

WORK-BASED LEARNING

A MANUAL

**IDAHO DIVISION OF
PROFESSIONAL-TECHNICAL EDUCATION**



www.pte.idaho.gov

JUNE 2005

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*Costs associated with this publication are available from the Idaho Division of Professional-Technical Education in accordance with Section 60-202, Idaho Code.

ACKNOWLEDGMENTS

Thanks to the following individuals for their contributions of ideas and resources, and for their assistance in editing and revision:

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INTRODUCTION

This manual was developed for schools, businesses, and employer groups who have requested more information about work-based learning. It may serve as a guide to local partnership councils as they plan and design work-based learning experiences for credit as a part of the school-to-work initiative in their communities.

The manual presents the spectrum of work-based learning models within professional-technical education secondary and postsecondary programs—models that are an integral part of occupational training and that expand education beyond the classroom and into the workplace.

You will find it a useful resource for planning, delivering, and managing quality work-based learning activities that will enrich the educational experiences of students in your schools and communities.

Contents (CLICK FOR LINK)

<i>Acknowledgments</i>	3
<i>Introduction</i>	4
<i>Work-based Learning in Professional-technical Education: An Overview</i>	6
<i>Work-based Learning at the Secondary Level</i>	8
Within Professional-technical Program Areas	8
Cooperative Education	10
Clinical Experience	11
School-Based Enterprise	12
School-to-Apprenticeship	13
Supervised Occupational Experience (SOE)	14
Occupational and Career Experience	15
As a Stand-alone Program	16
Individualized Occupational Training Program	16
<i>Work-based Learning at the Technical College Level</i>	18
Apprenticeship	19
Clinical Experience	20
Cooperative Education	21
Internships	22
Campus-based Enterprises	23
<i>Foundations of a Quality Work-based Learning Experience</i>	24
Career Guidance	24
Integration of Academic and Professional-technical Education	29
Connecting with Education and Training Beyond High School	29
<i>Work-based Learning Activity Plan</i>	30
Assessment	30
Staffing	30
Identifying coordinator(s)	30
Identifying worksites and worksite mentors	32
Budgeting and State Reimbursement	36

Work-based Learning

<i>Implementation and Management</i>	37
Community Relations	37
Job/Worksite Visit	37
Worksite Mentor Orientation	37
Training Agreement	38
Training Plan	38
Student Schedule	38
Student Worksite Interview	38
Student Worksite Orientation	38
Credits, Grades, Certificates of Competency	39
Worksite Training Directory	39

Legal Considerations of Work-based Learning

Insurance	40
Health and Safety	41
Transportation	41
Labor Laws	42
The Rehabilitation Act of 1973	46

Agencies and Resources

Publications of Interest

Appendix A: Definitions

Appendix B: Sample School to apprenticeship linkage agreement

Appendix C: Suggested Program Coordinator Functions

Appendix D: Publicizing the Work-Based Learning Program to the Community and to Parents

Appendix E: Sample Job/ Worksite Checklist

Appendix F: Example of Student Requirements

Appendix F: Example of Student Requirements

Appendix G: Sample Training Plan

Appendix H: Sample Database Files

Appendix I: Using CIS and Dependable Strengths

Appendix J: Job Shadowing: Student forms

1

WORK-BASED LEARNING IN PROFESSIONAL-TECHNICAL EDUCATION: AN OVERVIEW

Work-based learning is a part of Idaho's broader effort to educate young people and adults. In professional-technical education, the term **"work-based learning" is defined as experiences at a worksite based upon a career/educational plan and connected to school-based learning.** In Idaho and the nation, work-based activities have provided an important bridge to education efforts at both secondary schools and technical colleges.

Professional-technical educators have found work-based learning activities valuable for two reasons: First, work-based learning helps students relate skills they are learning in the classroom to skills they will use on the job. Second, professional-technical programs alone, for lack of time and technical equipment, cannot totally prepare student for everything they will encounter in the work force. Conversely, work-based learning activities disconnected from school-based education may offer little more than dead-end jobs for which students would qualify anyway.

There are many preliminary activities that link school to the worksite and motivate students to explore the world of work. Examples include career exploration, career days/fairs, classroom presentations by workers from different occupations, job shadowing, and community service.

Later, students may choose more concentrated technical training opportunities such as cooperative education (Co-op), apprenticeships, clinical experiences, school-based enterprises, individualized occupational training or other activities discussed in this manual.

Credit for Work-based Learning

There are many types and variations of work-based learning opportunities. However, for a student to receive credit for a work-based learning experience, the following program components are required:

- Individual student career/ educational plans
- Training plans with the following elements:
 1. Technical skill development based upon an approved curriculum that reflects current industry standards
 2. Workplace-readiness skill development
 3. Integration of work-based learning with the student's school-based (academic) learning
- Training agreements
- Certified personnel who coordinate the activity
- Suitable worksites
- Mentor/trainers

2 **WORK-BASED LEARNING** **AT THE SECONDARY LEVEL**

Work-based learning experiences have been part of professional-technical education programs for the past 100 years. These experiences have taken various forms in secondary professional-technical programs. But not every school in Idaho offers a full array of professional-technical programs; consequently, there are limited work-based learning experiences available. In many rural communities there is a need for educators, employers, and citizens to work cooperatively to create work-based learning experiences for students.

This chapter discusses a variety of work-based learning experiences. First, established secondary professional-technical program work-based learning components are described, along with their distinguishing characteristics. Next, a program called Individualized Occupational Training is examined. Each description includes a list of distinguishing characteristics and the program number as listed in *Professional-Technical Programs, Titles, Codes, and Descriptions*, available from the State Division of Professional Education at <http://www.pte.idaho.gov/research/pdfdoc/SECCODO2.PDF>.

WITHIN PROFESSIONAL-TECHNICAL PROGRAM AREAS

Work-based learning provides rich opportunities to expand and enhance professional-technical programs. This section will discuss the following structured learning experiences associated with Agriculture Science and Technology, Family and Consumer Science, Business and Office Occupations, Health Occupations, Trade & Industrial, and Marketing programs:

- Cooperative education
- Clinical experience
- School-based enterprise
- School-to-apprenticeship
- Supervised occupational experience
- Occupational and career experience

The chart below provides an at-a-glance table of professional-technical programs and their common work-based learning activities.

	Cooperative Education	Clinical Experience	School-based Enterprise	School-to-Apprenticeship	Supervised Occupational Experience	Occupational and career experience
Agriculture	•		•	•	•	•
Business	•		•	•	•	•
Family and Cons. Science	•		•	•	•	•
Health professions	•	•		•	•	•
Individualized Occupational Training Program	•	•	•	•	•	•
Marketing	•		•	•		•
Technical Education	•			•		•
Trade/Industrial	•		•	•		•

FOR IDAHO WORK-BASED
COMPETENCIES, SEE
[www.pte.idaho.gov/wkplc
mp/cmptencs.htm](http://www.pte.idaho.gov/wkplc
mp/cmptencs.htm)

Cooperative Education

Cooperative education integrates classroom study and paid work, balancing classroom theory with career-related experience.

In cooperative education, teachers and employers jointly identify the competencies to be taught in the classroom and at the worksite. They develop a plan that guides the student's training. The plan lists student competencies required for a specific occupation, including rules, regulations, requirements, and/or responsibilities of the student, parent, worksite sponsor, and teacher/coordinator.

The student, parent, teacher/coordinator, and worksite sponsor work together to schedule work periods at the training sites. Typically, students alternate classroom instruction and work-based training. They may alternate full days, full weeks, or other periods of time, depending upon school schedules, academic requirements and worksite requests. For further information about cooperative education, contact any state professional-technical program supervisor.

Distinguishing Characteristics:

- Technical content instruction is shared by in-school teacher and worksite mentor
- Paid work experience
- Commonly part of all professional-technical programs

Titles, Codes, and Descriptions; Crosswalk:

IBEDS 0198 Agriculture Science & Technology
IBEDS 0298 Business & Office Education
IBEDS 0598 Occupational Home Economics
IBEDS 1598 Health Professions
IBEDS 0998 Trade, Industrial, & Technical Education
IBEDS 1898 Marketing Education

CLINICAL EXPERIENCE

Clinical experience is hands-on training at a healthcare facility. For high school health occupations students, this work-based learning method often begins with job shadowing: observing a health professional on the job. Then, as the student advances, clinical experience becomes more hands-on. Closely supervised by healthcare professionals, advanced students apply what they've learned in the classroom to real situations in the workplace.

As the student advances through the program, more time is spent in clinical experience. For example, in some programs students spend more than fifty percent of their time at the worksite.

Like cooperative education, clinical experience requires a training plan and agreement, signed by school personnel, student, parents/guardians, and clinical personnel. The plan includes all phases of experience, from job shadowing to advanced clinical work.

For further information on clinical experiences, contact the State Health Professions Program Manager.

Distinguishing Characteristics:

- Technical content instruction is normally provided by classroom teacher at clinical site
- Unpaid work experience
- Part of health professions program

Titles, Codes, and Descriptions Crosswalk:

IBEDS 1597 Health Professions

SCHOOL-BASED ENTERPRISE

School-based enterprises are student-run businesses owned by and operated in the school. This method is one way for a school to create its own work-based learning opportunity. For example, a school might let marketing students run the campus store, acting as clerks, buyers, and managers of the enterprise. Often students from different grade levels work together, managing all aspects of the operation.

Similar to other examples of work-based learning, school-based enterprises require plans, evaluations, and integrating classroom learning into the workplace. For further information about school-based enterprises, contact the state professional-technical program manager for marketing, agriculture, or business.

Distinguishing Characteristics:

- Technical content instruction is by classroom teacher in school-based, controlled worksites
- Unpaid work experience
- May involve all professional-technical programs

Titles, Codes, and Descriptions Crosswalk:

IBEDS 0197	Agricultural Science
IBEDS 0297	Business and Office Technology
IBEDS 0597	Family and Consumer Science
IBEDS 1897	Marketing Education
IBEDS 1697	Technology Education
IBEDS 0198	Trade, Industrial, and Technical Education

SCHOOL-TO-APPRENTICESHIP

The school-to-apprenticeship linkage is an innovative approach to education and training which allows qualified high school students to effectively bridge the gap between high school and the traditional apprenticeship system. High school students who meet the requirements for entry into the program are employed part-time as apprentices while completing their secondary education. Upon completion of required courses for high school graduation, student-apprentices are expected to continue in the program as full time apprentices.

A sponsor's minimum age requirement may be waived for participants who are accepted and indentured. Students who are under 16 are not accepted into the program. Students participating in the school-to-apprenticeship program work a reduced work day and work week while attending school and completing their high school requirements. The conditions of work for student are the same as traditional employed apprentices and are governed by the approved apprenticeship standards. An agreement between appropriate educational representative, the employer, and the Bureau of Apprenticeship and Training is recommended. Appendix B contains an example of an apprenticeship agreement.

For additional information contact the state program manager for trades and industry or the Bureau of Apprenticeship and Training in Boise.

Distinguishing Characteristics:

- Technical content instruction is by worksite mentor/ sponsor
- Paid or unpaid work experience
- Usually involves trade and industrial professional-technical programs

Titles, Codes, and Descriptions; Crosswalk:

Use "Occupational& Career Experience" IBEDS numbers for all school-to-apprenticeships

For more information on Apprenticeships see the U.S. Bureau of Apprenticeship and Training (BAT) at http://www.doleta.gov/atels_bat/bat.cfm

SUPERVISED OCCUPATIONAL EXPERIENCE (SOE)

Supervised Occupational Experience (SOE) encompasses a broad array of activities designed by students, parents, and teachers to provide actual work experiences. These experiences are often entrepreneurial in nature, but can include paid or unpaid work for an employer and school-based work projects. Supervised Occupational Experience has been used traditionally in agriculture programs, but can be used in any professional-technical program.

The three forms of Supervised Occupational Experiences are:

- Entrepreneurial projects including ownership of a farm or business enterprise
- Job placement at a worksite related to the occupational program. These placements can be either paid or unpaid
- School-based work projects such as extra construction projects in the mechanics laboratory (beyond the normal in-school curriculum), working in a school greenhouse or installing computer networks as part of a technology maintenance program

Supervised Occupational Experience programs require students to assume fiscal responsibility for their enterprises and to keep records of time invested, money earned, and technical skills learned. For further information about supervised occupational experience, contact the State Agriculture Science and Technology Program Manager.

Distinguishing Characteristics:

- Technical content instruction shared by classroom teacher and worksite mentor
- Paid and unpaid work experience
- Part of agriculture programs

Titles, Codes, and Description; Crosswalk:

IBEDS 0197 Agricultural Science & Technology

OCCUPATIONAL AND CAREER EXPERIENCE

An occupational and career experience is a community-based work experience organized and planned to develop knowledge and skills necessary to gain and maintain employment. This may encompass a broad range of paid or unpaid work or service learning experiences related to the career objectives of the student.

Like other work-based learning programs at the secondary level, the experiences must be supervised and monitored by the teacher through a training plan and agreement, signed by school personnel, student, parents/guardians, and work personnel.

