



CONNECTING

YOUTH

TO

**WORK-BASED
LEARNING**

"BLUEPRINT for a Quality Program"

**This manual is designed to assist persons responsible for
high school work-based learning programs and activities.**

**MN Department of Children, Families & Learning
2003**

Connecting Youth to Work-Based Learning

"BLUEPRINT for a Quality Program"

STATE OF MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES & LEARNING

Dr. Cheri Pierson Yecke, Commissioner of Education

Daniel Smith, Education Supervisor

Tom Strom, Program Supervisor

Barbara Habhegger, Researcher/Writer

Special Acknowledgements

Joel Larsen, Content/Editing

Diane Miller, Editor

Deborah Johnson, Content/Editing

Marlys Bucher, Content

Michael Mitchell, Content/Editing

Terry Hamm, Content

James Mecklenburg, Content

Michelle Kamenov, Content

Diane Klapak, Administrative Support

U.S. DEPARTMENT OF LABOR

Denise Scharlemann

Christine Hlavac

MINNESOTA DEPARTMENT OF LABOR AND INDUSTRY

Wendy Robinson

Information excerpted from the

"Work-Based Learning Manual"

Minnesota Department of Children, Families & Learning

Second Edition, 2000

Preface

The purpose of this manual is to assist educators in the schools who are involved with work-based learning (WBL) programs. The term educators is used in a broad sense to include work-based learning coordinators, school administrators, directors, teachers, counselors, and others who may connect students to WBL activities on a regular or occasional basis. The manual is not meant to interpret the rules and laws which exist but to create an awareness of their existence and impact on WBL experiences.

“This document is the most comprehensive blueprint of work-based learning programs I have seen. Every school district should be using this guide to help them to provide a safe, learning environment along with a high quality educational program offered in the school and the workplace. We can use these guidelines to protect the students in addition to protecting the school districts from making mistakes that could create liabilities for the school and its educators.”

Charles E. Kyte, Ph.D., Executive Director
Minnesota Association of School Administrators

**“Far and away the best prize that life offers is
the chance to work hard at work worth doing.”**

Theodore Roosevelt
U. S. President 1901-1909

Section 1. Introduction to Work-Based Learning	1
Overview	2
Benefits	3
Definition	4
Characteristics of a Quality Program	5
Section 2. Program Components	6
Planning and Implementation	7
Student Selection	8
Work-Based Learning Coordinator's Role	9
School, Administrator, Counselor, Parent/Guardian, Student, and Employer's Role	10
Program Advisory Committee	12
WECEP – Work Experience and Career Exploration Program for 14-15 Year Olds	13
Student Organizations	14
Career Planning	15
Labor Market Information	19
State Demographics	19
Section 3. Program Guidelines	20
Credits Earned	21
Class Size	21
Curriculum and Instruction	21
Documents on File	22
Full-time and Part-time Students	22
Individual Work-Based Training Agreement	22
Licensed Personnel	23
Local Policy	24
Provisions for Extended Day and Extended Year Programs	24
Staffing	24
State Approved Career and Technical Education Programs	25
Use of Outside Agencies to Place Students	25
Section 4. Non-Paid Activities	26
Worksite Field Trips	27
Job Shadowing	28
Career Mentorship	30
Service-Learning	32
School-Based Youth Entrepreneurship	34
Non-Paid Internship	35
Section 5. Paid Work-Experiences	39
Individual Youth Entrepreneurship	40
Cooperative Work Experience and Paid Internship	41
Youth Apprenticeship	43
Section 6. Curriculum and Instruction	46
Curriculum	47
School-Based Instruction and Related Instruction	47
Seminar Topics	48
Student Safety	49
Standards	50
Contextual Learning	51
Student Assessment and Evaluation	52
Postsecondary Education Opportunities (PSEO)	53
Section 7. The Worksite	54
Business/Employer Partnerships	55

Section 7. The Worksite continued	
Worksite Supervisors.....	56
Worksite Selection	57
Career Mentors.....	58
Minnesota Employee/Worker Rights.....	59
Section 8. Special Populations.....	60
Working with Youth Who Receive Special Education Services	61
Sub-Minimum Wages for Special Education Students in Paid Work-Experiences.....	62
Tech Tutors/Job Coaches.....	62
Guidelines for Preparing Students for Work-Based Learning Experience.....	63
English Language Learners (ELL) Students.....	66
Adult Learners, 18-21 years of age.....	67
Section 9. Career and Technical Education (CTE) Connection.....	68
CTE Vision and Purpose.....	69
CTE Program Standards & Self-Assessment.....	70
CTE Program Areas.....	71
Career Clusters.....	72
Federal Carl D. Perkins Act	73
Tech Prep.....	74
Section 10. Managing the Program.....	75
Individual Training Agreement, Statement of Assurance, & Student Progress Report.....	76
Individual Training Plan.....	77
SCANS (Secretary's Commission on Achieving Necessary Skills).....	78
Skill Standards.....	79
National Skill Standards.....	80
Program Record-Keeping.....	81
Section 11. Legal Requirements.....	82
Liability and Insurance.....	83
Fair Labor Standards Act (FLSA).....	86
Minnesota Child Labor Laws.....	96
Affirmative Action, Sexual Harassment, Data Privacy, Medical.....	97
Americans with Disabilities Act.....	98
Section 12. Appendices.....	99
A. Individual Training Agreement	100
B. Individual Training Agreement for Non-Paid Activities	102
C. Individual Training Plan	104
D. Statement of Assurances.....	105
E. Student Performance Evaluation	106
F. Worksite Selection Checklist.....	107
G. Standards for Youth Apprenticeship.....	108
H. Work-Based Learning Disadvantaged Standards and Measures.....	109
I. Work-Based Learning Special Needs Standards and Measures.....	113
J. Secondary Career and Technical Education Program Approval Form.....	117
K. Secondary Career and Technical Education Program Approval Form for Youth with Disabilities...	120
L. Work-Based Learning Coordinator Endorsement.....	124
M. Student Portfolio.....	127
N. Sample Certificate of Insurance.....	128
O. Sample WBL Certificate of Achievement.....	129
P. Glossary of Terms.....	131
Q. Resources.....	136

Section 1

Introduction to Work-Based Learning Programs



Section 1. Introduction to Work-Based Learning Programs

The focus of this section is on the following:

	<u>Page</u>
➤ Overview.....	2
➤ Benefits	3
➤ Definition.....	4
➤ Characteristics of a Quality Program.....	5

Overview

“Learning in order to know must be linked with learning in order to do.”

--Dale Parnell

“**Work-based learning (WBL)** is an educational approach that uses workplaces to structure learning experiences that contribute to the intellectual, social, academic, and career development of students and supplements these with school activities that apply, reinforce, refine, or extend the learning that occurs at a work site. By so doing, students develop attitudes, knowledge, skills, insights, habits, and associations from both work and school experiences and are able to connect learning with real-life work activities.” (U.S. Office of Technology Assessment, 1995)

Cooperative work experiences have existed in education for several decades. In recent years however, WBL programs, of which a cooperative work experience is one of several activities, have been seen to be an important component in the education of K-12 students. The trend to increase the availability and accessibility of WBL experiences started in the early 1980's when the report, “A Nation at Risk” was published. The report stated that because of the current changing nature of work and skill requirements, today's youth need opportunities to acquire the knowledge and skills to meet these changes.

In 1994 the federal government passed the five-year School-to-Work Opportunities Act. This Act was based on the premise that people learn best when they directly apply subject matter to real-life situations. The purpose of the Act was to encourage states and communities to change educational systems so young people are prepared for successful employment in high wage and high skill careers in an increasingly competitive global marketplace. As young people see the connections between their academic learning and what is required in good careers, they would understand the importance of learning and make better decisions about their future.

Three core elements were identified in the Act. They were school-based learning, work-based learning, and connecting activities. The school-based learning element consisted of the formal academic instruction young people receive. This includes basic academic skills and thinking skills. (*SCANS Foundation Skills, page 78*) The second element was work-based learning which focused on the need for the exploration of career options and the development of workplace competencies (*SCANS Workplace Competencies, page 78*). The third element was connecting activities such as career and labor market information, building partnerships with employers, creating a liaison between the schools, employer, student, teacher and parent. Today all three of these elements remain important components of a WBL program.

The impact of School-to-Work has produced positive results. Findings released in the December 2002 issue of the Phi Delta Kappan journal reported, “Research indicates that participation in School-to-Work can improve high school students' attendance, grades, and graduation rates. School-to-Work students are just as likely to attend college as comparison-group students and in some cases even more likely. School-to-Work also contributes significantly to students' career preparation, through exploration activities and **work-based learning experiences**. Participation in school-to-work yields benefits for young people by fostering playful behavior, maturation, self-confidence, and an understanding of the importance of school.” (Bailey, Thomas R., Katherine L. Hughes, Melinda Merchur Karp, “School-to-Work: Making a Difference in Education,” Phi Delta Kappan, December 2002, page 274.)

From 1997-2001 Minnesota observed a dramatic increase in the number of students participating in WBL activities. The number of schools taking part in job shadowing/worksite field trip activities increased from 190 to 339 with student participation increasing 75% from 31,562 in 1997 to 55,280 in 2001. During the same time period career interest testing increased from 250 to 616 schools with an increase in student participation from 56827 to 89109, respectively. Paid and non-paid work experiences at the high school level demonstrated an increase of 109% from 5235 to 10988 participants. These numbers appear to indicate a broadening support for WBL programs. ("Accomplishments Survey on Performance Indicators, Minnesota's School-to-Work Initiative – 1997-2001", Minnesota Department of Children, Families & Learning)

Today, in Minnesota, students along with their parents are recognizing an even greater need to make wise career decisions and to begin developing basic work skills in order to be competitive in the employment market. A WBL program provides this direct link. The impact is great on any student including youth with disabilities. A WBL program also provides a direct avenue for education to achieve the goal of preparing students to become productive citizens at the local, state and national levels.

The need for highly skilled excellent workers will continue even in a fluctuating economy. Our young people need to have opportunities to explore career options and learn transferable work skills. A quality WBL program provides students with these opportunities while they are still in high school.

Program Benefits

Several groups benefit from participation in a WBL program. Members of these groups are typically the student, parent/guardian, employer, and school. The program could not exist without them. Each member has certain responsibilities that will be described in Section 2 but first it is important to consider the benefits each group receives from a WBL program.

Benefits to the Student

- Improve academic achievement
- Realize the relevance of their education and apply knowledge in a meaningful way
- Explore career options
- Increase self-confidence
- Acquire real workplace experience and work readiness skills
- Connect with an adult role model
- Expand opportunities

Benefits to Parents and/or Guardians

- Become partners in the education of their young person
- Collaborate with others assisting their young person to make informed career choices

Benefits to Schools

- Improve academic achievement by participating students
- Improve student motivation resulting in better attendance and graduation rates
- Improve relationships with the community

Benefits to Employers

- Better prepared employees who understand workplace expectations
- Reduce recruitment and training costs
- Derive value from student's work
- Improve morale and management skills of current workers

Definition*

Work-based learning (WBL) is an element in education which provides students with opportunities to build career awareness, explore career options, and develop critical thinking skills. WBL describes any formalized learning consisting of instruction that occurs concurrently at a school and worksite. It cannot be achieved in isolation; it requires a collaborative effort between businesses and schools.

In today's global economy, employers must possess cutting-edge technology and highly skilled employees to remain competitive. Technology is moving at a pace that was never thought possible. Our schools will never have the financial resources to maintain state-of-the-art equipment, which is necessary to prepare young people for the ever-changing workplace. When schools work as partners with business and industry, young people can receive relevant instruction from experts, while gaining experience using cutting-edge equipment.

Definition of Work-Based Learning

WBL describes any learning which occurs at an off-school worksite (where goods or services are produced). It involves learning experiences and activities that include actual paid or unpaid work experience such as: job shadowing, worksite field trips, structured cooperative work experiences, internships, youth apprenticeship, and career mentoring.

Characteristics of a Quality WBL Program

- ◆ Connected to school-based learning (e.g., a refined curriculum, use of authentic assessment, career fields, and applied instruction) and connecting activities (e.g., career counseling, job and career fairs, job shadowing and labor market information)
- ◆ Aligned with local, state, national, and industry standards
- ◆ Demonstrates a sequential building of knowledge and skills
- ◆ Well-planned sequential experiences
- ◆ Collaboration between business and education is clearly defined (e.g., roles, responsibilities, expectations)
- ◆ Staff is qualified and properly trained. A "licensed" WBL coordinator is on staff when required (*Appendix L, page 124*)
- ◆ Supportive and involved parents/guardians
- ◆ Students are properly prepared before participating in a WBL experience (e.g., safety training, work-site rules of conduct, school and business expectations)
- ◆ Industry standards, when available, are used in developing work-site performance measures
- ◆ Documentation is maintained

*Adapted from "Work-Based Learning, How to Advance Occupation Skill Develop and Career Awareness for Learners", Minnesota Department of Children, Families & Learning, Second Edition, 2000.



Along with the technological advantages that come with WBL, several additional practical reasons exist for schools and employers/businesses to collaborate. Employers know what knowledge, skills, and behaviors employees must possess to be successful. Young people want to be successful but are often unable to connect the academic learning in school with the skills required to be good citizens and employees. Employers, working with schools, can provide learning experiences for young people to be able to connect the knowledge they are learning in school to its application in real world situations.

Well-planned WBL experiences should begin for a young person at an early age and flow smoothly through adulthood. Each experience serves as a building block for subsequent experiences. For students who have not had access to early experiences in the elementary grades, WBL experiences should be available so they can occur at any point in the young person's life.

Young people typically become aware of the world of work in the elementary and middle school grades through activities such as worksite field trips followed by brief job shadowing and service-learning activities. The next career exploration to occur includes early career awareness activities through career mentorship, more service-learning and unpaid internships. Finally, highly structured paid and unpaid work experiences offer students the chance to develop the academic, interpersonal, and technical skills specific to a chosen career field.

Through all of these WBL experiences, adult mentors, worksite supervisors, and classroom teachers guide and challenge young people to meet high standards. Students acquire information and skills appropriate to a specific or variety of career fields while learning general work expectations such as managing resources, managing information, teamwork, and self-management skills of promptness, dependability, commitment, persistence and self-direction.

The workplace is an active learning environment; workers learn by doing, developing skills to complete tasks and constantly improving their abilities. Schools can also be active learning environments and the curricula at school and work should be designed so they reinforce one another. By communicating closely with one another, schools, businesses, and other organizations can find better ways to incorporate workplace concepts and technologies into curriculum. This will ensure that students learn as much as they can from their WBL experiences.

Section 2

Program Components

Section 2: Program Components

The focus of this section is on the guiding principles for a work-based learning program.

	<u>Page</u>
➤ Program Planning and Implementation.....	7
➤ Student Selection.....	8
➤ WBL Coordinator's Role.....	9
➤ School, Administrator, Counselor, Parent/Guardian, Student and Employer's Role.....	10
➤ Program Advisory Committee.....	12
➤ Work Experience and Career Exploration for 14- and 15-year old Youth (WECEP).....	13
➤ Student Organizations.....	14
➤ Career Planning	15
➤ Labor Market Information.....	19
➤ State Demographics.....	19

Program Planning and Implementation

A comprehensive WBL program should link school-based, work-based and connecting activities. Proper planning is necessary if local education agencies (i.e. school districts, alternative learning centers, and charter schools) want to develop quality programs. The establishment of partnerships which link schools with local employers/businesses and community agencies is the foundation for creating meaningful activities.

A very important step is to establish an advisory committee early in the planning process. This committee, composed of local businesses, community agencies, educators, parents, and young people, will serve as the "sounding board" and help in the initial planning stages. An advisory committee can assist with program implementation and provide on-going review and recommendations for improvement.

In the early planning stages of a WBL program, it is strategic to list all community businesses/ agencies already involved in WBL activities, assess the quality of existing activities, assess labor market trends and workforce development needs, determine funding and local education agency support, identify local, state, national and industry standards, and identify potential barriers. The plan should include a list of WBL activities the community would like to see developed or ones which are connected to a CTE program area, a timeline for their development including a plan to market the program, and who will assist in developing and implementing program components.

**A SUCCESSFUL
WORK-BASED LEARNING PROGRAM
TAKES THOROUGH PLANNING!**

Implementing

- ☐ Design standard forms and agreements to be used.
- ☐ Design the WBL activities so each one builds upon the previous.
- ☐ Access and utilize available state and federal resources.
- ☐ Directly link WBL activities to school-based instruction, related instruction, career/lifework plans and standards.
- ☐ Prepare students for work-site learning by helping them develop the prerequisite skills which lead to success (e.g., safety training, interviewing skills, rules of conduct, academic background, workplace expectations, etc.)
- ☐ Schedule regular visits by school personnel to work-sites to provide appropriate supervision of young people.
- ☐ Clearly establish who will be the responsible contact person or mentor at the worksite.
- ☐ Regularly evaluate the value of the WBL experience (from the young person's, school's and business's perspectives).
- ☐ Plan a variety of WBL experiences with emphasis on what is most appropriate for the student.
- ☐ Involve all key players during the process of developing the experience, especially parents, the student, employer specific to occupational field, special education teacher, etc.
- ☐ Communicate regularly with the building principal or director and the advisory committee.
- ☐ Create communication linkages between the school, employer, and student so information can be exchanged and concerns can be addressed effectively.

Student Selection Process

A well-defined process for selecting students is needed for a quality program. Defining the process is an excellent task for the program advisory committee. The use of a student selection process demonstrates the program's integrity and may help prevent a program from becoming a "dumping ground" for problem students at any time during a semester.

Following are minimum standards for consideration:

1. Minimum age of student is _____.
2. Minimum school attendance percentage is _____.
3. Student must continue to successfully complete regular school coursework that leads to graduation.
4. Student demonstrates regard for school policy and community laws.
5. Student completes a vocation interest/ability inventory.
6. Parent/Guardian is willing to sign Individual Training Agreement and support student's involvement.
7. Student agrees to follow and be responsible for all employment policies of the employer.
8. Student agrees to a drug screening and/or criminal background check if required by employer.
9. Student completes a written application to participate.

Students with disabilities often excel in appropriate WBL activities. The importance of the WBL coordinator working with special education teachers to identify students and develop an individualized training plan cannot be emphasized enough. A substantial amount of documentation is required for students who have an IEP or a 504 plan.

Student Selection Activity	Timeline
1. Information will be distributed about the program to parents and students.	
2. Student contacts counselor to discuss class schedule and indicate an interest in the program.	
3. Student completes a work-based learning application.	
4. School selects student based on criteria. Appropriate registration is completed.	
5. Coordinator begins process of possible worksites and development of training plan for student.	
6. Student interviews with prospective employer.	
7. Selected student is placed at worksite.	

Work-Based Learning Coordinator's Role

The coordinator, employed by the local educational agency, is the person responsible for the management of the program. This person must be licensed by the Minnesota State Board of Teaching as a secondary teacher who has completed additional educational requirements for the WBL coordinator endorsement. *(Appendix L, page 124) If individual WBL experiences are longer than 40 hours in length, the WBL endorsement is required.)*

The coordinator's responsibilities are as follows:

Program Development

- Design and deliver the school-based seminar component.
- Link WBL experiences to related instruction such as a CTE program area.
- Implement a process for accepting students into the program.
- Secure suitable worksites for students.
- Ensure worksite activities support the student's learning objectives.
- Assure every activity meets state and/or local standards.
- Recruit students in a timely manner to assure a smooth transition in scheduling and orientation.
- Disseminate program information to all partners.
- Oversee the recruitment and training of community/business mentors.

Program Management

- Develop partnerships with business/community agencies.
- Coordinate the WBL advisory committee.
- Plan and deliver program information to students, parents/guardians, teachers, and the business/community.
- Prepare and process Individual Training Agreements and Training Plans.
- Provide a network for problem solving and open communication.

Program Supervision

- Review with the student and employer, worksite responsibilities to assure the experience meets child labor law requirements.
- Visit the worksite to ensure the employer and student are following the Individual Training Plan and the student is working in a safe environment. *(Appendix, page 107.)*
- Establish a procedure for regularly scheduled meetings with employers and worksite supervisors to discuss the student's progress in achieving the employer's and school's expectations.
- Follow-up on any concerns or questions raised by the student, parent/guardian, worksite supervisor or employer.

Program Evaluation

- Maintain student records for local and state reporting.
- Coordinate the evaluation of the program on a yearly basis with the development and implementation of a plan for program improvement.
- Submit technical reports as required by local and state officials.

Student Support

- Facilitate the enrollment of students into the various WBL programs by: a. involving parents through an informational session to discuss the importance of the parent's role and support of the program; b. preparing the student for the specific activity; and c. scheduling interviews between businesses and students.
- If needed, coordinate the student's WBL program with special needs educators.

Program Marketing

- Work with school administrators and counselors to ensure the program is included in the class schedule.
- Create promotional materials.
- Promote the program to parents, students, and business/community.

School, Administrator, Counselor, Educator, Parent/Guardian, Student and Employer's Roles

Although the WBL coordinator is the manager of a WBL program, several more team members play vital roles in a successful program. The members and their responsibilities are described as follows:

Schools (Local Educational Agency)

The local educational agency's responsibilities include:

- Support for the program and advisory committee.
- Provide students the opportunity to participate in WBL experiences.
- Verify proper insurance coverage.
- Provide sufficient time for the coordinator to manage the program and observe students at worksites.
- Provide adequate resources.

Local Educational Administrator

The school administrator's responsibilities include:

- Review state program standards in order to monitor the program.
- View WBL programs as an integral part of the school's curriculum.
- Support the activities of the program.
- Ensure compliance with federal and state regulations.
- Ensure personnel appropriately licensed as a WBL coordinator is in place.
- Assist WBL coordinator with the management of student conduct or discipline when needed.
- Maintain manageable coordinator to student ratio.

Academic and Career & Technical Education (CTE) Instructors

The academic and career & technical education instructor's responsibilities include:

- Recommend students who meet the criteria for WBL programs.
- Provide assistance in locating potential worksites.
- Coordinate learning activities in the classroom with those in the workplace and assist with the coordination of learning activities at the worksite with those in the academic and career/technology classes.
- Collaborate with the WBL coordinator to provide the best possible education for a student.

Guidance Counselor

The school guidance counselor's responsibilities include:

- Advise WBL coordinators about students who could benefit from participation in the program.
- Assist in scheduling.
- Provide career and educational planning assistance to the students.



Parent/Guardian

The parent/guardian's responsibilities include:

- Sign the Individual Training Agreement.
- Support the student in meeting the requirements of the program.
- Ensure transportation is provided to and from the work-site.
- Participate in any progress reviews scheduled with mentors, school personnel, and student; and communicate information vital to the success and development of the student.

Student

The student's responsibilities include:

- Meet the academic and attendance requirements established by the school and employer.
- Abide by the company's policies and procedures (i.e., attendance, confidentiality, accountability, safety, rules of conduct, etc.)
- Maintain acceptable performance at school and on the job.
- Provide proof of accident insurance coverage if using own transportation to and from the worksite.
- Contact the WBL coordinator if difficulties come up at the worksite.
- Participate in progress reviews scheduled with mentors, school personnel and/or parent/guardian; and share information of events or facts relevant to your progress in the program.

Employer and Worksite Supervisor

The employer's and worksite supervisor's responsibilities include:

- Follow all federal and state child labor laws.
- Provide worker's compensation for the student for all paid hours worked (for paid experiences).
- Pay at least the state minimum wage for hours worked by the student (for paid experiences) unless student qualifies for an exception to the minimum wage laws in which case documentation must be completed and on file.
- Sign the Individual Training Agreement.
- Instruct the student in the competencies identified in the curriculum provided and document the student's progress.
- Conduct progress reviews with the student (which may include parent, guardian and school personnel) and provide copies of those reviews to the school.
- Treat the student as a regular employee.
- Do not exclude student from participation in the program on the basis of race, color, creed, religion, sex, national origin, age, disability, marital status, status in regard to public assistance or any other protected groups under state, federal or local Equal Opportunity Laws.
- Protect student from sexual harassment.
- Provide student with safety training, safe equipment, and a safe and healthful workplace that conforms to all health and safety standards of federal and state law (including the Fair Labor Standards Act, OSHA, and MN Child Labor Laws).
- Properly train student on the safe operation of any equipment prior use.

Program Advisory Committee

A WBL advisory committee is a group of interested, supportive individuals from industry, business, community agencies, parents, students, school administrators, and educators who assist the WBL coordinator to build, maintain and improve the WBL program. An advisory committee for all career and technical education programs in a school or one advisory committee for the WBL program is acceptable. Schools will need to decide which advisory committee arrangement is best for their situation.

Advisory Committees serve a consultative role. They typically have no administrative policy-making authority in a school district or building. They may, however, be very influential in the school's policy-making (e.g., hours of employment and program funding).

The selection of a variety of committee members who are interested in the program is vital to an effective advisory committee. A personal invitation, which includes an outline of the specific purpose of the committee, will assist in attracting members.

The responsibilities of an advisory committee can be many, should be agreed on by the committee, and reviewed annually. These responsibilities may include: evaluating the program; assisting in the placement of students in worksites; determining student, community, industry and business interests and needs; advising the program coordinator on what should be taught; assisting with funding issues; and serving as a communication link to others in the community especially business and industry.

Advisory committees play an important role in a WBL program. A well-functioning advisory committee will help assure the success of the program.

Program Advisory Committee Best Practices*

Following are suggestions for a successful advisory committee:

- ☐ Send a letter to each committee member signed by the highest possible school official.
- ☐ Communicate the program's purpose and goals.
- ☐ Inform committee members exactly what is expected of them. (A written position description can be helpful.)
- ☐ Familiarize committee members with the education staff and school environment. (Invite members to visit during school hours, especially to observe and meet with students.)
- ☐ Keep committee informed of what is happening in other schools and districts, and at state and national levels.
- ☐ Invite committee members to attend school functions (e.g., school board meetings)
- ☐ Schedule meetings at a convenient time, preferably at the school and possibly during the late afternoon or evening.
- ☐ Plan meeting schedule well in advance and keep members informed.
- ☐ Establish an agenda prior to each meeting.
- ☐ Set and maintain a reasonable time limit for the meeting and stick to it. (Keep to agenda and stay on task.)
- ☐ Provide recognition of all advisory committee members through newspaper articles, annual report, presentations, etc.
- ☐ Be enthusiastic! (Enthusiasm is catchy.)

*Adapted from Hutt, R. (1979, October). "Get the Most Out of Marketing and D.E. Advisory Committees," *The Balance Sheet*, pp. 58-62. Shinn, L. (1988). *Advisory Committees: A Guide for Organization and Use*. Cincinnati, OH: South-Western Publishing Co.

Work Experience and Career Exploration Program for 14 and 15 Year Old Youth - (WECEP)

The Work Experience and Career Exploration Program (WECEP) is a one or two-year transition program designed for students, ages 14 and 15, who have had difficulties with their previous school experiences. Students may be employed during school hours and in some occupations otherwise prohibited by federal and state child labor laws. WECEP is designed to provide a carefully planned work experience and career exploration program that meets the participants' needs, interests, and abilities. The program helps dropout prone youth to become reoriented and motivated toward education and helps to prepare them for the world of work.

Students participating in WECEP may be employed for up to 3 hours on a school day, up to 23 hours during a school week, any time during school hours and may be permitted to be employed in otherwise prohibited activities and occupations. *(Note: The regulations do not permit issuance of WECEP variances in manufacturing, mining, or in any of the 17 hazardous occupations listed on page 91.)*

WECEP programs must have the following information on file:

- a) Eligibility - a list of each student enrolled and their date of birth.
- b) Credits – a list of all credits earned by WECEP enrollees for classroom instruction and work related activities, and corresponding grade point averages.
- c) Size – a list of the number of students in each unit with an explanation of any unit that has more than 25 students.
- d) Instruction schedule – a list of the state requirements for graduation, and the classes in which each WECEP student was enrolled. A list of all regularly scheduled classroom instruction that was devoted to job-related employability skills.
- e) Training agreement – a copy of each specific training agreement.
- f) Teacher-Coordinator – a list of each teacher-coordinator and the number of students in each unit.

WECEP programs must be approved at a federal level pursuant to 570.35(a) of Title 29 of the Code of Federal Regulations. **The Wage and Hour Division of U.S. Department Labor has granted the MN Department of Children, Families & Learning the authority to approve and renew local WECEP programs.** (See Appendices J & K for CTE Program Approval forms, pages 117 and 120)

Student Organizations

Student organizations provide opportunities for students to learn about and explore different leadership/career skills and roles. **(Student must be enrolled in a CTE program area and in grades 10-12.)** One or more of the following organizations may be offered at a school:

Association of Marketing Students (DECA)

DECA is a national student organization with local and state chapters that prepare high school students for careers in marketing, management and entrepreneurship. DECA enhances the educational experience by providing marketing-related activities and leadership development. www.deca.org

Business Professionals of America (BPA)

BPA is a national student organization for high school and post secondary education students preparing for careers in the business world. The mission of BPA is to contribute to the preparation of a world-class workforce through advancement of leadership, citizenship, academic, and technological skills. www.bpa.org

FFA

FFA is a national student organization dedicated to making a positive difference in the lives of young people by developing their potential for premier leadership, personal growth and career success through agricultural education. Formerly named the Future Farmers of America, FFA's motto is: Learning to Do; Doing to Learn; Earning to Live; Living to Serve. www.ffa.org

Health Occupations Students of America (HOSA)

HOSA is a national student organization designed to develop future leaders for the health care delivery system. HOSA's mission is to enhance the delivery of quality health care to all Americans. www.hosa.org

Family, Career & Community Leaders of America (FCCLA)

FCCLA is a student organization for young men and women to become leaders while addressing important personal, family, work and societal issues through family and consumer science education. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life -- planning, goal setting, problem solving, decision making and interpersonal communication -- necessary in the home and workplace. Chapter projects focus on a variety of youth concerns, including teen pregnancy, parenting, family relationships, substance abuse, peer pressure, environment, nutrition and fitness, teen violence and career exploration. www.fcclainc.org

Home Economics Related Occupations (HERO)

HERO is a student organization for high school students preparing for careers in service occupations including child care; food, clothing, and housing services; cosmetology; and health care* (*in schools without a HOSA program). HERO encourages personal growth and leadership development through service occupation classes. www.fha.hero.org

SkillsUSA-VICA

SkillsUSA-VICA is a student organization that works directly with business and industry to maintain American productivity, quality, and competitiveness. SkillsUSA-VICA teaches the importance of developing leadership skills, positive attitudes and pride in workmanship. The organization aims to prepare students for future employment by introducing them to the corporate culture while emphasizing respect for the dignity of work, high standards in trade ethics, superior workmanship, quality and safety. www.vica.org

Career Planning

Career planning is comprised of career awareness, exploration and development. This is a lifelong process through which we learn about ourselves in relation to the world of work. It is a key component of any WBL program. Career awareness, exploration and development helps young people identify, select and continuously assess their interests and goals. Young people need to know what career options there are, what job opportunities are available, what knowledge and skills are needed to be successful in a career and what resources are available to gain the knowledge and skills.

Career planning provides the foundation for young people to make informed decisions about their future. It involves a team effort of the parents and/or guardians, school guidance counselor, teachers, mentors and a WBL coordinator working with students.

Students explore career options through self-assessment of their skills and interests. *Career exploration is gained through activities such as field trips, job shadowing, mentoring, entrepreneurship, and internships. Career development begins with career and technical coursework leading to work experience or apprenticeship.

During the career planning process students may:

- ❖ Become aware, explore, understand and prepare for life decisions/career decisions.
- ❖ Discover more about themselves, their interests, abilities, skills, talents and dreams.
- ❖ Explore the world of work and learn what is needed to succeed in a career field.

*The school counselor has excellent career assessments and resources available for students.

- ❖ Begin to develop a portfolio demonstrating knowledge and skills.
- ❖ Learn about the education and training needed to attain their goals.
- ❖ Practice the planning process they will use throughout life as they change jobs.
- ❖ Learn how to use the information gathered during in school and out-of-school experiences to make decisions and set future goals.
- ❖ Experience real life work situations so they have a realistic view of what employers want and need.
- ❖ Integrate knowledge about themselves with personal experiences to begin to understand the complex connections between success at school, success at work, and satisfaction with life.

Career Planning Model

1) Self-understanding:

"This is who and where I am."

