2) copies of the training agreements for each student. These are filed as follows: 1 copy to Employer 1 copy to School File

All teacher/coordinators are to complete and submit a summary sheet and direct any questions to:

Mark S. Parsons, Consultant
Tennessee Department of Education
4th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0383
(615) 532-2805

Individual training agreements are **no longer** submitted.

All summary sheets are due in to the state consultant before:

October 15, -first term

March 1, -second term

In an effort to more effectively process summary sheets, we are asking that a common format for submitting these forms be utilized. The format is as follows:

1. Alphabetize names on summary sheets by students' last name.
2. There must be a training agreement on file at the school and the employer for every name on the summary sheet. These files are subject to audit.
3. The appropriate activity section must be checked.
4. Related course in which credit is earned must be listed.
5. All required signatures must be on the training agreements and summary sheets.
6. The new jobs or job changes must be indicated.

With the tremendous number of work-based learning students, it is imperative that consistency is developed and maintained.

Summary sheets will be checked for specific information and job relation to course. Those that do not contain all the required information will be returned to you for revision. Based on the number enrolled in the work-based component, jobs will be evaluated to ensure that placements are related to the course. To allow some flexibility, programs with ten (10) or more placements will be allowed to have a minimum of eighty percent (80%) correct placements, with a maximum of twenty percent (20%) of placements non-related. All incorrect placements will still be noted. If any job is in violation of safety guidelines/laws the school system will be notified and the summary sheet returned with a request for immediate compliance. Summary sheets will be returned to teachers and LEA directors if there are questions and/or concerns.

Your assistance and cooperation is greatly appreciated.

COPY TO STATE
OFFICE
October 15
March 1

**WORK-BASED LEARNING
SUMMARY SHEET**

DATE REC'D BY
STATE DEPT.

Work-Based Activity: (check one)

- Apprenticeship (Registered)** **Clinical** **Service Learning**
- Transition** **Cooperative Education** **Student Learner Program**

Related Course (specific title) _____ **Teacher Name** _____

Coordinator's Name (if not teacher of related course) _____ **School** _____

_____ **School Address**

_____ **City, Zip Phone**

We do hereby certify that training agreements are on file at the training agency and school for each work-based learning student listed below. (Files are subject to audit).

Teacher Signature (related course) _____ Date _____

WBL Coordinator Signature (if not related course teacher) _____ Date _____

Director of School' Signature _____ Date _____

Name of Student	Employer	Type of Business/Classification	Job Title (must relate to course)	Hourly Wage
EXAMPLES				
John Doe	Dillards	Department Store	Sales person	\$ 5.25
John Doe	Daily News	Newspaper	Copy Assistant	\$ 6.00

*Please use an asterisk to identify names of students who have changed jobs this school year
 **Penalties may be imposed for systems not in compliance with state and federal WBL guidelines.

Name of Student	Employer	Type of Business/Classification	Job Title	Hourly Wage

Insurance and Emergency Information

Student Name _____	Employer _____
Address _____	Address _____
City _____ Zip _____	City _____ Zip _____
Phone # _____	WBL Coordinator _____
SID# _____	Phone # _____

Student Medical Information

List medical information about the student that would be helpful in case of an emergency.

Allergic to medication? () Yes () No If yes, What medication? _____

List any other allergies or medical problems of the student. _____

Medical Alert ____ Yes ____ No Health/Accident Insurance ____ Yes ____ No

Insurance Company _____ Policy # _____

Parent/Guardian _____	Home Phone# _____
Address _____	
Parent/Guardian _____	Work Phone# _____
Address _____	
Additional Emergency Contact: _____	Work Phone # _____
	Home Phone # _____

I consent for my child to receive medical treatment in care of injury or illness. The information provided is accurate to the best of my knowledge.

Parent or Guardian _____	Date _____
Student _____	Date _____
WBL Coordinator/Supervising Teacher _____	Date _____
Principal _____	Date _____
Employer _____	Date _____

Note: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, disability, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity. This form is subject to monitoring by DOE and/or DOL.

Child Labor Law Hazardous Occupation Student Learner Exemption Agreement

Last Name	First Name	Mi	Social Security No.	Date of Birth
District	School			Training Program #

CHECK THE HAZARDOUS OCCUPATION (S) FOR WHICH THE EXEMPTION APPLIES:

- Work using power-driven woodworking machines, including the use of saws on construction sites.
 - Work using power-driven metal forming, punching, and shearing machines (but HO8 permits the use of large group of machine tools used on metal, including lathes, turning machines, milling machines, grinding, boring machines, and planing machines.)
 - Work involving slaughtering or meatpacking, processing, or rendering including the operation of power-driven meat slicers in retail stores.
 - Work using power-driven paper-products machines, including the operation and loading of paper balers in grocery stores.
 - Work involving the use of circular saws, band saws, and guillotine shears.
 - All work in roofing operations.
 - All work in excavating operations, including work in a trench as a plumber.
-

In accordance with T. C. A., &50-5-107 (10), (11) and (12), the undersigned attest to the following:

1. The student learner is enrolled in a youth vocational training program under a recognized state or local educational authority.
2. The work of the student learner in the occupation declared particularly hazardous is incidental to the training received.
3. That the work performed shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person.
4. That the safety instructions shall be given by the school and correlated by the employer with on-the-job training.
5. That the student has a schedule of organized and progressive work processes to perform on the job.

Student's Name (type or print)

Student's Signature

Parent's or Guardian's Name (type or print)

Parent's or Guardian's Signature

Employer's Name (type or print)

Employer's Signature

Coordinator's Name (type or print)

Coordinator's Signature

Principal's Name (type or print)

Principal's Signature

Student Evaluation of the Work-Based Learning Activity

Student Name: _____

WBL Activity: _____

Employer: _____

Place a check in the space beside each rating which best describes your work-based learning experience.

1. How would you rate the experience?

Excellent _____ Good _____ Average _____ Poor _____

2. Did the experience meet your expectations? Explain. _____

3. Do you feel the employer exposed you to a variety of responsibilities related to the occupation you were experiencing? Explain. _____

4. Did the experience change your mind about your career plans?

Yes _____ No _____ If yes, how _____

5. What was the most valuable activity you experienced? _____

6. How can the program be improved? _____

Additional Comments: _____

Note: Return to coordinator and/or teacher.

Employer Evaluation of the Work-Based Learning Activity

Student Name: _____

WBL Activity: _____

Employer: _____

Place a check in the space beside each rating which best describes your work-based learning experience.

1. How would you rate the student's learning experience?

Excellent _____ Good _____ Average _____ Poor _____

2. Were the work-based learning and school-based learning competencies identified in the training plan accomplished?

Explain. _____

3. Were the work-site visits by the coordinator regular and systematic? Explain. _____

4. Were you provided appropriate opportunity for input for determining learning competencies and in evaluating the student? Explain. . _____

5. What were the advantages of this program to your business? _____

6. How can the program be improved? _____

Additional Comments: _____

Note: Return to coordinator and/or teacher.