Distinguishing Characteristics:

- Technical content instruction is by classroom teacher
- Paid or unpaid work experience
- May involve most professional-technical programs

Titles, Codes, and Descriptions Crosswalk:

IBEDS 0197	Agriculture Science and Technology
IBEDS 0297	Business & Office Education
IBEDS 0597	Occupational Home Economics
IBEDS 1897	Marketing Education
IBEDS 1697	Technology Education
Trade, Industrial, and Technical education:	
IBEDS 0197	Environmental Science Technology
IBEDS 0497	Residential Carpentry/Building Construction, Cabinet making/Millwork
IBEDS 0697	Cosmetology
IBEDS 0797	Architectural or Mechanical Drafting
IBEDS 0997	Aviation Technologies, Small Engine Repair, Auto Body Technology, Automotive Technology, Heavy Equipment/Diesel
IBEDS 1397	Media Technologies
IBEDS 2497	Precision Machining/Automated Manufacturing, Welding
IBEDS 2597	Law Enforcement/Criminal Justice
IBEDS 3097	Information and Communications Technology
IBEDS 0198	Occupational and Career Experience

SEQUENCING FOR I.O.T.

- Students might take career classes in 8th and 9th grade, but these do NOT count towards IOT
- 10th grade 1st semester: Introduction to Career Pathways (IBEDS 1650) or Career and Personal Development (IBEDS 0516)
- 10th grade 2nd semester: Work-based Learning (IBEDS 1651: Learning Experience I)
- 11th grade: Work-based Learning (IBEDS 1652 and 1653: Learning Experience II & III)
- 12th grade: Work-based Learning (IBEDS 1654: Learning Experience IV)
- The last semester of 12th grade should be a paid IOT experience

As a STAND-ALONE PROGRAM

INDIVIDUALIZED OCCUPATIONAL TRAINING PROGRAM

The Individualized Occupational Training Program is a stand-alone professional-technical program that replaced the traditional Multi-Occupations Program, but is not intended to displace other professional-technical programs. Individualized Occupational Training Programs will provide work-based learning experiences to fit individual student career choices and extend the range of professional-technical training a school can offer.

Program Design

The first step in designing an Individualized Occupational Training Program is to identify and prepare students who are interested in participation in the program. This is accomplished through a semester-length course in either Introduction to Career Pathways or Career and Personal Development. Both courses are designed to help students establish a career and educational directions and prepare for the work-based learning component of the program.

The next step is to identify and select worksites and mentors in the community that match each student's skill training interests. Once worksite and mentors are selected, individual training plans are developed. These plans, based on curricula approved by the professional-technical system, may articulate into an Idaho technical college and/or registered apprenticeship.

Individualized Occupational Training programs require:

- A coordinator/ teacher for the students and program
- An understanding of student needs and community resources
- A prerequisite course in Introduction to Career Pathways or Career and Personal Development
- Suitable worksites and mentors
- Leadership development as generally provided through professional-technical student organizations
- Individualized training agreements and training plans based upon curricula approved by the Professional-Technical System.
- Coordination and integration of technical and academic curriculum
- A technical committee representing diverse occupational areas providing a link to community worksites

For further information about Individualized Occupational Training Program, contact the State Guidance Program Manager at (208) 334-3216.

Distinguishing Characteristics:

- Technical content taught at worksites by worksite mentors using written curriculum approved by the professional-technical education system
- Paid or unpaid
- A stand-alone program

Titles, Codes, and Description Crosswalk:

IBEDS 1650 Introduction to Career Pathways
IBEDS 1651 Work-based Learning Experience I
IBEDS 1652 Work-based Learning Experience II
IBEDS 1653 Work-based Learning Experience III
IBEDS 1654 Work-based Learning Experience IV

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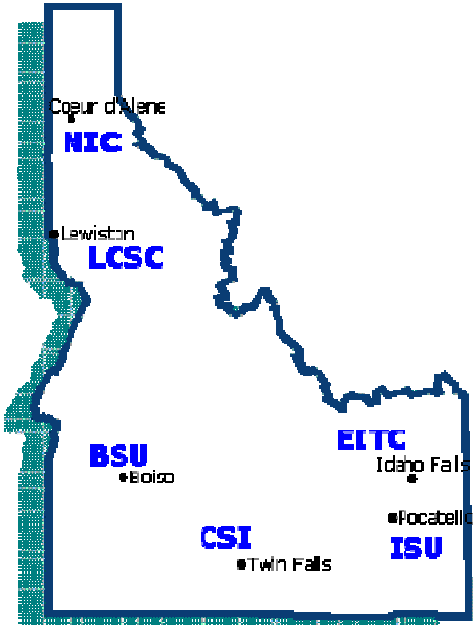
WORK-BASED LEARNING AT THE TECHNICAL COLLEGE LEVEL

Work-based learning is an integral part of the technical college learning experience and is often required as part of the occupational program.

This section discusses work-based learning experiences at the technical college level. First, it describes off-campus examples including apprenticeships, clinical experiences, cooperative education and internships/ practicums/ field experiences. Then, it explains an on-campus variation of work-based learning, campus-based enterprises.

From college to college, the actual titles of work-based learning models may vary, but most fall into the following broad categories:

- Apprenticeships
- Clinical experiences
- Cooperative education
- Internships/ Practicums/ Field experiences
- Campus-based enterprises



APPRENTICESHIP

Federally recognized apprentice training programs are registered with the Bureau of Apprenticeship and Training, U.S. Department of Labor. Normally, Idaho apprenticeship programs are required to provide training under conditions specified in a written agreement with the Bureau. Apprentices are regular employees of a business in which they are doing their apprenticeships.

Apprenticeship training has two components:

1. Planned, on-the-job training under the constant supervision of a journey worker
2. Related technical and theoretical studies of at least 144 hours of instruction, done during non-work hours

An apprenticeship program is sponsored by either a single employer, an association of employers, or a local joint apprenticeship committee, made up of both employer and union representatives. Minimum requirements to be eligible are established by the program sponsors and might include, for example, a minimum age, graduation from high school, or a GED.

Apprenticeship programs are available through all Idaho technical colleges.

Distinguishing Characteristics:

- Entry into apprenticeship is through the employer(s) or employer(s) and union who sponsor the program
- An employer-employee relationship is established with full-time paid employment while in training
- Training varies in length from one to five years, most are three to four years
- Apprentices train under a signed apprenticeship agreement that identifies training objectives/ methods and wage information
- Completing apprentices receive a skill certificate, the Certificate of Completion, issued by the U.S. Department of Labor

For more information on Apprenticeship; see the U.S. Bureau of Apprenticeship and Training (BAT) at [HTTP://WWW.DOLETA.GOV/ATELS_BAT/BAT.CFM](http://www.doleta.gov/ATELS_BAT/BAT.CFM)

CLINICAL EXPERIENCE

Clinical Experience at the postsecondary level is usually associated with health occupations programs. The graduates of postsecondary health occupations programs are expected to be work-ready entry-level workers with a wide range of skills, knowledge, and attitudes. The number of clinical hours in some programs range between 1200 and 1500 hours. The importance of clinical sites is emphasized in recent reports of national health organizations. For example, the Pew Commission and the National League for Nursing have stated the need for more learning in the community at a variety of sites where health care consumers will seek services.

Training agreements must be signed by the school representatives and the health care facility personnel. Many considerations must be part of the agreements to provide for quality experiences for students and to meet the requests of the facilities. Students completing postsecondary health occupations programs are normally required to take state and national examinations. In some cases, the programs must meet national certification requirements. Clinical experiences, therefore, must be planned carefully to meet all requirements.

Distinguishing Characteristics:

- Technical content instruction is normally provided by the technical college instructor at a clinical site
- Unpaid work experience
- Part of health occupations programs

COOPERATIVE EDUCATION

Cooperative education in technical colleges integrates in-school technical instruction and identified training experiences at the worksite. This form of work-based learning balances educational theory with career-related, paid work experience.

The student's training is carefully planned and supervised according to a training plan and training agreement. The training plan lists the competencies to be developed by the student for specific occupation. The teacher/ coordinator and the employer jointly identify the competencies which will be developed in the classroom and/ or training site.

The training agreement includes the rules, regulations, requirements, and/ or responsibilities of the student, the employer, and the teacher/ coordinator.

The student, the teacher/ coordinator, and the employer (training sponsor) work together in scheduling work periods at the training sites. The training sponsor, or designated mentor, supervises the student on the job and works with the teacher/ coordinator in evaluation student progress on the plan.

Students can alternate classroom instruction with their work-based learning. They can alternate part days, full days, full weeks, or other periods of time, depending upon the schools schedule, academic requirements, and the work requirements of the employer.

Distinguishing Characteristics:

- Technical content instruction is shared by technical college instructor and worksite mentor
- Paid work experience
- Commonly part of all technical college programs\

INTERNSHIPS

(Internships/ Practicums/ Field Experiences/ etc.)

Internships/ Practicums/ Field Experiences are other terms for work-based learning experiences in which students work for companies and perform jobs related to their program of study. These experiences often are initiated by students. Many companies provide opportunities for students to participate in on-the-job experience.

Students participating in this work-based learning variation usually work part time while taking coursework. Many professional-technical programs require internships and most offer credit. Companies often find this arrangement to be an advantage in that they can observe students without the obligation of hiring them permanently. Likewise, students have the benefit of being able to observe the company. In many disciplines, internships, practicums, and field experiences are the only way students have of gaining experience necessary to land their first job.

Internships, practicums, and field experiences are supervised by the company hiring the student. If credit is offered, the institution would approve the company and position. The student would then have to complete the documentation (report) required by the institution to receive credit.

Distinguishing Characteristics:

- Students in internship setting gain a “company” approach to their profession, learning the specific corporate culture and protocol of their employer
- Paid or unpaid
- Typically found in all technical programs
- Students assume much of the responsibility for applying classroom-learned theory to the actual work experience



LCSC

In Lewis-Clark State College's Graphic Arts/Printing Technology program students participate in a required practicum during the second year of their course of study. The program hosts a live in plant printing facility, Warrior Press, in which the students usually perform their practicums which utilize the skills they learn during their first year. They get experience performing all of the functions of a print shop in Warrior Press which prints all of the media materials for the campus. The practicum experience is unpaid. The students may also fulfill their practicum requirement by working in a local print shop. This experience greatly increases the students' technical printing skills.



ISU

The Automotive Technology program offered at the ISU College of Technology is just one example of a campus-based enterprise program. Students in this program are trained to do preventative maintenance and major repairs on all component parts such as engine overhaul, brake repair, front-end alignment, tune-ups, automatic transmission repairs, and more. Students are also trained in shop management and customer relations, serving as a shop foreman. The "all Data" computer program is used to lookup parts and specific car model/make information. All work is on customer's automobiles that are current and late models, using the latest in technology, in a shop situation and using a flat rate for time. Services are provided to ISU students, staff and community members.



CAMPUS-BASED ENTERPRISES

Campus-based enterprises are student-run, school-owned businesses that are typically operated on college campuses. They are designed to simulate the environment of businesses located in the private sector. Although occupational training is the primary goal of a campus-based enterprise, goods and services are provided to customers. Students are exposed to all aspects of the business as they rotate through various duty areas and master tasks outlined in a training program. For example, a campus-based hotel within a hotel/ motel management program may involve all students in the front desk check in of guests, sales and catering for special events, housekeeping, and the accounting aspects of the hotel/ motel business.

Distinguishing Characteristics:

- Technical content instruction is by the technical college instructor in campus-based, controlled worksite
- Unpaid work experience
- Students apply classroom theory while providing a service to the technical college they attend

4 FOUNDATIONS OF A QUALITY WORK-BASED LEARNING EXPERIENCE

Work-based learning opportunities for students must be an integral part of their entire educational experience. The work-based learning experience is a component of an educational program that is based on strong career guidance, career pathways, integration of academic and technical education, and connects with education and training beyond high school.

CAREER GUIDANCE

The *Idaho K-12 Comprehensive Guidance and Counseling Program Model*, which can be found online at <http://www.pte.idaho.gov/guidance/guidepdf/gmodel.pdf> and *The Idaho Adult Career Development Model*, located at <http://www.pte.idaho.gov/guidance/curricula.htm> provide the framework for building career guidance in Idaho schools. Both documents outline the process for schools to develop their local programs. From kindergarten through adult, an effectively designed career guidance program guides students through four stages of career development: self-assessment, exploration, focus, and strategy.

Job shadowing and Information Interviewing

Job shadowing and information interviewing are career exploration techniques to bring students into direct contact with workers at the work-site. These experiences offer students the advantage of observing work first-hand and questioning those who actually engage in work students are exploring. Consequently, students develop impressions and insights that would be impossible to obtain in other ways. Students also gain the advantage of developing a network of leads to potential worksites.

For more on Dependable Strengths check www.dependablestrengths.org/

Idaho Career Information Systems can be found at www.cis.idaho.gov

Self-Assessment:

Many people make serious mistakes in their education and careers because they have limited knowledge about themselves. Numerous tools serve to provide students with self-information, including: multi-aptitude test batteries, interest and other inventories. Students also need help discovering their natural strengths and motivations beyond what traditional tests and assessments can provide them. The Dependable Strengths Articulation Process (DSAP) provides this assistance using a biographical approach to identify patterns of strength and intrinsic motivation. Armed with this self-knowledge, students can move ahead confidently to explore careers and educational pathways that build upon their dependable strengths.