2) Exploration:

"These are the choices available to me to meet my needs and interests."

3) Goals and Action:

"This is where I want to go and how I'm going to get there."

4) Evaluate:

"This is what I have done, what I have learned and what I will change to better accomplish my goals."

Career Fields*

Career Fields are groupings of occupations from one or more industries that share common skill requirements. They provide a means of organizing the thousands of career choices within the school curriculum. A student may elect to pursue a career in one field, but is not "locked into" that particular field. There are ties between each of the fields, and a student can easily move from one field to another. The concept is to provide students with the knowledge to make informed career decisions, not to prepare workers for specific careers.

The following six broad Career Fields can assist a student to become aware of and begin to explore career options:

Agriculture and Natural Resources

--Includes programs related to animal & plant sciences, biotechnology, agricultural mechanics, food processing, agribusiness, the environment and natural resources. These may include agriculture, earth sciences, environmental sciences, fisheries management, forestry, horticulture and wildlife management.

Arts, Humanities and Communication

--Includes programs related to the humanities and to the performing, visual, literary, and media arts. These include architecture, creative writing, film and cinema studies, fine arts, graphic design and production, journalism, foreign languages, radio and television broadcasting, advertising and public relations.

Business Management and Administration

--Includes programs related to the business environment. They may include businesses, sales, marketing, hospitality and tourism, computer/information systems, finance, accounting, personnel, economics and management.

Engineering, Manufacturing and Technologies

--Includes programs related to the technologies necessary to design, develop, install or maintain physical systems. These may include engineering and related technologies, mechanics and repair, manufacturing technology, precision production, electronics and construction.

Health Services

--Includes programs related to the promotion of health as well as the treatment of injuries, conditions and disease. These may include medicine, dentistry, nursing, therapy and rehabilitation, nutrition, fitness and hygiene.

Human Services

--Includes programs related to economic, political and social systems. These may include education, law and legal studies, law enforcement, public administration, child and family services, religion and social studies.

*The Minnesota Career Information System (MCIS) classifies their occupations based on these six career fields.

Career Clusters

The U.S. Department of Education is developing 16 broad Career Clusters that reflect a new direction for education. Each cluster consists of all entry-level through professional-level occupations in a broad industry area. Each cluster includes both the academic and technical skills and knowledge needed for further education and careers. Clusters provide an organizing tool to assist educators, counselors and parents as they work with students to identify interests and goals for the future.

<http://www.ed.gov/offices/OVAE/clusters>

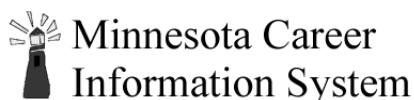
- Agriculture and National Resources
- Architecture and Construction
- Arts, A/V Technology and Communication
- Business and Administration
- Education and Training
- Finance
- Health Services
- Hospitality and Tourism
- Human Services
- Information Technology
- Law and Public Safety
- Manufacturing
- Government and Public Administration
- Retail/Wholesale Sales and Service
- Scientific Research/Engineering
- Transportation, Distribution and Logistics

Career Awareness and Exploration Example

Matthew always thought that he would farm just like his father and grandfather. He always helped his dad around the farm and he enjoyed it. Matthew also had an interest in computers. He was able to explore computers through coursework at his high school. His counselor helped him explore career options based on his interests in farming and computers.

Matthew learned that there are many possible ways to combine his farming and computer interests. He read about farmers who use computer technology on their farms. Through the use of the Internet, Matthew learned how to use satellite weather information to help his family plan crop planting schedules.

Career Planning Resources



MCIS is an easy-to-use computerized system designed to help high school students with career planning.

Updated annually, MCIS has current information about:

- Occupations, organized into six career fields
- Employment in traditional and nontraditional occupations
- National and Minnesota-specific schools and programs of study
- Scholarships and financial aid
- Job searches and self-employment
- Military careers
- Minnesota industries and more

MCIS also includes:

- Practical Learning Activities (for teachers)
- Links to standardized assessments
- Occupational videos
- Internet links to resources and schools
- Sorting tools to find schools and scholarships
- Optional modules, "My Journey" electronic

portfolio and "IDEAS: Interest Inventory".

MCIS also offers other career resources designed for ages K-adult.

Most schools in Minnesota have MCIS. Check with the school counselor or career center for more information. For more information call 1.800.599.6247 or 651.582.8357 or visit the MCIS website:

<http://cfl.state.mn.us/mcis/>



Internet System for Education and Employment Knowledge

iSeek Solutions provides valued policy and services that serve the career planning, education, employment and employer marketplaces. iSeek Solutions partners with education providers, career content providers, government, non-profits and businesses to create, build and market career, workforce, education, and e-learning solutions.

www.iseek.solutions.org

ISEEK

(Internet System of Education and Employment Knowledge)

<http://www.iseek.org>

ISEEK is an innovative internet-based system that helps people make informed choices about careers, education, jobs and business.



Minnesota Careers is an annual career exploration publication for career explorers. It provides Minnesota-specific labor market information, including size, salary, growth, number of job openings, training and education requirements and job availability for over 200 occupations. The publication also includes an interest assessment, educational and training information, and guides for making career decisions and future choices. In addition, it points users to helpful career products and services offered by other state agencies and organizations.

<http://www.mncareers.org>

Labor Market Information (LMI)

As defined by the Department of Labor, LMI is the body of information that deals with the functioning of labor markets and the determination of the demand for and supply of labor.

Labor Market Information (LMI) tells us about the economy and the workforce and it gives us the facts and figures about what jobs are in the economy, what wages employers are paying, the types of benefits they provide, how many people can't find a job, and how many people are working. *

*<http://www.mnwfc.org/lmi>.

LMI should be looked at when dealing with WBL programs. It helps to define the need and the potential for the future in careers that students might be interested in.

LMI can be obtained from the Minnesota Department of Economic Security at their web page: <http://www.mnwfc.org/lmi>. This site provides data gathered both regionally and statewide. Below is an example of information available from LMI.

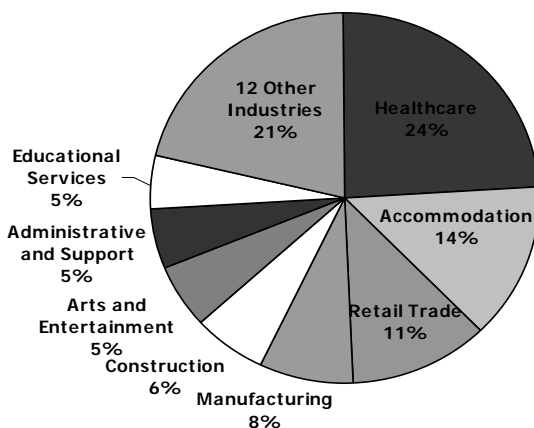
State Demographics

The demographics in the State of Minnesota are constantly changing. People are moving in and out and around the state. A quality WBL program will review the changes to determine the impact they may have on their local program.

Demographics impact the type of students enrolled in a WBL program and the variety of careers and occupations available in their locale. A large impact today is the increase in immigrant population. According to Barbara J. Ronningen from the State Demographic Center, Minnesota is number one nationwide in largest population of Somali immigrants, highest proportion of refugees, and second highest population of Hmong. The majority of students whose families have emigrated from another country have limited English proficiency and are enrolled in English as a Second Language (ESL) courses. This information can be helpful in designing WBL curriculum.

State demographics may also be used to determine the types of careers/occupations available in a specific area of the state. This information can assist the WBL coordinator in matching students to career interests and to the possibility of finding appropriate worksite placements. www.mnplan.state.mn.us/demography/index.html

Figure 2: Minnesota Job Vacancies by Industrial Division, Second Quarter 2002



Section 3

Program Guidelines

Section 3: Program Guidelines

The focus of this section is on topics associated with the operation of a WBL program.

	<u>Page</u>
➤ Credits Earned	21
➤ Class Size	21
➤ Curriculum and Instruction	21
➤ Documents on File	22
➤ Full-time and Part-time Students	22
➤ Individual Training Agreement	22
➤ Licensed Personnel*	23
➤ Local Policy	24
➤ Provisions for Extended Day and Extended Year Programs	24
➤ Staffing	24
➤ State Approved Career and Technical Education Programs	25
➤ Use of Outside Agencies to Place Students	25

*Federal and state statutes regulate the licensing of WBL coordinators and the approval of CTE Programs.

In order to develop a good quality plan, it is helpful to have some guidelines to follow. Minnesota does not have specific rules in the areas of staffing, curriculum, class size, or credits earned. The intent of this section is to offer some suggestions. The information regarding federal Work Experience Career Exploration Programs (WECEP) is federal regulatory requirements. General information for program guidelines is suggested based on what other states such as New York, Utah, and Georgia recommend. WBL programs should also follow these guidelines to ensure a quality program.

Credits Earned

Students enrolled in a WBL program should be eligible to earn credits for both the classroom instruction and the supervised work experience. The actual number of credits earned will vary depending on each school's requirements for graduation. Typically if a school requires 21-24 credits for graduation with six credits received each year grades 9-12 and ½ credit per semester awarded for each class, a student would be eligible to receive one credit each for classroom and work experience per year. The specific number of work hours required for a student to receive work-experience credit will be determined by the local educational agency.

Class Size

Several factors exist that assist in determining appropriate class size. The WBL coordinator's role, as discussed in Section 2, consists of additional responsibilities not experienced by a teacher in a regular classroom. The factors are but should not be limited to:

1. Safety – the WBL coordinator must at all times consider the safety of his or her students. The coordinator needs time to visit worksites in order to help ensure safety.
2. Types of Students – The higher needs a student may have, the more time a coordinator must spend to develop the training plan, prepare the student and the employer, and make more frequent observations of the student at the worksite.
3. Experience of Coordinator – The WBL coordinator who is relatively new in the position may need more time to effectively manage the program. Also the more students, the more time it takes to develop and maintain worksites.
4. Coordination time – The basic recommendation is to allow the coordinator a minimum of one half hour per week per student, not including the in-school seminar instruction. This provides each student with a minimal amount of coordinator/student contact time.

The U.S. Department of Labor's guidelines for a Work-Experience Career Exploration Program (WECEP) (29 CFR 570.35a) under subsection (3) (iii) states:

Each program unit shall be a reasonable size. A unit of 12 to 25 students to one-teacher-coordinator would be generally considered reasonable. Whether other sizes are reasonable would depend upon the individual facts and circumstances involved.”* (See items 1-4 above.)

Curriculum and Instruction

WBL experiences need to have school-based and on-the-job instruction. Related instruction in the career field is also very beneficial. A WECEP* program specifically requires the following:

- a) Allotted time for the required classroom instruction in those subjects necessary for graduation under the State's standards and
- b) Regularly scheduled classroom periods of instruction devoted to job-related and to employability skill instruction.

*http://www.dol.gov/dol/allcfe/ESA/Title_29/Part_570/29CFR570.35a.htm

Documents on File

The Minnesota Department of Children, Families & Learning, U.S. Department of Labor, and the Minnesota Department of Labor & Industry recommend the following records be on file for each student enrolled in a WBL experience.

- **Individual Training Agreement [Paid or Non-Paid]** (Appendix A & B, pages 100 & 102)
- **Documentation of Hours and Earnings**
- **Performance Evaluation(s)** (Appendix E, page 106)
- **Statement of Assurances** (Appendix D, page 105)
- **Coordinator Observation Report**
- **Record of Safety Training**

Documentation is a means of protection for all participants in a WBL experience.

Full-time and Part-time Students

Secondary students who are enrolled in WBL program and receive credit for their work experience are considered to be full-time students for the purpose of membership and state aid if the following criteria are met:

- a) The student must be assigned under the guidance of a licensed instructor, and
- b) Daily attendance must be maintained at the school **and** worksite, i.e. the student is marked absent when not present, etc.

Part of a secondary student's day may be in a work experience program during which the student is earning credit toward graduation although he or she is not actually at the school site. Other students may be away from the

school site under the supervision of a teacher, for example, on a field trip. In all of these instances the student is considered in attendance and membership because the time away from campus is part of the regularly scheduled day.

A student is considered to be enrolled part-time if she or he is not scheduled or expected to be in school (or under an instructors' guidance/supervision) for the full school day. This would include a student who is not assigned to classes or study hall that comprises the entire school day (minimum of six hours). During this unassigned time students may or may not be required to remain on the high school campus. Students may or may not be enrolled in classes sufficient to graduate on schedule. This would include any work release time where the student does not receive credit, attendance is not taken, and no licensed teacher provides supervision. A school may not receive full aid for a part-time student member.

Individual Training Agreement

A written Individual Training Agreement signed by the WBL coordinator, student, parent, and employer is crucial. **A student should never be allowed to begin a work experience at the worksite until all parties have signed this agreement and the coordinator has visited the worksite.** This is a critical issue in terms of liability and student safety, and ensures a good linkage between worksite experiences and the student's learning objectives. (Appendix A & B, pages 100 & 102)

Licensed Personnel

Teacher Coordinator of Work-Based Learning Endorsement	Long-Term Experience Endorsement Required
Youth Apprenticeship	
Cooperative Work Experience Paid Internship	
Community Based - Special Needs	
Mentorship* Non Paid Internship*	Short-Term Experiences No Endorsement Required
Service-Learning*	
Job Shadowing	
Worksite Field Trip	

The majority of work-based learning programs come under the umbrella of Career and Technical Education. WBL activities range from short-term to long-term and broad to in-depth.

- **Short-term experiences** tend to have a broad career focus and consist of 40 hours or less in time spent at the worksite in one semester or equivalent. These would be experiences such as worksite field trips, job shadowing shown in the chart above.
- **Long-term experiences** are generally a minimum of one semester in length but typically a year to two year-long experiences. These experiences are more in-depth providing opportunities for students to acquire more specific occupational skills and workplace skills. Experiences included in long-term are cooperative work-experience, paid internship, youth apprenticeship and special needs-community-based. (See Section 4 for explanation of special needs-community based activity) Long-term WBL experiences require the endorsement.

*These experiences may also be long-term depending on the objectives for the individual. In a long-term experience the WBL endorsement is recommended

Any teacher holding a Minnesota teaching license covering secondary education is eligible to complete the coursework for the Teacher Coordinator of Work-Based Learning Endorsement. Coursework is available through:

- **University of Minnesota Twin Cities, Department of Work, Community, and Family Education** (<http://education.umn.edu/wcfe>) and
- **Bemidji State University** (<http://www.bemidjistate.edu/catalog/0204upcatalog/Voe/index.html>).

The three teaching areas eligible for the work-based learning coordinator endorsement are:

- **Secondary teacher** licensed in areas such as social studies, English, sciences, mathematics etc. will focus on general career exploration or transferable work skills. The WBL endorsement would not qualify them to design a work experience for youth with disabilities.
- **Special Education teachers** may be required to provide specially designed WBL experiences for youth with disabilities. A special education teacher not holding the endorsement would be qualified to coordinate short-term experiences while the WBL endorsement would be required for a special education teacher who is coordinating Community-Based Special Needs experiences, cooperative work-experiences, paid internships, and youth apprenticeship.
- **Career and Technical Education teachers who hold a WBL endorsement** can coordinate any WBL experiences, state approved Career and Technical Education programs, and expand the work-experience opportunities for their students based on the Fair Labor Standards Act and Minnesota Child Labor Laws. (*Appendix L, Page 124*)

Local Policy

Local educational agencies may desire to develop and implement local policies regarding child labor and specific occupations which are more restrictive than those required at the state and federal levels. The advisory committee can be used to recommend policy. The school board or other persons responsible for the operation of a school may then approve the policy to be implemented by the WBL coordinator.

For example, parents, staff and administrators may feel that a student working until 11 pm on a school night is too late even though this is the ending hour permitted by federal and state laws. A local policy may state an ending time of 9:30 pm on a school night.

Provisions for Extended Day and Extended Year

A school district, alternative learning center or charter school has the option of extending a WBL coordinator's contract beyond the regular day and the regular school year. Following are several circumstances to be considered:

- Extended day: Often times, a student's actual work-experience occurs before and after school hours or on the weekend. A coordinator who has a full load and complement of students may be contracted for an extended day in order to ensure proper supervision of work experience students.
- Extended year: The expectation of a WBL program is that students will be placed at a worksite at the start of a term. To accomplish this, the coordinator needs time prior to the start of the new school year to make

arrangements such as placement site, individual training plan, etc. An extended contract for the coordinator prior to the start of the school year makes it possible for the coordinator to have students begin when school resumes.

In certain instances it may be more appropriate for a student to be enrolled, preferably for credit, in a WBL experience during the summer. Because of the requirement for supervision, a limited contract for the summer would be indicated.

Staffing

The importance of having **enough program staff to ensure the safety and appropriateness of work experiences cannot be overemphasized**. The number of WBL coordinators needed will be decided by several factors such as number of students enrolled, variety and depth of student needs, variety of occupations, number of worksites where students are placed, and availability of paraprofessional assistance when required.

As a general rule of thumb, **the ratio of coordinator time to individual student training site should be no less than ½ hour per student per week**. (e.g., if the WBL coordinator has 20 students at worksites, the coordinator should be allowed 10 hours per week to make placements and regularly observe students at the worksite in addition to the classroom instruction time.)

State Approved Career and Technical Education Programs

State Approved Career and Technical Education Programs are programs at local school districts that have met all of the prescribed and legal requirements to operate said program in the State of Minnesota. Upon approval the programs are eligible to receive Carl D. Perkins, Tech Prep, and/or local levy dollars. The process involves completing the necessary forms, submitting them for approval to the Minnesota Department of Children, Families & Learning and receiving notification back that all requirements have been met and the program is approved.

Two types of program approval are available:

1. The Secondary Career and Technical Education Program Approval (ED-00381-11) (Appendix J, page 117) is used for regular CTE courses and regular WBL programs. An approved program requires a licensed CTE instructor. If WBL is a component of the CTE program a valid Teacher Coordinator of Work-Based Learning endorsement is required. (Note: Prior to September 1, 2002, this was a teaching license called Teacher-Coordinator, Work-Experience – Disadvantaged, Teacher-Coordinator, Work-Experience - Diversified Occupations and/or Teacher-Coordinator, Work-Experience – [specific occupation area].)
2. The Secondary Career and Technical Education Program Approval for **Youth with Disabilities** (ED-00381-12) (Appendix K, page 120). The Youth with Disabilities program requires a licensed Special Education teacher with a valid Teacher Coordinator of Work-Based Learning endorsement. (Note, Prior to September 1, 2002, this was a teaching license called Teacher-Coordinator, Work-Experience – Handicapped.)

The assurance statement in the program approval application guarantees the local educational agency is employing the required appropriately licensed career and technical education instructor to teach the program.

A WBL program must be state approved to allow students under 18 years of age to qualify for any of the exemptions to hazardous occupations as stated in the Fair Labor Standards Act (FLSA) and Minnesota State Child Labor Laws. If a program is not state approved by the state education department, schools including private schools must obtain a permit from the Minnesota Department of Labor and Industry. The following permit application forms are available in PDF format from the web site listed below: "Application for Child Labor Exemption Permit for Minors 16 to 17 Years of Age" Application for Child Labor Exemption Permit for Minors under 16 Years of Age". <http://www.doli.state.mn.us/childlbr.html> , Child labor exemption applications.

Reminder: Students under the age of 16 cannot work during the school day unless they are enrolled in a WECEP program.

Use of Outside Agencies to Place Students

Temporary employment agencies such as Workforce Centers, Manpower, Kelly Services, Goodwill Industries, etc. may be used to assist in finding placements for students. However, these agencies serve as a placement vehicle and **DO NOT** function as the employer or the WBL coordinator. The actual employer at the worksite and the school WBL coordinator are responsible for the training plan and supervision of the student.

Section 4

Non-Paid Activities

Section 4. Non-paid Activities

The focus of this section is on the broad continuum of WBL activities from one- to two-hour experiences to longer more intense or community-based experiences for special needs students. These activities are generally non-paid. **Short-term experiences are no more than 40 hours in length during one semester or semester equivalent.**

To qualify as a non-paid activity **all** of the following criteria **MUST** be met*:

- 1) The employer derives no benefit from the activities of the student;
- 2) The student does not displace a regular employee and is closely supervised,
- 3) The student understands he or she is not entitled to receive any wages during the agreement time and,
- 4) The student understands he or she is not entitled to a job at the end of the experience.

If questions arise when determining whether the activity is non-paid or paid, contact the U.S. Department of Labor, Wage and Hour Division **(612-370-3371)** or the Minnesota State Department of Labor & Industry **(1-800-342-5354 or 651-284-5005)** for assistance.

	<u>Page</u>
➤ Worksite Field Trips.....	27
➤ Job Shadowing.....	28
➤ Career Mentorship.....	30
➤ Service-Learning.....	32
➤ School-Based Entrepreneurship.....	34
➤ Non-paid Internship.....	35

*A general rule of thumb is when in doubt that all four criteria are being met, the experience is usually a paid WBL experience.

Worksite Field Trips

Worksite field trips are a process where students take part in business/employer led tours of a workplace. A tour provides information on the industry, types of careers and occupations, knowledge and skills requirements and work processes.

Students learn the importance of thinking about career development through the career path stories their tour guides share. The importance of interpersonal skills needed in the workplace is often stressed. These short-term experiences provide opportunities to explore a wide variety of occupations. Student involvement in the planning, coordination, and follow-up activities of a worksite visit are more likely to insure that the experience will have a lasting impact.

Worksite field trips can be arranged for one student or for an entire class. Worksite visits involving small groups of students are usually more valuable for a student and easier for the business/employer to coordinate.

Best Practices Checklist for Worksite Field Trips

- ☐ Send a letter of understanding to the business prior to the field trip.
- ☐ Have participants view a videotape of the worksite in advance of the visit.
- ☐ Review examples of the business/industry marketing materials, products, or services performed in advance of the visit.
- ☐ Have students generate a list of questions, prior to the visit, to ask the business/employees.
- ☐ Train volunteers to assist in managing the experience.
- ☐ Teach students what to look for at the worksite. (For example: type of skills required to perform different tasks and why the product or service is important.)
- ☐ Ask the business/employer to build in demonstrations during the tour to explain why the company has been successful.

Worksite Field Trip Success Story

Ms. Anderson's WBL seminar visited four local businesses each year thanks to a successful partnership with local businesses and industries in the community. Field trips were scheduled for 18-25 students at a time and spaced out to avoid disrupting the workflow at the business. Prior to visiting the worksite, students watched a video or looked at marketing materials that described the products or services the business provided. Whenever possible, samples of actual goods and services were available for the students to review in the classroom.

Two community volunteers assisted Ms. Anderson when her class visited the Community Hospital and Clinic. When the students got off the bus, Ms. Jackson, the hospital administrator greeted them. Students were able to visit each of the major departments at the hospital and clinic where an employee demonstrated the work that is performed and how he/she became qualified to perform the job.

Employees interacted with students and answered questions the students had prepared prior to the visit. The students also had the opportunity to practice range of motion exercises with Mr. Burbante, the physical therapist. Following the field trip each student wrote a brief reaction to the visit and a thank you letter to a staff person at the hospital. A few of the best letters were chosen for publication in the local newspaper.

- ☐ Ask employers to allow time for employees to explain their roles, responsibilities, and how they were educated, trained or qualified to be employed at the worksite.
- ☐ Require students to write reflections and/or thank you letters following the worksite visit.
- ☐ Evaluate field trips annually.
- ☐ Recognize business partners, publicly, for their involvement (e.g., thank you letters, awards, newspaper articles, framed certificates).

Job Shadowing

Job shadowing is typically a part of career exploration activities that occurs late in middle school or early high school. A student observes an employee at their workplace for a day or two to experience real day-to-day work in a particular occupation or industry. Sometimes students job shadow in a number of different departments or with different employees to explore different occupations within a career cluster.

Job shadowing is a short-term, non-paid experience that is intended to help students explore a range of career objectives and select a career major. The length of the job shadowing experience is based on individual career objectives designed and agreed to by the participating business or industry, student, teacher, and parent.

A harmonious and meaningful job shadowing experience is dependent upon an understanding and agreement of the responsibilities of all persons involved. Job shadowing does not teach the participants specific job skills; however, it can provide activities that increase work-readiness and can influence career selection.



Groundhog Job Shadow Day is an initiative for students to connect the classroom to careers. America's Promise, Junior Achievement, U.S. Department of Labor, and Monster.com have joined together to provide teachers, employers and students with resources including sample activities and ready-to-adapt materials for a successful job shadow experience.

Materials are available, **FREE**, through the Internet at:

www.jobshadow.org

Job Shadowing Success Story

Bill couldn't decide if he was more interested in veterinary science or electronics. Both areas were consistent with his tested vocational interests and aptitudes. He had little experience with animals so he met with his school counselor and applied for a job shadowing experience at Midwest Veterinary Clinic. Dr. Sommers, a veterinarian and the clinic owner, had Bill come along with her on some farm calls and let him watch during some minor surgical procedures at the clinic. Being around the large animals and the sight of blood made Bill uncomfortable and he decided being a veterinarian was not for him.

The school counselor then arranged for Bill to shadow Larry, a computer technician, at The Computer Store. The Computer Store had sponsored many shadowing experiences over the past five years and Larry gave Bill the opportunity to see computer assembly and electronic troubleshooting first hand. He even talked to Bill about the classes he should be taking to prepare for post-secondary training. Bill shadowed Larry for twelve hours over two days and made journal entries that reflected upon his experience. He gave a copy of the journal entries to his work-based learning coordinator as part of the job shadowing evaluation.

The shadowing experience made Bill excited about the electronics and computer industry. He also felt more confident about registering for his high school classes.

Best Practices Checklist for Job Shadowing

- ☐ Develop a plan that includes a clear process for selecting prospective participants and worksites for a job shadowing experience.
- ☐ Build a congenial relationship between each job shadowing site and the local educational agency so that scheduling changes and other student issues can be quickly addressed.
- ☐ Develop a process to identify employees at a business or agency who are willing to be shadowed and demonstrate the ability to:
 1. Support the growth and career development efforts of the participant.
 2. Help participant explore options, values, and career alternatives.
 3. Unconditionally accept a participant as he or she is.
 4. Convey a sense of caring and importance.
 5. Enhance the student's feeling of self-worth.
- ☐ Develop a process for matching student's interests with related careers, business, and industry. Parental input is encouraged.
- ☐ Provide a letter of understanding to the workplace that explains how the student will be prepared and what is expected from the employer. Provide orientation activities for the participant and employer prior to the beginning of the job shadowing experience.
- ☐ Provide **safety instruction** for all job shadowing, especially where there may be a physical risk.
- ☐ Ensure participants are supervised by the local educational agency and an employee assigned at the job-shadowing site.
- ☐ Recognize employers and employees who participate in the job shadowing experience.
- ☐ Contact local newspapers and other media to promote activities and to recognize businesses and agencies that participate.
- ☐ Require participants to keep job shadowing journals to record and reflect on their shadowing experience. To monitor the success of the shadowing experience, the journals may be copied and provided to the school for evaluation.
- ☐ Accommodate students of all abilities.
- ☐ Review job shadowing activities, annually.

Career Mentorships

Career mentoring provides the flexibility to educate beyond traditional time, location, and method constraints. Mentoring provides the means to unite education and business to best meet career interests of an individual student. Career mentoring is a formal, long-term supportive relationship between a student and an individual more senior in age and experience with similar career interests.

The mentoring relationship generally begins after the student has entered the ninth grade and has established a tentative career major. Mentors and students interact one-on-one as a mentor assists a student in developing a career plan to integrate knowledge, skills and abilities the student will need to achieve career goals. The mentor offers support, guidance, motivation, and concrete assistance as the student enters new areas of career exploration and takes on important tasks to further career aspirations. Through working with a career mentor, a student may experience increased self-confidence, self-worth, self-knowledge, interpersonal skills, and knowledge in a career field. They may also become empowered to set long term attainable goals.

The purpose of career mentoring is to gain in-depth knowledge about an industry, occupation and career. The mentor serves as a good role model but does not serve as a counselor for the student. Students with personal issues should be referred to the school counselor.

Career Mentorship Success Story

Beth completed her vocational assessment inventories at the beginning of ninth grade and enjoyed job shadowing at a local accounting firm. She was excited about business, but nervous about being paired with a career mentor. Central High School, working cooperatively with the area Chamber of Commerce, matched Beth with Linda, a CPA at Steinman, Kramer, and Company. All mentors must complete a criminal background check and meet the criteria established by the school and Chamber of Commerce. The match between student and mentor was carefully made, based on Beth's chosen major, Linda's knowledge of the field, and both Beth and the career mentors general interests.

Beth and Linda first spoke by telephone, then met in person during a "Career Mentorship Training Program" held in the conference room at the Four Seasons Inn. 30 mentors and 30 students attended the training. After an "ice-breaking" activity, the participants received training in areas such as: two-way communication, career preparation, the Central High School course schedule, mentor responsibilities, student responsibilities, and the "Career Mentorship Agreement".

Beth and Linda met for two hours a week throughout the school year and Beth kept a journal of her experiences. She gave her business teacher and her mentor a copy of the journal at the end of each month. An end of the year evaluation showed that both Beth and Linda enjoyed and benefited from participation in the program. Even though it was not required, they both agreed to continue meeting throughout the summer.

Best Practices Checklist for Career Mentorships

- ☐ Develop a plan that includes a clear process for selecting prospective participants.
- ☐ Provide orientation activities for the participant and mentor prior to the beginning of the career mentorship.
- ☐ Ensure participants are supervised by the local educational agency/institution.
- ☐ Develop an application and interview process for prospective students to provide a means for the instructor to meet and clarify mentorship goals.
- ☐ Require mentorship training to prepare the students for the activity. The topics for training may include: workplace rules of conduct, safety, and communication skills.
- ☐ Develop a process to identify career mentors that demonstrate the ability to:
 1. Support the growth, skill and career development efforts of the student.
 2. Help the student explore options, values and career alternatives.
 3. Convey to the student a sense of caring and importance.
 4. Contribute to the student's feeling of self-worth
- ☐ Review the "Characteristics of a Good Mentor" on page 57 of this manual.
- ☐ Have a procedure in place to check backgrounds of prospective career mentors.
- ☐ Develop a process for matching students and mentors with similar career interests.
- ☐ Work with students in the development of a portfolio that describes career interests, experience, goals and other background information.
- ☐ Develop and provide a written career mentorship agreement that includes:
 1. Expectations of mentor and student.
 2. Length of the mentorship relationship.
 3. Number and location of the mentorship meetings.
 4. Description of the mentorship evaluation process.
 5. Signatures of mentor, student, parent and school representative.
- ☐ Require students to keep a journal to record and reflect on discussions they had with their mentor. To monitor the quality of the mentorship, the journals may be also copied and provided to the school advisor for evaluation purposes.
- ☐ Provide time for weekly meetings with classmates and instructors to share experiences and ensure student follow-through.
- ☐ Send thank you notes to businesses and agencies for allowing their employees to participate in the program. Also recognize individuals who volunteer as career mentors.
- ☐ Contact local newspapers, TV stations and other media to promote activities and to recognize businesses and agencies that participate.

Service-Learning

Service-learning is a form of experiential learning whereby students apply content knowledge, critical thinking and good judgment to address genuine community needs. Service-learning is a way of teaching and learning that engages all students in hands-on academic projects in the community to meet learning objectives and strengthen communities. Service-learning helps students understand the needs of their local community while gaining valuable skills that will benefit them as citizens and employees. Community members benefit by having the students help them meet their local needs.

Service is: cleaning up a riverbank.

Learning is: sitting in a natural resources classroom, looking at water samples under a microscope.

Service-learning is: natural resource students taking samples from local water sources, then analyzing the samples, documenting the results, presenting the scientific information to a pollution control agency and reflecting on the impact these results may have on future pollution control issues and our own behaviors and attitudes*.

Service-learning is NOT: the same as community service, field trips, time away from class, stand alone projects or a course add-on.

Service-learning provides the context in which students can gain organizational, team, problem-solving and critical thinking skills, along with attitudes and capabilities necessary to succeed in work and life.

Service-Learning Success Story

Scott had always been interested in working with plants and had shadowed the groundskeeper at the golf course for two days during his freshman year in high school. In spite of his interest, Scott thought his wheelchair would prohibit him from a career in that field. With some encouragement from his work-based learning coordinator he designed a service-learning project with the city to landscape the newly built park. Emily, who was in charge of the city parks department, was assigned as Scott's supervisor for the project.

Throughout the project, Scott was involved in the landscaping design, using computer software, and the actual planting of wildflowers, trees, and shrubs. Scott amazed Emily with his knowledge of plants, which he had learned in his sophomore horticulture class. She encouraged him to pursue further training in either resource management or plant science. Emily was pleased when she received a copy of Scott's service-learning journal and read how much he learned from the activity. Scott was selected as an intern at Greenthumb Nursery during his senior year and entered a university program following graduation to pursue a degree in biology. He continued to work at Greenthumb Nursery during his summer vacations.

*Adapted by the Minnesota Department of Children, Families & Learning from the St. Paul Public Schools Plan for District-wide Service-Learning, prepared by the National Youth Leadership Council.

Essential Elements for Service Learning

1. **Education Goals:** Establishes clear education goals that require the application of concepts, content and skill from the academic disciplines and involves students in the construction of their own knowledge.
2. **Challenge:** Students are engaged in tasks that challenge and stretch them cognitively and developmentally.
3. **Learning Assessment:** Assessment is used as a way to enhance student learning as well as to document and evaluate how well students have met content and skill standards.
4. **Service Tasks:** Students are engaged in service tasks that have clear goals, meet genuine needs in the school or community and have significant outcomes for themselves and others.
5. **Service Evaluation:** Employs systematic evaluation of the service effort and its outcomes.
6. **Self-Directed Learning:** Creates opportunities to foster self-directed learning in selecting, designing, implementing and evaluating the service-learning project.
7. **Diversity:** Values diversity through its participants, practice and outcomes and honors individual learning styles.
8. **Community Partnerships:** Promotes communication and interaction with the community by encouraging partnerships and collaboration.
9. **Preparation:** Students are prepared for all aspects of their service-learning including a clear understanding of task and role, the skills and information required by the task, an awareness of safety precautions, and knowledge about and sensitivity to the people with whom they will be working.
10. **Reflection:** Student reflection takes place before, during and after service; uses multiple methods; encourages critical thinking; and is a central force in the design and fulfillment of curricular activities.
11. **Celebration:** Designed to acknowledge, celebrate and further validate students' service work*.

*Toole, Pamela, Ph.D., Ed. "Essential Elements of Service-Learning for Effective Practice and Organizational Support", National Service-Learning Cooperative, 1999.

School-Based Entrepreneurship

School-based entrepreneurship allow students to establish a business from the ground up, starting with the initial idea to complete ownership of a business. Entrepreneurships encourage relevant use of technology, creativity, and self-initiative while developing skills to determine the unmet business needs of a community.

Businesses designed by students may eventually spin off from the school setting and into full time businesses within the community. School-based entrepreneurship may serve as an incubator for new business opportunities.

Best Practices Checklist for School-Based Entrepreneurship

- ❑ Establishes a good working relationship between the educational institution and the local Chamber of Commerce (or similar agency).
- ❑ Involves students in every aspect such as assignments to develop formal business plans, market the need for the business to the community, and handle the financial aspects of a business.
- ❑ Ensures the result of the business project is a tangible service recognized as having value to the community and may create current and future opportunities for employment.
- ❑ Allows for entrepreneurial projects to evolve through a variety of ways such as existing school course activities, interdisciplinary activities involving two or more instructional disciplines, or extracurricular or independent study activities directed by a qualified adult.
- ❑ Utilizes community resources including marketing research information, financial or investment firms, business associations, and small business development center for entrepreneurial activities.

School-Based Entrepreneurship Success Story

A group of high school students, with supervision from their high school business teacher began a business that provided their community with Internet advertising. Their business has grown to 130 customers who are currently advertising on the community's web site. This entrepreneurial venture provided participants with a chance to develop and utilize technical computer and business skills.

One of the most difficult aspects of the business was establishing a customer base. Students had to make "cold calls" to prospective clients and sell their service of Internet advertising. Many of the initial responses by the businesses were negative, but with persistence a solid customer base was established. Once the customer agreed to advertise, the students met with them to create a unique advertisement. When designing the advertisements, students used digital cameras and then scanners to convert the pictures and text of the advertisement to the language of the Internet (i.e. HTML). After the advertisement had been developed an appointment was scheduled with the customer to review the advertisement before it was posted. If approved, a contract was signed and the customer paid the fee.

In addition to developing technical skills, the students also learned critical interpersonal skills. They learned how important a good rapport was with customers, especially when the customer was not satisfied with the advertisement. Students would make revisions and schedule another meeting with the customer.

The experience was beneficial in many ways. It helped students develop career goals, use technology, and learn about their community. The business community gained access to 21st century technology and developed a close partnering relationship with the school.

Non-paid Internships

An internship is a short-term work experience which extends a program of study beyond the classroom to outside the school. Students can explore and gain experience in a specific occupation and acquire new skills or explore different aspects of an industry. As an "extension" of what a student has learned, internships have specific objectives to be reached which augment a career and technical education program or academic coursework. Internships are generally offered to 11th & 12th graders. The length of the internship is based on individual objectives that need to be defined in the agreement between the business/employer and the school.

Students under 18 years of age may not be placed in an internship experience which involves hazardous occupations as defined by the U. S. Department of Labor and the Minnesota State Department of Labor and Industry unless the school has a State Approved Program and the hazard is incidental to the occupation. (*Section 11, pages 86-96*)

Sample Student Non-paid Internship

5-day to 20-day hands-on internship experience totaling 40 hours

10th grade and up enrolled in a CTE course or program

The goal of this program is to allow the intern to see all aspects of our company, industry, and to investigate a career choice.

Intern will be shown how each department plays a role in the operation of our company. The intern will rotate through each department and learn its function and operation. The intern will participate in hands-on assignments under the direct supervision of a supervisor.

At the end of the internship period, the student should understand how the teams within our company affect the outcome of our product.

Trainees, Interns or Students

The Supreme Court has held that the words "to permit to work" as used in the Fair Labor Standards Act to define "employ," do not make all persons employees who, with any express or implied compensation agreement, may work for their own advantage on the premises of another. Whether trainees, interns or students are employees of an employer under the Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. *If ALL the following criteria apply, the trainees, interns or students are not employees with the meaning of the Act:*

- 1) The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school. A written training plan with a completion date is recommended;
- 2) The training is for the benefit of the trainees, interns or students;
- 3) The trainees, interns or students do not displace regular employees, but work under their close observation;
- 4) The employer that provides the training derives no immediate advantage from the activities of the trainees, interns or students, and on occasion his operation may actually be impeded;
- 5) The trainees, interns or students are not necessarily entitled to a job at the conclusion of the training period; and
- 6) The employer and the trainees, interns or students understand that the trainees, interns or students are not entitled to wages for the time spent in training.

Ordinarily a trainee or intern does the work under the supervision of the employee who normally does the work. That way an employer does not derive an advantage and no employee is displaced. The training should be for a specific length of time with a training plan.

Sometimes a trainee or intern does produce an advantage to an employer. In this situation the trainee or intern can be made an employee.

Best Practices Checklist for Non-Paid Internships

- ☐ Build a relationship between the school and business/industry that demonstrates a commitment to the internship process.
- ☐ Develop an agreement between the school and business/industry that clearly states the purpose and outcomes of the internship including length of experience.
- ☐ Ensure competent employees from the business/industry and appropriately licensed personnel at the school supervise interns.
- ☐ Develop a marketing plan that includes a clear process for selecting prospective participants.
- ☐ Document suggested and/or required coursework has or is being taken in conjunction with the internship.
- ☐ Involve parents/guardians in the process through informational meetings and regular communication.
- ☐ Provide and document **safety instruction** to all interns at the internship site and/or at the school.
- ☐ Develop and provide a written "Work-Based Agreement for Nonpaid Activities" which describes the objectives of the internship and is signed by the student, employer, coordinator, and parents/guardians. (Appendix B, page 102)
- ☐ Ensure **all** criteria **are** met for internship to qualify as a non-paid experience. *(If any one of the criteria is not met establish a process in place to change experience to a paid internship.)*
- ☐ **Comply with all State and Federal Child Labor Requirements.**
- ☐ Complete written evaluations or observation reports of the intern's progress towards reaching objectives for internship.
- ☐ Require interns to record and reflect on their internship experience in a journal. The journal will help to monitor the quality of the experience and to determine whether or not objectives have been met.

Non-Paid Internship Success Story

While a junior in high school, Jane took advantage of the school's internship program in the health industry. During the semester she was enrolled in the health occupations course, she spent two hours a week at Park Clinic observing a variety of positions at the clinic. Her health teacher, Ms. Anderson, and the clinic administrator jointly designed her internship. Jane was able to get hands-on-experience by assisting healthcare workers perform their duties. Jane did not actually perform duties in place of the healthcare worker she was assigned to. Jane was able to observe the day-to-day activities on the job.

To prepare for the internship experience, Jane toured the clinic and learned about various health-related occupations. The coursework, which Jane was required to take during the internship, included medical terminology, and health and computer applications. During the internship, Jane was also enrolled in a human biology and small group communications courses. These courses increased her knowledge base and allowed her to observe the application of this knowledge.

Ms. Anderson met with Jane and the clinic internship coordinator regularly to discuss what Jane was learning. Jane kept a journal to document her experience. Jane's internship experience helped her decide that she would like to further explore the occupation of physician's assistant. Her plans as a senior include enrolling in the mentor program and doing an in-depth study of that career.

- ☐ Seek input from the business/employer and supervisor.
- ☐ Recognize businesses/employers and supervisors for providing this experience.

This page
intentionally
left blank

This page
intentionally
left blank

Section 5

Paid

Work Experiences



Section 5. Paid Work-Experience Activities

The focus of this section is on activities that provide a more in-depth experience during which the student develops specific occupational and transferable workplace skills. Typically, these activities will be from one to two semesters/terms in length and participation may be multi-year. **Moderate work, limited to 20 hours a week or less*, for students while attending school is highly recommended, however some exceptions may exist.**

The more important aspects involved with paid activities include:

- A) Signed Individual Training Agreement;
- B) Individual Training Plan identifying the progressively more complex skills to be performed;
- C) Compliance to federal FLSA and state Child Labor Laws; and
- D) Appropriate supervision provided by both the school and business/employer.

	<u>Page</u>
➤ Individual Youth Entrepreneurship.....	40
➤ Cooperative Work Experience and Paid Internship	41
➤ Youth Apprenticeship	43

*Mortimer, Jerlan T. (February 2003). *Working and Growing up in America*. Cambridge, MA.: Harvard University Press:

Individual Youth Entrepreneurship

Individual youth entrepreneurship provides an opportunity for a student to establish a business from the ground up while receiving guidance from a teacher at the school. This includes beginning with an initial business idea, developing a business plan, actual start up and complete ownership. This activity may be a project for a class or a student organization. The activity is considered a paid experience because the student who actually starts a business will be receiving income from the sale of a product or providing a service.

Best Practices Checklist for Individual Youth Entrepreneurship*

- ☐ Provides opportunities for youth to start and operate enterprises of appropriate size and scope, in which they are personally invested in a manner that is significant to them.
- ☐ Provides an opportunity for individuals to learn about and utilize community resources
 - a. Marketing research information,
 - b. Financial or investment firms,
 - c. Business associations, and
 - d. Small business development centers.
- ☐ Reinforces the concept that successful entrepreneurs take calculated risks based on demographic research and relevant information.
- ☐ Requires youth to develop a plan for a business that addresses its financial, marketing and operational aspects.
- ☐ Utilizes an action-oriented curriculum that provides age-appropriate experiential learning opportunities for which program leaders/instructors operate as coaches or facilitators.

*"Criteria for Youth Entrepreneurship Education". The Consortium for Entrepreneurship Education (n.d.) Retrieved January 22, 2003, from <http://www.entre-ed.org/criteria/htm>

Youth Entrepreneurship Success Story

Claudia grew up on her parent's farm in West Central Minnesota. From an early age, she was involved in spring calving and showing beef steers in 4-H and FFA. Her goal was to develop a herd of beef cows that produce consistent quality animals for the show ring. From a humble beginning with a red ribbon heifer, Claudia worked to establish a herd of 10 Simmental cows that produced eight blue ribbon steers and heifers this past year.

As a freshman at East Overshoe High School, Claudia enrolled in the agricultural education program. Under the guidance of her advisor she began to identify the types of traits she needed to identify in order to select the best cattle. Claudia established short-term and long-term goals for her entrepreneurship project and education. She enrolled in Business education courses to give her accounting skills. Her academic courses have prepared her for enrollment at the University of Minnesota, College of Agriculture, Food and Environmental Sciences, where her intent is to major in Animal Science.

Cooperative Work Experience and Paid Internship

A Cooperative Work Experience provides students with paid work experience related to their career field while they work toward high school graduation. Cooperative Work Experience offers services and activities that enable individuals to develop skills and competencies in a paid work environment. At the high school level Cooperative Work Experience is a CTE program that **must be** approved by the MN Department of Children, Families & Learning. The FLSA does include special provisions for 16- and 17-year old students who are enrolled in an approved CTE Program.

Exceptions to the hazardous occupational limitations are allowed in seven of seventeen identified hazardous occupations (*Section 11, page 91*) if the program is a state approved Cooperative Work Experience and the student is employed under a written agreement, which provides that:

1. All hazardous work will be performed under the direct and close supervision of a qualified and experienced person.
2. Safety instructions will be given by the school and reinforced by the employer with on the job training.
3. The job training follows a schedule which reflects organized and progressive skill development.
4. The work in the exempted hazardous occupation must be:
 - a) Incidental to the training,
 - b) Intermittent and for short periods of time,
 - c) Under the direct and close supervision of a journeyperson.

The employer, work-based learning coordinator, student and parent must sign a written agreement. Copies of the agreement must be kept on file by both the school and the employer.

Cooperative Work Experience Success Story

Tony, a senior enrolled in the Cooperative Work Experience program, was interested in precision machining. Tony was a good student with a positive attitude, kept his grades up and had good attendance. Tony was also actively involved in leadership activities with the SkillsUSA-VICA chapter at his school.

When a machine shop employer in the area expressed an interest in hiring a student from the Cooperative Work Experience program, Tony's instructor immediately thought of him. Tony filled out an application, went through the interview process and started working for the company as a machinist. The company liked his work habits and viewed him as a potential long-term employee. As a result of the leadership attributes and work ethics he had displayed, the company offered to pay for Tony's continued education in machining at a nearby technical college while he worked for them. Tony liked the people he was working with and was excited about his future opportunities with the company.

Because the company was so pleased with Tony, they hired another student from the area and want another industrial student next year. They have even arranged for another company to donate equipment to the school's metals program.

A licensed WBL coordinator and an employer/work-site supervisor supervise the WBL experience. While a student is at the worksite their progress is monitored and skill development is evaluated by the employer/ supervisor and WBL coordinator. Cooperative Work Experience uses the workplace and its environment to create links between school-based education and work-based educational experiences.

Cooperative Work Experiences at the high school level are identified in one or more of the following areas:

- 1) Agricultural Education
- 2) Business and Office Occupations
- 3) Service Occupations
- 4) Health Related Occupations
- 5) Marketing and Distributive Education
- 6) Trade and Industrial Technology
- 7) Community-Based Service Occupations
- 8) Special Needs Work Experience*

*Special Needs Cooperative Work Experiences are for youth with disabilities or students that have economic or academic disadvantages. These students may require supplemental services and assistance to be successful in workplace learning activities. Examples of supplemental services include: career assessment, curriculum modification, and services provided through connecting activities.

Paid Internships

The terms "cooperative work experience" and "internship" are often used interchangeably. A helpful way to distinguish the two terms is to think of an internship as a direct connection to a field of study while a cooperative work experience is an activity providing students with occupational and workplace skill development. The internship is closely aligned to a career and technical education program sequence of coursework.

Best Practices Checklist for a Cooperative Work Experience

- ☐ Develop and provide a written "Individual Work-Based Training Agreement" signed by the student, employer, supervisor, instructor/coordinator, parent/guardian and any support service providers. (*Appendix A, page 100*) Involve parents/guardians in the process through informational meetings and regular communication.
- ☐ Articulate WBL experience with post-secondary courses whenever possible.
- ☐ Provide **safety instruction** to all work-experience participants. Identify specific safety training items and whether the item will be taught at the school, worksite or both. Document all safety instruction.
- ☐ Provide opportunities in the school-based instruction (seminar) for career exploration, development of SCANS skills, reflection and instruction related to career fields. (*SCANS, page 78*)
- ☐ Use a performance review process that is discussed with the student and reflected in the training agreement expectations.
- ☐ **Ensure the school has a licensed WBL coordinator, to act as the liaison between school and worksites, in place to monitor students' activities.**
- ☐ Require participants to keep a journal to record and reflect on their work experience. The journals may be copied and provided to the high school and the employer.
- ☐ **Establish an advisory committee that includes employers, training supervisors, parents, school faculty, school administration, and representatives from business, government, community agencies along with others that make up the dynamics of the employment area.** (*Program Advisory Committee, page 12*)
- ☐ **Comply with all Federal FLSA and State Child Labor Laws.** (*Section 11, pages 86-96*)
- ☐ Contact local newspapers, TV stations and other media to promote activities and to recognize businesses and agencies that participate.

Youth Apprenticeship

Youth apprenticeship is an employer work-based partnership with four components. It integrates academic instruction, formal career-specific job training, exploration of the roles within the selected career, and paid work experience. It is offered to students in the 11th and 12th grades and is usually articulated with higher education courses. High achievement and commitment are demanded from participating students.

State and federal child labor laws contain special provisions for youth apprentices. Seven hazardous occupations have been identified in the FLSA that permit 16- and 17- year old students to be employed under certain conditions if the student is enrolled in an approved youth apprenticeship. (*Hazardous Orders, page 91*)

Youth Apprenticeship experiences should involve secondary and post-secondary school-based related instruction in addition to worksite training to complete the program. The related instruction often includes applied math and technical writing that is designed to develop the knowledge and skills required to perform the specific apprenticeship work processes.

In Minnesota, youth apprenticeship programs for high school students require approval by the Department of Children, Families & Learning. The Standards for Youth Apprenticeship must be completed by the submitting partnership. (*Appendix G, page 108*) The state education department consults with the MN Department of Labor and Industry, Division of Apprenticeship, on program content. Youth Apprenticeship Certificates are awarded upon completion of 800 to 2000 hours of work-processes. These certificates may be recognized industry wide as marks of excellence and indicate the youth apprentice has acquired the knowledge and skills for future success.

Youth Apprenticeship Success Story

When Jim was a sophomore in high school he was hired as an electronics assembler at Bantronics, Inc, a local electronics company. His work at Bantronics was average, as was his performance in school. Both his teachers and supervisors at work felt he could do much better. In spite of his lackluster performance, Jim's interest and aptitude tests both revealed high scores in the area of technology. Near the end of his sophomore year Jim heard that Bantronics and his school were forming a partnership to develop a youth apprenticeship program. The program offered 2 years of part-time paid employment, credits toward high school graduation, and post-secondary course credits.

Jim submitted an application with a resume and two letters of references. A tour of the company was scheduled for Jim and his parents, even though Jim was currently an employee. After the school screened the initial applicants, interviews were held at Bantronics; and to Jim's delight he was selected as the new apprentice. The youth apprenticeship began that summer and continued through the school year and the summer following graduation. By carefully following the work-based curriculum, Bruce, Jim's mentor, provided instruction in many aspects of the electronics industry. The high school instructor visited the work-site regularly to monitor Jim's skill development. Jim's performance at work showed tremendous improvement and his grades at school went from a "C" to a "B" average.

Following the completion of the youth apprenticeship Jim enrolled in an electronics technician program at the local technical college. He entered the program with the 10 credits which were articulated with the work-based curriculum.

Youth Apprenticeship programs are approved by the MN Department of Children, Families & Learning. Approved programs are required to demonstrate:

- a) Increasing work knowledge and skills development,
- b) Work processes totaling 800 to 2000 hours in length, and,
- c) Concurrent school-based instruction.

Apprentices that successfully complete all requirements of an approved youth apprenticeship program may be able to transfer 2000 hours into a continuation of an employer's **adult registered apprenticeship** program that leads to a full journey worker status. Employers participating in a youth apprenticeship program are encouraged to call the Department of Labor and Industry, Division of Apprenticeship at **651-284-5090 or 1-800-342-5354** or e-mail: DLI.Apprenticeship@state.mn.us to request a continuation of their apprenticeship training program. Upon receiving the request, an apprenticeship training field representative will assist in the planning of the advancement program.

Youth Apprenticeship programs approved by the State education department must include the following:

- a) Completion of Standards for Youth Apprenticeship. (*Appendix G, page 108*)
- b) Demonstration of the endorsement by multi-sector partnership through the completion and submission of partnership approval form.
- c) Identification and documentation of a comprehensive Schedule of Health and Safety Training and Statement of Assurances.
- d) Linkage of school-based instruction and on-the-job training to industry, local, state, and national standards.
- e) Identification of skilled worker and/or mentor in the workplace to supervise apprentices.
- f) Verification of business/employers Workers Compensation coverage for youth apprentices.
- g) Development of a marketing plan to ensure the recruitment, selection, employment, and training of youth apprentices during their apprenticeship is without discrimination because of race, color, religion, national origin, gender or disabilities.
- h) Identification of training for high skill work processes which consist of performance-based measurements.
- i) Inclusion of a wage progression based upon satisfactory performance of on-the-job and in-school activities for paid work experience.
- j) Identification of local-regional labor market needs.
- k) Provision for supportive services for youth apprentices during their training program.

Best Practices Checklist for Youth Apprenticeship

- ☐ Determine the level of commitment business, industry, employers and the local educational agencies have in developing a youth apprenticeship partnership.
- ☐ Show how the apprenticeship-training program is based upon local/regional labor needs.
- ☐ Develop a marketing plan that includes a clear process for selecting prospective participants.
- ☐ Involve parents/guardians in the process through informational meetings and regular communication.
- ☐ **Have on file completed youth apprenticeship application, the “Standards for Youth Apprenticeship” and the signed state approval for each individual youth apprentice.** *(Appendix G, page 108)*
- ☐ **Develop and make use of a written “Individual Youth Apprenticeship Training Agreement” which is signed by the apprentice, parents/guardians, educational institution representative and employer.** *(Appendix G, page 108, G-17)*
- ☐ **Comply with all state and federal child labor requirements.** Complete the “Statement of Assurances” on hazardous occupations in the Standards for Youth Apprenticeship document. *(Section 11, pages 86-96)*
- ☐ Identify required pre-apprenticeship skills and suggested or required coursework taken in conjunction with the apprenticeship.
- ☐ Identify school-based, work-based, and related technical instruction.
- ☐ **Ensure youth apprentices are receiving a minimum of 50 hours of SAFETY INSTRUCTION.**
- ☐ Provide worksite supervisors with mentorship training.
- ☐ Articulate the apprenticeship for post-secondary course credit and/or registered apprenticeship programs.
- ☐ Ensure the school has an appropriately licensed WBL coordinator to act as the liaison between school and worksites and to monitor student's activities.
- ☐ Document the competency level of all skills and standards the apprentice has demonstrated and attained. **(Records are kept on file at the school.)**
- ☐ Require youth apprentice to keep journals to record and reflect on their apprenticeship experience. To monitor the quality of the apprenticeship experience, the journals may be copied and provided to the high school and the employer.
- ☐ Recognize business/employers and worksite supervisors for their service.
- ☐ Contact local newspapers, TV stations and other media to promote activities and to recognize businesses and agencies who participate.
- ☐ Award a State of Minnesota Youth Apprenticeship Certificate of Accomplishment to each apprentice upon successful completion of the apprenticeship. The certificate specifies the number of hours completed and the level of occupational skills development by the apprentice.

Section 6

Curriculum and Instruction

Section 6. Curriculum and Instruction

The focus of this section is on the teaching that occurs at the school and worksite. It gives an overview of curriculum and assessment but does not provide a specific curriculum.

	<u>Page</u>
➤ Curriculum.....	47
➤ School-Based Instruction and Related Instruction.....	47
➤ Seminar Topics	48
➤ Student Safety	49
➤ Standards	50
➤ Contextual Learning.....	51
➤ Student Assessment and Evaluation	52
➤ Postsecondary Enrollment Options.....	53

Curriculum

Work-based learning (WBL) does not occur in isolation from the rest of the school or district curriculum. These activities should be an integrated part of the student learning and aligned with the overall curriculum. This means WBL requires collaboration with all educators including academic, career and technical education (CTE), and special education (as appropriate) to ensure a student's needs are met.

The WBL coordinator needs to become familiar with what is taught, to what level, and in which courses at the school. When this information is identified, the coordinator can design both the school-based and work-based curriculum to align with the local curriculum. Sharing of curriculum with other staff can provide opportunities for integration of curriculum with academic, CTE, and special education.

School-Based Instruction (Seminar)

A common name for the school-based instruction is "seminar" such as WBL seminar, cooperative work experience seminar, etc. **It is important a student is enrolled concurrently in a seminar while also earning credit for work experience. In most situations the "seminar" is a requirement.** The seminar provides not only the opportunity for students to learn more about careers, job-seeking skills, and employee roles, responsibilities, and rights but just as importantly an opportunity to share on-the-job experiences with the WBL coordinator and classmates.

Related Instruction

Related instruction is any coursework students are enrolled in where they are gaining knowledge that may be used as they develop skills at the worksite. These courses include academic courses such as English, math, science and CTE courses.

Characteristics of School-Based Instruction

- ◆ Integration of classroom and WBL experience.
- ◆ Work-related and pre-employment curriculum.
- ◆ Career awareness, exploration, and preparation activities for students.
- ◆ Content, instruction, and assessment reflects the integration of academic knowledge, career development, SCANS skills, and WBL experiences.
- ◆ Opportunity for students to develop a portfolio connecting their education, work experience and post school plans. (*Appendix M, page 127*)
- ◆ Link to local, regional, and global economic/labor market.

Characteristics of Related Instruction

- ◆ WBL experiences connected to an integrated curriculum
- ◆ Articulated courses at postsecondary institutions linked to career field
- ◆ Worksite instruction linked to job knowledge and skills building
- ◆ CTE and Tech Prep courses providing a connection to career preparation
- ◆ Access and participation in CTE Student Organizations.

School-Based Curriculum Seminar Topics

The following is an example of the topics* that are typically included in a seminar class which meets concurrently during the WBL experience:

- A. Self awareness – interests, abilities, aptitudes, and skills
- B. Career planning - awareness, exploration, preparation
- C. Seeking, applying for, and accepting employment
- D. Employee rights & responsibilities
- E. Responsibilities of the employer
- F. Communicating on the job
- G. Succeeding in the workplace
- H. Meeting Employer expectations
- I. Problem solving and critical thinking
- J. Maintaining a safe and healthy work environment
- K. Work ethics and behaviors
- L. Interpersonal relationships
- M. Teamwork and conflict resolution
- N. Specific skills used in the work situation (e.g., skills that build upon CTE skills)
- O. Personal finances – money management
- P. Portfolio
- Q. College options and opportunities

* The number of topics and the depth of each topic will be determined by the length and number of seminar classes held.

Related Instruction Examples of Academic and Technical Courses

The following courses may be taken at the local high school, the technical college, or at the work site: (Automotive Technology is the WBL activity used in this example.)

Science

- Physics

Math

- Algebra I or higher

English

- Technical Reading

Career and Technical Education

- Automotive Diagnostics

Student Safety

The importance of ensuring the safety of each student during a work-based learning (WBL) activity is crucial to the success of the program. All activities from worksite field trips to service learning to paid work-experience must be monitored and students must be protected at all times.

There are several types of work that are potentially hazardous to young people. These include: working in or around motor vehicles; working near electrical hazards; working in retail and service businesses where there is a risk of robbery-related hazards; working on ladders, scaffolds, roofs or construction sites; working around cooking appliances; continuous manual lifting and lifting of heavy objects; and operating tractors and other heavy equipment. (Section 11, pages 86-96) The WBL coordinator must be familiar with laws pertaining to hazardous occupations.

Preventing hazards and accidents is the joint responsibility of the WBL coordinator, the employer, the supervisor, and the student. Prior to students' engaging in an activity at the site, the **WBL coordinator surveys the potential risks for students**. The WBL coordinator monitors the site throughout the experience and addresses basic safety rules in the school-based curriculum.

The **employer** is responsible for maintaining a safe work environment, eliminating hazards, training students to recognize hazards and use safe work practices, complying with child labor laws, evaluating equipment, and providing appropriate supervision. **The student's immediate supervisor is responsible for monitoring the safety of the student and instructing her or him when the need arises.**

Each **student** is responsible for taking steps to protect him or herself. They should know their rights, participate in training programs, recognize the potential for injury at work, ask questions, and follow safe work practices.

"SAFETY FIRST" SHOULD BE THE GOAL OF EVERYONE INVOLVED IN WBL ACTIVITIES.

Safety Issues

Every year about 70 teens die from work injuries in the United States. Another 70,000 get hurt badly enough that they go to a hospital emergency room.

Three Examples:

Sylvia, 18, caught her hand in an electric cabbage shredder at a fast food restaurant, permanently disfiguring it..

Joe, 17, lost his life while working as a construction helper. An electric shock killed him when he climbed a metal ladder to hand an electric drill to another worker.

Donna, 16, was assaulted and robbed at gunpoint at a sandwich shop.

Safety Training

To ensure the safety of the students, safety training at the school and worksite should include:

- A. Basic first aid
- B. Basic safety rules
- C. Health and safety hazards
- D. Proper use of safety equipment and protective clothing
- E. Ergonomics
- F. Proper handling of materials
- G. Maintaining safe and clean work areas
- H. Safe practices with machines and tools
- I. MN Employee/Worker Rights (page 59)
- J. Reporting of illnesses, injuries or unsafe conditions

Standards*

Academic Standards

Academic standards have been developed at the state and national level. These standards address the need for educators to set the bar for a student's expected performance in English, mathematics, science, social studies, etc. at various grade levels. Success in meeting academic standards is often measured with some form of statewide assessment.

Skill Standards

Skill standards are developed by various industry, professional, and educational associations. These standards describe the performance expectations for a worker in a particular occupational area. These standards may also include academic competencies as they relate to the specific industry or occupational competencies area. While national standards may describe the whole range of skills needed by an employee, individual states may modify and adapt them to what is possible and appropriate in the school setting. Assessment may result in certification or licensure.

Some skill standards represent the common knowledge and skills for a broad career field while others represent a specific industry. Educators want to keep career options broad enough so students can learn about the variety of occupations in a career field. General skill standards are less discipline-specific than industry standards and represent academic knowledge and common technical skills in the context of the career field (e.g., Construction, Hospitality and Tourism, or Information Technology).

* National Research and Dissemination Career and Technical Education Centers, **About Standards** (available at <http://www.nccte.org/Repository/aboutstandards/index.asp>)

Employability Standards

The U. S. Secretary of Labor's Commission succinctly described employability standards in the early 1990's report on Achieving Necessary Skills (SCANS) (*page 78*). This document represented those basic skills all workers should have, from foundational academic skills, to the thinking skills of problem solving and decision-making, to the competencies of using resources and technology.

SCANS employability standards are often used in combination with other standards to develop more complete program or cluster standards. Many industry standards now include academic and employability skills, as employers realize they want to emphasize those skills for their employees.

Standards and Assessments in Minnesota

Standards and assessments ensure that all students master the basics and have the advanced skills necessary to succeed in the future.

Minnesota Standards will reflect the federally mandated "No Child Left Behind" legislation.

Statewide Assessments provide information about student achievement in reading, mathematics, and writing. Basic Skills Tests focus on essential competencies required for graduation. At the time of publication additional assessments are currently under revision.

Contextual Learning

Contextual learning is a process which was described by John Dewey at the beginning of the twentieth century. Dale Parnell, author of "Why Do I Have to Learn This? Teaching the Way People Learn Best," has further defined contextual learning as a process through which "the learner becomes a problem solver." (Parnell, Dale. Why Do I have to Learn This. Center for Occupational Research and Development, Inc., Waco, Texas. 1995. Page 15.)

Parnell writes about the four A's of contextual learning.

1. **Acquiring** the knowledge needed,
2. **Applying** this knowledge within a real-life situation,
3. **Assimilating** the knowledge and skills content and context to new situations, and
4. **Associating** what one has acquired to new problem-solving situations.

WBL programs exemplify contextual learning by providing opportunities for students to gain knowledge and skills both in the classroom and at a real-life worksites. For many students this is the best way to engage them in the education process. Other similar terms used today are experiential learning, applied learning, real-world education, active learning, student-centered instruction and performance-based learning.