Explorations:

In the exploration stage students research occupational/ educational information and compare these data with their personal strengths and motivations. Most students first become aware of many occupations and educational options during planned exploratory experiences. Although a variety of media may be utilized, the computerized Idaho Career Information System (CIS) offers students the most comprehensive, up-to-date, and relevant information available.

For more on Dependable Strengths and CIS see Appendix I in this manual.

The Student Learning Plan/ Career Development Plan is the written account of a sequence of learning experiences and training over a specified period of time that is approved by the student, parent, and a representative of the school. The Plan includes not only coursework, but career goals, post-secondary education/ work plans, and other school and community activities to enhance the learning experience and any barriers to achieving the student's goals. The purpose is to align the student's secondary school experience with his or her career goals.

The SLP/CDP should be developed at the end of the eighth grade. Planning sessions should be scheduled each consecutive year to review and update the Plan, allowing flexibility as the student's career decisions crystallize.

In addition to the SLP/ CDP, a second plan, called the Training Plan, is required for students participating in work-based learning. This plan outlines specific goals and objectives of the student's work-based learning experience and is tightly linked to the student's comprehensive SLP/CDP and professional-technical program.

Focus:

Focus is that point in the career guidance process when a student is able to establish a career and educational direction based upon good information about self and world of work. Schools can help ease the pressure on students to make the “perfect” career decision by reminding them that choosing an occupation is usually not a once-in-a-lifetime event and by scheduling regular meeting to review and revise the Career/ Education Plan.

Strategy:

Once students establish a career focus, they need help mapping out a strategy in the form of a written career/ education plan. They also need help developing skills and strategies to locate jobs and market themselves to future employers.

Career Clusters

Career Clusters provide a way for schools to organize instruction and student experiences around sixteen broad categories that encompass virtually all occupations from entry through professional levels. Resources such as KNOWLEDGE AND SKILLS STRUCTURES and BROCHURES are available for each of the sixteen clusters. Click on the cluster icon for access to resources, or see www.careerclusters.org for more information.

The sixteen clusters are:

	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
	Careers in designing, planning, managing, building and maintaining the built environment.
	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
	Planning, managing and providing education and training services, and related learning support services.
	Planning, services for financial and investment planning, banking, insurance, and business financial management.

 <p>Government & Public Administration</p>	<p>Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.</p>
 <p>Health Science</p>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
 <p>Hospitality & Tourism</p>	<p>Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.</p>
 <p>Human Services</p>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
 <p>Information Technology</p>	<p>Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.</p>
 <p>Law, Public Safety & Security</p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
 <p>Manufacturing</p>	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.</p>
 <p>Marketing, Sales & Service</p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
 <p>Science, Technology, Engineering & Mathematics</p>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.</p>
 <p>Transportation, Distribution & Logistics</p>	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.</p>

CONNECTING WITH EDUCATION AND TRAINING BEYOND HIGH SCHOOL

Work-based learning should be connected with the student's career goals and with the education and training beyond high school, whether that be a four-year degree, a two-year degree or an apprenticeship.

For many careers requiring technical expertise, Idaho high school students can get a head start on college-level technical training by enrolling in Tech Prep programs, sequences of classes that connect two or more years of high school technical education. High School students in tech prep programs can often earn college credit and advanced placement into technical programs.

S.C.A.N.S. COMPETENCIES

The Secretary's Commission on Achieving Necessary Skills (or SCANS) competencies were developed by the U.S. Secretary of Labor after interviewing thousands of businesses all across the United States to find out what skills entry level workers need to succeed in all jobs. According to the SCANS website at <http://wdr.doleta.gov/SCANS/>, "the commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment." The Commission's findings and recommendations continue to be a valuable source of information for educators. Click on the following links or refer to the SCANS website for these and other valuable resources and documents:

- [What Work Requires of Schools](#)
- [Blueprint for Action: Building Community Coalitions](#)
- [Learning A Living](#)
- [Identifying and Describing the Skills Required by Work](#)
- [Identifying Necessary Job Skills](#)
- [Teaching the SCANS Competencies](#)
- [Government As A High Performance Employer](#)

INTEGRATION OF ACADEMIC AND PROFESSIONAL-TECHNICAL EDUCATION

Professional-technical and academic competencies are both required in occupations. For example, in the Health Services area, students need the academic competencies contained in an anatomy and physiology course and professional-technical competencies contained in medical terminology and emergency procedures.

The integration of curriculum requires that teachers work within their own departments and across disciplines. They design courses so that the material being taught is reinforced in different classes at appropriate times. For example, chemistry teachers can use the laboratory to show why infection occurs. Professional-technical teachers can teach the applications of infection prevention in a health occupation program.

CONNECTING WITH EDUCATION AND TRAINING BEYOND HIGH SCHOOL

Work-based learning should be connected with the student's career goals and with the education and training beyond high school, whether that be a four-year degree, a two-year degree or an apprenticeship.

For many careers requiring technical expertise, Idaho high school students can get a head-start on college-level technical training by enrolling in Tech Prep programs, sequences of classes that connect two or more years of high school technical education to two or more years of postsecondary technical education. High School students in tech Prep programs can often earn college credit and advanced placement into technical college programs.

5 WORK-BASED LEARNING ACTIVITY PLAN

There are several steps involved in planning effective work-based learning activities, including: gathering information, staffing, identifying worksites, ensuring an “open door” to all students, and budgeting. This section describes how to design an effective work-based learning activity using those criteria.

ASSESSMENT

Assessing school and community resources is important for three reasons: (1) It helps identify what is already in place (2) It helps prevent new initiatives from interrupting or interfering with work-based learning activities that are already in place; and (3) It establishes a benchmark for evaluation and future planning.

To identify current practices:

- Current work-based learning activities should be identified and cataloged.
- A central coordination point should be identified to avoid overlapping of employer contacts.
- The school district should identify within the community, agencies and individuals serving as facilitators for worksite instruction.

STAFFING

An important consideration for administrators is the identification and assignment of work-based learning coordination responsibilities. Depending on local needs, that assignment may be to an individual or a team.

Identifying coordinator(s)

The coordinator(s) will develop a comprehensive and effective work-based learning system through direct communication with administration, professional-technical and academic contacts, mentors, students, advisory committee, and parents (secondary students). The role of the coordinator includes developing and managing the work-based learning system. For more details, refer to Appendix C.

To succeed in this role, the coordinator must balance time effectively between the various duties. Work-based learning coordinators should be allocated time based on student load. The recommended time-to-student ratio for coordinators is one class period per 20 students.

Course work requirements for professional growth are based on each individual's previous course work and evident expertise. Competencies that should be developed are found in: principles/foundations of professional-technical education, professional-technical guidance, coordination techniques, analysis & curriculum design, student evaluation, and professional-technical methods. For more information on program coordinator functions see Appendix C.

Qualifications:

School personnel in work-based learning settings need to hold the Work-based Learning Coordinator endorsement. Individuals holding either a Standard Secondary, Advanced Secondary, or Professional-Technical Specialist Certificate with a professional-technical endorsement and who have taken a course in Coordination Techniques or School-To-Work Transition qualify for the Work-based Learning Coordinator endorsement.

Certified individuals who have a professional-technical endorsement, but have not taken a course in Coordination Techniques or School-To-Work Transition may apply for a Limited Professional-technical Specialist Certificate.

Individuals who do not hold a professional-technical credential, but have specialized training and/or work experience may qualify for a Limited Professional-technical Specialist Certificate. Qualification for this certificate is based on full-time recent, gainful, employment related to a skilled occupational area, the professions, or human resources development.

Identifying work~~s~~ite~~s~~ and work~~s~~ite mentor~~s~~

There are several ways to begin selecting possible worksites: by identifying industries, occupations, employers, or worksite mentors. Any and all of these are good starting points and can be used simultaneously. The following section describes the unique differences of each approach.

Industries

Suitable industries usually include: (1) dominant industries in your area; (2) industries which have shown stable or increasing growth trends; and (3) small, entrepreneurial businesses whose owners are committed to education. One starting point for identifying industries would be to use local labor market data, available from the Idaho Department of Labor. Contact the Department of Commerce and Labor for the name and phone number of the nearest Area Labor Market Analyst. Local Chamber of Commerce, business leaders, banks, and civic leaders may also help identify industries. From a compiled list of suitable industries, you can narrow the field to a specific list of employers. The Idaho Career Information System (CIS), which maintains an employer listing by industry and area of the state, can help complete this list. More information about CIS can be found in *Appendix I*.

For help in identifying industries and occupations:

Idaho Commerce and Labor <http://cl.idaho.gov/portal/>

Idaho Works <http://www.idahoworks.org>

Idaho Dept. of Labor, Job Services Office <http://www.labor.state.id.us/portal/>

Career Development Services Library Resources (from LCSC) <http://www.lcsc.edu/CDS/lib3empinfo.htm>

Dictionary of Occupational Titles (DOT) <http://www.oalj.dol.gov/libdot.htm>

Contains descriptions of over 12,000 occupations.

Idaho Manufacturers Yellow Pages and Business Directory

http://manufacturing.addresses.com/yellow_pages/Business+Supplies+and+Services/Manufacturers/2/40/ID/A.html

Idaho Occupational Employment Statistics (OES) http://www.bls.gov/oes/2000/oes_id.htm

North American Industry Classification System (NAICS) <http://www.census.gov/epcd/www/naics.html>

Standard Industrial Classification (SIC) <http://www.census.gov/epcd/www/sic.html>

NAICS has replaced the U.S. Standard Industrial Classification (SIC) system, but there is still info online about the old SIC.

U.S. Industrial Outlook <http://www.ita.doc.gov/td/industry/otea/usio/usio95.html>

Occupations

Another starting point would be to survey the student/applicants' occupational lists. If the lists were generated from CIS, it is possible to determine the corresponding industries and get a list of employers, since CIS links this information.

- Beyond the occupational desires of the students, additional criteria in selecting occupations could be:
- Fast-growing occupations
 - Large occupations (most common in your area)
 - Professional-technical occupations (trades, health, business, etc.)
 - Occupations for which the training time is over one month and up to four years

Have you checked Career Information Systems online yet?

www.cis.idaho.gov

Employers

You may already have some work-based learning sites established. Employers who are now, or were in the past, involved in school-business partnerships are very good possibilities.

Titles and terms used to describe industries, occupations, jobs, and training programs are often very similar. But the distinctions, as shown below, can be very important in developing a training program.

Refer to *Agencies and Resources* (at the end of this manual) for information on agencies, software, and publications helpful in locating employers and industries.

▶ **Industry**

A collection of employers grouped together according to product, service, and/ or process. An employer will usually know with what industry their company is associated.

▶ **Employer**

Generally a single firm having one or more worksites.

▶ **Worksite**

The physical location where the product is produced or the service performed.

▶ **Occupation**

A broad classification that includes many individual jobs. For example, Civil Engineer is an occupation, while the Engineering Design position at ABC Engineering Company is a job.

▶ **Job**

A single position at a company

▶ **Career**

Total paid and unpaid work experiences throughout an individual's lifespan. This may include many occupations and jobs or just one of each if the individual has only one job throughout his or her lifetime.

▶ **Training Program**

A systematic collection of training and coursework which prepares an individual for a particular career, occupation, or if very narrow, a single job.

Worksite Mentors/ Trainers

The worksite mentor helps the students make a smooth transition from school to the world of work. Often this is the same individual who will provide training at the worksite. Mentors are beneficial to students in many ways: students have a reason for staying in school; they see the relationship of what they are learning in school to the application in real-life situations; they have a support system at the workplace and have an opportunity to see if the job or the career field is the right one for them.

Ideally, worksite mentors for students are persons with the following qualities:

- Strong interpersonal skills
- Organizational knowledge
- Good supervisory skills
- Technical competence
- Strong commitment to students and their development
- Willingness to share responsibility for that development
- Patience
- Good “people skills”

Selection of worksite mentors should be done with care. Not everyone will make a good mentor. Mentors must want to be mentors, want to help students learn and succeed and be willing to learn how to be a good mentor. A mentor is an experienced person who is a trusted counselor or guide to an individual. A teaching mentor has been described as a person who helps a student become a competent traveler along life’s educational journey, “one who does not repair the road but allows the traveling student to discover new goals and satisfactory experiences (Daloz 1987).”

Equal Access

Work-based learning experiences should be available to all students. Such experiences are intended to teach students about specific careers, and expose them to the skills and expectations that employers are seeking in their employees.