Characteristics of Contextual Learning

- Connects content to a real-life frame of reference that is familiar to participants
- High rigor, with discipline-based integrity
- Actively involves participants through demonstrations, projects, activities and hands-on-work
- Makes the connection between content and practice by answering two questions: "What is this good for?" and "Why do I have to learn this?"
- Connects content to applications in the workplace and community
- Encourages cooperative learning by encouraging students to ask questions and problem-solve in teams or groups, with a teacher acting as a guide
- Occurs both in school and community settings

Student Assessment

Regular assessment of students in WBL experiences is needed to determine the level of competency a student is achieving in knowledge and skills development. The WBL coordinator and the supervisor at the worksite should regularly observe the student's progress and complete performance evaluations. The coordinator's assessment occurs when a student is observed during his or her worksite visits. Observation of a students by her or his supervisor will take place informally almost daily while formal, written assessment will occur regularly based on grading cycles at the school. (*Appendix E, page 106*)

Types of Assessment

There are three types of assessment that are most important for WBL experiences. These are:

1. **Authentic Assessment:** This process of measurement assures the students can apply what they have learned in a practical manner.
2. **Skill Assessment:** The process of measurement performance against a set of standards (through examination, practical test, performance observation and/or the completion of portfolios of work and assignments).
3. **Career Assessment:** The process of measuring vocational aptitude, career interest and academic and vocational achievement. It may also include such factors as work history, physical capacity, work values and temperament. Career assessment may be accomplished through formal, standardized instruments or through informal means such interviews or observing work samples.

Performance Based Assessment

Performance-based assessment is an effective way to evaluate a student's level of skill development. In a WBL experience this development occurs through a variety of tasks. The completion of a task is scored on a scale that describes the levels of competency attained. The specific criteria should be determined for each task to be performed. Below is a generic example of criteria for scoring WBL activities. This criterion is also used in the sample in Appendix E, page 106.

Not Observed (NO):	Performance of task not observed during evaluation period
Not Acceptable (NA):	Task performed at an unacceptable level or student unable to perform task
Novice (1) –	Task performed with assistance, student unable to complete task on own
Developing (2) –	Task performed with monitoring by supervisor, occasional questions asked
Proficient (3) –	Task performed independently and meets industry/ employer standards
Mastery (4) –	Task performed consistently at a level which exceeds industry standards and employer expectations

An Advisory Committee can be very helpful in developing criteria for assessing skill performance.

Post Secondary Enrollment Options (PSEO)*

Post Secondary Enrollment Options (PSEO) permit high school juniors and seniors to take courses, full-or part-time, at a post-secondary institution for high school credit. The program provides students with a greater variety of class offerings and the opportunity to pursue additional CTE coursework that may not be available at the high school. The tuition, fees and required textbooks are at no cost to students.

Eligibility

Any student classified as an 11th or 12th grader and accepted by a post secondary institution, may enroll either full- or part-time in nonsectarian courses or programs at a post secondary institution.

Eligible Institutions

Eligible institutions include the University of Minnesota and its branches, all **state universities**, community colleges, **technical colleges**, a Minnesota two- or four-year liberal arts residential degree granting private college, a **non-profit, degree granting trade school or an accredited opportunities industrialization center in Minnesota**. In some cases, postsecondary courses may be offered in high schools by arrangement.

Intermediate District

A student enrolled in a district that is a member of an intermediate district that operates a secondary CTE (vocational) program at a college may access post secondary courses and receive high school and college credit. Students accessing those courses do not have PSEO status.

Courses and Credits

The student receives credit for PSEO coursework at both the high school and the post secondary institution. Students must be careful to fulfill the subject areas required for high school graduation. Students may choose any nonsectarian electives they desire. Students are not permitted to take remedial, developmental or other courses not considered college level.

The high school determines the amount of credit to be awarded. However, no more than 7 quarter credits or 4 semester credits can be required to equal one year of high school credit in each subject.

Transportation

Students or their parents are responsible for transportation to the post secondary institution. Students may be able to ride a scheduled school bus free or for a fee. If the student's family qualifies, their parent or guardian may apply for reimbursement for transportation costs. Public school students can obtain the reimbursement forms from their high school counselor or principal. Nonpublic and home-schooled students can obtain their reimbursement form from the post secondary institution.

For further information contact the MN Department of Children, Families & Learning (651) 582-8648.

*Retrieved and adapted January 29, 2003 from <http://cfl.state.mn.us/LOD/PSEO/geninfo.html>

Section 7

The Worksite



Section 7: The Worksite

The focus of this section is on the business/employer/agency where the work experience takes place. The employer and the worksite supervisor or mentor may be the same person. The worksite supervisor is the person who works directly with the student and is responsible for on-the-job performance review and assessment. A mentor at the worksite may be the supervisor, another person at the site, or a career mentor who works for a different business. In a small business the employer may also be the supervisor. What is important is the development of a **positive relationship** between a business/employer and the school.

	<u>Page</u>
➤ Business/Employer Partnerships	55
➤ Worksite Supervisors	56
➤ Worksite Selection	57
➤ Career Mentors	58
➤ Minnesota Employee/Worker Rights	59

Business/Employer Partnerships

The business/employer is an absolutely integral part of any work-based learning (WBL) program. The WBL coordinator must not lose sight of this (i.e. without the business/employer a work-based learning experience can not exist). **For a quality program to exist, employers must be committed to the program and demonstrate a willingness to work with the school.** The employer and the worksite supervisor must understand the goals of the WBL program and the training plan goals for individual students.

Identifying and recruiting businesses/employers is an ongoing process. Employers need to be encouraged and rewarded. A great deal of collaboration must occur between the local educational agency and the business/ employer. This relationship must be fostered and maintained. The employers will need to understand how they will benefit from their involvement in a WBL program. Benefits they are likely to receive are:

- ❖ A new pool of potential employees who will understand the needs and expectations of the workplace.
- ❖ An effective way to connect with local educators and provide opportunities for students.
- ❖ Improved employee morale through student workplace learning. (e.g., employees take pride in supervising a young person who in turn may improve their work performance.)
- ❖ Provide a community service.

“MAINTAINING MOTIVATED, ACTIVE INVOLVEMENT OF EMPLOYERS IS AN ESSENTIAL PART OF ANY WBL PROGRAM.”*

Business/Employer and School Partnership Expectations

Incorporating the following criteria will help ensure both students and employers have a valuable experience:

- ❖ The employer provides orientation to the business/worksite and safety instruction.
- ❖ The employer provides the student training on processes, procedures and use of equipment.
- ❖ A well-designed individual training plan that comprises tasks which are progressively more complex and difficult in nature. The plan should be developed collaboratively with the employer, educators, and WBL coordinator.
- ❖ The duties and tasks which the student will learn and perform require problem solving.
- ❖ A student is exposed to “all aspects of an industry” from planning, management, finances, technical and production skills, technology, health and safety issues, and the variety of occupations contained within business or industry.
- ❖ Workplace skills and transferable skills are included in the training plan.
- ❖ A supervisor, who is a positive role model, is assigned to the student at the worksite.
- ❖ The worksite connects to the work-based seminar and other classroom instruction.

*Mason, Sarah, Developing Work-Based Learning Opportunities, Center on Education and Work, School of Education, University of Wisconsin-Madison, © North Central Regional Educational Laboratory, 1996. Web site: <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw300.htm>

Worksite Supervisors

The worksite supervisor is the employee who is directly responsible for the student at the worksite. (In a small business the employer and the supervisor may be the same person.) The role of the supervisor is to share occupational knowledge and skills, to teach, to challenge a young person to perform well, and to evaluate the student's performance.

Worksite supervisors should have a desire to help young people learn more about their career/ occupation and the knowledge and skills required to perform their duties. Supervisors may also teach the student about **all aspects of the industry** including planning, management, finances, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety and environmental issues. Additional responsibilities include regular monitoring and evaluating of the student's progress and performance.

The supervisor must be familiar with the student's Individual Training Plan. The WBL coordinator will want to make sure the training plan is shared with the supervisor. The supervisor and the WBL coordinator should communicate regularly and the supervisor should report any concerns or issues to the school and the employer.

A supervisor has a lot of expertise to share. They guide the student in learning both the technical and social competencies demanded by employment and careers. This can be a great, rewarding experience for both the young person and the supervisor.

Basic Strategies for Supervising Youth*

❖ Get to know the young person

Ask the student about their career dreams, goals, hobbies, strengths, limits, and needs.

❖ Provide training and emphasize safety and health at all times.

Young people are often not aware of the dangers in the workplace. They need initial training and on-going reminders.

❖ Provide the student opportunities to make some decision regarding their work-based experience.

Young people need to learn how to make informed decisions.

❖ Teach the young person about workplace culture.

Young people need to learn about an employer's rules, customs, and standards. Supervisors should encourage a student's curiosity, invite questions, and allow for exploration opportunities.

❖ Be a positive role model.

Young people are easily influenced by what is occurring around them. The supervisor should use proper techniques and practices (especially safety), respectful language and avoid all types of harassment at all times.

❖ Be clear and straightforward with directions and instructions.

Supervisors should give the "what," "why," and "how" of newly assigned tasks while holding the student responsible for the outcome.

❖ Advise youth on career directions and opportunities.

When at a worksite, the student observes the realities of the workplace first-hand. This is an ideal opportunity for the supervisor to share what knowledge and skills are required in a particular career field.

* Thuli, K.J., and Hong, E. (1998). Employer Toolkit, Washington, DC: National Transition Alliance for Youth with Disabilities, Academy for Education Development.

Worksite Selection

The selection of an appropriate worksite is essential for the young person to develop skills, gain more knowledge, and be assured of a safe and healthy experience. The WBL experience allows for and builds upon the transfer of skills the student has gained in classrooms. Opportunities should be provided for the student “to perform a variety of actual work activities that provide skill experience (not just envelope stuffing).” (Retrieved from *Work-Based Learning, A Resource Guide for Change*. Hudson River Center for Program Development Inc. Glenmont, New York. www.hudrivctr.org) The roles and responsibilities of all parties involved need to be understood when a worksite is being considered for selection, **not after** the WBL experience is already occurring.

Worksite selection done properly can take a considerable amount of time. However, it must be stressed that visiting the worksite and developing a good relationship with the employer can ensure a safe and quality experience for students.

General Issues Related to the Workplace

When selecting worksites for students, observation of the following will be helpful:

1. What is the physical layout of the workplace?
2. What specific equipment is utilized in the work setting? Is it appropriate to the student's needs? Are safety guards in place? Are tools and equipment in proper working order?
3. What kind of lighting is used and what is the noise level in the workplace? If there are distractions, can an agreeable solution be found?
4. How can the physical environment of the workplace be changed so that the worker will be able to perform his/her job duties?
5. Can the job duties be restructured so that the workers can perform the duties that are easier for them to master first?
6. What assistive devices could be used that will help the individual perform his/her job duties?

Best Practices Checklist for Worksite Selection

- ☐ Develop a checklist of items to look for when evaluating a worksite. (*Appendix F, page 107*)
- ☐ Explore the interest level the employer has for participating in a WBL program.
- ☐ Interview employees at the worksite. Find out if potential worksite supervisors exist.
- ☐ Assess the capacity of the worksite supervisor and employer to meet the needs of the student.
- ☐ Find out about the suitability of occupations for young people.
- ☐ Learn about opportunities for the development of progressive training plans including possible advancement. (This should include a variety of tasks for students to develop competencies.)
- ☐ Obtain a copy of the employer's liability insurance including workers' compensation when required.
- ☐ Identify training and safety needs and who is responsible for training.
- ☐ Verify wages are aligned with the local prevailing wage.
- ☐ Make sure employer understands and is compliant with federal and state laws including child labor laws.
- ☐ Obtain a copy of the business/employer's employee handbook, if available.
- ☐ Determine if any accessibility concerns are present.

Workplace Safety

ALL worksites **must** be visited and evaluated by the Work-Based Learning Coordinator to determine the worksite is “safe” **prior** to placing a student at a specific site.

Career Mentors

A career mentor is an individual, possessing the knowledge and skills in an occupation/industry, who volunteers to share information with a young person who wants to learn about the occupation/industry. Career mentoring is a formal, long-term supportive relationship between a student and a person with similar career interests. The mentor offers support, guidance, motivation, and concrete assistance as the student enters new areas of career exploration and takes on important tasks to further their career aspirations. A mentor may be a volunteer at the worksite or a person who is employed elsewhere. The mentor should possess the qualities listed in the box to the right.

A career mentor may be experienced or a novice in this role. It is helpful to provide some mentorship training. Some employers may have a mentor-training program in place. When training is not available, the work-based learning coordinator may want to encourage the employer to offer mentorship training. Several mentorship-training guides are available on the web.

The benefits of becoming a mentor are many. Mentors have the opportunity to share their knowledge and skills, and to serve as positive role models. A mentor is an excellent resource as a young person begins to make decisions on a future career.

Background Checks

A school district policy may require a "Criminal Background Check" be completed on any person who volunteers with youth. Consult with school administrators regarding this issue. This may apply to a variety of WBL activities.

Characteristics of a GOOD MENTOR

- ◆ Good listener
- ◆ Tactful
- ◆ Gives honest feedback
- ◆ Accepting of learner
- ◆ Committed to quality
- ◆ Respectful
- ◆ Communicates clearly
- ◆ Skilled in their field
- ◆ Maintains confidentiality
- ◆ Encourages vs. criticizes
- ◆ Possesses respectable character

Responsibilities: Mentoring

- ◆ Interview and select the student.
- ◆ Provide necessary supervision, training, and guidance.
- ◆ Insure the safety of your student.
- ◆ Counsel student on technical and work issues.
- ◆ Act as a role model and develop a one-to-one relationship.
- ◆ Provide frequent, informal feedback to the student and assist student to understand how classroom lessons apply to the workplace.
- ◆ Provide tactful discipline and thoughtful guidance.
- ◆ Provide understanding of personal problems and handle in a sensitive way.
- ◆ Become a skilled mentor through training sessions.
- ◆ Contact the WBL coordinator if assistance is needed.

Responsibilities: Record Keeping

- ◆ Have a plan for moving students through levels of job duties.
- ◆ Help coordinator develop an appropriate list of skills to be learned.
- ◆ Coordinate work hours.
- ◆ Evaluate your student.
- ◆ Evaluate the program giving suggestions for improvement.
- ◆ Document safety instruction/training.

Minnesota Employee/Worker Rights*

- 1) The employee must receive at least the minimum wage per hour for all hours the employer requires the employee to work, including preparation time, opening and closing times and required meetings.
- 2) The employer may not deduct from the employee's wages for breakages, cash shortages, tools and uniforms. Some exceptions to this rule are allowed. The employee must authorize any deductions from her or his paycheck in writing.
- 3) Each time the employee is paid, he or she must receive a statement listing all deductions, such as taxes, from his or her earnings.
- 4) Keep accurate records of hours worked. If there is a difference between the employee's and the employer's records, review records together.
- 5) Rest breaks are not required. However, the employee must be allowed time to use the nearest restroom within reaching four consecutive hours of work.
- 6) If the employee works eight or more consecutive hours, she or he must be allowed sufficient time to eat a meal.
- 7) The employer must pay one-and one-half times the regular rate of pay for overtime hours worked. State Law requires overtime after 48-hours in a workweek. Employers with more than \$500,000 in annual sales or revenue are covered by federal law and require overtime after 40 hours in a workweek.
- 8) Minors (under 18 years of age) are prohibited from working certain jobs. Hours are restricted for high school students under 18 years of age. (Hazardous occupations can be addressed on the training agreement. The specific hazard and hazardous order must be identified and the training plan must demonstrate the task is incidental to the work experience.)
- 9) The employee has a right to a safe workplace! If safety or health hazards exist, contact the Occupation Safety and Health Administration (OSHA). *(In a WBL experience the student should contact his or her WBL coordinator.)*
- 10) If the employee is injured on the job, the employer should be immediately informed! The employer has an obligation to provide employees with workers' compensation insurance.
- 11) The employer must provide a work environment free from racial, sexual and religious harassment. Report violations to the Human Resources Department. *(In a WBL experience the student should contact his or her WBL coordinator.)*

*"Know Your Rights, A Guide to Employment", Minnesota Department of Labor and Industry, Labor Standards, www.doli.state.mn.us

Section 8

Special Populations

Section 8. Special Populations

The focus of this section is on working with students who are served through special education, students with 504 plans, students whose first language is not English and students who may be adult-learners 18-21 years of age. The information in this section is general and is not intended to address specific issues or concerns.

	<u>Page</u>
➤ Working with Youth Who Receive Special Education Services.....	61
➤ Employment Resources and Incentives for Youth Who Receive Special Education Services.....	61
➤ Sub-Minimum Wages for Special Education Students in Paid Work-Experiences.....	62
➤ Tech Tutors/Job Coaches.....	62
➤ Guidelines for Preparing Students for WBL Experiences.....	63
➤ English Language Learners (ELL) Students.....	66
➤ Adult Student-Learners (18-21 years of age).....	67

Working with Youth Who Receive Special Education Services

The successful transition of youth with disabilities from school to employment and independent living is a focal point of the Individuals with Disabilities Education Act (IDEA) and a policy incentive within the U.S. Department of Education, Office of Special Education Programs (OSEP). (www.ideapolicy.org or www.ed.gov/offices/OSER) Often youth with disabilities face unique challenges that must be addressed in order to reach their post-school goals of post secondary education, employment and independent living. By age 14, a student's Individualized Education Program (IEP) must include a statement of needed transition services. Transition services are a coordinated set of activities whose outcome is to design a process that promotes movement from school to post-school activities. Transition services may include the development of integrated and supported employment. A student's specific needs, based on preferences and interests, define the services that can be included in the transition plan.

Work Based Learning is one way that youth with disabilities can access work experience activities. The IEP team evaluates the employment needs of a student and then documents the activities and/or goals for the student in the Individualized Education Program. The IEP team may also identify supports available from non-educational agencies to assist the student in meeting the IEP goal of employment.

The WBL coordinator may be involved in the transition planning of youth with disabilities. This occurs through attending meetings and working with the IEP team. Once the needs, activities, and goals of the student have been identified, the role of the WBL coordinator is to develop a work-based learning skills plan, identify possible worksites, and develop and coordinate the placement and worksite activities of the student. Collaboration is the key to providing youth with disabilities the best and most appropriate WBL experiences.

Employment Resources and Incentives for Youth Who Receive Special Education Services

Through the collaborative efforts of several agencies throughout Minnesota, youth with disabilities have opportunities to become employed adults within the communities in which they live.

Minnesota WorkForce Centers

Minnesota has over 50 WorkForce Centers. Each center comes in different sizes and shapes. They can be located at malls, government centers, county service centers, or almost anywhere in a community. At the core of each WorkForce Center is a partnership to provide employment and training services. Partners at some WorkForce Centers may include Rehabilitation Services or State Services for the Blind. Although each WorkForce Center has a variety of services to offer, the core of assisting in employment and training services remains the same. The WorkForce Centers are "one-stop shops" for employment and training needs. Each Center has a resource area featuring resources, information and tools to assist in job-related needs. Calling 1-800-Get-Jobs can access additional information about WorkForce Centers.

Web site: www.mnworkforcecenter.org

Vocational Rehabilitation

The Office of Rehabilitation Services is an important participating agency for youth with disabilities. Examples of vocational rehabilitation services that can assist youth with disabilities in finding and accepting employment include vocational evaluation and counseling, disability assessments, vocational training or post-secondary education, job placement and follow-up assistance.

Web site: www.mnworkforcecenter.org

Sub-Minimum Wages for Special Education Students in Paid Work-Experiences

Section 14 (29CFR § 525) of the Federal Labor Standards Act (*Section 11, page 89*) allows youth with disabilities to be employed at wages below the minimum wage rate. The wages paid, however, must be commensurate with the worker's productivity compared with the productivity of non-disabled workers performing the same tasks. **To pay a wage below the minimum wage rate, an employer must obtain a sub-minimum wage certificate from the Department of Labor Wage and Hour Midwest Regional Office (321-353-5389).** The employer must obtain the sub-minimum wage certificate before employing a youth with a disability at less than minimum wage.

Tech Tutors/Job Coaches

If the IEP team determines that support is needed to assist the student in meeting their employment goals, the support may be provided by a paraprofessional. A paraprofessional may work in the classroom with students as they learn job readiness skills or work one-on-one with students at a worksite coaching them on tasks required to complete a task. Paraprofessionals who support students on the job are often referred to as tech tutors/job coaches. The amount of job coaching necessary depends on the demands of the job as well as the student's skill level. Ideally, the tech tutor/job coach will gradually reduce the amount of direct support given to the student. This occurs when students begin to learn the skills necessary to complete the tasks themselves. (Wallace, T., Bernhardt, J. & Utermarck, J. *Minnesota Paraprofessional Guide*. Institute on Community Integration, University of Minnesota, College of Education and Human Development. 1999).

State Services for the Blind (SSB)

If a student is blind or has a visual impairment, Minnesota State Services for the Blind and Visually Handicapped is an employment resource to get assistance in adult and work life. If a visual disability makes it hard to find a job, get training or achieve personal independence, SSB may have services available to assist in meeting adult goals. Some services include adjustment to blindness, counseling, job seeking and keeping assistance, vocational training, telecommunication and sensory aids and low vision services. To get additional information on State Services for the Blind, call 1-800-652-9000 in greater Minnesota or 651-642-0500 in the Twin Cities metro area and ask for the closest office.

Web site: www.mnworkforcecenter.org/ssb

Social Security Administration

Supplemental Security Income

Another important participating agency is the U.S. Social Security Administration. This agency administers a cash assistance program known as Supplemental Security Income (SSI), which is based on a disability and financial need. Students receiving SSI benefits are eligible for SSI Work Incentive Programs. These programs allow students to participate in paid employment while maintaining their SSI Benefits. Through the use of Work Incentives a student can:

- Engage in paid employment.
- Increase income without loss of cash benefits or eligibility for other benefits such as Medicaid.
- Offset expenses incurred as a result of their work.
- Save for further postsecondary education and training or to start a business.

Guidelines for Preparing Students for Work-Based Learning Experiences

Numerous studies have consistently established the importance of work in the life of every individual. Satisfaction in one's working career greatly affects every other aspect of a person's life. The occupational content, as well as all aspects of the IEP, should be dependent on the "individualized" student's specific educational needs. These needs should be thoroughly assessed and appropriate instructional activities designed.

Several key points to be considered in planning a WBL program for youth with disabilities are:

- ❖ Train students for the acquisition of basic employability characteristics.
- ❖ Provide the academic teachers with information about the needs in academic skills as they relate to a specific vocational training area.
- ❖ Train students at a level of competency which matches their individual potential.
- ❖ Train in areas where a student can master a skill that is saleable.
- ❖ Combine training in the school with on-the-job training, wherever and whenever possible.
- ❖ Be prepared to provide for shorter instructional periods and for longer total time for course completion.
- ❖ Be prepared to repeat segments of instruction, particularly for those students who possess learning disabilities.
- ❖ Make provision for individualized instruction.

Adapted from "Serving Students with Special Needs in the Mainstream", Parker & Steppe-Jones. 2001.

Social Security Administration continued

SSI Work Incentives available to students with disabilities may include: Earned Income Exclusion, Student Earned Income Exclusion, Impairment-Related Work Expense, Plan for Achieving Self-Support, and Blind Work Experience. Through the use of accommodations, technology, training, and support, many work goals for youth with disabilities can be reached that may not have been possible in the past.

Web site: www.ssa.gov

Department of Human Services

The Minnesota Department of Human Services, in cooperation with county partners, helps people meet their needs to achieve their highest potential in employment and independent living. Adolescent services, children's mental health services and collaboratives, and services for people who are chemically dependent or have physical or developmental disabilities are available through each county's Human Services Department.

Youth with disabilities may be eligible for case management services through county human services departments. In Minnesota, services are provided for individuals who have:

- Mental retardation (an IQ of 70 or below) or related conditions that substantially limit major life activities
- Traumatic brain injury
- Severe and persistent mental illness

Services may include:

- Employment (day training and rehabilitation, supported employment or extended employment),
- Housing (group homes, adult foster care or semi-independent living services),
- Health care, personal care services and occupational, physical or speech therapies,
- Transportation.

Web site: www.dhs.state.mn.us

Guidelines for Preparing Students for Work-Based Learning Experiences

Continued

- ❖ Utilize demonstration lessons and manipulative materials in the case of students with learning disabilities.
- ❖ Provide for frequent reinforcements of student's progress in learning situations.
- ❖ Make certain to treat all aspects of a learning situation; never take for granted the occurrence of incidental learning.
- ❖ Place great emphasis upon safety procedures and caution in the use of tools and equipment
- ❖ Ensure an emotionally stable and predictable training environment.
- ❖ Make copious use of the pre-vocational evaluation and the counselor's support.
- ❖ Provide a core of material with the program that reflects industry.
- ❖ Seek student participation in planning the learning activities.
- ❖ Accumulate and analyze all available information relating to the student.

This page
intentionally
left blank

English Language Learners (ELL)

Many students enrolled today in a work-based learning (WBL) program are immigrants or second generation residents whose primary language is not English. Another term commonly used is "English as a Second Language or ESL." These students are learning English while at the same time completing requirements for a high school diploma. The WBL coordinator needs to work closely with the ELL teacher to provide the most appropriate environment and teaching strategies.

Whether in the classroom or on-the-job, it is important for teachers, supervisors, and employers should speak slowly and clearly not louder. Repeating a phrase, sentence, or directions in a variety of ways will help the ELL student to better understand what is being communicated. Allow time for the student to think about what was communicated. The student may understand but not be able to express back to the teacher what was said.

The WBL seminar curriculum should include getting a job and keeping a job. ELL students need to be equipped with the skills to be orally interviewed, to read a want ad and complete an application. They may need to be able to read a manual. Reading a technical manual could be a cooperative learning experience in the classroom. SCANS skills can be practiced in class. (*SCANS, page 78*) Inform the ELL student how the skills they are learning will be used in the workplace.

Collaboration with the employer is crucial. The employer/ worksite supervisor needs to: be aware the student is learning English, be given some helpful hints to work with an ELL student, spend time listening to the student to get a sense of their English skills, and be reminded the student is not a youth with disabilities.

An ELL student in a WBL program can be a very enriching experience for the student, other students, the employer, and the WBL coordinator. Everyone involved can learn a lot.

Tips for Assisting Language Learners*

- **Engage cooperative groups of English language learners and English speakers in common tasks.** This gives students a meaningful context for using English.
- **Develop content around a theme.** The repetition of vocabulary and concepts reinforces language and ideas and gives English language learners better access to content.
- **Allow students nonverbal ways to demonstrate knowledge and comprehension.**
- **Don't constantly correct students' departure from Standard English.** It's better to get students talking; they acquire accepted forms through regular use and practice. A teacher can always paraphrase a student's answer to model Standards English.
- **Consider using visual aids and hands-on activities to deliver content.** Information is better retained when a variety of senses are called upon.
- **Use routines as a way to reinforce language.** This practice increases the comfort level of second language learners; they then know what to expect and associate the routine with the language.

* Lessow-Hurley, Judith. "Acquiring English, Schools Seek Ways to Strengthen Language Learning," Curriculum Update, Association for Supervision and Curriculum Development (ASCD), Fall 2002.

Adult Student-Learners (18-21 Years of Age)

Adult student-learners are non special education students past the age of 18 who are not enrolled in a regular K-12 educational setting. In these circumstances, **the Child Labor Laws do not apply to any person 18 years of age and older, however, all FLSA laws for adult workers over 18 years old do apply.** The ability level of an adult student in a WBL experience must be taken into consideration and the goals for the experience must be aligned to accommodate the individual's developmental level.

The specific needs of adults must be incorporated into the WBL experience. Following are a few principles of adult learning which should be considered when planning activities:

- People of all ages are capable of learning new information.
- Adults have different styles of learning that require a variety of instructional techniques.
- Adults come to learning situations with many experiences. Therefore, they most often learn best when new information builds on their past knowledge and experiences. They often enjoy opportunities to share their experiences with others.
- Adult student-learners perceive themselves as autonomous and self-reliant people and reflect these perceptions in their learning expectations.
- Adult student-learners' willingness to learn is influenced by a combination of complex, innate and extraneous forces that inhibit and encourage their learning expectations.
- Adults enter learning situations with their own agendas (personal goals and objectives) that may or may not be the same as those the coordinator holds.
- Adult student-learners are concerned with actual practice and want to apply their learning to present situations.
- Adults can be easily threatened and learn best in a situation that is both environmentally and psychologically comfortable.

Specific Strategies for Working with Adult Student-Learners

Following are strategies incorporating the principles of adult learning discussed on the left:

- ❑ Plan a learning environment that respects and supports all participants.
- ❑ Include participants in all phases of the learning activity. (e.g., ask participants what they know about the content, activity, etc.)
- ❑ Recognize and use participants' experiences as resources. (e.g., ask participants for examples, stories and experiences.)
- ❑ Plan activities that include opportunities for discussion, practice, evaluation and application of new information.
- ❑ Prepare examples of application in a variety of applied settings and encourage brainstorming of settings and examples where difficulty in applying the information might occur.
- ❑ Incorporate individual participant objectives that emerge during the training and modify the agenda accordingly.
- ❑ Be prepared to use alternative methods for participants to understand the information. (e.g., role play, games, group participation, videos, field visits)
- ❑ Provide participants with ample opportunities to assimilate new information through summary activities and applied situations.
- ❑ Plan information in a sequential, incremental manner to avoid information overload.
- ❑ Plan ample opportunities for participants to share their experiences with other participants. (e.g., tours, breaks and small group discussions provide time for networking and sharing.)

Section 9

Career and Technical Education Connection

Section 9. Career and Technical Education (CTE) Connection

The focus of this section is on WBL programs alignment, extension, collaboration, and function within CTE, in addition to a school's academic programs and special populations.

	<u>Page</u>
➤ Career and Technical Education (CTE) Vision and Purpose.....	69
➤ CTE Program Standards	70
➤ Program Self-Assessment	70
➤ CTE Program Areas	71
➤ Career Clusters.....	72
➤ Federal Carl D. Perkins Act.....	73
➤ Tech Prep.....	74

Career and Technical Education

Career and Technical Education (CTE) is an important element of a comprehensive educational system. CTE provides individuals with the rigorous academic and technical knowledge and skills needed to prepare for further education, careers in current and emerging employment opportunities, family roles, and community responsibilities.

CTE involves competency-based, contextual learning that contributes to the attainment of academic knowledge, technical/occupational skills, higher-order thinking skills, and employability skills. CTE students participate in multiple activities designed to enhance their career planning, develop knowledge and skills and prepare them to be life-long learners. CTE instruction occurs in classrooms, laboratories, and community-based settings, and relies on the direct involvement of community experts to ensure relevance of the curriculum.

The subject areas most commonly associated with CTE are:

- Agricultural Education (e.g., agribusiness, food and fiber production, natural resources, horticulture)
- Business and Marketing Occupations (e.g., office administration, accounting, merchandising, retail)
- Family and Consumer Sciences and Service Occupations (e.g., culinary arts, management and life skills, child development)
- Health Occupations (e.g., nursing, medical technicians)
- Technology Education (e.g., automotive technician, carpenter, computer numerical control technician)

Vision Statement

Career and Technical Education (CTE) is a critical component of Minnesota's education system. It contributes to the overall education of Minnesota citizens through its emphasis on strong technical, occupational and academic skills. CTE also contributes to the economic health of individuals, families, and broader communities by enhancing learners' preparation for participation in a career, life-long learning and responsible citizenship.

Purpose

Career and Technical Education (CTE) enhances the preparation of tomorrow's workforce. This is achieved through:

- In-depth career exploration and career planning.
- Contextual learning that connects school and work to the future and assists in the application of academic skills to life situations.
- The development of occupational competencies that facilitate transition into advanced placement in post-secondary career preparation programs.
- The development of occupational competencies necessary for entering an occupation.

Program Self Assessment

A "Self Assessment" tool is available for local districts' use to assess and evaluate their CTE Programs. The tool is designed for programs/departments to work together to evaluate their program according to the Minnesota Program Standards and Measures. The tool is useful for gathering data which in turn is used for continuous improvement. CTE departments and WBL programs can evaluate themselves annually, review the changes that need to be made, and make improvements based on their self assessment.

WBL standards are included in the Minnesota Standards and Measures. WBL is an integral part of CTE maximizing learning that is derived from knowledge and skills standards that reflect current business, industry and labor standards and trends, best practices, and the use of current technology.

The [self-assessment tool](#) is available on the Career and Technical Education (CTE) Web site through the Minnesota Department of Children, Families & Learning.

Minnesota Career and Technical Education Program Standards

The Local Education Agency will:

- Standard 1.** Provide learners with opportunities to gain employability and career skills.
- Standard 2.** Involve volunteer community partnerships in an advisory capacity.
- Standard 3.** Encourage learners to develop long-range academic and post high school plans and personal portfolios.
- Standard 4.** Support the development of CTE curricula and teaching/learning techniques.
- Standard 5.** Develop and maintain teaching/learning environments that will maximize learning for students selecting curricula in CTE Programs.
- Standard 6.** Support a coordinated program of school, work and service-based learning opportunities.
- Standard 7.** Provide equal access and necessary support to diverse and special populations to ensure participation in all components of CTE.
- Standard 8.** Use appropriately licensed teachers that have met the Minnesota Board of Teaching licensure requirements for CTE programs.
- Standard 9.** Assess the degree of implementation of Standards 1-8.

Minnesota Career and Technical Education Program Areas

Below is a brief description of each program area in CTE. *(Detailed curriculum frameworks for each area will be available on the MN Department of Children, Families & Learning Web site, under Career & Technical Education, after June 30, 2003.)*

Agricultural Education

Agricultural Education content areas focus on the preparation and support of individuals for careers, build awareness, and develop leadership for the food, fiber and natural resource systems. The program areas included are Agricultural Sciences, Systems and Management; Agribusiness Management, Systems, and Sciences; and Agricultural Systems Management.

Business and Marketing Education

Business, Marketing and Entrepreneurship Education focuses on content areas that teach about the many aspects involved in resource and business management. The Resource Management content area includes accounting, record management, and economics. Additional content areas include Business Management and Marketing; Business Communications; Information Systems; and Career Development.

Diversified Occupations - Interrelated Coop

The content areas for Diversified Occupations programs are individualized to meet the career interests of the student. The components include the development of specific occupational skills in a CTE program area the student wants to gain experience in, applied academic skills and SCANS.

Family and Consumer Sciences

Family and Consumer Science content areas focus more on the personal and interpersonal level. Interpersonal Communications involves family systems, lifelong human development, and parenting. Resource Management includes career exploration/ investigation, consumerism, nutrition, wellness, food preparations, and community service. Housing, apparel, and textiles are additional content areas.

Health Occupations Education

Health Occupations Education programs focus on the health care industry. Content areas include Therapeutics; Diagnostics; Information Services; and Environmental Services provide knowledge and opportunities for students to explore the variety of careers in the industry and to acquire entry-level certification in a few health occupations.

Service Occupations Education

Service Occupations Education focuses on three content areas. Students have the opportunity for school-based and work-based experiences that emphasize general and specific workplace competencies, all aspects of the industry, and applied academic knowledge in Human Development Services; Food Production and Services/Hospitality/ Tourism; and Personal Service career fields.

Technical Careers/Occupations

Technical Careers/Occupations content areas provide opportunities for students to understand, design, use, and maintain technical systems. Components include SCANS skills, related academic knowledge and skills, specific job skills and career exploration. The major contents areas included are: Communication and Information Technology; Construction; Manufacturing; and Transportation.

Work Experience Disadvantaged, WECEP and Work Experience for Students with Special Needs

Work Experience Disadvantaged content areas provide opportunities for students who may be academically, socially, or economically disadvantaged to gain employability and career skills. Experiences include both school- and work-based learning. *(Appendix H & I, pages 109 & 113)*

Career Clusters

16 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. These cluster areas have been developed through the National Association of State Directors of Career and Technical Education Consortium. Resources such as KNOWLEDGE AND SKILLS STRUCTURES and BROCHURES are available for each of the sixteen clusters. www.careerclusters.org.

Agriculture, Food & Natural Resources: 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.

Architecture & Construction: Careers in designing, planning, managing, building and maintaining the built environment.

Arts, A/V Technology & Communication: Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Business Management & 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.

Education & Training: Planning, managing and providing education and training services, and related learning support services.

Financing: Planning, services for financial and investment planning, banking, insurance, and business financial management.

Government & Public Administration: 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.

Health Science: Planning, managing, and providing therapeutic services, diagnostic services, health information, support services, and biotechnology research and development.

Hospitality & Tourism: Encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

Human Services: Preparing individuals for employment in career pathways that relate to families and human needs.

Information Technology: 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.

Law, Public Safety & Security: Planning, managing, and providing legal, public safety, protective services and security, including professional and technical support services.

Manufacturing: 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.

Marketing, Sales & Service: Planning, managing, and performing marketing activities to reach organizational objectives.

Science, Technology, Engineering & Mathematics: Planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services.

Transportation, Distribution & Logistics: 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 and equipment and facility maintenance.

Federal Carl D. Perkins Act

Purpose

The purpose of the Carl D. Perkins Vocational and Technical Education Act is to:

- Further develop the academic, vocational and technical skills of students through high standards;
- Link secondary and postsecondary vocational programs;
- Increase flexibility in the administration and use of federal funds;
- Disseminate national research about CTE;
- Provide professional development and technical assistance to career and technical educators.

Funding

The federal Carl D. Perkins Vocational and Technical Education Act provides funding for secondary and postsecondary vocational education programs. Only the State Boards for Career and Technical Education are eligible to apply for State Basic Grants. Dollars are then allocated to local education agencies. The MN Department of Children, Families & Learning coordinates the approval of local CTE programs and the disbursement of secondary Carl D. Perkins funds.

Only **STATE APPROVED** courses are eligible to receive Carl D. Perkins dollars and local levy dollars. Local Education Agencies apply for local program approval. All currently approved programs are on file at MN Department of Children, Families & Learning.
(Appendix J & K, pages 117 & 120)

Carl D. Perkins Core Indicators

Required Activities:

1. Integration of academic and technical education
2. Experience in and understanding of all aspect of the industry.
3. Technology in vocational-technical education.
4. Professional Development.
5. Evaluation of CTE education.
6. Continuous program improvement for vocational-technical educations programs.
7. Effectiveness of services and activities.
8. Broad based community involvement.
9. Special population learner accommodation(s) and support services.
10. Full participation of special population learners.
11. Preparation for nontraditional training and employment.
12. Collaboration.

Federal Core Indicators:

1. Student attainment of challenging State established academic and vocational technical, skill proficiencies.
2. Student attainment of high school diploma, equivalent, or postsecondary degree or credential.
3. Placement in, retention in, and completion of postsecondary education or advanced training, the military, or employment.
4. Participation in and completion of CTE programs leading to nontraditional employment.

Tech Prep 2 + 2

Minnesota Tech Prep prepares high school students for the workplace of the future by providing a rigorous foundation in academics combined with technical education and WBL experiences. Students learn academics in a hands-on-way that connects learning to actual future careers.

A Tech Prep program includes a sequence of courses directed towards encouraging a young person to select a *career field* which generally includes at least one or two years of education beyond high school. The program of study at the high school should be of equal or higher rigor than the traditional college bound program and should provide opportunities for students to explore a variety of careers in a field of interest.

The initial two-year program of study at the high school can provide a student with a “seamless” transition into a post-secondary institution. The move should be such that duplication of classes is none or minimal, and the education the student received in high school is recognized at the post-secondary institution.

Upon completion of a two year Tech Prep program in high school, and two-years of postsecondary education at a technical college, a student may transfer directly into a four-year university to complete a baccalaureate degree. The four-year university component is often carried out on a part-time basis, while a student is employed in the career field.

Funding for Tech Prep is available under the Carl D. Perkins Act. Funding information is available at: <http://www.grantsplus.mnscu.edu/TechPrep/html>.

Tech Prep is an important school-to-career transition strategy that is available at many schools. For more information contact a local administrator, a local career and technical education teacher or Minnesota State Tech Prep Education Specialist, Jim.Mecklenburg@state.mn.us or **651-582-8682**.

Tech Prep Systems

A combined secondary and postsecondary Tech Prep program provides the following:

A. Curriculum & Instruction

- ◆ High academic and technical skill standards of performance,
- ◆ Integrated technical and academic skills in curricula,
- ◆ Partnerships between students, business, secondary and postsecondary education, labor, the community and local government to plan curricular framework,
- ◆ Involvement of employers through WBL sites,
- ◆ Focus on career fields that lead to high skill, high wage professions,
- ◆ Articulation of a secondary sequence of courses from high school into postsecondary occupation career programs,
- ◆ Continuous educational pre-service and upgrading for faculty, counselors, administrators, employers and parents,
- ◆ Experiential/contextual learning,
- ◆ Career exploration opportunities for all students in grades 7-10.

B. Marketing/Outreach

- ◆ Local and regional information to stakeholders,
- ◆ Parent and employer tools to help students make career decisions.

C. Student Evaluation & Assessment

- ◆ Authentic performance assessment of skill competency,
- ◆ Opportunities for students to evaluate instruction during and after their education.

D. Counseling and Student Services

- ◆ Opportunities for high school counselors to play an integral role in developing student portfolio systems,
- ◆ Opportunities for students that are consistent with their interests.

<http://www.grantsplus.mnscu.edu/TechPrep/html>

Section 10

Managing the Program

Section 10. Managing the Program

The focus of this section is on the operation and management of the program including the essential written documentation on each student.

Records to keep on file are:

1. Individual Training Agreement or Individual Training Agreement for Non-paid Experiences,
2. Individual Training Plan,
3. Student Performance Evaluations,
4. WBL Coordinator's Observation Reports,
5. Statement of Assurances, and
6. Safety Training Records.

	<u>Page</u>
➤ Individual Training Agreement.....	76
➤ Statement of Assurances.....	76
➤ Student Performance Evaluation.....	76
➤ Individual Training Plan.....	77
➤ Secretary's Commission on Achieving Necessary Skills (SCANS).....	78
➤ Skill Standards	79
➤ National Skill Standards.....	80
➤ Program Record-keeping including VTECS Connect® 2.0.....	81

Individual Training Agreement

The individual training agreement is a prepared document used to describe the length of the work experience, the hours and starting wages, and the responsibilities of the student, the WBL coordinator, the employer, the worksite supervisor and parent/guardian. This document requires the signature of all parties prior to a student beginning at the worksite. Each party should have a copy of the signed training agreement and individual training plan.

Some information contained in a training agreement is universal to all WBL programs while specific information may be determined by local policy. The following general information should be standard for any individual training agreement:

- Student's name and age
- School's name, address, and phone number
- WBL coordinator's name
- Employer or agency's name, contact person, and phone number
- Starting wages

WBL programs may require additional information.

The responsibilities of the student, parent/guardian, school, employer, and supervisor need to be **well defined** and written in the document. **It is important to identify in the agreement areas of safety training and whether the employer, school or both are responsible for a specific area.**

The individual training agreement protects all parties engaged in a WBL experience. The agreement is an essential document in a WBL program. (Appendix A and B, pages 100 & 102.)

Statement of Assurances

The employer and the WBL coordinator are responsible for guaranteeing a student is working at a site in an occupation which complies with the Federal FLSA and State Child Labor Laws. The "Statement of Assurance" form found in Appendix D, page 105, of this document can be used to declare program compliance. The signed form should be kept on file with the "Individual Training Agreement".

Student Performance Evaluation

Students placed at worksites should have regular performance evaluations. A performance evaluation or progress report is most often completed by the student's day-to-day workplace supervisor. Many different formats for evaluation exist. A sample form may be found in Appendix E, page 106, of this document. Computer software tools are available such as VTECS Connect 2.0 which is described in the Program Record-keeping segment of this section.

Progress reports should be evidence of a student's level of competency in the tasks identified in their "Individual Training Plan". This evaluation would include documentation of skill and standards attainment.

The WBL coordinator needs to share the progress report with the student and when possible her or his parents.

Individual Training Plan

A training plan is a written document identifying what the student will learn during the work experience placement. The plan will demonstrate how work processes become increasingly more complex.

Overall and specific goals for the individual student should be determined and reflected in the training plan. Through learning and performing a variety of identified duties and tasks, a student will gain knowledge and develop skills. The level of competency reached during the experience should be assessed through performance-based measures.

A training plan should identify the person or persons responsible for teaching the knowledge and skills to be acquired during the WBL experience. The training plan should include documentation of the specific safety instructions and contain what safety instruction or training is given and who provides it. The training agreement may document the safety instruction as well.

A training plan shows step-by-step, task-by-task what is occurring at the worksite. Training plans are developed prior to the beginning of the WBL experience and required for activities such as cooperative work experience, youth apprenticeship, and community-based special needs. (*Appendix C, page 104*)

Training Plan Example

The following example represents a training plan in a small retail business. The plan covers a one semester WBL experience and is a partial list of the competencies to be developed. This is the student's first paid work-experience and first experience in a retail-type business.

Upon completion of the WBL experience the student will know, understand and be able to:

- A) Observe safety procedures.
- B) Serve customers in a courteous manner.
- C) Use appropriate telephone skills.
- D) Demonstrate a positive attitude toward the business, the merchandise, and services.
- E) Work cooperatively with customers, co-workers, and managers.
- F) Demonstrate effective use of time.
- G) Follow business policies, rules, and regulations.
- H) Effectively communicate with customers, co-workers and managers.
- I) Demonstrate the ability to perform mathematical computations.
- J) Demonstrate the ability to effectively use a cash register.
- K) Demonstrate the ability to handle all types of sales transactions including cash, check, and credit card.
- L) Demonstrate the ability to balance the cash register at the end of the shift.
- M) Demonstrate the skills of handling returns, stock inventory, opening/closing the business, and product display
- N) Handle customer complaints.
- O) Accept criticism and use it to improve performance.

Secretary's Commission on Achieving Necessary Skills SCANS

The Secretary's Commission on Achieving Necessary Skills (SCANS) was convened by the U. S. Secretary of Labor in the early 1990's to examine the demands of the workplace and to determine whether the current and future workforce is capable of meeting those demands. The Commission was directed to:

- Define the skills needed for employment;
- Propose acceptable levels in those skills;
- Suggest effective ways to assess proficiency; and
- Develop a strategy to disseminate the findings to the nation's schools, businesses, and homes.

The Commission identified three foundational skills and qualities that underlie five-workplace competencies. These skill and competencies were further broken down into 37 components.

THE FOUNDATION

Competence requires:

BASIC SKILLS:

Reading, writing, arithmetic and mathematics, speaking and listening;

THINKING SKILLS:

Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;

PERSONAL QUALITIES:

Individual responsibility, self-esteem, sociability, self-management and integrity.

COMPETENCIES

Effective workers can productively use:

RESOURCES:

Allocating time, money, materials, space, staff;

INTERPERSONAL SKILLS:

Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;

INFORMATION:

Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.

SYSTEMS:

Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;

TECHNOLOGY:

Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

Skill Standards

The skill standards are a voluntary set of guidelines developed with the input of educators, workers and business leaders. Skill standards are performance specifications that identify the knowledge, skills and abilities an individual needs to succeed in the workplace. Skill standards are important because our environment is changing: entry-level skill demands are escalating, new jobs and whole new industries are emerging, employees are changing jobs and training needs are changing.

Skill standards assist educators to:

- Better understand the knowledge, skills, and abilities employees need;
- Keep current regarding the changes in technology and work organization;
- Define objectives for training programs that result in better placement opportunities;
- Demonstrate how training programs can achieve national certification;
- Improve communication with business, labor, students, parents, and workers, and strengthen relationships with them;
- Market programs more effectively;
- Benchmark training programs to work standards.

Skill standards assist students to:

- Understand and acquire the skills required in an industry or specific career field;
- Continue their educational experience in either a two-year diploma or four-year baccalaureate program;
- Enter a competitive work world with the essential skills.

*Losh, Charles L., Using Skill Standards for Vocational-Technical Education Curriculum Development, Information Series No. 383, ERIC Clearinghouse on Adult, Career, and Vocational Education.

Model Scenario*

Scenario Title: Applying for a Job

Skill Standards/Tasks Included in the Scenario:

- 1. Prepare a resume and letter of application of interest
- 2. Use correct spelling
- 3. Write with accuracy, brevity, and clarity
- 4. Organize materials with a logical flow
- 5. Keyboard

Workplace Context/Situation: Your friend saw an announcement for an entry-level industrial maintenance hourly employee at Ace Manufacturing, 202 West 2nd Street in Brandon, KY. Since you will be graduating from your technical program within the next two weeks you are actively seeking employment that matches your skills and abilities. Write a letter of application for this position to John Smith, Human Resources Director and attach a resume.

Scenario Set-Directions for the Instructor: Provide students with a computer and software to develop their letter and resume.

Performance Criteria/Assessment Rubric/Checklist:

Use the following checklist to evaluate the student's performance. Place an "X" in the column to the right of each step to show that the student has passed.

Performance	Passed
1. Prepared one application letter keyed without error.	<input type="checkbox"/>
Included key points of job information in letter:	
a. Name and address of prospective employer	<input type="checkbox"/>
b. Statement of interest in job	<input type="checkbox"/>
c. Information about student including name, address, and method of contact	<input type="checkbox"/>
2. Prepared a resume keyed without error.	<input type="checkbox"/>
Student information was correct and applicable to job requirements.	<input type="checkbox"/>
Resume included:	
a. Full name, address, and telephone number of student	<input type="checkbox"/>
b. Education, including related subjects studied	<input type="checkbox"/>
c. Work experience	<input type="checkbox"/>
d. Technical skills	<input type="checkbox"/>
e. Honor/activities	<input type="checkbox"/>
f. References	<input type="checkbox"/>

National Skill Standards

Established under the *Title V of the Goals 2000 Educate America Act*, the National Skill Standards Board (NSSB) serves as a catalyst to stimulate the development and adoption of a voluntary national system of skill standards, assessment, and certification of attainment criteria which “specify the knowledge and competence required to successfully perform in a given occupation or field.” NSSB was established not to set skill standards but to establish consistent guidelines for their development. NSSB represents business, labor, employees, education, and community and civil rights organizations.

The NSSB identified 15 career cluster* areas: These are:

- Agriculture, Forestry, and Fishing
- Business and Administrative Services
- Construction
- Education and Training
- Finance and Insurance
- Health and Human Services
- Manufacturing, Installation and Repair
- Mining
- Public Administration, Legal and Protective Services
- Restaurants, Lodging, Hospitality and Tourism, and Amusement and Recreation
- Retail Trade, Wholesale Trade, Real Estate and Personal Services
- Scientific and Technical Services
- Telecommunications, Computers, Arts and Entertainment, and Information Technology
- Transportation
- Utilities and Environmental and Waste Management.

Visit the NSSB Web site at: www.nssb.org to learn more.

*The U. S. Department of Education Career Clusters, page 73 are similar but not identical.

Example Automotive Technology 2000+ Project*

The Automotive Technology 2000+ is a Minnesota State Colleges and Universities (MNSCU) initiative that assists high school automotive programs to implement industry skill standards, through certification, to provide advanced placement opportunities for students who transfer to two-year colleges and four-year universities.

This project provides the path for high school automotive programs to become certified with the National Automotive Technicians Education Foundation (NATEF). “NATEF provides benchmarks for making education and training decisions, shaping curricula, and directing funds towards the highest value education and training investments.” (Jim Mecklenburg, Education Specialist, MN Department of Children, Families and Learning.)

The addition of Automotive Youth Education Systems (AYES) is the third piece of the program. High school instructors who have passed the ASE (Board of the National Institute for Automotive Service Excellence who are responsible for the Automobile Technician Training Certification Program) tests become certified and are placed in the role of being an advanced placement instructor. Students who successfully pass the ASE certification tests receive four credits of transfer per test taken at a post-secondary institution.

Four areas required for minimum certification and provided at the high school level are: brakes, electrical/electronic systems, engine performance, and suspension & steering. Four additional areas are included at the postsecondary level.

Projects such as Automotive Technology 2000+ follow national skill standards that assure students receive the knowledge and develop the skills to be competitively employed nationwide.

*Lehn, Mike. Focus on the Future, MnSCU a partner in auto technology project, The GREEN SHEET, Vol. II, Issue 2, January 2002.

Program Record-keeping

Managing the records in a WBL program can be time consuming. However, adequate documentation is key to protecting all participants in a WBL experience. Computer software programs exist to assist the WBL coordinator in managing student records.

As stated in Section 1, the MN Department of Children, Families & Learning, U.S. Department of Labor, and the MN Department of Labor & Industry recommend the following records be on file for each student enrolled in a WBL experience: **Individual Training Agreement, Individual Training Plan, documentation of hours and earnings, performance evaluation(s), coordinator's observation reports, and record of safety training.**

In addition current records need to be maintained on businesses/employers and worksite supervisors. Finding the right tool to maintain records can be invaluable to effective program delivery. The following items should be considered when selecting a record-keeping tool:


- 1) Access to information: keep employer and worksite information current and readily accessible.
- 2) Updateable: can input current skills and standards.
- 3) Flexible: can customize individual training plans that demonstrate progressive skill development and accommodate individual student needs.
- 4) Transferable: can create portable documents of skills and standards attainment for students to use for further education or employment.
- 5) Forms: a variety of forms and reports are available.
- 6) Data use: multi-year and ability to be imported and exported.
- 7) Easy to use.

The box on the right is an example of one tool which is available.



is a partnership committed to building a complete occupational system. It is a non-profit consortium of twenty states including Minnesota. VTECS mission is to analyze occupational fields; create, store, distribute, and manage occupational information; and provide a software package designed to facilitate the management of WBL experiences.



The  a Windows®-based software program has been designed to manage and maintain every detail of WBL experiences including:

- ★ Coordinate Work-Based Learning
- ★ Develop Student Training Plans
- ★ Create Customized Reports
- ★ Document Student's Experience
- ★ Task Lists Automatically Load

V-TECS Connect® 2.0 is suitable for use in any learning environment where detailed information must be maintained and easily up dated. It comes with more than 70 industry-validated task lists that can be customized to the individual training plan. Once the training has been input into the software, V-TECS Connect® 2.0 generates reports, records, and certificates of achievement such as:

Training Agreements: define the ground rules and what is expected of a student for a specific WBL activity

Training Plans: duties and tasks specific to the student's training plan.

Student Performance Evaluations: show detailed documentation of student skill and educational attainment.

Student Work Wage Reports: record of hours worked, amount earned for various dates; area for codes and comments.

For more information contact:

V-TECS @ <http://www.v-tecs.org>

E-mail V-TECS @ info@v-tecs.org

or Minnesota state contact:

Diane Miller: diane.miller@state.mn.us

Section 11

Legal Requirements

Section 11: Legal Requirements

The focus of this section is on the requirements regarding insurance coverage; public policies relating to employees and students; and child labor laws.

	<u>Page</u>
➤ Liability and Insurance.....	83
Consent Forms and Permission Slips	83
Transportation.....	84
Workers' Compensation.....	84
➤ Federal Fair Labor Standards Act (FLSA).....	86
Non-Paid/Volunteer WBL Experience	86
Understanding the Fair Labor Standards Act	87
Wages.....	89
Limited Work Hours.....	90
Driving "On-the-Job".....	90
FLSA – Limited Occupations for 16- and 17-year olds.....	91
Activities Prohibited Under Hazardous Occupations Orders	91
FLSA – Limited Occupations for 14- and 15-year olds.....	92
Special Provision for 14- and 15-year olds under WECEP.....	92
Child Labor Laws Relating to Minors in Agricultural Employment.....	93
Prohibited Hazardous Occupations/Activities in Agriculture.....	93
Limited Hours for Youth Employed in Agriculture.....	94
➤ Minnesota Child Labor Laws.....	94
Minnesota Child Labor Laws Prohibited Occupations.....	95
Prohibited Occupations for Minors under 18.....	95
Prohibited Occupations for Minors under 16.....	96
➤ Affirmative Action.....	97
➤ Sexual Harassment.....	97
➤ Data Privacy.....	97
➤ Medical.....	97
➤ Americans with Disabilities Act.....	98

Liability and Insurance

Liability is a very familiar term in education and business. Local educational agencies (e.g., school districts, charter schools) carry insurance to protect the students they serve, their employees and visitors at the school site. Businesses carry insurance to protect their employees, the business, and others who may be temporarily on their sites.

WBL is concerned with the liabilities and insurance coverage provided at both the school and worksite. It is essential the WBL coordinator become familiar with the educational agency's and the employer's insurance coverage prior to the WBL activity to assure appropriate insurance coverage is in place.

To determine the insurance coverage the local educational agency carries, it is best to contact the business manager, the superintendent, or the school's director. They may contact the agency's insurance carrier or may provide the name of a contact person in the insurance agency who will advise the WBL coordinator regarding the school's coverage and responsibility.

The business/employer must be able to prove they have adequate insurance coverage and provide workers' compensation for employees as required by law. A "Certificate of Insurance" (*Appendix N, page 128*) should be on file at the school for each work experience site where students are employed.

The goal of every WBL coordinator and employer should be to provide a safe WBL activity and to prevent injury to a student. However, in the event a student is injured at the worksite and needs medical attention, several possibilities exist regarding coverage. Some of the possibilities are:

- If the young person were considered an "employee" under worker's compensation, the expenses would ordinarily be paid by the business/employer's workers' compensation policy.

- If the young person is a visitor, volunteer, or in a non-paid WBL experience (*page 86*), the medical expenses would generally be paid by the young person's individual (or parent/ guardians') insurance policy.
- The business/employer's general liability insurance policy may provide coverage for visitors, volunteers, or unpaid WBL experiences.

Consent Forms and Permission Slips

Consent forms and permission slips are used by local educational agencies and educators to clarify responsibility from an organization to another person or agency. Following is a description of each as it relates to WBL:

- A **consent form** is a document used to inform the young person and parent/guardian of the risks involved in the activities that he or she is going to perform. When the document is signed, the parties acknowledge they have read and understand the risks involved. A signed consent form does not excuse a business/employer from negligence of their responsibilities (e.g., a signed consent form that allows a student to ride with a parent volunteer on a field trip or a signed Individual Training Agreement).
- A **permission slip** informs parents/guardians about the locale, date, type of, and details of a WBL activity. By signing the permission slip the parent or guardian acknowledges he or she is aware of the activity the child is participating in and supports it.

Liability and Insurance

Transportation

The issue of transportation during a WBL activity needs to be addressed prior to the start of the experience. The type of WBL experience generally guides the type of transportation and who is liable. The school often provides transportation for field trips and job shadowing. Paid and non-paid work-experience activities may use number 2 and 3 from the table below. **It is up to the local educational agency to establish policies regarding transportation of students.** The following table shows the most common forms of student transportation and the types of liability coverage.

Transportation	Liability Coverage
1. School transports students on school bus.	School bus insurance coverage extends.
2. Student uses public transportation.	Transporter's insurance coverage extends.
3. Student drives own vehicle. (age permitting)	Student's personal auto insurance coverage extends.

When a student uses her or his own vehicle to drive to and from the worksite, **a transportation agreement should be signed by the parent or guardian and be on file at the local educational agency.** Several conditions of transportation should be clarified, documented and on file:

- Verification of student's valid driver's license and insurance coverage. (Photocopies work well.)
- Limiting transportation to student driver only (no passengers).
- Limiting transportation only to and from the worksite.

Suggestions for Addressing Liability/Workers' Compensation Issues

- Involve insurance carriers early in the development of WBL experiences.
- Check with parents/guardians regarding individual medical coverage. Typically, school district insurance companies exclude medical payments coverage for students.
- Presume that workers' compensation coverage is necessary in WBL activities when the young person is an employee.
- Provide written documentation of liability insurance and worker's compensation coverage to other partners (e.g., participating school, agency, business, and parents/guardians.)
- Develop and require all parties to sign the Individual Training Agreement listing each participant's roles and responsibilities. (*Appendix A & B, pages 100 & 102*)
- Provide and document industry and activity-specific safety and health training for all students participating in WBL experiences. Clarification is needed to determine what training the school, the business/employer or both will provide.
- Review the Fair Labor Standards Act (FLSA) and Minnesota Child Labor Laws (*pages 86-96*) to prevent young people from engaging in work prohibited for particular age groups and occupations.
- Regular worksite visits by the WBL coordinator occur prior to and during the placement of students.
- Identify the employee at the work site who will be responsible for supervising the young person. Provide training and regularly communicate with the supervisor. (*Worksite Supervisors, page 56*)

The following is an overview of the liability insurance and worker's compensation coverage business, agencies and schools should possess in order to protect young people involved in school recognized WBL activities. Partners should consult their insurance carriers prior to implementing a WBL program.

(This is a general description of the requirements and does not carry the force of legal opinion.)

<u>Program Name</u>	<u>Program Description</u>	<u>School District</u>		<u>Business/Employer</u>	
		Liability Insurance Coverage	Workers' Compensation Coverage	Liability Insurance Coverage	Workers' Compensation Coverage
Worksite Field Trips	Employer led tours to increase student's awareness of careers	Required	No	Required	No
Job Shadowing	Student shadows an employee to explore a career	Required	No	Required	No
Career Mentorship	Student meets with an employer or employee to gain career insight	Required	No	Required	No
(Paid) Youth Internship	Student develops skills and earns pay and school credit at a worksite	Required	No	Required	Required
(Non-Paid) Youth Internship	Student develops skills and earns credit at a worksite	Required	No	Required	No
(Paid) Youth Apprenticeship	State-approved program where student earns school credit And wages while learning specific skills in a career field	Required	No	Required	Required
Paid Cooperative Work Experience Program	State approved CTE program where student experiences work at a business as an employee	Required	No	Required	Required
Service Learning	Students develop skills in problem solving and critical thinking as they engage in service that meets genuine community needs	Required	No	Required	No

Note: If a student's WBL activity involves a family owned business or if a student has established his or her own business, the appropriate insurance providers must be consulted.

Fair Labor Standards Act (FLSA)

The Fair Labor Standards Act is a federal law which was enacted to protect the rights, safety and well-being of workers in the United States, especially **youth workers**. This section addresses issues related to WBL experiences at an employer's worksite and explains when and how federal child labor laws and minimum wage provisions apply. Because the specifics of each WBL experience may differ, the total picture and the legal terminology must be taken into account to determine when FLSA applies. If, after reading this information, questions arise, contact either the U.S. Department of Labor at **612-370-3371** or (www.dol.gov) or the MN Department of Labor and Industry at **651-284-5005** or (www.doli.state.mn.us).

1. Are all WBL experiences subject to FLSA?

NO. Activities, occurring in the workplace not involving the performance of work, are not "employment" subject to the FLSA. (e.g., career awareness and exploration, field trips to a worksite, and job shadowing where a young person follows and observes an employee but performs NO work.)

2. What does it mean if a WBL experience is not subject to FLSA?

A young person is not an employee, wages are not paid, and federal child labor laws do not apply. Payment of a stipend is optional. However, a stipend may not be used as a substitute for wages. A stipend is generally limited to reimbursement for expenses such as tuition, books, or tools. There are no specific stipulations for the length of a short-term, non-paid WBL experience, however, the recommendation by the state education department is a maximum of 40 hours in length during one semester or semester equivalent.

Non-Paid/Volunteer Work-Based Learning Experience*

To qualify as a non-paid/volunteer WBL experience the following **FOUR** criteria **MUST BE MET**: If any one of the four is not met, it may then constitute a paid experience.

- A.** The young person receives ongoing instruction at the employer's worksite and receives close supervision throughout the learning experience, with the result that any productive work that the learner would perform would be offset by the burden to the employer from the training and supervision provided;
- B.** The placement of the young person at a worksite during the learning experience does not result in the displacement of any regular employee, i.e., the presence of the young person at the worksite cannot result in an employee being laid off, or the employer not hiring an employee it would otherwise hire, or an employee working fewer hours than he or she would otherwise work;
- C.** The young person 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 a young person who has successfully completed the training;
- D.** The employer, young person, and parent or guardian understand that the learner is not entitled to wages or other compensation for the time spent in the learning experience although the young person may be paid a stipend for expenses such as tuition, books, or tools.

*The above is a general description of the requirements and does not carry the force of legal opinion.

Understanding the Fair Labor Standards Act (FLSA)

The following information pertains to those situations where it has been determined an employment relationship exists¹ and the enterprise or the young person is covered under FLSA. Both conditions must be met for a WBL experience to be subject to the Federal minimum wage, overtime, and child labor laws described in this section.