Work-based learning must address the continued under-representation of young women in technical programs. Pro-active steps must be taken to encourage them to enroll in programs that prepare them for higher wage technical careers. Suggestions include:

- Bias-free assessment, testing, and counseling
- Complete, accurate, and unbiased career information (e.g., the Career Information System)
- Interaction with nontraditional role models
- Mentoring opportunities with women in technical, scientific, and mathematical fields
- Classroom and work sites which are free of sex bias and stereotyping
- Staff development and training for teachers, counselors, and administrators
- Opportunities to explore and participate in technical, scientific, and mathematical fields

There are many organizations that can help with equal access. These are just a start:

**U.S. Equal Opportunity
Employment Commission**

<http://www.eeoc.gov/>

**District EOEC Office for
our region: Seattle**

<http://www.eeoc.gov/seattle/index.html>

**Idaho Women's
Commission**

<http://www2.state.id.us/women/Who.html>

Budgeting and State Reimbursement

For public schools, state professional-technical money is distributed to offset the added costs of operating professional-technical programs (including work-based learning) – costs which are above and beyond the costs associated with a regular classroom. For example, an instructor's regular contract during the school day to teach the professional-technical courses or coordinate work-based learning activities would **not** be reimbursable. Instructor salary for time beyond the normal academic year would be reimbursable, however. Added costs associated with work-based learning could include travel to develop worksites and supervise students, travel for professional development, time during the summer to develop worksites, certain supplies, curricula, and equipment. The state supplemental funding does not pay for permanent improvement such as buildings.

The formula for distributing the added cost funding is based on two factors: (1) the relative added costs associated with a professional-technical program area; and (2) the number of reimbursable professional-technical classes (including work-based learning coordination) offered in that program.

Districts wanting professional-technical reimbursement for Work-based learning should apply to the State Division of Professional-technical Education. Work-based learning funding can either be a part of the funding for an existing professional-technical program or could be for a new stand alone program such as the Individualized Occupational Training. The deadline for application is February 15th for programs being offered during the next school year.

Work-based learning at the technical college level is a component of professional-technical-technical education programs. These programs are fully supported by the State Professional-technical Education Appropriation.

6

WORK-BASED LEARNING IMPLEMENTATION AND MANAGEMENT

This chapter identifies activities involved in the implementation and management of work-based learning, including: community relations, conducting job-worksite visits, worksite mentor orientation, developing training agreements and plans, aligning student schedules, facilitating student worksite interviews and orientations, issuing grades and maintaining a worksite training directory.

COMMUNITY RELATIONS

Positive community relations are essential to the success of work-based learning. A program of work for community relations should be developed. This should include, but not be limited to: informational brochures, involvement of key individuals as member of technical committees, letter of support from the school board, and close contact with civic organizations. Community relations materials are provided in Appendix D.

JOB/WORKSITE VISIT

When a potential worksite has been identified, it is necessary to make an on-site visit to evaluate working conditions, clothing and credential requirements, types of reading materials, equipment and tools used, insurance and liability issues, wages and benefits if any, and other issues that may arise in the course of the visit.

The visit also gives you a chance to share information about the program with the worksite staff and answer questions they are sure to have. This visit helps to prevent misunderstandings between the teacher/coordinator, employers, worksite-mentors, and student.

Ask the employer and/or worksite mentor to show you around the worksite. Discuss the training situation, hours worked, job tasks, working conditions, etc. Use the Sample Job/Worksite Checklist in Appendix E as a guide.

WORKSITE MENTOR ORIENTATION

The purpose of the worksite mentor orientation is to acquaint community worksite mentor/trainers with work-based learning goals, to define roles and expectations, and to prepare worksite mentor/trainers for working with students. Topics may include:

- Conducting student safety orientations
- Participating in arranging and signing worksite training agreements
- Involving the student in planning learning experiences that evolve from the training plan
- Grading Procedures
- Legal aspects of work-based learning
- Pedagogy skills

TRAINING AGREEMENT

The training agreement outlines the responsibility of each partner. The employer, student, parent (for secondary students) and teacher/ coordinator should meet to develop and sign the agreement. This allows everyone involved to discuss items of concern and to insure there are no misunderstandings. The major elements may include:

- Student responsibilities
- Paid/ unpaid work experience
- Employer responsibilities including liability and worker's compensation
- Coordinator or teacher responsibilities
- Parent/Guardian responsibilities (for secondary students)

See sample training agreement in Appendix G.

TRAINING PLAN

The training plan is developed to provide the student, worksite mentor, and teacher/coordinator with a list of learning objectives. The plan, tailored to the worksite by the employer and teacher/coordinator, should be based on industry-approved curriculum* (duty/ tasks) and link worksite to school site instruction. See Appendix G for a sample duty/task list.

The training plan usually covers the semester or length of time necessary to complete a designated phase of training. All training plans should identify: (1) technical skills to be learned; (2) work-place-readiness skills to be learned; and (3) a strategy for integrating school-based and work-based learning.

The plan can be used as an evaluation form and should be reviewed periodically to determine if some revision is necessary. See Appendix G for a sample training plan.

- Note: Contact the State Division of Professional-Technical Education for industry-approved curriculum guides, (208) 334-3216.

STUDENT SCHEDULE

Scheduling tasks are made easier when students have an education plan that has been carefully laid out. Students are able to progress through required subjects and gain the foundational skills that prepare them to transition to the work-based phase of instruction.

Some worksites will have time constraints on when students can have access to their facilities. The in-school schedule will have to be arranged around these times or another worksite will have to be selected.

STUDENT WORKSITE INTERVIEW

Work-based learning offers an opportunity for students to apply those jobs seeking skills that they learned in the classroom. Preparing for a job interview and applying for the job should be part of the work-based learning experience. Employers are encouraged to use their standard job application and interview procedures.

STUDENT WORKSITE ORIENTATION

The student should receive a thorough orientation to the worksite, meeting co-workers, and becoming familiar with safety procedures, equipment, protocol, and facilities.

CREDITS, GRADES, CERTIFICATES OF COMPETENCY

Credit toward high school graduation or dual credit for articulation into a technical college must be agreed upon at the time the training plan and training agreement are developed.

Grading of students participating in work-based learning is a collaborative effort between coordinator/ teacher and worksite mentor. Evaluation should be based on performance standards outlined in the training plan and agreement. A competency profile, a master checklist of competencies in an occupational training area, should also document student progress and should stay in the student's individual profile folder. It should be updated regularly. and refer to.

In addition to school-based evaluations, independent tests such as those developed by the National Occupational Competency Testing Institute (NOCTI) can provide another way to evaluate student progress. For career areas like electronics and auto technology, these tests, usually administered regionally by independent proctors, can provide the benefits of nationally validated, transferable credentials.

- ⇒ See <http://www.ptc.idaho.gov/wkplcmp/cmptency.htm> for basic workplace competencies
- ⇒ Refer to the Idaho State Board of Education at <http://www.idahoboardofed.org> for state achievement standards
- ⇒ NOCTI can be found at <http://www.nocti.org/>

WORKSITE TRAINING DIRECTORY

As you get your program off the ground you will need to set up a record keeping system to track the worksites, mentors, and students. Establish database files with which to manage the following lists:

- Employers (separate lists for possible worksites and operating worksites)
- Potential worksite mentors
- Students applicants
- Student participants

Examples of database files are provided in Appendix H.

7

LEGAL CONSIDERATIONS OF WORK-BASED LEARNING

The following section explains issues involving insurance, health and safety, transportation, and labor laws as they affect the planning of work-based learning opportunities.

This information is provided merely as a general guide and is not intended to be a comprehensive source of legal interpretation of all the legal issues surrounding work-based learning.

INSURANCE

Schools must consider their current liability insurance to determine if the following kinds of coverage are in place, needed, or necessary:

General Liability: coverage for students, resource people, teachers, unpaid mentors. And worksite protection from risks, liabilities, claims, or demands for personal injury or property damage.

Personal injury: protection for student at learning sites

Transportation: coverage for students and staff en route to and from learning activities in the community

Generally, district liability policies protect students at workplace learning sites. Local district insurance agents can explain provisions of policies. In some programs, like health occupations, students who train as direct caregivers must have additional liability (malpractice) insurance coverage. Claims could be filed in cases of student errant behavior, so it is necessary to check on any additional insurance coverage needed.

A good time to explain the school's insurance provisions is during

the discussion with employers when recruiting new worksites. Employers need assurance that there will be a "hold harmless" relationship with the worksite making the school district and its governing agency liable for student actions and behavior at the site.

HEALTH AND SAFETY

At the worksite, students must follow the same health and safety rules governing regular employees. To ensure student safety on jobsites, coordinators should arrange for student use of any required special safety or health gear such as goggles, welding outfits, hard hats, or safety shoes.

Worksites, local businesses, or labor groups may wish to provide these items to students. Student health and safety measures in health occupations may also require that students be tested for immunity from tuberculosis and immunized against hepatitis. Instructors in these programs will need to follow what the health care facilities require of students.

Child labor laws allow involvement in some potentially hazardous occupations if the following conditions are properly met:

- The terms of the involvement are spelled out in a written agreement, signed by the employer and school coordinator or principal
- The involvement is incidental to the student-learner's training
- The involvement is intermittent, for short periods of time and under the direct and close supervision of a qualified, experienced person
- Safety instructions are given by the school and by the employer with on-the-job training
- A schedule has been prepared of organized and progressive work processes to be performed by the student on the job

TRANSPORTATION

Insurance and liability issues arise in work-based learning activities because students are required to leave school premises in order to continue learning at the workplace. Individuals should seek legal advice on issues regarding transporting students. The following are the most common forms of student transportation to and from the worksite and the coverage that will, in most situations, apply:

1. School transports the student on school bus
 - School bus insurance coverage extends
2. Employer provides van to transport student employees
 - Employer's insurance coverage extends
 - School's insurance is secondary
3. Student uses public transportation
 - School's coverage extends and the student signs a release
4. Student drives own vehicle
 - Student's personal auto insurance coverage is primary
 - School's insurance is secondary

In all cases, transportation agreements should be signed by parents (secondary students) before students are permitted to travel to and from worksites.

When students drive personal vehicles, conditions of transportation should be reviewed and defined. Typically, these conditions include:

- Verification of student driver's license and insurance coverage
- Limiting transportation to student driver (i.e. no passengers)
- Limiting transportation for the sole purpose of getting to and from the worksite

LABOR LAWS

Employers, school districts, and students are impacted by a number of labor laws as they participate in work-based learning activities. The degree to which coverage is mandated is dependent on the individual situation. Generally, coverage is principally offered by the determination of whether or not an employer-employee relationship exists between the employer and student. A school district should check with their board, district legal counsel, insurance carrier(s), and the State of Idaho or U.S. Federal regulatory agencies who administer these laws to determine the status of a student in a work-based learning activity. Keep in mind that state and federal labor laws often differ. When a difference occurs, the stricter standard always applies.

Note:

In most cases a student-learner who is engaged in activities beyond simply observing at the worksite may be considered an employee and the employer would be required to pay for them.

Fair Labor Standards Act

Covers minimum wage, overtime pay, child labor, and more. Within this law are specific sections which apply to student-learners. These sections specify what conditions must exist for non-paid wage status, hours minors can work, and the jobs they can perform or not perform. This law impacts work-based learning to the greatest degree of all the labor laws and can not be waived. This law is administered by the U.S. Department of Labor, Employment Standards Administration. On the state level, the Idaho Department of Labor and Industrial Services may rule on on-the-job training of student-trainees. For more information check the chart of URLs at the end of this chapter or see the *Agencies and Resources* section of this manual for contact information.

Unpaid/ Paid work experience

Most work experiences referred to in this manual are covered by the Fair Labor Standards Act (FLSA) or Idaho labor laws. However, unpaid work-based learning is possible.

Unpaid

To insure that a work-based learning experience is acceptable as unpaid under the FLSA it must meet the following criteria:

1. A planned program of job training and work experience for the student, appropriate to the students' abilities, which includes training related to pre-employment and employment skills to be mastered at progressively higher levels that are coordinated with learning in the school-based learning component and lead to the awarding of a skill certificate.
2. The learning experience encompasses a sequence of activities that build upon one another, increasing in complexity and promoting mastery of basic skills.
3. The learning experience has been structured to expose the student to all aspects of an industry and promotes the development of broad, transferable skills.
4. The learning experience provides for real or simulated tasks or assignments which push students to develop higher-order critical thinking and problem-solving skills.

A student enrolled in a learning experience would not be considered an employee within the meaning of the FLSA, if the following additional criteria were met:

1. The student receives on-going instruction at the employer's worksite and receives close on-site supervision throughout the learning experience, with the result that any productive work that the student would perform would be offset by the burden to the employer from the training and supervision provided.
2. The placement of the student at a worksite during the learning experience does not result in the displacement of any regular employee—i.e., the presence of the student at the worksite cannot result in an employee being laid off, cannot result in the employer not

hiring an employee it would otherwise hire, and cannot result in an employee working fewer hours than he or she would otherwise work.

3. The student is not entitled to a job at the completion of the learning experience—but this does not mean that employers are to be discouraged from offering employment to students who successfully complete the training.
4. The employer, student, and parent or guardian (secondary students) understand that the student is not entitled to wages or other compensation for the time spent in the learning experience—although the student may be paid a stipend for expenses such as books or tools.

If all of the foregoing criteria were met, an employer would not be required to pay wages to a student enrolled in a work-based learning experience. If, however, some of the above criteria were not met, it is still possible that a work-based learning participant would not be an employee under the FLSA; however, all of the facts and circumstances would have to be considered.