1. When is a work-based learning experience subject to FLSA?

Work-based experiences that do NOT meet all four student-learner criteria listed in the box on the previous page are employment relationships and subject to FLSA. According to the FLSA, the definition of “to employ” is “to suffer or permit to work.” Case law states that an employment relationship “does not depend upon the level of performance or whether the work is of some educational and/or therapeutic benefit.”² The WBL coordinator and employer must review the criteria very carefully before deciding the type of relationships which will exist between the employer and the young person.

2. When is a student who is employed “covered under FLSA?”

FLSA covers employees who are performing work for any one type of enterprise that is either:

- ◆ Engaged in interstate commerce,
- ◆ Producing goods for interstate commerce,
- ◆ Handling, selling, or otherwise working on goods or materials that have been moved or produced for such commerce.

¹ As a general rule of thumb, if wages are paid or compensation given, an employment relationship has been created.

² This definition of “employ” pertains only to FLSA. Employment is defined differently under different laws, such as those dealing with income tax, worker’s compensation, occupational safety and health, unemployment insurance, and others. Make sure all parties are in compliance with these other laws as well. (Check the government pages of your local telephone book for the appropriate phone numbers to call for further information on these programs.)

A covered enterprise under FLSA would be one:

- With annual gross volume of sales made or business done of not less than \$500,000 (exclusive of excise taxes at the retail level that are separately stated); or
- That is engaged in the operation of a hospital, an institution primarily engaged in the care of those who are physically or mentally ill or disabled or aged, and who reside on the premises, a school for children who are mentally or physically disabled or gifted, a preschool, an elementary or secondary school, or an institution of higher education (whether operated for profit or not for profit);
- That is an activity of a public agency.

3. Can a young person be covered under FLSA, even if the enterprise/business is not?

YES. An enterprise may not be covered under FLSA, given the above criteria, but employees may be, depending on the nature of their work. Specifically, if any employee is engaged in interstate commerce, this employee is covered and the provisions of FLSA apply to him or her. (e.g., interstate commerce includes taking or placing out-of-state phone calls, receiving papers from out-of-state, sending or receiving mail from out-of-state. Contact the U.S. Department of Labor, Wage-Hour Division at **612-370-3371**. When contacting them, give detailed information on the situation. Coverage depends upon the specific facts of each case.)

4. What are the implications of an employment relationship “covered” under FLSA?

When a young person who is an employee is covered by FLSA, he or she must be paid no less than the Federal minimum wage, receive no less than one and one-half times the regular rates of pay for each hour worked in excess of 40 hours per workweek, and be employed in accordance with child labor laws.

5. What are the standards and special provisions for employing minors?

Once it is determined that there is an employment relationship that is covered by FLSA, then certain standards and limitations apply to the employment of students, according to their age. The limitations and provisions are discussed in this section.

6. Are there any exceptions to the Fair Labor Standards?

YES, exceptions exist for “student-learners” in approved WBL programs. A “student-learner” is one who is enrolled in a course of study and training in a CTE program under a recognized state or local education authority or in a course of study in a substantially similar program conducted by a private school.

The federal **Work Experience and Career Exploration Program (WECEP)** also includes special provisions that permit 14- and 15- year-old students to be employed during school hours and in occupations otherwise prohibited by regulation (*page 92*).

In addition, a school or business may hold a sub-minimum wage certificate issued by the Wage and Hour Division of the U.S. Department of Labor. This allows employers to pay individuals sub-minimum wage when employing youth with disabilities participating in a school-related work program; youth in a CTE program; and full-time student employed in retail or service establishments, agriculture, or institutions of higher education (*page 89*).

7. May young people under age 14 participate in WBL activities?

Yes. Young people under age 14 may participate in education and training activities. These may include, but are not limited to, presentations in the classroom by employers and employees, field trips to businesses, job shadowing, and service-learning. In general, students younger than age 14 may not be employed in non-farm jobs under FLSA. Therefore, while they may participate in WBL activities, employment subject to FLSA may not be a component of their program.

8. May agricultural activities be included in WBL programs?

Yes, but the standards for agricultural programs differ by the age of the student. Students younger than 16-years of age, enrolled in WBL activities, may be employed on farm jobs, but the child labor regulations contain limitations on their employment and generally limit work to periods outside local public school hours. Young people 16 years of age and older may be employed in any farm job at any time (*pages 93 & 94*).

9. Are young people allowed to drive?

Under hazardous occupations order #2 (*page 91*), **Youth 16-years-old and younger youth are NOT** permitted to drive on the job. They may drive to and from the work site provided they hold a valid driver's license and use their own personal vehicle.

17-year-olds are permitted to do a limited amount of driving on the job. Driving that is “occasional and incidental” is permitted under FLSA. Specifically, driving is “**incidental**” if it is limited to no more than 33% of the work assigned to a 17-year-old in any workday and does not exceed 20% of their work time in any workweek.

For farm related employment, minors may drive on the farm, but not on a public highway. (Certain restrictions apply to minors under the age of 16 when driving farm equipment and the need to complete a Safe Operations of Agricultural Equipment certification program.)

10. Is proof of age required under FLSA?

FLSA requires employers to keep on file the date of birth of every employee under age 19. Schools with WECEP programs are required to have age certificates on file for each student enrolled in the program. There may be cases where a minor could give an employer a false date of birth, and the employer thus unintentionally violates the minimum age standards of FLSA. **The employer is held responsible and accountable for keeping age certificates on file.** Therefore, WBL coordinators should strongly encourage employers to obtain an official age certificate that proves the validity of the date of birth.

11. What about state and local laws?

When there are differences among federal or state laws or regulations, or municipal ordinances, **the stricter standard applies**. For example, if State A has no minimum wage law, the federal minimum wage law applies. If State B's minimum wage were \$.50 per hour more than required by the federal law, State B's minimum wage would apply.

12. What laws apply when a student's work experience is located in another state?

When a student's worksite is across the border in an adjacent state such as Iowa, Wisconsin, North Dakota or South Dakota, the FLSA laws and the Child Labor Laws of the state where the student is working apply. When there are differences among federal or state laws or regulations, or municipal ordinances, **the stricter standard applies**.

13. Do any waivers of FLSA exist for WBL programs?

NO! The law specifically prohibits waiving any statutory or regulatory requirement under any provision relating to labor standards and occupational safety and health. This means if a student is involved in any WBL employment relationship and the work is covered by FLSA, all statutory and regulatory requirements for the employment of minors must be met. Neither the Federal government nor the State of Minnesota grants waivers.

14. How important is terminology?

The use of correct terminology is imperative in WBL programs. Young people must be protected. For instance, it is common for teachers, who have had unpaid internships, to assume that other positions can be called internships, and thus are not covered. This is not the case. Only experiences meeting the non-paid/volunteer WBL experience criteria on page 86 would be eligible.

Wages

The minimum wage must be paid to employees aged 14 and older unless an exception exists.

Minnesota's Minimum Wage Rates

(There is NO lower minimum hourly pay rate for minors unless a certificate has been issued by the U.S. Department of Labor. See "Exceptions for 16 years of age and older below.")

Larger Employer: **\$5.15* per hour**
(Annual Gross Volume or Sales of \$500,000 or more)

Small Employer: **\$4.90* per hour**
(Annual Gross Volume or Sales of less than \$500,000)

Training Wage: **\$4.25 per hour**
(Training wage may be paid to new employees under the age of 20 during their first 90 consecutive days of employment. New employees covered by the training wage may not displace current employees.)

Exceptions for 16 years of age and older:

Employers may obtain a certificate from the Wage-Hour Division of the U.S. Department of Labor Employment Standards Administration authorizing the payment of a **special and youth minimum wage*** to person aged 16 and older who are:

- ◆ Student-learners in a state approved CTE training program;
- ◆ Full-time students working in retail establishments, service establishments, and institutions of higher learning where they are enrolled; or
- ◆ Students with disabilities participating in cooperative career and technical education.

Exceptions for 14 and 15 years of age:

Employers may obtain a certificate from the Wage-Hour Division of the U.S. Department of Labor Employment Standards Administration that allows employers to pay 85 percent of the minimum wage to full-time students employed in retail or service establishments.

*For more details, download Fact Sheets #32, #39 and #39A from:
<http://www.dol.gov/esa/regs/compliance/whd>

15. Who can be contacted for assistance?

The Wage and Hour Division, which is part of the Employment Standards Administration of the U.S. Department of Labor, can help delineate the issues of WBL programs and help make the correct determinations regarding FLSA application and compliance. According to the Wage and Hour Division, staff is committed to protecting the rights, safety, and well-being of youth workers. (612-370-3371 or www.dol.gov)

Limited Work Hours*

Young People Ages 14 and 15

- ★ 18 hours or less per week when school is in session
- ★ 3 hours or less on a school day
- ★ Not during school hours (except if the student is enrolled in WECEP)
- ★ Not before 7 AM or after 7 PM (9 PM is permissible from June 1 through Labor Day)
- ★ 8 hours or less per day on a non-school day
- ★ 40 hours or less per week during non-school weeks

Young People Ages 16 and 17

Minnesota Child Labor Laws stipulate that 16-17-year-olds **MAY NOT** work **after 11 PM** on evenings before school days or **before 5AM** on school days. (With written permission from a parent or guardian hours may be expanded to 11:30 PM and 4:30 AM.)

A high school student does not include a student enrolled in an alternative education program approved by the MN Commissioner of Education or an area learning center. (Minnesota Statutes 2002, 181A.04)

www.dol.gov/esa

www.doli.state.mn.us/statrule.html

Driving “On-the-Job”*

NO employee **under 17 years of age** may drive on public roadways **as a part of his or her job** if that employment is subject to the Fair Labor Standards Act. (FLSA). (A 16-year-old, who holds a valid driver's license, may drive to and from work.)

A **17-year-old** may drive on public roadways as a part of his or her job **ONLY** if all of the following requirements **are** met:

- The driving occurs **only** during daylight hours.
- The 17 year old holds a valid Minnesota driver's license for the type of driving being performed.
- The driver has successfully completed a state-approved driver education course.
- The driver has no record of any moving violation at the time of hire.
- The vehicle being driven does not exceed 6000 pounds gross vehicle weight.
- The car or truck driven has seat belts for the driver and any passengers and the employer has instructed the youth that the seat belts must be used when driving the vehicle.

Driving “on-the-job” **MAY NOT** involve:

- ❖ Towing vehicles;
- ❖ Routine deliveries or routine sales;
- ❖ Deliveries which are urgent or time-sensitive;
- ❖ Transporting property, goods, or passengers for pay;
- ❖ Transporting more than three passengers including co-workers at one time;
- ❖ Driving more than a 30 mile radius beyond the work site;
- ❖ Driving more than **two** trips away from the primary work site in any one day for either a) or b) below;
 - a) To deliver the employer's goods to a customer;
 - b) To transport passengers, other than co-workers.

Driving must be **only occasional and incidental to the job**.

This means driving no more than one-third of work time in any workday and no more than 20 percent of work time in any one-work week.

Fair Labor Standards Act - Limited Occupations for 16 and 17 year olds

The Department of Labor has identified 17 occupations as hazardous for youth under the age of 18 years. **A HAZARDOUS OCCUPATION is defined as an occupation that may be detrimental to the health and well being of a child under 18 years of age or an occupation that may jeopardize their educational opportunities.** The Hazardous Occupation Orders (HO's) prohibit persons under the age of 18 from engaging in occupations and activities as shown in the table at the right. *(This is a general description of the requirements and does not carry the force of legal opinion.)*

Exemptions

Students aged 16 or 17 in state approved CTE programs may be employed in the seven hazardous occupation orders shown with an **asterisk (*)** in the box at the right and if they are employed under a written agreement. Under this regulation, the Individual Training Agreement must state:

- ◆ Any work in a hazardous occupation is incidental to training;
- ◆ Work in the hazardous activity is intermittent and for short periods only, and is in close supervision of a qualified person;
- ◆ Safety instruction is provided; and
- ◆ A schedule of progressive work processes (Individual Training Plan) has been written.

There is also an exemption from these seven HO's for youth apprentices. This exemption applies only for approved youth apprenticeships registered with the Minnesota Department of Children, Families & Learning.

Federal Web sites to bookmark:

www.dol.gov/esa/whd
www.youthrules.dol.gov

Activities Prohibited Under Hazardous Occupations Orders

- HO 1 - Manufacturing and storing explosives
- HO 2 - Motor-vehicle driving and outside helper
- HO 3 - Coal mining
- HO 4 - Logging and saw milling
- HO 5* - Using power-driven woodworking machines including saws
- HO 6 - Exposure to radioactive substances
- HO 7 - Operating of power-driven hoisting devices, including forklifts, cranes, and non-automatic elevators
- HO 8* - Use of power-driven metal forming, punching, and shearing machines
- HO 9 - Mining other than coal mining
- HO 10* - Slaughtering or meat-packing, processing or rendering including the use of power-driven meat slicers
- HO 11 - Operation of power-driven bakery machines
- HO 12* - Use of power-driven paper product machines including paper balers
- HO 13 - Manufacturing of brick, tile, and similar products
- HO 14* - Use of circular saws, band saws, and guillotine shears
- HO 15 - Wrecking, demolition, and ship-breaking
- HO 16* - Roofing operations
- HO 17* - Excavating including work in a trench as a plumber

The above list provides a general overview. To obtain a list of specific occupations, hazardous equipment and a detailed explanation contact: US Department of Labor – Minneapolis office at **(612) 370-3371** or <http://www.dol.gov/dol/allcfr/Title29/Part570/SubpartE.htm>

Fair Labor Standards Act - Limited Occupations for 14 and 15 year olds

The Department of Labor has identified 17 occupations as hazardous for youth under the age of 18 years. **A hazardous occupation is defined as an occupation that may be detrimental to the health and well being of a child under 18 years of age or an occupation that may jeopardize their educational opportunities.** The Hazardous Occupation Orders (HO's) prohibit persons under the age of 18 from engaging in occupations and activities as shown on page 91. *(This is a general description of the requirements and does not carry the force of legal opinion.)*

Hours Limitations

14-and 15-year-old youth employed in non-farm jobs have limited work hours as described on page 90.

Occupations Limitations

In addition, to the Hazardous Occupations listed on the previous page that are prohibited for minors under the age of 18, **Child Labor Regulation 3 prohibits the employment of persons aged 14 and 15** in the occupations and activities listed below:

- ★ Manufacturing, mining, and processing
- ★ Most transportation jobs
- ★ Cooking other than within view of the public at lunch counters and snack bars
- ★ Work in warehouses and workrooms
- ★ Public messenger service
- ★ Work on construction sites other than in the office
- ★ Any job involving power-driven machinery including hoist, conveyor belts and lawnmowers.

No Exceptions to Occupation Limitations

Occupation limitations are strictly enforced for 14- and 15-year-old youth, **with no exceptions or exemptions.** The student-learner provisions applicable to some Hazardous Occupations for youth 16 and 17 years of age DO NOT apply to minors under the age of 16.

Special Provision for 14- and 15-year-olds under WECEP

The Work-Experience and Career Exploration Program (WECEP), a federal and state approved program, includes special provisions that permit 14-and 15-year-old enrollees to be employed during school hours and in occupations otherwise prohibited by regulation.

A local education agency with a WECEP program may obtain approval from the Department of Labor for student-learners to be employed:

- Up to 3 hours on a school day,
- Up to 23 hours during a school week,
- Any time during school hours,
- Under variances granted by the Department of Labor, Wage and Hour Administrator that permit employment of WECEP participants in otherwise prohibited activities and occupations. *

***Note:** The regulations do not permit issuance of WECEP variances in manufacturing, mining, or in any of the 17 hazardous occupations orders.

WECEP approval does not extend to any variations from the Child Labor Regulations No. 3 "time of day work starting and stopping restrictions" or the occupations restrictions. **The Department of Labor, Wage and Hour Division may issue WECEP occupational variances in very limited circumstances which assure that minors will be employed in work that is safe and complements their educational needs, but only after it has been demonstrated that sufficient safety precautions have been implemented.** Requests for variances must document that the requested activity will be performed under adequate supervision and training and that the terms and conditions of the proposed employment will not interfere with the health, well-being, or schooling of the enrollees (Federal Statute: Section 570.35a of Title 29, Code of Federal Regulations.)

Child Labor Laws Relating to Minors in Agricultural Employment

Agricultural work includes farming in all areas including the cultivation and tillage of soil, dairying, the production, cultivation, growing, and harvesting of any agricultural or horticultural commodities, the raising of livestock, bees, fur-bearing animals, or poultry, and any practices (including any forestry or lumbering operations) performed by a farmer or on a farm as incidental to or in conjunction with such farming operations, including preparation for market, delivery to storage, to market, or to carriers for transportation to market.

The nearest U.S. Department of Labor Wage and Hour Division Office can assist schools and employers in determining whether proposed jobs for students in an agricultural career field will constitute agricultural work for purposes of the FLSA. *(This is a general description of the requirements and does not carry the force of legal opinion.)*

☆ It is highly recommended that all youth, working on a farm, complete a Safe Operations of Agricultural Equipment course available through a county extension office and/or agricultural education program.

Student-learners must be employed under a written agreement that provides:

- 1) Any work in a hazardous occupation is incidental to training;
- 2) Work in the hazardous activity is intermittent and for short periods only and is under the direct and close supervision of a qualified person;
- 3) Safety instruction;
- 4) A schedule of progressive work processes.

Prohibited Hazardous Occupations/Activities in Agriculture

The U.S. Secretary of Labor has designated, as listed below, the following Hazardous Occupations that apply to 14- and 15-year old youth engaged in agricultural work and to those younger children permitted to work on farms under limited circumstances:

- Operating or assisting in the operation of specified machinery and equipment.
- Working in a yard, pen, or stall occupied by specified animals.
- Felling, loading, bucking or skidding timber more than six inches in diameter.
- Working from a ladder or scaffold at a height of over 20 feet.
- Driving a vehicle transporting passengers or riding on a tractor.
- Working in certain silos, storage areas, and manure pits.
- Handling toxic chemicals, blasting agents, and anhydrous ammonia.

Exemptions: Exemptions from the agricultural hazardous occupations orders applicable to tractors and certain other farm machinery apply to 14- and 15-year old student-learners enrolled in approved CTE programs and holders of certificates of completion of training under safe operations of agricultural equipment course.

Limited Hours for Youth Employed in Agriculture

The following standards apply to minors employed in farm jobs:

- Persons aged 16 and older may be employed in any farm job at any time.
- 14- and 15- year-old farm workers may be employed outside school hours in any occupation not declared hazardous. Youth who move from a school district where schools have closed for summer vacation and live in another district where the schools are still in session, may work during the hours that the school is in session in the new district. After May 15, it is assumed that school is closed for the summer.
- With written parental consent, 12- and 13- year-old youth may be employed outside school hours in any non-hazardous job on the same farm where their parents are employed.
- Minors under 12 years of age may be employed outside school hours in any hazardous job with written parent consent but only on farms not subject to the minimum wage provision of FLSA.
- Minors of any age may perform work at any time on a farm owned or operated by the minor's parents or person standing in place of the parents.

Minnesota Child Labor Laws

WBL programs must assure that the employment of youth at worksites meet the Federal FLSA and Minnesota Child Labor Laws. When there are differences among federal or state laws or regulations, or municipal ordinances, **the stricter standard applies.**

Minimum Age for Employment:

A minor under 14 years of age may not be employed, except:

- As a newspaper carrier, if at least 11 years of age;
- In agriculture, if at least 12 years of age and if parents or guardians consent;
- As an actor/actress or model.

Proof of Age:

The proof of age must be maintained as part of the payroll records. Acceptable proof is one of the following:

- Copy of birth certificate,
- Copy of a driver's license,
- An age certificate issued by the school, or
- A United States Department of Justice Immigration and Naturalization Service "Employment Eligibility Verification Form I-9".

Overtime

The Minnesota FLSA requires employers to pay overtime for all hours worked in excess of 48 per work week; businesses with gross annual sales of more than \$500,000; businesses that were covered before 4/1/90 under the \$250,000 (\$362,500 retail and services dollar volume test); and hospitals and nursing homes, private and public schools, federal, state and local government agencies may be required to pay overtime for all hours worked in excess of 40 hours per work week. The rate is at least one and one-half times the employee's regular rate of pay.

Minnesota Child Labor Laws Prohibited Occupations

The Minnesota Commissioner of Labor and Industry has established as hazardous or detrimental to the well being of minors the following occupations:

Prohibited Occupations for Minors under 18

No minors under the age of 18 shall be employed:

- In or about a place of employment where chemicals, compounds, dusts, fumes, vapors, gases, or radioactive materials, or other substances are present at excessive temperatures or in injurious, explosive, toxic, or flammable quantities. Minors employed in retail stores, service stations, and automobile service garages are not covered by this prohibition.
- In or about any place where explosives or pyrotechnics are manufactured, stored, handled, or fired.
- In or about logging or lumbering operations and paper mills.
- In or about sawmills, lath mills, shingle mills, or cooperage stock manufacturing plant.
- In or about mines, quarries, and sand or gravel pits.
- In or about construction or building projects.
- In or about ice harvesting operations.
- On boats or vessels used for commercial purposes. Minors performing guide or other non-operational services are not covered by this prohibition.
- To operate or to assist in the operation of power-driven machinery, including but not limited to: industrial trucks (forklifts); meat saws and meat grinders; milling machines; punch presses, press brakes, and shears; and woodworking machinery such as circular saws, radial saws, joiners, and shaping machines.
- To operate any non-automatic elevator, lift, or hoisting machine.
- To drive motor vehicles (Federal laws are more strict)
- As a brakeman, fireman, engineer, motorman, or conductor for a railroad, street railway, or interurban railroad or in switching or gate-tending.
- As a lifeguard. Minors who have received a Red Cross lifesaving certificate or its equivalent and who work under uninterrupted adult supervision are not covered by this prohibition.
- In oxyacetylene or oxyhydrogen welding.
- In aerial acts using such equipment as flying rings, horizontal bars, or trapezes. Nor shall a minor be employed in weight lifting, balancing, acting, or human pyramiding acts, or as a rope walker, contortionist, or in other exhibitions dangerous or injurious to the life, limb or health of the minor.
- In the operation, erection, or dismantling of rides or machinery in an amusement park street carnival, or traveling show, or in the loading or unloading of passengers on rides.
- In any rooms constituting the place in which intoxicating liquors or non-intoxicating malt liquors are served or consumed or in any tasks involving the serving, dispensing, or handling of such liquors that are consumed on the premises except that:
 1. Minors who have reached the age of 17 may be employed to perform busing or dishwashing services in those rooms or areas of a restaurant, hotel, motel, or resort where the presence of intoxicating liquor is incidental to food service or preparation;
 2. Minors who have reached the age of 17 may be employed to perform busing or dishwashing services or to provide waiter or waitress service in rooms or areas where the presence of non-intoxicating malt liquor is incidental to food service or preparation;
 3. Minors who have reached the age of 16 may be employed to provide musical entertainment in those rooms or areas where the presence of intoxicating liquor and non-intoxicating malt liquor is incidental to food service or preparation; and
 4. Minors are not prevented from working at tasks which are not prohibited by other parts of these rules or the law in establishments where liquor is sold, served, dispensed, or handled in those rooms or areas where no liquor is consumed or served.
- In window-washing, wall-cleaning, painting, or other building maintenance or repair high than 12 feet above the ground or floor level, using ladders, scaffolding, safety belts, outside vertical conveyors, or like equipment.
- In any occupation or activity, or on any site, which is hazardous or dangerous to life, limb or health.

Minnesota Child Labor Laws Prohibited Occupations

Prohibited Occupations for Minors under 16

In addition to the restrictions listed in the previous page, no minor under the age of 16 may be employed:

- In or about airport landing strips and taxi or maintenance aprons;
- Except as stated in part 5200.0910, Item K, sub item (3), as a motor vehicle driver or an outside helper thereon;
- As loaders or launchers for skeet or trap shooting;
- To lift or carry, or otherwise personally care for, patients in hospitals or nursing homes;
- To do welding of any kind;
- To operate or assist in the operation of machinery, including but not limited to:
 1. Farm type tractors and other self-propelled vehicles, except those minors trained under either the 4-H Federal Extension Service or the U.S. Office of Agriculture Education Training program may work on equipment permitted by their certificate of training;
 2. Laundry, rug cleaning or dry cleaning equipment;
 3. Sidewalk type snow blowers and other power-driven lawn and garden equipment;
 4. Drill presses, milling machines, grinders, lathes, and such portable power-driven machinery as drills, sanders, and polishing and scrubbing equipment for floor maintenance;
 5. Meat slicers;
 6. Textile-making machinery; and
 7. Bakery machinery;
- In oiling, cleaning, or maintaining any power-driven machinery, either portable or stationary, while in motion or at rest;
- In work involving the use of pits, racks, or lifting apparatus at service stations or in mounting tires on rims;
- In processing plants to do work which includes killing, plucking, singeing, drawing, brining, smoking, slicing, grinding, chopping or cutting operations;

- In walk-in meat freezers or meat coolers, except that occasional entrance to such areas which is incidental to the occupation is not prohibited;
- In any occupation in agriculture that the U.S. Secretary of Labor finds and declares to be particularly hazardous for the employment of children below the age of 16;
- In any manufacturing or commercial warehouse, to do work which includes packaging, shelving, stock-clerking, or cleaning; or
- In a car wash to attach cars to or detach them from mechanized conveyor lines or to operate or contact the car while it is connected to the conveyor apparatus.

Additional Federal and State Information

Common Exceptions to Common Labor Laws

- A 17-year-old high school graduate;
- A minor employed by a business solely owned and daily supervised by one or both parents
- A minor participating in a **state-approved apprenticeship program** or a **program approved by the MN Department of Children, Families & Learning**;
- A minor employed at tasks away from or outside of the area of hazardous operation, equipment or materials.

Minnesota State Web site to bookmark:

<http://www.doli.state.mn.us/childlbr.html>

Affirmative Action

Protected minority groups, as defined under Federal Executive Order, include African Americans, Asian Americans, Hispanic Americans, American Indians, and women. Educational institutions and employers must not discriminate on the basis of race, religion, ethnicity, national origin, age, disability, sex, marital, or veteran status. Written training agreements between schools and business should include an affirmative action statement.

(Appendix A & B, pages 100 & 102)

Sexual Harassment

All employees and students participating in a WBL program have the right to work in an environment which respects human dignity and is free from sexual harassment. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature when:

- ❖ Submission to that conduct or communication is made a term or condition of obtaining employment/participation in the program;

OR

- ❖ Submission to or rejection of that conduct or communication is used as a factor in decisions affecting the individual's employment/participation in the program;

OR

- ❖ That conduct or communication has the purpose or effect of substantially interfering with an individual's employment or creating an intimidating, hostile, or offensive employment environment, and company management knows or should know of the existence of the harassment and fails to take timely and appropriate action.

Students should be taught how to recognize sexual harassment and abuse. They should also receive training regarding the school's and business's sexual harassment policy and reporting procedure.

Data Privacy

The Federal Family Rights and Privacy Act protects information about students and their records from public disclosure. It is important for employers to receive information (e.g., social security numbers, school grades, and courses taken) prior to a student entering or while they are participating in a WBL program. This information cannot be provided to the employer without a proper release of information being signed. When the student is under 18 years of age his/her legal guardian must sign the **release of information form**. Students over 18 years of age (as long as they are their own guardian) may sign their own release of information form.

<http://www.epic.org/privacy/education/ferpa.html>

Medical

It is recommended that students involved in WBL activities in areas where there is potential contact with body fluids or wastes receive the Hepatitis A and B series vaccine. Students working in the food service area are also recommended to have the Hepatitis A vaccine.

The following is an excerpt taken from the AMA's Administrative Guide titled: ***For your Protection OSHA Regulations on Blood Borne Pathogens***: Employers are required to offer the Hepatitis B vaccine free of charge to personnel at risk. Employees, however, are not obligated to receive the vaccine. Any at-risk employee who wishes not to receive it must sign a copy of the OSHA's Hepatitis B vaccine declination. *(Legal guardians must sign for a WBL student who is under 18 years of age.)* If the person later decides to receive the vaccine, the employer must again offer the series free of charge. Technically, in non-paid work experiences the school is the employer and must provide the vaccine.

Americans with Disabilities Act

Employers with 15 or more employees must comply with the requirements of the Americans with Disabilities Act (ADA). The ADA requirements which relate to work-based learning are briefly outlined here. *(This is a general description of the requirements and does not carry the force of legal opinion.)*

General Requirements

- ◆ All government facilities, services and communications must be accessible and consistent with the requirements of Sec. 504 of the Rehabilitation Act of 1973.
- ◆ Public accommodations such as restaurants, hotels, theaters, doctors' offices, pharmacies, retail stores, museums, libraries, parks, private schools, and day care centers, may not discriminate on the basis of disability. Private clubs and religious organizations are exempt.
- ◆ Reasonable changes in policies, practices, and procedures must be made to avoid discrimination.

Physical Barriers

- ◆ Physical barriers in existing facilities must be removed, if removal is readily achievable. If not, alternative methods of providing the services must be offered, if they're readily achievable.
- ◆ All new construction in public accommodations, as well as in "commercial facilities" such as office buildings, must be accessible.
- ◆ Alterations must be accessible.

Auxiliary Aids

- ◆ Auxiliary aids and services must be provided to individuals with vision or hearing impairments or other individuals with disabilities, unless an undue burden would result.
- ◆ Companies offering telephone service to the general public must offer telephone relay service to individuals who use telecommunications devices for the deaf (TDDs) or similar devices.

Employment

- ◆ Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the job.
- ◆ Employers can ask about one's ability to perform a job, but cannot inquire if the person has a disability, or subject a person to tests that tend to screen out people with disabilities.
- ◆ Employers will need to provide "reasonable accommodations" to individuals with disabilities. This includes steps such as job restructuring and modification of equipment.
- ◆ Employers do not need to provide accommodations that impose an "undue hardship" on business operations.

www.ada.gov

Section 12

Appendices

Section 12. Appendices

	<u>Page</u>
➤ A. Individual Training Agreement	100
➤ B. Individual Training Agreement for Non-Paid Activities	102
➤ C. Individual Training Plan	104
➤ D. Statement of Assurances	105
➤ E. Student Performance Evaluation	106
➤ F. Worksite Selection Checklist.....	107
➤ G. Standards for Youth Apprenticeship (pages 1-21).....	108
➤ H. Work-Based Learning Disadvantaged Standards and Measures.....	109
➤ I. Work-Based Learning Special Needs Standards and Measures.....	113
➤ J. Secondary Career & Technical Education Program Approval Form.....	118
➤ K. Secondary Career & Technical Education Program Approval Form for Youth with Disabilities.....	120
➤ L. Work-Based Learning Coordinator Licensure Requirements.....	124
➤ M. Student Portfolio.....	127
➤ N. Sample Certificate of Insurance.....	128
➤ O. Sample WBL Certificate of Achievement.....	129
➤ P. Glossary of Terms.....	131
➤ Q. Resources.....	136

Individual Training Agreement

Type of training agreement: _____ Cooperative Work Experience _____ Internship _____ Other _____

Educational Objective: _____

Student: _____ Age: _____ SS#: _____

School: _____ Telephone #: _____

School Coordinator: _____

Employer/Agency: _____ Telephone #: _____

Employer/Agency Contact Person: _____

The work-based learning for the above named student will begin on _____ and end _____

The hours of work will be from _____ to _____ on _____

Days of week

Starting wages for the student will be \$ _____ per hour. The employer will determine incremental increases. A probationary period of _____ days from the date of initial employment will exist. Continued employment will be based on a performance review.

All participating parties agree to enter into a work-based learning program authorized by the laws of Minnesota for the purpose of providing education, career exploration, and training. They also agree to the following responsibilities in the implementation of this agreement:

Student Agrees to:

- Meet the academic and attendance requirements established by the School District and Employer.
- Abide by the company's policies and procedures (e.g., attendance, confidentiality, accountability, safety, rules of conduct, etc.)
- Maintain acceptable performance at school and on the job.
- Participate in progress reviews scheduled with mentors, school personnel and/or parent/guardian; and share information of events or facts relevant to your progress in this program.
- The release of information (e.g., progress reports, grades, work-related evaluations, and attendance reports) between the school and business while this agreement is in effect.

Date: _____ Student's Signature: _____

Student's Parent/Guardian Agrees to:

- Support the student in meeting the requirements of the program.
- Ensure transportation to and from the work-site is provided.
- Participate in any progress reviews scheduled with mentors, school personnel, and student; and communicate information vital to the success and development of the student.
- The release of information (e.g., progress reports, grades, work-related evaluations, and attendance reports) between the school and employer/agency while this agreement is in effect.

Date: _____ Parent/Guardian's Signature: _____

Individual Training Agreement

School Agrees to:

- Not exclude students from participation in the program on the basis of race, color, creed, religion, sex, national origin, age, disability, marital status, status in regard to public assistance or any other protected groups under state, federal or local Equal Opportunity Laws.
- Support the student in meeting the requirements of the program.
- Participate in progress reviews scheduled with mentors, student and student's guardian.
- Comply with all federal, state, and local regulations.
- Place students in appropriate work-based learning experience based on tested interests, aptitudes and abilities and provide appropriate accommodations when required.
- Provide pre-employment training prior to placing students at a work-site and safety training.
- Follow the curriculum provided for the program for all occupationally related instruction.
- Assign a work-based learning coordinator to supervise the student and to monitor the academic progress of the student to ensure that high school graduation requirements are met (includes regularly scheduled telephone/on-site contact with the student and employer).
- Award credit for successful completion of the work-based experience.

Date: _____ School Coordinator's Signature: _____

Employer/Supervisor Agrees to:

- Provide a work-based learning experience and supportive supervision for the length of this agreement.
- Pay at least the state minimum wage for hours worked by the student.
- Provide evidence of workers' compensation and general liability coverage for the student for all paid hours worked.
- Instruct the student in the competencies identified in the training plan provided and document the student's progress.
- Conduct progress reviews with the student (which may include the guardian and school personnel) and provide copies of those reviews to the school.
- Not exclude students from participation in the program on the basis of race, color, creed, religion, sex, national origin age, disability, marital status, status in regard to public assistance or any other protected groups under state, federal or local Equal Opportunity Laws.
- Protect students from sexual harassment.
- Provide students with safety training, safe equipment, and a safe and healthful workplace that conforms to all health and safety standards of Federal and State Law (including the Fair Labor Standards Act, OSHA, and MN Child Labor).
- Properly train students before they operate any equipment.

Date: _____ Employer's Signature: _____

Date: _____ Worksite Supervisor's Signature: _____

This agreement may be terminated for any reason during the probationary period by showing good cause by the student, the school district, or the employer. Copies of this agreement should be distributed to the student, the guardian, the employer and the original kept on file at the school.

(Attach a copy of the student's Individual Training Plan to this agreement.)

Individual Training Agreement for Non-Paid Activities

Type of training agreement: _____ Service Learning _____ Community-Based Special Needs
 _____ Non-Paid Internship _____ Job Shadowing _____ Mentorship

Educational Objective: _____

Student: _____ Age _____

School: _____ Telephone #: _____

Teacher Coordinator: _____

Work-Based Learning Site/Agency: _____ Telephone #: _____

Work-Based Learning Site/Agency Contact Person: _____

The work-based learning for the above named student will begin on _____ and end on _____

All participating parties agree to enter into a work-based learning program authorized by the laws of Minnesota for the purpose of providing education, career exploration, and training. The following criteria **MUST** be met for a non-paid experience: **1) the employer derives no benefit from the activities of the student; 2) the student does not displace a regular employee and is closely supervised; 3) the student understands he or she is not entitled to receive any wages during the agreement time; and 4) the student understands he or she is not entitled to a job at the end of the experience.** A short-term activity is considered to be up to 40 hours in length. They also agree to the following responsibilities in the implementation of this agreement:

Student Agrees to:

- Meet the academic and attendance requirements established by the School District and work-based learning site.
- Abide by the company's policies and procedures (e.g., attendance, confidentiality, accountability, safety, rules of conduct, etc.)
- Maintain acceptable performance at school and at the work-based learning site.
- Participate in progress reviews scheduled with mentors, school personnel and/or parent/guardian; and share information of events or facts relevant to your progress in this program.
- The release of information (e.g., progress reports, grades, activity-related evaluations, and attendance reports) between the school and work-based learning site while this agreement is in effect.

Student understands he or she is not entitled to a job at the end of the activity or to receive any wages during the agreement time.

Date: _____ Student's Signature: _____

Student's Parent/Guardian Agrees to:

- Support the student in meeting the requirements of the program.
- Ensure transportation to and from the work-site is provided when required.
- Participate in any progress reviews scheduled with mentors, school personnel, and student; and communicate information vital to the success and development of the student.
- The release of information (e.g., progress reports, grades, work-related evaluations, and attendance reports) between the school and work-based learning site while this agreement is in effect.

Parent/Guardians understand their child is not entitled to a job at the end of the activity or receive wages during the agreement time.

Date: _____ Parent/Guardian's Signature: _____

Individual Training Agreement for Non-Paid Activities

School Agrees to:

- Not exclude students from participation in the program on the basis of race, color, creed, religion, sex, national origin, age, disability, marital status, status in regard to public assistance or any other protected groups under state, federal or local Equal Opportunity Laws.
- Support the student in meeting the requirements of the program.
- Participate in progress reviews scheduled with mentors, student and student's guardian.
- Comply with all federal, state, and local regulations.
- Place students in appropriate work-based learning experience based on tested interests, aptitudes and abilities and provide appropriate accommodations when required.
- Provide orientation to the activity prior to placing students in a non-paid work-based learning experience.
- Follow the curriculum provided for the program for all related instruction.
- Assign the appropriately licensed teacher to monitor the work-based learning experience (includes regularly scheduled telephone/on-site contact with the student and work-based learning activity site).

Date: _____ School Coordinator's Signature: _____

Work-Based Learning Site/Supervisor Agrees to:

- Derive no benefit from the activities of the student at their site.
- Not displace a regular employee with the student.
- Assure the student is closely supervised at the work-based learning site.
- Provide evidence of general liability insurance coverage for visitors, volunteers, and non-paid work-based learning activities.
- Instruct the student in the competencies identified in the training plan provided and document the student's progress when applicable.
- Conduct progress reviews, when applicable, with the student (which may include the guardian and school personnel) and provide copies of those reviews to the school.
- Not exclude students from participation in the program on the basis of race, color, creed, religion, sex, national origin age, disability, marital status, status in regard to public assistance or any other protected groups under state, federal or local Equal Opportunity Laws.
- Protect the student from sexual harassment.
- Provide student with safety training, safe equipment, and a safe and healthful workplace that conforms to all health and safety standards of Federal and State Law (including the Fair Labor Standards Act, OSHA, and MN Child Labor).

Date: _____ Employer's Signature: _____

This agreement may be terminated for any reason during the probationary period by showing good cause by the student, the school district, or the employer. Copies of this agreement should be distributed to the student, the guardian, the employer and the original kept on file at the school.

(Attach a copy of the student's Individual Training Plan to this agreement.)

**Individual Training Plan**

(Plan to be attached to the Individual Training Agreement)

Student's Name _____

Job Title _____

Business/Employer _____

Assigned Supervisor _____

Work-Based Learning Coordinator _____

School _____

Beginning Date _____ / 20 _____ Ending Date _____ / 20 _____

Area/Task Assigned	Classroom	Worksite	Date Completed	Level of Attainment
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Statement of Assurances

(This form declares program compliance with MN Child Labor Laws and Federal Fair Labor Standards Act covering working restrictions and hazardous occupations and is to be **kept on file** with the Individual Training Agreement.)

School/District	Contact Name	Address	Phone
-----------------	--------------	---------	-------

Employer's Name	Contact Name	Address	Phone
-----------------	--------------	---------	-------

The undersigned hereby affirm that the above named partner/s will be in compliance with the requirements of state and federal child labor laws.

Statement of Assurances: Check "Yes" or "No" to indicate which of the following assurance statements have been addressed. Statements a-d must be checked with a "yes" to be in compliance with state and federal child labor laws. Steps must be taken to correct or eliminate any item checked "no". Failure to do so by employer will result in the termination of the individual work-based training agreement.

- ☐ All participants in work-based learning programs are familiar with the state and federal child labor laws as they relate to hazardous occupations and working restrictions. This will include information about the special exemption provisions for students enrolled in secondary career and technical education work-based learning programs. YES___ NO___
- ☐ To meet the criteria for a special exemption, the school and employer partners will ensure that the following provisions are in place:
- a. Hazardous work will be identified and documented in the work based learning program and be performed under the direct and close supervision of a qualified and experienced person. YES___ NO___
- b. Safety instruction in the hazardous occupation will be given by either the school or the employer and be reinforced by the employer with on the job training. YES___ NO___
- c. The work process follows a schedule that reflects organized and progressive skill development. YES___ NO___
- d. Hazardous work is intermittent and for **short periods** of time and is under the direct and close supervision of a qualified and experienced person as a necessary part of the student's work based learning experience. YES___ NO___
- ☐ Planning for the program addressed state and federal child labor laws. YES___ NO___
- ☐ All participants, including parents, guardians, employer, supervisor, student, and school, will receive a signed copy of this statement of assurances. YES___ NO___

I verify that this information is correct and will be documented in the student's WBL program file.

Work-Based Learning Coordinator's Signature Date

Employer's Signature Date

Student Performance Evaluation

(Please complete this form and return it to the Work-Based Learning Coordinator no later than _____.)

Student's Name _____ **Date** _____

Job Title _____

Business/Employer _____

Assigned Supervisor _____

Work-Based Learning Coordinator _____

School _____

Evaluation Period _____ / 20 to _____ / 20

NO - Not observed during evaluation period

NA - Level of performance not acceptable, student unable to perform task

Novice (1) - Task performed with assistance, student unable to complete task on own.

Developing (2) - Task performed with monitoring by supervisor, occasional questions asked

Proficient (3) - Task performed independently and meets industry standards

Mastery (4) - Task performed consistently at a level which exceeds industry standards and employer expectations

Area/Task Assigned	Level of Attainment						Comments
	NO	NA	1	2	3	4	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

Student's Signature _____ Date _____

Supervisor's Signature _____ Date _____

Work-Based Learning Coordinator's Signature _____ Date _____

Worksite Selection Checklist

It is strongly recommended this checklist be used as a guideline for developing and reviewing safety; rules and regulations; and individual training agreements and training plans.

Date of visit: _____

Type of business/agency: _____ Private _____ Nonprofit _____ Government _____ Family Owned

Name of Company/Organization: _____

Employer Contact Person: _____

Phone Number: _____

1. Safety

- ☐ Physical Plant /Environment (e.g. accessible to students, noise, lighting, aisles open, ventilation, cleanliness, protective safety gear)
- ☐ Equipment/Machines (e.g. machine guarding, hazardous occupation orders prohibiting use of specific equipment/machines, safe operating condition)
- ☐ Training (e.g. identify who provides orientation safety training, safety training for operation of specific equipment, the person who is responsible for day-to-day supervision while operating equipment)

2. Rules and Regulations

- ☐ Employer complies with Federal FLSA and State Child Labor Laws (Section 11, pages 86-96)
- ☐ Employer complies with OSHA
- ☐ Employer provides documentation for workers' compensation and liability insurance
- ☐ Rate of pay, benefits, scheduling of work hours are identified

3. Training Agreement and Training Plan

- ☐ Identify skills and competencies to be developed
- ☐ Identify expectations of employer, parent, student, school
- ☐ Identify contact person and student's worksite supervisor
- ☐ Hazardous Occupations are addressed in the training agreement

Comments:



MN STANDARDS FOR YOUTH APPRENTICESHIP

in

Youth Apprenticeship Occupation and Hours (800 or 2000)

Designed By:

Youth Apprenticeship Partnership (School or District Name)

Street

City, State, Zip

Youth Apprenticeship Coordinator

(Area Code) Phone Number

CFL Program Number: YA _____

Approval Date of Program: _____

Effective Date: _____

Signed State Youth Apprenticeship Director: _____

TABLE OF CONTENTS

Youth Apprenticeship Program

Section 1. Youth Apprenticeship Standards

Youth Apprenticeship Approval Process.....	G-1
Mission	G-2
Youth Apprenticeship Partnership Duties & Responsibilities.....	G-3-5
Youth Apprenticeship Definitions.....	G-6
Partnership Approval.....	G-7
Schedule of School-Based Instruction	G-8-9
Schedule of Work Process	G-10
Schedule of Safety Training and Certificate of Workers' Compensation	G-11
Schedule of Wages	G-12
Administration and Marketing Standards.....	G-13
Program Standards Check List.....	G-14

Section 2. Youth Apprenticeship Forms G-15

A. Individual Employer Registration	G-16
B. Individual Youth Apprenticeship Agreement.....	G-17
C. Statement of Assurances	G-18
D. Certification of Completion (application).....	G-19
E. Termination	G-20
F. Program Improvement.....	G-21
G. Partnership Attachments	G-21

Mike Mitchell, Education Specialist for Youth Apprenticeship
Minnesota Department of Children, Families & Learning
1500 Highway 36 West
Roseville, MN 55113-4266
651-582-8513
E-mail: Michael.Mitchell@state.mn.us

Youth Apprenticeship Program Approval Process

Directions for Completing The Youth Apprenticeship Standards Document: There are two major steps to complete prior to a student starting a youth apprenticeship experience.

Step 1. Approval of a Youth Apprenticeship Program in a Specific Occupational Area

The development of the Youth Apprenticeship Standards for a specific occupational area must be completed and approved by the state. Partnerships consisting of the employer, school, and possibly union or other organizations must submit the following documents to MN Department of Children, Families & Learning for approval: (This document needs to be submitted and approved for each new specific occupational area or when changes occur in an existing approved program. It does not need to be resubmitted each time a new youth apprentice is added.)

1. Front Cover of the Standards document
2. Partnership Approval Form
3. Individual Employer Registration Form
4. Administration and Marketing Standards
5. Program Standards Check List
6. Schedule of School-Based Learning, including Related Technical Instruction
7. Schedule of Work Processes
8. Schedule of Safety Training
9. Schedule of Wages.
10. Statement of Assurances on Hazardous Occupations
11. Certificate of Worker Compensation

Step 2: Student Registration

Individual Youth Apprenticeship Agreements must be completed for each student and sent to MN Department of Children, Families & Learning prior to the student participation in the program.

Approval of New Individual Employer

The following forms must be completed and submitted to the state for each new employer added to an existing approved program:

1. Front Cover of the Standards Document
2. Signed Employer Registration form
3. Schedule of Safety Training
4. Schedule of Wages
5. Certificate of Workers' Compensation
6. Statement of Assurances on Hazardous Occupations

MISSION

The Mission of the State of Minnesota Youth Apprenticeship Program is to provide a systemic education and comprehensive training structure to:

- 1) Enhance student learning and self-confidence through the integration of work and school based learning,
- 2) Develop a highly skilled work force with the ability to compete in the global market place,
- 3) Support and promote job creation at the local and state levels,
- 4) Enable youth apprentices to develop an awareness and understanding of education and employment opportunities,
- 5) Encourage youth apprentices to become life-long learners and contributing members of society.

The Multi-sector Youth Apprenticeship Partnership, identified in this document, in cooperation with the MN Department of Children, Families & Learning, developed minimum youth apprentice standards to equip student learners with the skills to make informed career decisions about their futures. The Standards for Youth Apprenticeship contained in the document are aimed at:

- 1) Creating and promoting economic choice,
- 2) Increasing self-esteem through meaningful work,
- 3) Increasing the learner's current and future earning capacity by developing marketable occupational skills, knowledge and abilities,
- 4) Removing employment barriers and promoting long-term employment, and
- 5) Life-long learning.

Partnerships are encouraged to include their own mission statement to support the above content.

YOUTH APPRENTICESHIP PROGRAM STANDARDS

Partnership Members, Duties and Responsibilities

Each partnership must have on file the following signed and approved MN Department of Children, Families & Learning documents:

1. **Youth Apprenticeship Standards Document** for each occupation,
2. **Employer Registration Form** for each individual participating employer* offering apprenticeships at their worksite,
3. **Copy of MN Teacher/Coordinator Work-Based Learning Endorsement** or Work Experience Coordinator's License.

* If working through a temporary employment agency, the temp agency is not the participating employer unless the apprentice is actually working at the agency. It is the responsibility of the licensed work-based learning coordinator to meet with the temp agency and participating employer to provide the appropriate level of monitoring and support to the apprentice.

Program Improvement/Amendments

Program improvements and amendments **must** be approved by MN Department of Children, Families & Learning. A copy of the relevant improved/amended standards must be given to the student and each participating employer. (*Program Improvement Form, page G-21*)

Individual Youth Apprenticeship Training Agreement:

It is the responsibility of the partnership to have on file a signed MN Department of Children, Families & Learning approved Individual Youth Apprenticeship Training Agreement. The youth apprentice, parent or legal guardian, the employer, and high school representative must sign the Individual Youth Apprenticeship Training Agreement. The agreement must include the length of program, in hours or multi-year dates with a graduated scale of wages. (*Individual Youth Apprenticeship Training Agreement Form, page G-17*)

*****Note: The Standards for Youth Apprenticeship and a completed Employer Registration Form must be approved by MN Department of Children, Families & Learning BEFORE an apprentice is allowed to begin a state approved program. Serious child labor law violations could occur if students are placed in a non-approved program.**

Standards effective date: The start date of the program.

Student Selection Procedures

Youth apprentices will be referred to the employer by the high school partner with final selection made by the employer. Youth apprentices must not have graduated from high school, or achieved a GED, but be actively pursuing high school completion (upon entry into the program), and must be 16- to 18-years of age, and be physically and mentally able to perform the work of the occupation. Reasonable accommodations will be made when necessary. Youth apprentices must be able to be present at work and at the location of any required school-based instruction.

Youth apprentices are selected on a competitive basis. Recruitment, selection, employment, and training of youth apprentices during the apprenticeship must be without discrimination because of race, color, religion, national origin, gender, or disability. The partnership high school will provide the approving agency with a copy of its recruitment plan

Student Recruitment

The partnership must have on file a marketing plan to address the recruitment of a diverse student body. (This plan must be attached to the standards document.) (*Detailed explanation, page G-14*)

Work Processes (On-The-Job) Training Records

MN Department of Children, Families & Learning (MN DCFL) requires a multi-year program of 800 or 2000 hours of work-place learning. Work processes must be developed and submitted to MN DCFL for approval. The goal of the work processes is for the development of actual job skills and knowledge. Qualified skilled workers or mentors will provide youth apprentices with supervised, on-the-job training experiences. **A record of work processes will be maintained at the school/workplace and will be made available to MN Department of Children, Families & Learning upon request.** (*Sample Schedule of Work Processes, page G- 9*)

School-Based Learning

In addition to the on-the-job training, the school system(s) will require youth apprentices to meet graduation standards. This school-based instruction must be taken at the secondary school and meet all local requirements. Academic learning will be integrated with on the job learning. (*Sample Schedule of School-based Instruction, pages G-8-9*)

Related Technical Instruction

In addition to the school based learning and graduation standard requirements the partnership must ensure a minimum of 1 semester or equivalent for 800-hour or 2 semesters or equivalent for 2000-hour apprenticeships **MUST** be identified. Related instruction is that body of knowledge giving the apprentice the “why” with the learning of the “how” at the work site. This instruction may be given at the school, at a technical college or at the job site. (*SCANS & Related Technical Instruction Schedule Form, page G-8*)

Safety and Instruction

The youth apprentice partnership shall coordinate the instruction of the youth apprentice in safe work practices. In addition, they shall ensure that the youth apprentice is trained on equipment and in facilities, or other environments, that are in compliance with all applicable safety and health laws and regulations of the United States and the State of Minnesota. Such training shall total no less than a minimum of 50 hours per 800 or 2000-hour training program. In addition, the **Verification of Workers’ Compensation coverage** must be completed and returned with the Standards for Youth Apprenticeship. (*Schedule of Safety Training Form, page G-11*)

Wages

Youth apprentices will be paid the agreed upon wage, with proper progression, reflecting their advancement through the youth apprenticeship program. If the youth apprentice wage advancement is denied, the employer shall notify the youth apprentice partnership. (*Schedule of Wages Form, page G-12*)

Hours of Work

Hours of work for youth apprentices who are minors (under 18 years of age) will be in accordance with state and federal laws governing child labor laws. Youth apprentices cannot work between 11:00 PM and 5:00 AM on school days.

Probationary Period

A probationary period allows a youth apprentice and the employer time to determine whether a youth apprentice is suited for the work. The probationary period for a 2000-hour youth apprenticeship shall be a maximum of 500 hours and for an 800-hour youth apprenticeship shall be a maximum 200 hours. During this period, the youth apprentice or the youth apprentice partnership may terminate the individual youth apprenticeship training agreement. After completion of the probationary period, the agreement may be canceled at the request of the youth apprentice or may be suspended, canceled or terminated by the youth apprentice partnership for reasonable cause.

Completion of Youth Apprenticeship, (Award of Credits)

A certificate will be awarded to the Youth Apprentice completing an approved youth apprenticeship. The certificate will be signed by the partnership members and approved by the state education department (MN DCFL) on. In certain locations this certificate will provide opportunities for the Youth Apprentice to request credit toward completion of a post secondary course of study. It may also allow the student to receive credit towards a Department of Labor registered apprenticeship program. The award of education credit will be determined by the student's local high school in partnership with the approving agencies. *(Complete Certificate of Completion Application Form, page G-19)*

Supervision and Evaluation of Youth Apprentices

Youth apprentices will be under the direct and close supervision of a skilled worker, or mentor, while performing work. Youth apprentices will be periodically evaluated both on-the-job and in-school-based instruction during the term of the youth apprenticeship in a fair and impartial manner by individuals designated by the youth apprentice partnership. If the work progress or school-based instruction progress is found unsatisfactory, the youth apprentice may be required to repeat those areas or the agreement may be extended or terminated. The employer will designate a supervisor to work with the apprentice.

Adjustment of Differences

In the event differences arise regarding the Standards for Youth Apprenticeship, the employer or youth apprentice may refer to the local Youth Apprenticeship Coordinator, then the partnership and last the MN Department of Children, Families & Learning for interpretation.

Ratio

For the purpose of supervision, advice and guidance, on-the-job training and appropriate safety instruction every youth apprentice will be assigned a skilled worker, or mentor. In no instance shall the ratio of apprentices to skilled workers be such as to cause any apprentice to be working in an unsafe condition or manner.

Cancellation of Youth Apprenticeship Standards and Agreement

The youth apprentice partnership lead agency may cancel the Youth Apprenticeship Standards Agreement at any time by written request to the approving agency. When it is determined by the youth apprentice partnership lead that the youth apprentice will not complete the program, the partnership may request cancellation of the individual youth apprenticeship training agreement. The approving agency must be informed of cancellations. *(Complete Cancellation/Termination Form, page G-20)*

The program may be canceled by the MN Department of Children, Families & Learning when evidence demonstrates failure to adhere to the agreement or when the program becomes inactive by reason of no youth apprentices for a period of at least two years.

Future Employment and Continuing Education

It is the intent of the youth apprenticeship program to provide student learners with the occupational skills, knowledge and abilities to make informed career decisions about the occupation(s) in which they are being trained and to enable students to determine certain advanced post-secondary training options, or other gainful employment opportunities. However, completion of youth apprenticeship or graduation from school does not guarantee future employment in the industry or with the employer where the youth apprentice received his/her training.

YOUTH APPRENTICESHIP DEFINITIONS

- A. **DOL: Department of Labor and Industry Division of Apprenticeship.** Consults with MN Department of Children, Families & Learning on Youth Apprenticeships and provides Right to Know, AWAIR, PPE Usage, etc. safety curriculum materials. There are also posters that the department provides to places of employment.
- B. **Education Representative(s)** - the person designated by the school system to be included as a partnership member to interface and coordinate with members of the partnership to assist with the implementation of school-based learning. The Standards for Youth Apprenticeship and a completed Employer Registration Form must be approved by MN Department of Children, Families & Learning BEFORE an apprentice is allowed to begin a state approved program.
- C. **Employer** - the employer or group of employers who hires and agrees to train the youth apprentices under the conditions of these standards.
- D. **Individual Youth Apprenticeship Training Agreement** - the approved written and signed training agreement between the employer, school, parent or legal guardian of a minor and the youth apprentice(s) that is submitted to the appropriate approving agency for processing.
- E. **Mentor/ Skilled Worker** - the individual who is qualified by experience and training to undertake the tasks necessary for employment by the employer in the occupation(s) covered by this training program. An individual designated by the employer to provide advice and guidance for the apprentices.
- F. **SCANS** - Secretary's Commission on Achieving Necessary Skills.
- G. **Standards Document:** Standards for Youth Apprenticeship - a written document that describes the hours and operation of the partnership's youth apprenticeship program.
- H. **Targeted Industry Youth Apprenticeship:** A statewide youth apprenticeship program.
- I. **Work-Based Learning Coordinator** – A Minnesota licensed teacher with a work-experience coordinator's license or a teacher/coordinator of work-based learning endorsement who oversees components of a work-based learning program including school-based learning, work-based learning, and connecting activities.
- J. **Youth Apprentice** - a student learner who entered the program while pursuing high school completion. An employee in training for the development of occupational skills, knowledge and abilities.
- K. **Youth Apprenticeship Coordinator** - the person designated by the partnership to be included as a partnership member to administer the youth apprenticeship program described in the Standards for Youth Apprenticeship.
- L. **Youth Apprenticeship Partnership-** a partnership that may include, but is not limited to, employers, organized labor, workers, K-12 and post-secondary educators, students, parents, and community organization representatives. At a minimum the partnership should consist of the employer that hires the youth apprentice, the school district(s) that provides the necessary school-based instruction, and the post secondary education institution that provides any instruction for high school apprentices and continuing post secondary education for the advancing apprentices.
- M. **Youth Apprenticeship Program** - A planned student learning experience integrating academic instruction with applied learning approved by the Department of Education. The program provides students with paid work experiences and a Youth Apprenticeship Certificate of Completion.

Youth Apprenticeship Standards
YOUTH APPRENTICESHIP PARTNERSHIP APPROVAL

To promote and develop training programs designed to produce a highly skilled workforce, to improve the quality of current youth apprenticeship programs, to provide technical support to youth apprenticeship partnerships in developing and maintaining apprenticeship programs, to safeguard the welfare of youth apprentices, and certify completion of the youth apprenticeship program as submitted by the youth apprentice partnership.

Employer:

Signature

Company Name

Title

Date

K-12 School District:

Signature

District Name

Title

Date

Minnesota State College & University System:

Signature

Name of Institution

Title

Date

Approving Agency - Minnesota Department of Children, Families & Learning

Director

Date

Consulting Agency - the Minnesota Department of Labor and Industry (DLI), Division of Voluntary Apprenticeship, 443 Lafayette Road N. St Paul, Minnesota. DLI is the Voluntary Apprenticeship Program approval agency pursuant to Minnesota Statutes 178 Apprentice Training

Director

Date

The identified secondary, post secondary and employer partners agree to support the training of youth apprentices under the provisions of these MN Department of Children, Families & Learning approved Standards for Youth Apprenticeship.

Youth Apprenticeship Standards
Sample SCHEDULE OF SCANS
SCHOOL-BASED LEARNING & RELATED TECHNICAL INSTRUCTION

School-based learning & instruction for youth apprentices in high school shall meet with the approval of the youth apprentice partnership and meet graduation requirements. School-based learning & instruction should connect with the 144 hours of related technical instruction and the schedule of work processes. Students need to see the connection between what they learn in high school and what they learn on the job. The goal of this schedule is to demonstrate the connection between academic instruction, technical instruction and the work processes.

School-based instruction must include information on graduation standards and required high school course work. School based instruction may include and reflect the following content: English, math, science, work-based learning seminar, fine arts, and areas listed below.

A. SCANS Foundation Skills:

- Basic Skills--reads, writes, performs arithmetic and mathematical operations, listens and speaks
- Thinking Skills--thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons
- Personal Qualities--displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

SCANS Workplace Competencies:

- Resources--identifies, organizes, plans and allocates resources
- Interpersonal--works with others
- Information--acquires and uses information
- Systems--understands complex inter-relationships
- Technology--works with a variety of technologies

B. Related Technical Instruction (Provide a schedule of Related Technical Instruction)

Related Instruction for youth apprentices shall be identified by the youth apprentice partnership. Related technical instruction is intended to provide the "why" of the job, at the same time the apprentice is learning the "how" of the job. A minimum of 1 semester or equivalent for 800-hour or 2 semesters or equivalent for 2000-hour apprenticeships **MUST** be identified.

(Related technical instruction must be identified within the Apprenticeship Standards Document. Related technical instruction that occurred prior to the start of the individual apprenticeship agreement may be accepted at the discretion of the state approving agency.)

FOR EXAMPLE: Related instruction for a Manufacturing Youth Apprenticeship may include:

Computers and keyboard applications

Basic Blue Print Reading

Basic Metrics

Basic CAD/CAM

Understanding Manufacturing Processes

Customer Service Techniques

Working /With Co-workers/ As a Team

Basic Trade Technical Mathematics

Use of Fractions/Decimals/Digital

Ordering Materials

Distribution Processes/Techniques

Care and Handling of Materials

Proper Clean-up of Work Areas

This instruction may be taken at the high school, a technical college or the apprentice's place of employment. If the instruction is given at the place of employment the apprentice and supervisor of apprentices must document the instruction to count as related instruction and be included in the student's training record.

Youth Apprenticeship Standards
SCANS & Related Technical Instruction Schedule Form

SCANS Skills – Identify below the specific foundational skills and workplace competencies the apprentice will work on during this apprenticeship.

Foundational Skills

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Workplace Competencies

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Related technical Instruction – A minimum of 1 semester or equivalent for 800-hour or 2 semesters or equivalent for 2000-hour apprenticeships **MUST** be identified.

COURSE	LOCATION	HOURS/CREDITS__
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Youth Apprenticeship Standards
Sample SCHEDULE OF WORK PROCESSES

PROVIDE MN Department of Children, Families & Learning WITH SCHEDULE OF 800 or 2000 HOURS of WORK PROCESSES

The youth apprentice will be given work experiences directly related to the actual work performed in the occupation. Programs approved by MN Department of Children, Families & Learning will consist of hands on work experiences taught over a multi-year training period.

SAMPLES OF A RESULTS-ORIENTED WORK PROCESS MODULE STATEMENT

The following are two **examples** of the results oriented work process Module Statements:

Machine Trades Work Process

Module One: Milling

After up to _____ hours of instruction, demonstration, and practice the youth apprentice, under supervision will be able to: _____ (defined skill and level of competency)

Performance Tasks

1. _____
2. _____
3. _____
4. _____

Module Two: After 500 hours of instruction, demonstration, and practice the youth apprentice, under supervision, will be able to: perform the following basic procedures according to standards defined by lab SOP's (standard operating procedure)

- A) Weighing
- B) Extractions
- C) Dilutions factors

Performance Tasks

1. _____
2. _____
3. _____

A statement as listed above should be created for each of the work process results as defined by the youth apprentice partnership.

[This is a sample page. The work processes need to be more comprehensive than those shown on this page.]

Youth Apprenticeship Standards SCHEDULE OF SAFETY TRAINING

The youth apprenticeship partnership shall coordinate the instruction of the youth apprentice in safe and healthful work practices. In addition, they shall ensure that the youth apprentice is trained on equipment and in facilities, or other environments, that are in compliance with all applicable safety and health laws and regulations of the United States and the State of Minnesota. Safety instruction shall total a minimum of 50 hours per 800 or 2000 hours training program.

SAFETY TRAINING: *General workplace safety content may be addressed in the seminar. The employer will address industry safety and safety specific to the worksite and/or occupation. All safety training must be documented.*

- | | |
|---|---|
| 1. Basic First Aid _____ hours | 8. Proper material handling _____ hours |
| 2. Safety Orientation _____ hours | 9. Safe lifting techniques _____ hours |
| 3. Employee's Right to Know _____ hours | 10. Proper use of safety eye wear _____ hours |
| 4. Ergonomics _____ hours | 11. AWAIR Orientation _____ hours |
| 5. Proper operation of machines _____ hours | 12. Industry Safety _____ hours |
| 6. Housekeeping practices _____ hours | 13. Etc. _____ hours |
| 7. Safe practices with tools of trade _____ hours | Total (50 hours minimum*) _____ |

*As can be seen there are many options for comprehensive safety training for youth apprentices. The youth apprentice partnership should review the above list, adding any additional categories, and develop a good safety-training component for the youth apprentices. Safety is of the utmost importance in any youth training program and youth apprenticeship is certainly no exception. At a minimum there must be 50 hours of training identified for approval of this program---additional hours of safety training and development of a good individual safety training plan for each apprentice is strongly encouraged.