Volunteer

Volunteer positions are outside of the FLSA and students in such positions are not considered employees and need not be paid. However, students are not considered volunteers, within the meaning of the FLSA, if the students are not volunteering purely for the public good, but rather are attempting to gain work experience. Also, schools cannot legally require students to volunteer or perform unpaid public service as a way to gain professional-technical experience, satisfy graduation requirements, or any other purpose. This effectively eliminates volunteer status as a work-based learning alternative.

Paid

If a student does not meet the criteria for unpaid wage status, they must be paid at least the federal minimum wage plus overtime pay (1.5 times regular pay) for each hour in excess of 40 hours per week.

**Idaho Department of
Labor,
Wage and Hour Section**
<http://www.dol.gov/esa/whd/>

Subminimum Wage

The Fair Labor Standard Act does allow for a wage rate below the minimum wage in two training situations. (1) Full-time students employed by certified retail or service firms, agriculture, or institutions of higher education may be paid at 85% of the Federal Minimum wage. (2) Students with severe disabilities can be paid wages commensurate to their individual productivity under the Special Education School Work Experience Certificate. These situations are only permitted under certificates issued by the Wage and Hour Division of the U.S. Department of Labor.

Hazardous Occupations Prohibited for Minors

In general, minors under 18 may not be employed in hazardous occupations which entail:

1. Logging and sawmilling
2. Explosives manufacturing and storage
3. Motor vehicle driving
4. Mining
5. Power-driven woodworking machines
6. Exposure to radioactive substances
7. Use of power-driven hoisting apparatus
8. Power-driven metal forming, punching, and shearing machines
9. Slaughtering, or meat packing, processing, or rendering
10. Power-driven bakery machines
11. Power-driven tile and kindred products
12. Manufacturing brick, tile, and kindred products
13. Coal mining
14. Power-driven circular saws, band saws, and guillotine shears
15. Wrecking, demolitions, and ship-breaking operations
16. Roofing operations
17. Excavation operations

There are specific (and lengthy) definitions and exceptions to these prohibitions which impact “student-learners” that the school districts should take into consideration. In short, 16 to 17 year old student-learners can work at any time for unlimited hours and may be exempted from the hazardous occupations prohibitions if the student-learner is in a bona fide professional-technical program under a written agreement which provides that the student-learner’s work is incidental to training, intermittent, for short periods of time, and under the close supervision of a qualified person, that safety instructions are given by the school and correlated with on-the-job training; and that a schedule of organized and progressive work processes has been prepared. The written agreement must contain the name of the student-learner, and be signed by the employer and a school authority, each of whom must keep copies of the agreement.

For more information check the
**U.S. Department of Labor,
Occupational Safety and Health
(OSHA)** at
www.osha.gov

Students who are 14 and 15 years of age may work at jobs such as office work; various food service jobs; sales work and some other jobs in retail stores; errand and delivery work by foot, bicycle, and public transportation; dispensing gasoline and oil and performing courtesy services in gas stations; and in most cleanup work. The hours of work can not exceed 3 hours on a school day with a limit of 18 hours in a school week; no more than 8 hours on a nonschool day with a limit of 40 hours in a nonschool week; and not before 7 a.m. or after 7 p.m., except from June 1 through Labor Day, when the evening hour is

extended to 9 p.m. There are exceptions to these restricted hours and occupations under the Work Experience and Career Exploration Program (WECEP) . Under WECEP student who are 14 and 15 years of age and enrolled in an approved program can be employed during school hours, for up to 3 hours on a school day, up to 23 hours in a school week, and in occupations otherwise prohibited. WECEP status is subject to the approval of the Administrator of the Wage and Hour Division of the U.S. Department of Labor and has been granted to Idaho.

Youths under 14 may work only if their jobs are exempt from child labor standards or not covered by the Fair Labor Standards Act. Exempt work includes: delivery of newspapers to consumers; performing in theatrical, motion picture, or broadcast productions; and work in a business owned by the parents of the minor, except in manufacturing of hazardous occupations. In general, minors under the age of 14 may not be employed in non-agricultural occupations. Their activities in work-based learning programs must be limited to activities such as career awareness and exploration activities, classroom presentations, field trips to worksites, and job shadowing. Actual work or employment is not an option for this age group.

Agricultural Employment

The provisions for work in agriculture are less restrictive than those for non-agriculture occupations. In general, those 16 or older may work at any agricultural job at any time. 14 and 15 year old youths may be employed outside school hours in nonhazardous occupations. Youths under age 14 can only work on farms, outside school hours, in nonhazardous occupations, if they have written, parental consent or are working on a farm where their parent is employed. Be aware that "agricultural," in terms of FLSA coverage, refers to family farms, not agricultural operations that ship their products across state lines or those who work or process products other than their own.

THE REHABILITATION ACT OF 1973

AS AMENDED BY THE REHABILITATION ACT AMENDMENTS OF 1992 (INCLUDING SECTION 504)

This act provides assistance for individuals with disabilities to maximize their employment, economic self-sufficiency, independence, and inclusion and integration into society. Closely linked to the Individuals with Disabilities Education Act (IDEA), this law ensures that students with disabilities have a smooth transition between the education system and the professional-technical rehabilitation system. It is important to note that students covered under Section 504 of this act may not be covered under IDEA. This law is administered by the Idaho Division of Vocational Rehabilitation.

GOALS School-Work Transition Offices

<http://www.workerscompensation.com/idaho/quickfacts/qfacts01.htm>

for regional office contact information

The Idaho Division of Vocational Rehabilitation can be found at <http://www.vr.idaho.gov/>

Worker's Compensation Law

This law provides for insurance against injury while on the job. Insures the income of an injured worker as well as providing for medical benefits and services related to the on-the-job injury. This law is administered by the State Insurance Fund, an office under the Executive Office of the Governor, Idaho Code 72-102.

circumstances. (Note: filing a Notice of Injury and Claim for Benefits Form is not an admission of liability.)

The Industrial Commission administers the Workers Compensation Law, while the Idaho Insurance Fund provides the coverage and collects the premium.

For information on labor laws see the "Guide to Labor Laws" at

<http://www.labor.state.id.us/lmi/wagehour.htm>

Employment Security Law

This provides for unemployment insurance in the event a worker is out of work through no fault of their own. The worker must have earned sufficient wages in covered employment and be able, available, and seeking employment and meet all other personal eligibility requirements of the law. Contact your local Job Service office listed in the telephone directory or online at <http://www.labor.state.id.us/portal/> for assistance in filing a claim.

State Insurance Fund
<http://www2.state.id.us/isif/>
Idaho Workers Compensation
<http://www.workerscompensation.com/idaho.htm>

If governmental or private entities engage and pay the students, the student is covered under the workers compensation insurance policy of the governmental or private entity. If the student is unpaid, coverage is provided under the school district's policy. The premium for the coverage of the unpaid student would be based on the number of hours worked with a payroll substitute the minimum wage for each hour worked. Workers compensation requires the existence of proof that industrial injuries exist. The school must keep records. In the event an industrial injury occurs, there would be verification as to where, when, and the circumstances of the injury for the claim to be compensable under the school district's policy. Notice of injury and claim for benefits must be completed by the employer within ten days from the date of knowledge of an injury. A Notice of Injury and Claim for Benefits form must be filed when any of the following circumstances exists:

1. A work-related injury results in the need for medical treatment by an attending physician
2. A worker missed more than one day of work as the result of a work-related injury
3. Whenever an injured worker requests to file a claim under workers compensation regardless of the

Individuals with Disabilities Education Act

This law ensures that all children with disabilities have available to them a free appropriate public education and related services to meet their unique needs. This law is administered jointly by the U.S. Department of Labor and U.S. Department of Education. See URLs for these agencies at the end of this chapter, or for more contact information check the Agencies and Resources section of this manual.

The Americans with Disabilities Act

Civil rights legislation extends protected status to all disabled individuals. This Act prohibits discrimination on the basis of disability—whether they are persons hired by the school districts or students employed in cooperative or other work programs. This law is administered by the Equal Employment Opportunity Commission (<http://www.eeoc.gov/>).

Students with disabilities are to have available work-based learning opportunities. Participating employers are expected to provide reasonable accommodation for these students as they would for all employees.

Rehabilitation Act of 1992

This provides empowerment for individuals with disabilities to maximize their employment, economic self-sufficiency, independence, and inclusion and integration into society. This law is administered by the Idaho Division of Vocational Rehabilitation (See URLs for these agencies at the end of this chapter, or for more contact information check the Agencies and Resources section of this manual).

Idaho Human Rights Act

Title VII of the Civil Rights Act of 1964 (as amended)

State and federal laws* make it illegal for employers to discriminate in hiring or promoting an employee on the basis of race, color, sex, religion, or national origin. An employer cannot refuse to hire a woman because she is pregnant, fire her because of her pregnancy, or force her to go on leave. It is also illegal to base employment-related decisions on sexual favors or the acceptance or rejection of sexual advances. These laws are enforced by the Idaho Human Rights Commission (state) and the Equal Employment Opportunity Commission (federal). See URLs for these agencies below, or for more contact information check the Agencies and Resources section of this manual.

* Federal law covers employers with 15 or more employees; state law covers employers with 5 or more employees. Age discrimination applies to older workers (40+) only.

Title IX of the Education Amendments of 1972

This prohibits discrimination on the basis of sex in all educational institutions that receive federal financial assistance, in federal funded education programs at educational institutions, and institutions whose students receive federal financial aid. Protects students and employees,

Options for filing a complaint under Title IX include:

- File through Title IX grievance procedure at school site
- File a complaint of sexual harassment with the Office for Civil Rights (Seattle) or an equivalent state office
- File a civil suit

As a result of the U.S. Supreme Court 1992 decision in the *Ford v. Gwinnett County Public Schools*, money damages are available under Title IX.

- ⇒ Guide to disability rights laws
<http://www.labor.state.id.us/lmi/wagehour.htm>
- ⇒ Links to Idaho and federal labor laws
http://cl.idaho.gov/Portal/ICL/alias_jobservice/tabID_4523/DesktopDefault.aspx
- ⇒ IDEA 2004 resources
<http://www.ed.gov/policy/speced/guid/idea/idea2004.html>
- ⇒ U.S. Department of Education www.ed.gov
- ⇒ Idaho Commerce and Labor <http://cl.idaho.gov/portal/>
- ⇒ Idaho Department of Education
<http://www.sde.state.id.us/Dept/>
- ⇒ Equal Employment Opportunity Commission
<http://www.eeoc.gov/>
- ⇒ Americans with Disabilities Act www.ada.gov
- ⇒ Human Rights Idaho <http://www.humanrightsidaho.org/>
- ⇒ Idaho Commission on Human Rights
www2.state.id.us/ihr/ihrchome.htm
- ⇒ Idaho Division of Vocational Rehabilitation
<http://www.vr.idaho.gov/>
- ⇒ Office for Civil Rights
<http://www.ed.gov/about/offices/list/ocr/index.html>

See the *Agencies and Resources* section of this manual for more information.

AGENCIES AND RESOURCES

Idaho Division of Professional-Technical Education

(208) 334-3216
FAX (208) 334-2365
<http://www.pte.idaho.gov>

U.S. Department of Education www.ed.gov

Idaho Department of Education

<http://www.sde.state.id.us/Dept/>

Idaho Career Information System

Phone: (208) 334-3705
Toll free in Idaho 1-800-935-4247
<http://cis.idaho.gov>

Idaho Commerce and Labor

(208) 334-2470
1-800-842-5858
<http://cl.idaho.gov/portal/>

Idaho Works

<http://www.idahoworks.org>

For information on labor laws see the "Guide to Idaho Labor Laws" at

<http://www.labor.state.id.us/lmi/wagehour.htm>

Idaho Department of Labor, Wage and Hour Section

(208) 332-7451
1-800-843-3193 (message line)
<http://www.dol.gov/esa/whd/>

State Insurance Fund

208-332-2100
1-800-334-2370
<http://www2.state.id.us/isif/>

Idaho Workers Compensation

<http://www.workerscompensation.com/idaho.htm>

GOALS School-Work Transition Offices

<http://www.workerscompensation.com/idaho/quickfacts/qfacts01.htm>

U.S. Equal Opportunity Employment Commission

<http://www.eeoc.gov/>

District EOEC Office for our region: Seattle

(206) 220-6883

1-800-669-4000

<http://www.eeoc.gov/seattle/index.html>

Idaho Women's Commission

<http://www2.state.id.us/women/Who.html>

U.S. Department of Labor, Occupational Safety and Health (OSHA)

(208) 321-2960
www.osha.gov

Idaho Commission on Human Rights

(208) 334-2873
TOLL FREE 1-888-249-7025
www2.state.id.us/ihr/ihrhome.htm

Guide to disability rights law

<http://www.labor.state.id.us/lmi/wagehour.htm>

Links to Idaho and federal labor laws

http://cl.idaho.gov/Portal/ICL/alias_jobserve/tabID_4523/DesktopDefault.aspx

IDEA 2004 resources

<http://www.ed.gov/policy/speced/guid/idea/idea2004.html>

Americans with Disabilities Act

www.ada.gov

Human Rights Idaho

<http://www.humanrightsidaho.org/>

Idaho Division of Vocational Rehabilitation

<http://www.vr.idaho.gov/>

Office for Civil Rights

1-800-421-3481
<http://www.ed.gov/about/offices/list/ocr/index.html>

Office for Civil Rights, Seattle (our regional contact)

(206) 220-7900

Civil Rights Manager, Idaho Department of Health and Welfare

(208) 334-5617

Regional Colleges of Technology

**Larry G. Selland College of Applied
Technology**

Boise State University

<http://selland.boisestate.edu/>

**Professional-Technical Division
College of Southern Idaho**

<http://www.csi.edu/>

**School of Applied Technology
Idaho State University**

<http://www.isu.edu/ctech/>

Eastern Idaho Technical College

<http://www.eitc.edu/>

School of Technology

Lewis-Clark State College

<http://www.lsc.edu/sot/>

**Professional-Technical Division
North Idaho College**

<http://www.nic.edu>

PUBLICATIONS OF INTEREST

TEXTBOOKS AND PRINTED MEDIA

Bergeson, T. (1997). *Work-based learning program standards*. Olympia, WA: Office of the State Superintendent of Public Instruction.

Blanc, I. and C. Vento. *Performing with Microsoft Office Projects for the Entrepreneur for Microsoft Office XP and 2000*, Published by Course Technology
The Performing Series
ISBN 0-619-05865-x

Career Clusters (2003). WOODLAND HILLS, CA: GLENCOE MCGRAW-HILL
ISBN 0-07-829715-x (Teacher Manual)
ISBN 0-07-829714-1 (*Business and Administration/ Finance*)
ISBN 0-07-829713-3 (*EDUCATION AND TRAINING/ ARTS, AUDIO/VIDEO, TECHNOLOGY & Communications*)

Haldane, Bernard, and P.F. Drucker (1995). *Career Satisfaction and Success*.

Hoerner, J., & Wehrley, J. (1995). *Work-based learning: The key to school-to-work transition*. New York: Glencoe/McGraw Hill.

Introduction to Career Pathways, available from IDPTE

Jinks, A. (1994). *Work-based learning curriculum guidelines for cooperative education*. Olympia, WA: Office of the State Superintendent of Public Instruction.

Kimbrell, G. and B. S. Vineyard (2003). *Succeeding in the World of Work*, 7th Edition, Glencoe McGraw-Hill
ISBN 0-07-828033-8 (Student Text)
ISBN 0-07-828034-6 (Teacher's Wraparound Edition)
ISBN 0-07-829699-4 (Student Activity Workbook)
ISBN 0-07-829700-1 (Teacher Annotated Student Activity Workbook)

Levitt, J. G. *Your Career: How to Make it Happen*, 5th Edition, Published by South-Western
ISBN 0-538-97116-9

Littrell, J.J., A.H. Clasen, and P. Pearson (2004). *From School to Work*. Tinley Park, ILL: Goodheart-Wilcox Company, Inc.
ISBN 1-56637-971-7 (Teacher's Resource Guide)
ISBN 1-56637-972-5 (Teacher's Resource Portfolio)
ISBN 1-56637-973-3 (Teacher's Resource CD)
ISBN 1-56637-970-9 (Student Activity Guide)
ISBN 1-56637-969-5 (Textbook—teacher's annotated edition)

Social Skills Training Curriculum, U.S. Department of Labor, Office of Job Corps

Stephens, K. and M. Hammonds-Smith (2004). *Child and Adult Care Professionals*. Peoria ILL: McGraw Hill
ISBN 0-07-829013-9 (Text)
ISBN 0-070829015-5 (Lab Manual)
ISBN 0-07-829016-3 (Lab manual Instructor annotated edition)
ISBN 0-07-829017-1 (Instructor resource guide)

U. S. Department of Education, National School-to-Work Opportunities Office. (1998). *Managing the risks of work-based learning: A resource guide*. Washington, D.C.: U.S. Government Printing Office.

U. S. Department of Labor, National School-to-Work Opportunities Office. (1995). *School-to-work opportunities and the Fair Labor Standards Act: A guide to work-based learning, federal child labor laws, and minimum wage provisions*. Washington, D.C.: U.S. Government Printing Office.

U. S. Department of Labor, Employment and Training Administration. (1989). *Work-based learning: Training America's workers*. Washington, D.C.: U.S. Government Printing Office.

Wanat, J.A., E. W. Pfeiffer, and R. Van Gulik (2004). *Learning for Earning: Your route to success*. Tinley Park, ILL: Goodheart-Willcox Company, Inc.
ISBN 1-56637-940-7 (Teacher's wraparound edition)
Teacher's Resource CD
Student Activity Guide

Witmer, Dorothy (1994). *Health Occupations Clinical Rotation Guidelines*.

RESOURCES AVAILABLE ONLINE

Bibliographies of work-based learning materials
<http://www.ioes.org/pdf/bibs/carworkbased.pdf>
<http://www.state.vt.us/stw/wblm/60bibliography.pdf>

Career Development Services Library Resources
(from LCSC)
<http://www.lcsc.edu/CDS/lib3empinfo.htm>

Dictionary of Occupational Titles (DOT)
Contains descriptions of over 12,000 occupations.
<http://www.oalj.dol.gov/libdot.htm>

Idaho Adult Career Development Program Model
www.ptc.state.id.us/guidance/resource.htm

Idaho Career Information System
<http://www.cis.idaho.gov/home.htm>

Idaho Comprehensive Guidance and counseling program model
pte.state.id.us/guidance/guidepdf/gmodel.pdf

Idaho Vocational Curriculum Dissemination Center:
Cooperative Education (from U of I)
<http://www.uidaho.edu/ed/cdc/coo/lm.html>

Idaho Division of Professional-Technical Education
Contains middle level resources, curricula
including IOT, state contact information,
information on upcoming training, manuals,
etc.
<http://www.pte.state.id.us>

Idaho Manufacturers Yellow Pages and
Business Directory
[http://manufacturing.addresses.com/yellow
pages/Business+Supplies+and+Services/Manufacturers/2/40/ID/A.html](http://manufacturing.addresses.com/yellow-pages/Business+Supplies+and+Services/Manufacturers/2/40/ID/A.html)

Idaho Occupational Employment Statistics (OES)
http://www.bls.gov/oes/2000/oes_id.htm

National Occupational Competency
Testing Institute (NOCTI)
Provides assessments and services
<http://www.nocti.org/>

North American Industry Classification System
(NAICS)
<http://www.census.gov/epcd/www/naics.html>

Standard Industrial Classification (SIC)
NAICS has replaced the U.S. Standard
Industrial Classification (SIC) system, but
there is still info online from the old SIC.
<http://www.census.gov/epcd/www/sic.html>

University of Oklahoma Internship Manual
<http://www.ou.edu/cls/Current/advisorscorner/internship.pdf>

U.S. Industrial Outlook
[http://www.ita.doc.gov/td/industry/otea/usio/
usio95.html](http://www.ita.doc.gov/td/industry/otea/usio/usio95.html)

APPENDIX A: DEFINITIONS

Apprentice

An apprentice is a person of at least 16 years of age who is engaged in learning an apprenticeship occupation through actual work experience under the supervision of a journeyman worker.

Apprenticeship Training

Training operated in accordance with the national Apprenticeship Act of August 16, 1937. The training is sponsored by an employer, a group of employers, or a union. The Act contains all terms and conditions for qualification, recruitment, selection, employment and training of apprentices. Note: Section 502, Title V of the School to Work Opportunity Act of 1993 contains provisions for the waiver of federal requirement.

The apprenticeship training program is usually registered with the Department of Labor or the State Apprenticeship Agency. The program provides training in apprenticeable occupations under conditions specified in a written apprenticeship agreement. The programs are normally operated under the direction of the local Joint Apprenticeship Committee.

Training is combined with properly coordinated studies of related technical and supplementary subjects. Apprenticeship training can be delivered with a variety of program designs.

Career

Total paid and unpaid work experiences throughout an individual's life span. This may include many occupations and jobs or just one of each if the individual has only one job throughout his or her lifetime.

Employer

Generally a single firm having one or more worksites.

Industry

A collection of employers grouped according to product, service and/or process. An employer will usually know what industry their company is associated with.

Integration of Academic and Professional-Technical Education

Connecting academic and professional-technical content in a way that builds on the strengths of both and reinforces and applies the knowledge learned. Examples of integration are found in applied academics, class projects, team teaching, and curricular alignment models

Job

A single position at one company

Mentor

An experienced, competent person at the worksite who supports, coaches, nurtures, and guides an inexperienced worker. This individual is often the same person who will provide skill training at the worksite.

Occupation

A broad classification which includes many individual jobs. For example Civil Engineer is an occupation, while the Engineering Design position at ABC Engineering Company is a job.

Specific Professional-technical Preparation (SVP)

The amount of lapsed time required by a typical worker to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific job-worker situation. Lapsed time is not the same as work time. The SVP for any occupation can be found in the *Dictionary of Occupational Titles*, published by the U.S. Department of Labor.

Sponsor

The company that agrees to allow students to participate in work-based experiences.

Technical skills

Knowledge and skills specific to a particular occupation or cluster of occupations. Expertise critical to acquiring and maintaining employment.

Training Agreement

A signed statement initiated by the institution that includes the fundamental elements regarding the participation of a student at the workplace that includes the voluntary and cooperative commitment of the student (employee), the employer, and the institution.

Training Plan

A format for delineating, for each student (employee), the competencies and learning experiences to be completed at the work place, often paralleled with classroom units of instruction. The training plan, cooperatively determined, becomes part of the training agreement.

Training Program

A systematic collection of training coursework which prepares an individual for a particular career, occupation, or if very narrow, a single job.

Trainer

A person identified at the worksite who will provide technical instruction to the student/trainee. This individual is often the same person who is identified as the worksite mentor.

Work-based learning

Experiences at a worksite based upon a career-education plan that are connected with school-based learning.

Workplace-readiness Skills

Those work habits and social skills desirable to employers, such as responsibility, communication, self-esteem, helpfulness, cooperation, timeliness, organization, and flexibility.

Worksite

The physical location where the product is produced or service performed

SCHOOL TO APPRENTICESHIP LINKAGE AGREEMENT

The School-to Apprenticeship (STA) Agreement is one component of the overall school-to-work effort. The goal of STA is to create quality career paths for appropriate high school students. This program is a cooperative venture between the education community and the Bureau of Apprenticeship Training. This venture is facilitated by the following written agreement between the appropriate educational representative, the employer, and the Bureau of Apprenticeship and Training.

The school-to-apprenticeship linkage program is an innovative approach to education and training which allows qualified high school students to effectively bridge the gap between the high school and the world of work by means of the apprenticeship system. High school students who meet the requirements for entry into the program shall be employed part-time as registered apprentices while completing their secondary education. Upon completion of their required courses for high school graduation, the student/ apprentice will be expected to continue in the program as a full time apprentice. It is further understood that if the student/ apprentice does not complete the required course material for high school graduation the apprenticeship agreement will be cancelled. In essence, no school, no work.

The program sponsor's minimum age requirement shall be waived for participants who are accepted and indentured as students/apprentices in the school-to-apprenticeship linkage program. At no time will the student/ apprentice be less than 16 years of age.

The minimum education requirement shall be waived for participants who are accepted and indentured as students/ apprentices in the school-to-apprenticeship linkage program.

Students/ apprentices participating in the school-to-apprenticeship linkage program shall work a reduced work day and week while attending and completing their high school requirements.

It is the understanding and intent of all concerned parties (Education, Employer/Sponsor, Apprentice, and Registration Agency) that the conditions of work for school-to-work apprentices shall be the same as other apprentices employed, and shall be governed by the approved apprenticeship standards.

This addendum is a revision to the sponsor's Apprenticeship Standards, and is approved and adopted this _____ day of _____, 20_____.

By: _____

Title: _____

School: _____

By: _____

Title: _____

Employer/sponsor: _____

By: _____

Bureau of Apprenticeship and Training
U.S. Department of Labor

**SECONDARY SCHOOL/
BUREAU OF APPRENTICESHIP AND TRAINING (BAT)
MEMORANDUM**

To: USDOL/ETA/OATELS-BAT
Suite 204
1150 North Curtis Rd.
Boise, Idaho 83706-1234
208/321-2973

Date: _____

Subject: Secondary Student in Apprenticeship

The employer indicated below intends to provide training in an apprenticeable occupation and falls under the jurisdiction of the Bureau of Apprenticeship and Training. Please contact the employer to negotiate apprenticeship work processes and standards for registration:

Employer _____ Contact Person _____

Address _____

City _____ Zip code _____

Phone number _____ Student _____

Occupation _____

(Check one) Professional-technical student General education student

It is understood that each school's registration is under the provisions of the Idaho Division of Professional- Technical Education and any subsequent agreements developed by the Bureau of Apprenticeship are separate agreements, and neither agency's agreement is dependent in whole or in part on the other agency's agreement.

You may contact the secondary school listed below if you desire more information.

Counselor _____

Secondary School _____

Address _____

Phone _____

PROGRAM COORDINATOR FUNCTIONS

Depending on the program model, coordination of the school-to-work program can be based on schools, employer groups, or intermediary organizations. Regardless of the locus of coordination, the functions of the program coordinator are the same. Monitoring day-to-day operations, troubleshooting potential problems, and acting as the lead contact for the program partners are among the coordinator's key responsibilities.

Examples of important program coordination functions include:

- Overseeing the daily demands of the program—the coordinator is responsible for the day-to-day administration of the program, which often requires juggling competing priorities. Because school-to-work programs connect high schools, employers and postsecondary institutions, the coordinator has to organize his/her time to ensure that the necessary tasks move forward on all program fronts. The coordinator may also be responsible for linkages with regional or state school-to-work systems.
- Brokering and balancing the interests of program participants—The program coordinator is a liaison between students, employers, school partners, community organizations, and parents. To help ensure that the needs of all the key actors are met through the program, the coordinator has to convene and meet regularly with program partners, and especially act on behalf of the students in school and at work so that the student is not the “slender thread” connecting school and work.
- Communicating effectively with different groups—As the “linchpin” connecting program partners, the coordinator has to be able to ensure the smooth flow of information about work-based and school-based activities. This means being able to communicate the program's mission and goals effectively.
- Coordinating activities at multiple schools and workplaces—As programs become more complex, with multiple schools and work sites, the program coordinator needs to lead and manage school and employer-based staff at each site. At each school or workplace there should be a lead contact person responsible for program operations at that location.
- Ongoing program assessment—Throughout the implementation and evolution of the program, the coordinator needs to assess program strengths and weaknesses. As the person with the most comprehensive view of the program, the coordinator is well suited to track trends in what works and what doesn't, and to identify obstacles to and opportunities for success. The coordinator's observations should be incorporated as part of a larger, formal program assessment.

SUGGESTED PROGRAM COORDINATOR ROLES AND RESPONSIBILITIES

Include:

- ✓ Serve as the point of contact for all program activity
- ✓ Help coordinate employer, school, and postsecondary programs partners
- ✓ Recruit employers, schools, and postsecondary institutions
- ✓ Help each partner understand the challenges as seen by other partners, and the solutions they propose
- ✓ Create the means by which partners come to formal agreement about their roles and responsibilities, and ways to ensure accountability
- ✓ Provide coordination and support for cross-partner curriculum and learning objective development

- ✓ Ensure that student selection and matching procedures are equitable and that they provide access for all students
- ✓ Provide effective orientation and training for all partner groups
- ✓ Ensure that safety is maintained during all aspects of the program and that all issues of liability, labor laws, and insurance have been satisfied
- ✓ Coordinate media relations, marketing, and general outreach
- ✓ Track and respond to appropriate funding opportunities
- ✓ Link the program with other programs and the state school-to-work system
- ✓ Coordinate staff that serve as liaisons with schools which invites feedback from all partners, to continually fine-tune the program
- ✓ Make sure program remains directed toward its goals and that no one partner is pulling the program toward its specific needs to the detriment of students and other partners

From: Jobs for the Future—School-to-Work Toolkit—Building a Local Program

PUBLICIZING TO THE COMMUNITY

In addition to understanding the educational value of the Work-Based Learning Program, business and industry people frequently need to be “sold” on the idea of participating in the program. They must gain an understanding of their role in assisting the school in training the student-learner. They need to appreciate fully the opportunities and advantages of participation in the program.

Suggested activities for publicizing the Work-Based Learning Program to the business community follow:

1. Radio and television spot announcements of a 15-30 minute program by the coordinator, students, and perhaps some graduates of the program.
2. Display windows in businesses showing various aspects of the program. This is especially appropriate during Professional-Technical Education Week and Student Organization Week.
3. Presentations to civic organizations by the coordinator and/or students enrolled in the program.
4. The coordinator should consider memberships in community organizations and attend meetings. Personal contact with business people will allow for individual discussions with potential employers.
5. Utilize the local news media—newspapers, radio, television—for new releases about the program. Don't contrive news just for the sake of advertising the program. IF news occurs, call the media representatives and let them decide if the public would be interested.
6. Keep a file of black and white pictures about your program and offer them with news releases when appropriate. Newspapers will decide whether or not the release is useful.
7. Feature stories should be written periodically throughout the year. These may be offered as “exclusives” to selected media. They may include stories of successful graduates.
8. Form an alumni group of former students to help promote the program. Many alumni are employed in local businesses and in the future may become supervisors of students in the program.
9. Develop printed brochures, videos, Powerpoint presentations, etc., for presentations to the parent-teacher groups, civic groups, or for open house.
10. Conduct at least one employer-employee function annually—a tea, open house, banquet, etc.
11. Present certificates of appreciation to participating employers at employer-employee functions.
12. Issue a special invitation to employers to observe classes, or to make presentations during class time or at student organization meetings.
13. Offer courses for the business community. Courses in supervisory/mentor development, employee motivation, oral communications, etc. are appropriate.
14. Develop a website for your program and make sure it is linked to other school sites. Feature employees and employers and make sure parents, school administrators, and all other parties know about the site.

This list is only a starting point—you are encouraged to use creativity in publicizing your program..

MAKING PARENTS MORE AWARE

Parents should give their consent before students are accepted into the work-based learning program. The attitude of the parent is important in the development of a business-like attitude in the student. Some suggested activities for helping parents become more aware of the program follow:

1. A letter to parents explaining the program and asking for their support or permission for their son/daughter to be enrolled in the program.
2. A brochure setting forth the regulations involved in the program and showing the purposes of the program.
3. A newsletter prepared by students, under the guidance of the coordinator, which could be sent to parents monthly.

4. An open house for parents. Encourage them to ask questions about the program in which their child wishes to become involved. Solicit their support. (May include both parents and employers.)
5. An audio-visual presentation of the program including action shots of the students and employers. Give explanations of the program and describe benefits of it to students. Include some of the graduates of the program and let them explain how the program benefited them.
6. Personal conferences with or visitations to parents whose children have expressed an interest in the program.
7. Presentation about the program at parent-teacher meetings.
8. Articles in local newspapers explaining the program, special projects undertaken by the students, and accomplishments of students enrolled in the program.
9. A website with information about students, employers, rules, accomplishments, and any other information that might be useful to a parent.

APPENDIX E: SAMPLE JOB/ WORKSITE CHECKLIST

Job/Worksite Checklist	
Worksite name:	Trainee Name(s):
Street Address:	City:
State:	Zip code:
Number of employees:	Product(s) or Services:
Worksite contact:	
Worksite phone:	Mentor Name:
Trainee job title:	Mentor phone number:
Dictionary of Occupational Titles Code [See http://www.oalj.dol.gov/libdot.htm]	Total hours:
Career Information System Occupational Title and Code # [See http://cis.idaho.gov]	Hours per week:
Compensated? <input type="checkbox"/> No <input type="checkbox"/> Yes	Hourly rate:

Worker Functions	
All workers deal with three basic functions on the job: data, people, and things. Use the following to categorize this job in relation to the three functions.	
Working with data examples:	
Level	Example
Synthesizing	Formulates editorial policies of newspaper and originates plans for special features or projects.
Coordinating	Plans advertising campaign to promote sale of merchandise.
Analyzing	Observes and listens to engine to diagnose causes of engine malfunction.
Compiling	Catalogs library materials, such as books, films, and magazines, according to subject matter.
Computing	Calculates daily wages of miners from production records.
Copying	Enters data from production records into computer database.
Working with people examples:	
Mentoring	Counsels individuals in debt to provide financial information and advice concerning resolution of financial problems.
Negotiating	Contracts with farmers to raise or purchase fruit or vegetable crops.
Instructing	Lectures, demonstrates, and uses audiovisual teaching aids to present subject matter to class.
Supervising	Assigns duties to data entry personnel and examines documents for accuracy, formatting, and conformance to standards
Diverting	Portrays role in dramatic production to entertain audience
Persuading	Sells services of industrial psychology firms to management officials.
Speaking	Explains hunting and fishing laws to sporting groups.
Serving	Attends to the needs or requests of people or animals or the expressed or implied wishes of people
Helping	Responds to the work assignment instructions or orders of supervisor.
Working with things examples:	
Setting up	Selects and positions, aligns, and secures electrodes, jigs, holding fixtures, guides, and stops on resistance welding and brazen machines.
Precision working	Drafts full or reduced-scale drawings for use by building contractors and craft workers.
Operating/Controlling	Fires furnace or kiln, observes gauges, and adjusts controls to maintain specific temperatures for drying coal and ore before or after washing, milling, or palletizing operations.
Driving/operating	Pushes levers and pedals to move machines; to lower and position dipper into material; to lift, swing, and dump contents of dipper into truck, car, or onto conveyor or stockpile.
Manipulating	Shapes knitted garments after cleaning by stretching garments by hand to conform to original measurements.
Tending	Positions and secures scoring disks on machine shafts, turns hand wheel to adjust pressure on disks, and feeds cardboard blanks into machine hopper.
Feeding offbearing	Picks up handfuls of glass pipettes from conveyor and packs them into boxes.
Handling	Mops, sweeps, and dusts halls and corridors.
Adapted from <i>The Handbook for Analyzing Jobs—U.S. Department of Labor—Employment and Training</i>	

Working Conditions

Physical Demands

Strength:

Light work (moving around some—mostly handling light objects and rarely lifting up to 20 pounds)

Medium work (moving around frequently and handling objects of 10-25 lbs. frequently, rarely 50 lbs.)

Heavy work (very active—occasionally moving objects of 50-100 lbs., 25-50 lbs. frequently, or 10-20 lbs. constantly)

Very heavy work (occasionally moving objects on excess of 100 lbs., in excess of 50 lbs. frequently, in excess of 20 lbs. constantly)

Vision:

Far vision, depth perception, color vision, field of vision

Environmental Conditions

Outdoors (75% or more of the time)

Both (activities occur equally inside and out)

Exposure to weather (works outside in all kinds of weather)

Extreme cold (exposure to non-weather-related cold temperatures)

Extreme heat (exposure to non-weather-related hot temperatures)

Wet/humid (contact with water or exposure to non-weather-related humid conditions)

Position:

Standing, walking, sitting

Noise:

Very quiet (forest trail)

quiet (library)

moderate (grocery store)

loud (heavy traffic)

very loud (jackhammer)

Exposure to moving parts

Exposure to electrical shock

Working in high, exposed places

Exposure to radiation

Working with explosives

Exposure to toxic or caustic chemicals

Other environmental conditions

Air quality:

Dust

fumes

gases

noxious odors

Vibration

Exposure to a shaking object or surface

A job/worksites checklist should also list the following:

- ⇒ Principal tasks involved in doing the job
- ⇒ Skills required
- ⇒ Responsibilities
- ⇒ Materials used
- ⇒ Processes or procedures used
- ⇒ Equipment and tools a trainee would use on the job
- ⇒ Clothing and credential requirements
- ⇒ Reading materials that must be read in order to do the job satisfactorily
- ⇒ Student trainee status
- ⇒ Insurance and liability
- ⇒ Wages and benefits

Other issues:

A yes answer to any of the following questions may raise issues which would need to be explored in greater detail.

1. Is the employer proposing to conduct training at other than his or her worksite?
2. Is the employer involved in a current labor dispute?
3. Does the employer have a history of frequent layoffs?
4. Are current employees being displaced or their hours reduced as a result of this program?

5. Does the employer presently have an employee in layoff status who was employed in the position for which this training is proposed?
6. Is the occupation seasonal, intermittent, or temporary?
7. Does the occupation involve payments in the form of a commission?
8. Does the occupation include religious or political activity?
9. Is the occupational SVP as defined in the DOT below level 3?
10. Was the student/trainee previously employed by the employer?

Source: Idaho Department of Employment—JTPA Form 19-6

STUDENT REQUIREMENTS

In order to be accepted into the work-based learning experience, the student must meet the following requirements:

1. The student demonstrates knowledge/possession of work maturity skills
2. The student must have two letters of recommendation from faculty members supporting participation in this experience.
3. The student must apply with the counselor or work-based learning coordinator; then a team of principal, counselor, and faculty review the application and either recommend or deny the applicant.
4. If accepted, the student then interviews with the principal, counselor, and work-based learning coordinator.
5. The student must maintain excellent attendance (follow the district attendance policy).
6. While in the work-based learning experience the student must maintain academic success, or lose credit for the work-based learning and return to the classroom.
7. The student must have earned 45 credits before participating.
8. The student must have a career pathway selected.
9. The student must have learning objectives for the experience set-up with the counselor or coordinator and these will be monitored during the experience.
10. A final meeting will be held between the parents, student, and coordinator in which the guidelines and parental consent are reviewed. All parties will sign the work-based learning agreement.

APPENDIX F: EXAMPLE OF STUDENT REQUIREMENTS

Work-based Learning Experience Agreement

School _____

Agency _____

Student _____

Student Address _____

Birthdate _____

_____ agrees to employ _____

(Agency) (Student)

for the purpose of gaining practical knowledge and experience in the occupation of

_____ until _____
(start date) (end date)

The student's work schedule will normally be from _____ to _____ Su M T W Th F Sa.

The training will be provided in accordance with the following conditions:

The school agrees to:

1. Identify and enhance the employability skills along with industry driven skills applicable to the student.
2. Arrange for site visitations by school personnel during which all aspects of the employment will be discussed.
3. Provide credit for time worked on a scale of 1 credit for each block of 10 hours worked with a maximum allotment of 20 hours per week.
4. Develop and maintain a Training Plan in cooperation with the employer.

THE EMPLOYER AGREES TO:

1. Provide training for the student in accordance with the Training Plan.
2. Assign the student to a training sponsor so meaningful training and supervision will be given.
3. Work with the teacher-coordinator to ensure the best possible training.
4. Evaluate the student's performance on a regular basis.
5. Consult with the teacher-coordinator if dismissal or layoff is anticipated; conferences should be held to avoid dismissal.
6. Adhere to all Federal and State Regulations regarding employment, child labor laws, minimum wages, and other applicable regulations.

THE STUDENT AGREES TO:

1. Work for the employer in order to receive training and experience.
2. Demonstrate an interest in the job and cooperate with all persons involved in the training.
3. Adhere to all rules and regulations of the business and act in an ethical manner.
4. Attend classes each school day as a prerequisite to work unless prior arrangements have been made with the employer and the teacher/coordinator.
5. Inform the employer and teacher-coordinator in the event an illness or emergency prevents attendance.
6. Maintain records of total hours worked and total pay received plus any other records required by the teacher-coordinator.

GENERAL POLICIES:

1. Regular conferences will be held by the training sponsor, student and work-based learning-coordinator to discuss the student’s progress.
2. The work-based learning-coordinator will offer related instruction in school and coordinate the school activities and work-based learning experience.
3. The coordinator and/or employer reserve the right to withdraw the student from work under the following conditions:
 - A. The student is no longer enrolled in the Work-Based Learning Experience Program.
 - B. The student’s attendance, performance or grades are unsatisfactory
 - C. The policies or rules of the employer or the Work-based Learning Experience Program are abused by the student.
 - D. The training plan is not being followed.
4. It will be agreed that parties participating in this program will not discriminate in employment opportunities on the basis of race, color, sex, national origin, or disability

STATEMENT OF UNDERSTANDING:

To indemnify and hold harmless the School District, its agents, employees, and assigns from all manner, action or actions, cause or causes of action, suits, injuries or any other claims or demands that may arise from any act or omission by an employee, agent, representative or any person acting for or on behalf of said School District concerning any claim, cause of action, suit, injury or demand arising out of the individuals use of the Work-Based Learning Experience of said School District.

Student _____ Date _____

Parent/Guardian _____ Date _____

Employer _____ Date _____

Teacher/ Coordinator _____ Date _____

Counselor _____ Date _____

Principal _____ Date _____

(Adapted from Notus School District)

Appendix G: Sample Training Agreement #2

TRAINING AGREEMENT

Training Sponsor _____

Street Address, City, State _____

Student Name _____

Street Address, City, State _____

Birthdate _____

Type of placement: Job Shadow

Work Experience

The Training Sponsor will permit the above named student to be employed in their business for the purpose of gaining practical knowledge and experience in the occupation of

Starting Date _____ to ending date _____

The student's work schedule will normally be between the hours of _____ and _____

Monday through Friday.

The training will be provided in accordance with the following conditions:

THE EMPLOYER AGREES TO:

1. Employ the student for an average of _____ hours per week.
2. The student is / is not entitled to remuneration at the rate of \$____ per hour.
3. Provide training for the student in accordance with the Training Plan.
4. Evaluate the student's performance on a regular basis and assist in developing an ongoing training plan.
5. Work with the teacher-coordinator to ensure the best possible training.
6. Consult with the teacher-coordinator if dismissal or layoff is anticipated; conferences should be held to avoid dismissal.
7. Adhere to all Federal and State regulations regarding employment, child Labor laws, and other applicable regulations.

THE STUDENT AGREES TO:

1. Work for the employer in order to receive training and experience.
2. Adhere to all rules and regulations of the business and act in an ethical manner.
3. Attend classes EACH school day as a prerequisite to work unless prior arrangements have been made with the employer and the teacher-coordinator.
4. Inform the employer and teacher-coordinator in the event an illness or emergency prevents attendance within the first ten minutes of class as per the Student Handbook.
5. Maintain a daily journal from which an outline along with a final oral and written presentation is due the last week of school.
6. Demonstrate actions, attitudes and appearance that will reflect positively on the business and school.

THE PARENT/GUARDIAN AGREES TO:

1. Share responsibility for school and job attendance.
2. Provide a means of transportation for the student that will assure promptness and good attendance on the job.
3. Be responsible for liability insurance to and from the work site.
4. Ensure that the student does not assume additional employment while participating in this program.
5. Encourage the student to succeed in schoolwork and job performance.
6. Agree to indemnify and hold harmless the sponsoring Marsh Valley Joint School District #21, its officers, agents, and employees from any and all claims, loss, actions, liability or costs including attorney's fees and other costs of defense arising out of or in any way related to this work-to-school program and/or placement.

GENERAL POLICIES:

1. Regular conferences will be held by the training sponsor, student, and teacher- coordinator to discuss the student's progress.
2. The teacher-coordinator will offer related instruction in school and coordinate school activities and work-site training.
3. Unemployment compensation cannot be claimed by the student.
4. The coordinator reserve the right to withdraw the student from work under the following conditions:
 - a. The student is no longer enrolled in the program.
 - b. The student's attendance, performance or grades are unsatisfactory in accordance with the Marsh Valley High School Student Handbook, and District #21 Policies.
 - c. The policies or rules of the employer or the program are abused by the student.
5. It shall be agreed by all parties participating in this program will not discriminate in employment opportunities on the basis of race, color, religion, gender, age, national origin, or disability.
6. All parties understand and agree the student will be covered by School District # _____ Workers Compensation Insurance for injuries incurred during the scope of their placement in a **noncompensated job**.
7. All parties understand and agree the student will be covered by School District # _____ general liability insurance during the scope of this placement in a **noncompensated job** for unintentional bodily injury or property damage to a third party.

_____	_____
Student Signature	Date
_____	_____
Parent/Guardian Signature	Date
_____	_____
Teacher-Coordinator Signature	Date
_____	_____
Employer Signature	Date

Adapted from Marsh Valley High School

APPENDIX G: SAMPLE TRAINING PLAN

CHILD CARE TRAINING AND PROGRESS REPORT

Student _____ Training Station _____

Attitudinal Evaluation	Does well	Needs occasional help/reminders	Experiences difficulty
Observes rules			
Assumes responsibility			
Gets to work on time			
Provides lead time when making schedule changes			
Works without direct supervision			
Works continuously			
Works well with others			
Welcomes constructive criticism			
Demonstrates positive attitude			

Technical Skill Evaluation	Works without help	Needs minimal help	Needs help	Needs training	Not Applicable
Demonstrates knowledge of safe and healthy environment					
Demonstrates knowledge of child development theory					
Demonstrates the ability to observe and assess children					
Plans and conducts developmentally appropriate activities					
Demonstrates professionalism					
Demonstrates knowledge of Idaho Department of Health regulations					

Student Date

Instructor Date

Employer Date

ADAPTED FROM EAST VALLEY INSTITUTE OF TECHNOLOGY, MESA, ARIZONA

APPENDIX H: SAMPLE DATABASE FILES

WORK-BASED LEARNING APPLICANT DATA FILE

STNTRAINAM	STNTSTADDR	CITY	STATE	ZIP	STNT PHONE	EMERG PHONE	EMERG NAME	TARGET OCC1	TARGET OCC2	TARGET OCC
Chris A. Student	111 1 st Street	Idaho Falls	ID	83401	555-0000	555-1234	Monica Student (Mother)	Precision Instrument Repair	Electronic Technician	Automotive Mechanic
Tracy Trainee	222 Grand St.	Shelley	ID	00000	555-7894	555-5641	Gary Trainee (father)	Travel agent	Sales worker, services	Real estate agent

WORK-BASED LEARNING PARTICIPANT DATA FILE

STNTRAINAM	STNT ADDR	STNT PHONE	EMERG PHONE	EMERG NAME	OCC TITLE	OCC CODE	CIP CODE	SITENAME	MENTOR NAME	MENTOR PHONE
Chris A. Student	1718 James St Watertown, ID 83705	555-1213	555-3454	Monica Student (Mother)	Precision INSTRUMENT REPAIRER	85905	47.0401	ABC Technologies, Inc.	Alex A. Melon	555-0987

WORKSITE DATA FILE

SITENAME	STREET ADDR	MAIL ADDR	PHONE #	Email	CON TAC TIT	CONTACT NAME	WKSIT E MENTO R	STDT TRAINEE	OCC TITLE
ABC TECHNOLOGIES , INC.	1850 BAXTER BLVD.	1850 BAXTER BLVD. Watertown, ID 83705-1526	555-1864	ABC@COM.NET	MR.	JOE B. LATER	ALEC G. MENTOR	CHRIS A. STUDENT	PRECISION INSTRUMENT REPAIRER

MENTOR DATA FILE

Ment TITLE	Mentor NAME	Site NAME	Mail ADDRESS	Street ADDRESS	Email	Phone #	STDT TRAIN	OCC TITLE
Mr.	JON L. SMITH	ERIC COMPANY	P.O. BOX 12 Boise, ID 83701	958 ZACK DRIVE	SMITHEE@YAHOO.COM	555-1117	ROY R. ROYAL	MACHINERY MAINTENANCE WORKER

APPENDIX I: USING CIS AND DEPENDABLE STRENGTHS

The **Dependable Strengths Articulation Process (DSAP)** is a powerful learning process that has been developed to assist young people in identifying and valuing their strengths—those core skills, abilities and positive characteristics which make them unique in the world. Strengths are determined by students identifying their “Good Experiences” and going through the process of validating them and composing “Strengths Reports.” Once completed, they are ready to begin exploring related career opportunities. This is where CIS can help.

The **CIS SKILLS Module** is designed to help identify preferable skills and then explore the occupations that require those skills. The first step after completing the DSAP is the SKILLS Worksheet. It presents a list of 72 skills and worker traits. Students can make a check mark by the skills that were used for three DSAP “Good Experiences.” When completed, some skills may have up to three check marks. Skills with the most check marks are the ones identified as the most enjoyable.

The next step is to access the SKILLS module in eCIS located at www.idahocis.org. From the SKILLS worksheet, have students choose 5 skills that are most enjoyable to them as Very Satisfying skills. Then choose 10 more skills and list them as Moderately Satisfying skills. List the last 20 as Somewhat Satisfying skills. Enter those skills into the SKILLS program in eCIS. The SKILLS program will then show the occupations associated with that set of skills.

Curricula, worksheets and quick starts are available on-line for teachers and counselors from the eCIS home page. Just click on “Tools for Teachers and Counselors” to find learning activities for every component found in eCIS.

CIS Information is the most complete information available about Idaho and the nation. And because occupations are all linked to related education and training and then to the schools that offer them, students can easily explore and save information directly from their SKILLS list of occupations.

My CIS Folder is an electronic portfolio where students can save information and assessment results that are stored on-line. Each portfolio is unique to the individual who created it and includes personal information, assessment and sorting results, and favorite information topics. In addition, students can complete a number of career development learning activities based on Self-Knowledge, Research and Goals, Educational Plans, Career Exploration and Work and Actions and Reflections. Students can use this information to make decisions about education and work and create resumes.

APPENDIX J: JOB SHADOWING: STUDENT FORMS

Informational interview:

My name is _____.

I am a student at _____ in the _____ class.

I am interested in this field and would like to talk with _____ about his/her job.

(Reintroduce yourself to new person, if necessary)

What is your name? How do you spell it?

I would like to ask you a few questions about your job. Is now a good time?

How did you get into this work?

What do you like most about it?

What do you like least?

What is a typical day like?

What skills does a person need to get started?

Does your company allow job shadowing or is there a person in this industry you would suggest I talk with? May I have his/her telephone number?

Thank you for your help. I really appreciate it.

Interview Follow-up:

- ⇒ Write a thank you letter to the person you interviewed.
- ⇒ In your own words, describe a typical day for that person.
- ⇒ What skills did the person mention you need for the job that you have already? What skills do you still need to acquire?
- ⇒ Did the person give you any ideas on how to get started in the industry?
- ⇒ What did you learn about the profession from the interview?

Calling new contact about job shadowing:

May I please speak with _____?

My name is _____. I am a student at _____ in the _____ class.

_____ (Name of first interviewee and company) suggested I contact you about your job and thought you might be able to have me job shadow you for a (day/morning/afternoon). Is that possible?

I would like to visit you on _____ between the hours of ____ and _____. Is that a good day?

What are the directions to your company?

Where do I go when I get there?

What is appropriate dress for your business?

Do I need to bring anything?

Thank you for this opportunity. I look forward to seeing you then.

Job Shadow report form

Name _____

I job shadowed the following person _____

Company name and phone number:

Did you arrive on time? If no, please explain.

Were you appropriately dressed? If no, please explain.

What you wished you knew before going:

On a separate sheet, write about what you observed while job shadowing

Include:

Skills person performed

Customer relationships

Worker to worker relationships

Employer/employee relationships

Working conditions

Questions I asked during the shadowing and the answers I received

What I learned from the job shadowing

Changes I plan on making as a result of the job shadowing

Write a thank you note to the person you job shadowed.