Minnesota Department of Labor and Industry Division of Apprenticeship. Consults with MN Department of Children, Families & Learning on Youth Apprenticeships and may provide Right to Know, AWAIR, PPE Usage, etc. safety curriculum materials. There are also posters that the department provides to places of employment.

CERTIFICATION OF WORKERS' COMPENSATION INSURANCE (To be completed by employer)

Name of policyholder (company, employer, etc.) _____

Insurance company and policy number: _____

Dates of coverage ____ / ____ / 20____ through ____ / ____ / 20____

Print authorized name _____

Authorized signature _____

Street address: _____ City, State, Zip: _____

Youth Apprenticeship Standards

SCHEDULE OF WAGES

Movement through this wage schedule is dependent upon satisfactory performance on the job and in school as determined by the Youth Apprentice Partnership.

The following wage rates apply to youth apprentices during training and are designed to reward progression through the work processes. (Wage progression rates should as far as possible be based on completed work process hours rather than days, weeks, months, or years completed.) *If steps 2 through 5 are based on other units of time please indicate and provide explanation.*

Example Schedule. (There must be at least 3 progression steps.)

The following wage rates apply to the youth apprentices during training.

Step 1. Starting Rate through end of Probationary Period*.	Hours_____ Rate \$_____ /hour
Step 2. After 200 to 600 hours of work process results.	Hours_____ Rate \$_____
Step 3. After 600 to 1000 hours of work process results.	Hours_____ Rate \$_____
Step 4. After 1000 to 1500 hours of work process results.	Hours_____ Rate \$_____
Step 5. After 1500 to 2000 hours of work process results.	Hours_____ Rate \$_____

*Probationary period for 800 hours should not exceed 200 hours

*Probationary period for 2000 hour should not exceed 500 hours

Satisfactory performance of all assigned work processes is
necessary to qualify for the next wage increment. *

Student Information

Please Print

Student's Name _____

The above named student should receive a copy of the Individual Youth Apprenticeship Agreement and the schedules for the work processes, school based learning, safety training, and wages.

Youth Apprenticeship Standards
Youth Apprenticeship Administration and Marketing Standards

Each partnership will design materials for the administration and marketing of a Youth Apprenticeship program. The plan must be attached to Section 1 of the Standards for Youth Apprenticeship.

IN THIS SECTION THE PARTNERSHIP WILL PROVIDE A SEPARATE WRITTEN SUMMARY OF HOW THEY WILL ADDRESS EACH OF THE FOLLOWING THREE STANDARDS. (This page describes what needs to be contained in a plan. **DO NOT** attach this page to the agreement.)

1. Recruitment and Selection of Students

- Procedures for interviews with the potential youth apprentice(s)
- How program recruitment will be promoted to school staff, Employer representative(s) Youth Apprentice Partnership representative(s) Skilled Worker(s) / Mentor(s)
- How the program will be presented to parents. Parent(s) orientation about youth apprenticeship.

2. Non-traditional Recruitment:

Programs need to demonstrate outreach and promotion activities to encourage the participation of under represented students (i.e. gender, race, ethnicity) in youth apprenticeship programs. Materials about the youth apprenticeship program must be made available to students in grades 9 through 12. *(Copies of materials are to be attached and sent to the MN Department of Children, Families & Learning)*

3. Documentation to Support Student Training*

Provide a summary of how the student's training in the workplace will be provided and recorded.
(Attach documentation that will be used to record training)

The partnership will provide MN Department of Children, Families & Learning with copies of all student recruitment forms and marketing materials regarding the promotion of the youth apprenticeship program.

The partnership is encouraged to customize the content areas of these standards to meet its local needs.

**Standards for Youth Apprenticeship and
Individual Youth Apprentice Training Agreement
Check List**

Page #

Yes/No

- | | |
|--|--|
| <p>_____ 1. Are the Standards for the Youth Apprenticeship completed using the required MN Department of Children, Families & Learning forms?</p> <p>_____ 2. Are the multi-sector partners identified in the standards document?</p> <p>_____ 3. Have the participating partners signed these submitted standards?</p> <p>_____ 4. Is the program 800/ 2000 hours in length or longer?</p> <p>_____ 5. Is the schedule of school-based instruction included?</p> <p>_____ 6. Is there an identified work process schedule of 800/2000 hours?</p> <p>_____ 7. Is the required schedule of related technical instruction included?</p> <p>_____ 8. Is there a wage progression schedule for the entire 800/2000 hours?</p> <p>_____ 9. Is the required 50 hours of safety training schedule attached?</p> <p>_____ 10. Is the signed Statement of Assurances on hazardous occupations attached?</p> <p>_____ 11. Is the Workers' Compensation Verification Form complete and signed by the employer?</p> <p>_____ 12. Is a customized multi-sector partnership recruitment/marketing plan included?</p> <p>_____ 13. Does the recruitment and marketing plan include efforts to recruit a diverse population of youth?</p> <p>_____ 14. Have the probationary hours been identified in the standards?</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|--|

Individual Youth Apprenticeship Training Agreement Check List

- | | |
|--|---------------------------|
| <p>1. Is a copy of the Individual Training Agreement completed, signed and attached?</p> <p>2. Is all required information completed on the individual training agreement, i.e. apprenticeship starting date, total length of program in hours, name of the occupation, hours of work per week, wage progression, signature of apprentice and parent or guardian (if a minor) and the company name and signature of the authorized company representative?</p> | <p>_____</p> <p>_____</p> |
|--|---------------------------|

If you have answered "NO" to any of the above questions, the MN Department of Children, Families & Learning will return the Standards and/or Agreement to the sending agency for corrections.

Section 2.

Youth Apprenticeship Forms*

Employer Registration..... 16

Individual Youth Apprenticeship Agreement..... 17

Statement of Assurances..... 18

Certification of Completion Application..... 19

Termination Form..... 20

Program Improvement Form..... 21

Forms A, B, and C, are to be completed for each new student admitted to a youth apprenticeship program and submitted to Minnesota Department of Children, Families & Learning. All other forms are to be submitted as needed.

Youth Apprenticeship Standards

Employer Registration

Duplicate if Necessary

(All participating Employers must sign this page)

Youth Apprenticeship Occupation and Hour

Employer

Address

City, State, Zip

Employer's Telephone Number: (include area code)

School

Employer's Signature

Date

(I have received a copy of the standards document and agree to the terms and conditions.)

School Apprenticeship Coordinator's Signature

Date

MN Department of Children, Families & Learning Youth Apprenticeship Director

Date

This form must be signed by the **Approving Agency - MN Department of Children, Families & Learning**, 1500 Highway 36 West, Roseville, Minnesota 55113-4266. The Department is authorized to approve youth apprenticeship programs under Minnesota's 124D.47 Chapter 126B.

Youth Apprenticeship Standards Agreement Approval, Time Lines – Original agreements are approved are for five years. After five years, a Youth Apprenticeship Standards Agreement will need to be re-approved by MN Department of Children, Families & Learning. Programs that have been approved but not activated by a student learner for three years will need to be re-approved by MN Department of Children, Families & Learning.

STATE OF MINNESOTA

Department of Children, Families & Learning
Department of Labor and Industry, Division of Apprenticeship

Age _____
(Must be at least 16)

Gender M / F

Race/Ethnic Group



Agreement # _____

Date Approved _____

Approving Agency _____

INDIVIDUAL YOUTH APPRENTICESHIP TRAINING AGREEMENT

THIS AGREEMENT is entered into this _____ day of _____ 200__ between

(Employer or Multi-Sector Partnership)

and: _____, hereinafter referred to as the Youth Apprentice.
(Name of Youth Apprentice)

WITNESS, that the Employer, the Youth Apprentice, and his or her Parent or Guardian (if the apprentice is a minor)
desire to enter into an agreement of youth apprenticeship for the occupation of

That the apprenticeship begins on ____ / ____ / 20__, to continue for _____ months (hours) at _____ hours
of work per week. Hours of related technical instruction during training _____. Hours of Health and Safety Training during training (minimum
of 50 hours required.) Do work hours meet federal and state child labor laws _____?

That the minimum graduated scale of wages to be paid the youth apprentice is:

Shown in months (or hours) \$ _____

Shown in months (or hours) \$ _____

Shown in months (or hours) \$ _____

Shown in months (or hours) \$ _____

Shown in months (or hours) \$ _____

Shown in months (or hours) \$ _____

This agreement is subject to the approval of the State of Minnesota and is binding on the signing parties. The terms and conditions of the
Standards for Youth Apprenticeship, which have been signed by the Youth Apprentice Partnership, are hereby made a part of this
individual training agreement.

Youth Apprentice's Signature

Street Address

City, State & Zip Code

Telephone Number (including area code)

Parent's or Guardian's Signature

Employer or Multi-Sector Partnership

Officer's Signature

Street Address City State & Zip Code

K-12 or ISD Name

Authorized Education Signature

Youth Apprenticeship Standards Statement of Assurances

(This form declares program compliance with MN State Child Labor Laws and Federal Fair Labor Standards Act covering working restrictions and hazardous occupations and is to be kept on file with training agreement.)

<u>School/District</u>	<u>Contact Name</u>	<u>Address</u>	<u>Phone</u>
------------------------	---------------------	----------------	--------------

<u>Employer's Name</u>	<u>Contact Name</u>	<u>Address</u>	<u>Phone</u>
------------------------	---------------------	----------------	--------------

The undersigned hereby affirm that the above named partner/s will be in compliance with the requirements of state and federal child labor laws.

Statement of Assurances: Check "Yes" or "No" to indicate which of the following assurance statements have been addressed. All of the statements need to be checked with a yes before program approval will be given. Provide the MN Department of Children, Families & Learning with plans and timelines for addressing any statement not answered with a yes.

- ☐ All participants in work based learning programs will receive a current copy of the state and federal child labor laws as they relate to hazardous occupations and working restrictions. This will include information about the special exemption provisions for student learners enrolled in youth apprenticeships and other secondary career and technical education programs. YES___ NO___
- ☐ To meet the criteria for a special exemption, the school and employer partners will ensure that the following provisions are in place:
- e. Hazardous work will be identified and documented in the work based learning program and be performed under the direct and close supervision of a qualified and experienced person. YES___ NO___
- f. Safety instruction in the hazardous occupation will be given by either the school or the employer and be reinforced by the employer with on the job training. YES___ NO___
- g. The work process follows a schedule that reflects organized and progressive skill development. YES___ NO___
- h. Hazardous work is intermittent and for short periods of time and is under the direct and close supervision of a qualified and experienced person as a necessary part of the student learners work based learning experience. YES___ NO___
- ☐ Planning for the program addressed state and federal child labor laws. YES___ NO___
- ☐ All participants, including parents, guardians and MN Department of Children, Families & Learning, will receive a signed copy of this statement of assurances. YES___ NO___

I verify that this information is correct and will be documented in the student's work based learning file.

Apprenticeship Coordinator's Signature Date

Employer's Signature Date

Youth Apprenticeship Standards
Certificate of Completion Application

Complete all of the requested information on this form when a youth apprentice is nearing or has completed all requirements for their apprenticeship. Send completed form to MN Department of Children, Families & Learning, 1500 Highway 36 West, Roseville, MN 55113.

Apprenticeship Coordinator _____

Coordinators phone: _____ E-mail _____

School Partner: _____

School Address: _____

Employer Partner: _____

Employer Address: _____

State of Minnesota Certificate to be awarded to

Student's Name _____

In recognition of completing an 800 or 2000 Hour
 State Approved Youth Apprenticeship

 Occupation

 Company/Employer

 Month/Year of Completion

Name of Mentor/Supervisor of Apprentice: _____

Name of Company Representative: _____

Name of Secondary School Representative: _____

**SEND COMPLETED FORM TO MN DEPARTMENT OF CHILDREN, FAMILIES & LEARNING,
 Youth Apprenticeship Director, 1500 HWY 36 WEST, ROSEVILLE, MN 55113-4266. You will
 receive an official certificate with the state seal.**



1500 Hwy 36 West
Roseville, MN 55113-4266

STATE OF MINNESOTA
Department of Children, Families &
Learning

Phone: (651) 582-8362
Fax: (651) 582-8492

Minnesota Youth Apprenticeship Cancellation/Termination

Please print or type the following information.

Name of Youth Apprentice _____

Date of Enrollment in program ____ / ____ /20 Date of Termination from program ____ / ____ /20

Name of Employer _____

YA Occupation _____

All parties to the Education/Training Agreement (parents, youth apprentice, employer, school representative, YA coordinator) must be notified of the termination of the agreement.

Termination Meeting Date: ____ / ____ /20

Check that each of the parties below have been notified / involved in the termination process.

____ Parents ____ Youth ____ Employer ____ School
 Apprentice Representative Coordinator

Check the reason that most accurately applies to your situation:

____ Student has changed career interest

____ Student has chosen early graduation or quit school

____ Student moved out of the school district

____ Employer unsatisfied with work performance / attitude / initiative of youth apprentice

____ Unsatisfactory grades in course work

____ Attendance and / or tardiness problems with worksite or classes

____ Other, please list: _____

YA Coordinator Signature _____ Date ____ / ____ / 20

School Name _____ Phone # _____

Youth Apprenticeship Standards
Program Improvement

Youth Apprenticeship Partnership: _____

Occupation: _____

Employer/s: _____

School: _____

Original approval date: _____

Current date: _____

Please check and provide documentation of proposed improvements and/or amendments: Send to MN Department of Children, Families & Learning for approval.

- ☐ Work Processes
- ☐ School based instruction
- ☐ Related Technical Training
- ☐ Safety Schedule
- ☐ Wage Schedule
- ☐ Workers' Compensation
- ☐ Student Recruitment
- ☐ Marketing Plan
- ☐ Other _____

Youth Apprenticeship Partnership

We, the undersigned agree to support the proposed changes to the Youth Apprenticeship Program:

Employer: _____ Date _____

School: _____ Date _____

Post Secondary: _____ Date _____

Approving Agency Director: _____ Date _____

MN Department of Children, Families & Learning

Youth Apprenticeship Director

1500 Hwy 36 West

Roseville, Minnesota 55113-4266

Work Experience Disadvantaged Program Standards and Measures

STANDARD 1

The Local Education Agency will provide learners with opportunities to gain employability and career skills. The Work Experience/Disadvantaged (WED) program exists to serve learners that may be identified as academically, socially, or economically disadvantaged.

These skills will enhance the learner's opportunity to:

- A. Be a willing and motivated life long learner,
- B. Be a productive and contributing member of society,
- C. Understand how career areas impact the local, national, and global economies,
- D. Be prepared to articulate high school credits to post secondary educational opportunities, and
- E. Be employable.

MEASURES

1. Curricula will provide opportunities for learners to demonstrate specific skills, occupational knowledge, and positive behaviors and attitudes.
2. Curricula will provide opportunities for learners to transfer academic skill to experiential learning as measured by industry skill standards, the Secretary's Commission on Achieving Necessary Standards (SCANS), and the Minnesota Graduation Standards.
3. Curricula include components that provide career exploration/personal development, job seeking and job keeping skills, applied academic skills, task management skills, occupational skills needed for entry level employment, and where appropriate, occupational specific skills through school-based and work-based instruction as appropriate for the learner. Credit is earned for both school-based and work-based components.
4. Curricula provide opportunities for the student to develop an understanding of all aspects of the industry or business.
5. School-based seminar time, related to the work-based experience, is reasonable, proportional, and equivalent with traditional classes.
6. Curricula include new and emerging occupations for learners to consider.
7. Career and Technical Education Programs serve as an option for students to meet Minnesota Graduation Standards.
8. Curricula include articulation to educational options appropriate for the student such as internships, apprenticeships, Post Secondary Educational Options (PSEO), Technical College, 2 and 4-year college, and other business and educational industry options.
9. The number of Work Experience Disadvantaged coordinators is appropriate for the school's enrollment and location.
10. Teacher coordinators must be provided adequate time to:
 - ◆ Work closely with employers regarding Federal, State, and local labor laws,
 - ◆ Develop cooperative training agreements and plans between the employer, student, parent, and the school,
 - ◆ Develop cooperative business partnerships,
 - ◆ Match training stations to the needs and interests of the learners,
 - ◆ Supervise and evaluate activities,
 - ◆ Orient and consult with the employer, parent(s)/guardian(s), and learners,
 - ◆ Monitor academic progress and attendance,
 - ◆ Advise on an individual basis,
 - ◆ Advocate and consult on behalf of the student with other school staff (e.g., regular teachers, counselors, administrators, as appropriate to the individual student), and
 - ◆ Utilize community resources relevant to the program.

STANDARD 2

The Local Education Agency will involve volunteer community members/partnerships including parents/guardians in an advisory capacity to:

- A. Assist in the planning, implementation and evaluation of programs,
- B. Assist learners in linking education and employment opportunities in the community, region and beyond,
- C. Provide learners with connections to the future after graduation, and
- D. Assist learners in understanding roles in the community, family relationships, and how to balance these roles and relationships with a career.

MEASURES

- 1. Volunteer community members/partnerships are an integral part of the process for the development of the program curricula.
- 2. Members of business, industry, labor and /or community organizations interact with students to explore plans for more education and/or career development.
- 3. The volunteer community members/partnerships lend support to the career and technical education students.

STANDARD 3

The Local Education Agency will provide opportunities for learners to develop long-range academic plans and personal portfolios.

MEASURES

- 1. Starting by the eighth grade students develop a personal portfolio that consists of long-range academic plans, documentation, and examples of skills and competencies developed by the student. The learner chooses the content of his/her portfolio and includes representative 'best work' examples from courses and activities.
- 2. Teachers and staff are trained to assist learners in developing long-range academic plans.
- 3. Curricula allow for developmentally appropriate activities in career awareness, career exploration, and transition from secondary education to further education and/or future career options.
- 4. Parents/guardians and learners are aware of educational opportunities, labor market information, and learner interests and aptitudes when developing long-range academic plans.
- 5. Seamless delivery systems, including articulation agreements, allow learners (grades 9-14+) to make transitions from secondary education to further education or employment.

STANDARD 4

The Local Education Agency will support the development of career and technical education curricula and teaching/learning techniques that are derived from:

- A. Knowledge and skills standards that reflect current consumer, business, industry and labor standards and trends,
- B. Best practices and current research relating to:
 - School reform,
 - Understanding learners' roles in the community, family relationships, and how to balance these roles and relationships with a career,
 - Contextual teaching/learning strategies,
 - Safety for the school laboratory, experiential learning settings, and work place activities, and
- C. The use of current technology.

MEASURES

1. Curricula for career and technical education programs reflect current consumer, business, industry and labor standards, as well as, emerging trends.
2. Curricula encourage students to develop career fields including related careers in the field. The curricula expose the learner to all aspects of a chosen industry or business.
3. Curricula provide contextual learning experiences.
4. Curricula expose learners to modern industry equipment. Learning may take place in the school, community or business/industry settings.
5. Curricula provide, as an option, opportunities for students to meet Minnesota Graduation Standards through Career and Technical Education.
6. Curricula incorporate the SCANS skills.
7. Curricula are guided by occupational knowledge and skill standards.
8. Curricula contain appropriate safety education.
9. Teaching/learning practices are based on best practices and research in the areas of contextual learning and experiential programs.
10. Curricula will be equitable in the areas of gender, ethnicity, and disability for all programs including non-traditional occupations.

STANDARD 5

The Local Education Agency will develop and maintain teaching/learning environments that will maximize learning for students selecting curricula in Career and Technical Education Programs.

MEASURES

1. Teaching/learning activities recognize and address varied learning styles and intelligences.
2. Learners are encouraged to be life long learners and understand the relationships between career advancement and continuous learning.
3. Learners understand the academic requirements of various occupations and careers.
4. Class size is conducive to effective teaching/learning strategies and does not exceed reasonable standards for safety, space and equipment.
5. The program maintains safe and clean facilities that meet federal, state, and industry standards and regulations.
6. Adequate time is given for coordination that is essential for the safety of the student worker and the success of the program.
7. A signed written agreement between the learner, employer, instructor/coordinator, parent/guardian, and any support service provider is established for every learner.

STANDARD 6

The Local Education Agency supports a coordinated program of school-, work- and service-based learning opportunities, and where appropriate, including connecting activities.

MEASURES

1. Programs provide work-based learning opportunities including but not limited to: mentoring, paid and unpaid internships, job shadowing, work programs, and/or youth apprenticeships.
2. Proper documentation shows that businesses comply with state and federal labor laws and industry regulations for students in work-based learning experiences.
3. Programs provide learners with the opportunities to participate in leadership development, community service, and volunteer activities.

4. Teachers/coordinators are provided adequate time to develop training stations and plans with business and industry.
5. Teachers/coordinators provide adequate training, support, communication and information to work-based mentors, supervisors, and/or employers.
6. Teachers/coordinators are appropriately trained in supervision of work-based learning.
7. Teachers/coordinators/staff participate in personal, professional and occupational improvement.

STANDARD 7

The Local Education Agency will provide equal access and necessary support to diverse and special populations to ensure participation in all components of career and technical education.

MEASURES

1. Continuous training and staff development in effective teaching/learning strategies for diverse and special populations are provided for program instructors and staff.
2. Efforts to attract and accommodate diverse and special populations are continuous.
3. Diverse and special populations are provided the necessary support services to be successful.
4. Provisions are made for additional time and resources needed for the supervision, guidance and placement of special populations.
5. Curricula is developmentally appropriate and gender and culturally neutral.
6. Accommodations are provided and adaptations are made as needed.

STANDARD 8

The Local Education Agency will use appropriately licensed teachers that have met the Minnesota Board of Teaching licensure requirements for Career and Technical Education Programs. The LEA will also have an approved Career and Technical (Vocational) Education Program Proposal on file with the state education department.

MEASURES

1. Teachers in the Career and Technical Education Programs are appropriately licensed as Teacher/Coordinators of Work-Based Learning (effective September 1, 2001) or currently hold a Work Experience Disadvantage license.
2. Teacher coordinator will meet or exceed licensure requirements.
3. Community Experts are given support to obtain the necessary credentialing for a secondary Career and Technical Education (CTE) license.
4. Continuous training and staff development in effective teaching/learning strategies are provided.
5. An approved CTE (Vocational) Program Proposal is on file with the state education department.

STANDARD 9

The Local Education Agency will assess the degree of implementation of standards 1-8.

MEASURES

1. Assessment includes input from learners, parent/guardians, teachers, other school personnel, the volunteer community partnership, employers and the community in general.
2. Evaluation instruments are learner-centered that reflect individual performance/competence and are centered on academic and skills assessment.
3. Assessment is used to provide criteria for program improvement, ensure accountability, and examine program effectiveness.

Work Experience for Students with Special Needs Program Standards and Measures

STANDARD 1

The Local Education Agency will provide learners with opportunities to gain employability and career skills. The following Career and Technical Education programs exist to serve learners:

- ◆ Work Experience/Career Exploration Program (WE/CEP) age 14-15 (may include students on an IEP and/or identified as academically or economically disadvantaged),
- ◆ Work Experience/Handicapped (WEH), age 16-21 (may include students 14-15-year-olds).

These skills will enhance the learner's opportunity to:

- F. Be a willing and motivated life long learner,
- G. Be a productive and contributing member of society,
- H. Understand how career areas impact local, national, and global economies,
- I. Be prepared to articulate high school credits to post-secondary education, and
- J. Be employable.

MEASURES

11. Curricula provide opportunities for learners to demonstrate specific technical skills, occupational knowledge, and interpersonal skills.
12. Curricula provide opportunities for learners to transfer academic skills to learning experiences as measured by industry skill standards, the Secretaries Commission on Achieving Necessary Skills (SCANS) reports, and the Minnesota Graduation Standards.
13. Curricula include school-based and work-based instruction and connecting activities as appropriate for the learner. Credit will be given for both school-based and work-based components.
14. Curricula include individualized components that provide career/personal development, job seeking and job keeping skills, applied academic skills, task management skills, and occupational skills needed for entry-level employment.
15. Curricula provide opportunities for the student to develop an understanding of industry or business.
16. Curricula include new and emerging occupations for learners to consider.
17. Curricula provide opportunities for students to meet Minnesota Graduation Standards.
18. Curricula are delivered through seamless systems such as articulation/interagency agreements that provide learners with transitions from secondary education to further education and/or preparation for employment.
19. Delivery of the curricula will be determined by assessment of the learner's needs and team recommendations (which must include the licensed Career and Technical Education teacher/coordinator).
20. Curricula will be delivered by a licensed Career and Technical Education teacher/coordinator. For students with an IEP, alternative methods of delivery are acceptable based on the recommendations of the IEP team. If an alternative method is used, the Career and Technical Education teacher/coordinator will direct the design and implementation. The alternative delivery method will be documented in the IEP as an accommodation or modification (e.g., classroom in the community).

STANDARD 2

The Local Education Agency will involve volunteer community members/partnerships, including parents/guardians in an advisory capacity to:

- E. Assist in the planning, implementation and evaluation of programs,
- F. Assist learners in linking education and employment opportunities in the community, region and beyond,

- C. Provide learners with connections to the future after graduation, and
- D. Assist learners in understanding roles in the community, their relationships in the family, and how to balance these roles and relationships with a career.

MEASURES

1. Curricula provide opportunities for learners to interact with members of business, industry, labor, and community service organizations to explore plans for on-going education and/or a career.
2. Volunteer community partnerships are an integral part of the process for the development of the program curricula.
3. The volunteer community partnerships (e.g., Youth councils, workforce centers/councils, Community Transition Interagency Committee, etc.) understand the importance of and lend support to the career and technical student organizations.

STANDARD 3

The Local Education Agency will provide learners with the tools to develop post secondary plans and personal portfolios.

MEASURES

1. Starting by the eighth grade, learners develop long-range academic plans.
2. Teachers and staff are trained to assist learners in developing long-range academic plans.
3. Curricula allow for developmentally appropriate activities in career awareness, career exploration, and transition from secondary education to further education and/or preparation for employment.
4. Parents/guardians and learners are provided information and awareness of educational opportunities, labor market information, and learner interests and aptitudes when developing long-range academic plans.
5. A learner's portfolio consists of long-range post high school plans that include documentation and examples of skills, and competencies developed. The learners choose the content of their portfolios and include representative 'best work' examples from courses and activities.
6. The number and scope of career and technical course offerings are appropriate for the size and location of the school.
7. Seamless delivery systems, including articulation/interagency agreements, allow learners (grades 9-14+) to make transitions from secondary education to further education and/or preparation for employment.

STANDARD 4

The Local Education Agency will support the development of career and technical education curricula and teaching/learning techniques that are derived from:

- C. Knowledge and skills standards that reflect current consumer, business, industry and labor standards and trends;
- D. Best practices and current research relating to:
 - School reform,
 - Understanding learners' roles in the community, family relationships, and how to balance these roles and relationships with a career,
 - Contextual teaching/learning strategies,
 - Safety for the school laboratory and for work place activities, and
- C. The use of current technology.

MEASURES

11. Curricula for career and technical education programs reflect current consumer, business, industry and labor standards as well as emerging trends.

12. Curricula encourage students to develop career fields including related careers in the field. The learner understands all aspects of a chosen industry or business.
13. Curricula provide contextual learning experiences.
14. Curricula expose learners to modern industry equipment. Learning may take place in the school, community or business/industry setting.
15. Curricula provide opportunities for students to meet Minnesota Graduation Standards through Career and Technical Education Programs.
16. Curricula incorporate the SCANS skills.
17. Curricula are guided by occupational knowledge and skill standards.
18. Curricula contain appropriate safety education.
19. Teaching/learning practices are based on best practices and research in the areas of contextual learning and experiential programs.
20. Curricula will be gender, ethnicity, and disability fair for all programs including non-traditional occupations.
21. For students with an IEP, based on the recommendations of the IEP team, alternative curricula are acceptable.

STANDARD 5

The Local Education Agency will develop and maintain teaching/learning environments that will maximize learning for students selecting curricula in Career and Technical Education Programs.

MEASURES

8. Teaching/learning activities recognize and address varied learning styles and intelligences.
9. Student organizations are an integral part of the curricula through which learners gain leadership skills, team building, employability skills, interpersonal skills and opportunities in service learning and volunteerism.
10. Learners are motivated to be life long learners and understand the relationships between career advancement and continuous learning.
11. Learners understand the academic requirements of various occupations.
12. Class size is conducive to effective teaching/learning strategies and does not exceed reasonable standards for safety, space and equipment. WE/CEP guidelines will be maintained as required by law.
13. The program maintains safe and clean facilities that meet state, federal, and industry standards and regulations.

STANDARD 6

The Local Education Agency supports a coordinated program of school-, work- and service-based learning opportunities (including connecting activities) in grades 7-12.

MEASURES

8. Programs provide work-based learning opportunities including but not limited to mentoring, paid and unpaid internships, job shadowing, work programs, and/or youth apprenticeships.
9. Proper documentation shows that businesses comply with state and federal labor laws and industry regulations for students in work-based learning experiences.
10. Programs provide learners with the opportunity to participate in leadership development, community service, and volunteer activities.
11. Teachers/coordinators are provided adequate time to develop training stations and plans with business and industry.
12. Teachers/coordinators provide adequate training, support, communication and information to work-based mentors, supervisors and/or employers.

6. Teachers/coordinators are appropriately trained in supervision of work-based learning.
7. Teachers/coordinators/staff participate in personal, professional and occupational improvement.
8. Career and Technical Education Teacher/coordinators are trained to work with learners with disabilities.
9. Career and Technical Education Teacher/coordinators are trained to work with IEP transition planning.

STANDARD 7

The Local Education Agency will provide equal access and necessary support to diverse and special populations to ensure participation in all components of career and technical education.

MEASURES

7. Continuous training and staff development in effective teaching/learning strategies for diverse and special populations are provided for program instructors and staff.
8. Efforts to attract and accommodate diverse and special populations are ongoing.
9. Diverse and special populations are provided the necessary support services to be successful.
10. Provisions are made for additional time and resources needed for the supervision, guidance and placement of special populations.
11. Curricula is developmentally appropriate and gender and culturally neutral.
12. Accommodations are provided and adaptations are made as needed.

STANDARD 8

The Local Education Agency will use appropriate teachers that have met the Minnesota Board of Teaching licensure requirements for Career and Technical Education Programs. The LEA will also have an approved Career and Technical (Vocational) Education Program Proposal on file with the state education department.

MEASURES

6. Teachers in the Career and Technical Education Programs are appropriately licensed as Teacher/Coordinators of Work-Based Learning (effective September 1, 2001) or currently hold a Work Experience Handicapped license and are licensed in Special Education.
7. Continuous training and staff development in effective teaching/learning strategies are provided.
8. An approved Career and Technical (Vocational) Education Program Proposal is on file with the state education department.
9. Community Experts are given support and encouragement to obtain the necessary credentialing for full licensure.

STANDARD 9

The Local Education Agency will assess the degree of implementation of standards 1-8.

MEASURES

4. Assessment includes input from learners, parents/guardians, teachers, other school personnel, the volunteer community partnership, employers and the community in general.
5. Evaluation instruments are learner centered that reflect individual performance/competence and are centered around academic and skills assessment.
6. Assessment is used to provide criteria for program improvement, ensure accountability, and to examine program effectiveness.

Secondary Career and Technical Education Program Approval Proposal Form ED-00381-11.

Page 1 - Directions for completing upper grid:

1. District or Center Name – Enter Local Education Agency (LEA) Name (e.g., St. Paul Schools).
2. District/Center Number – Independent School District Number and Type (e.g., 0625-01).
3. Date Submitted – for new programs only.
4. Program Location (Building and Community Name) – Location of program (e.g., Harding High School and Highland High School in St Paul).
5. Program Name – Listing from the STAR Program OE code listing (see attached).
6. Program OE Code – See the attached list for appropriate code.
7. Name of Local Contact Person – person to contact if questions arise during approval process.
8. Telephone Number – phone number of person listed in #7.
9. FAX Number – number of person listed in #7.
10. Name of Teacher(s) – a list of teachers who teach in the program (**copies of their teaching licenses should be attached**).
11. License Number(s) – the license file folder numbers of teachers if copies are not attached.
12. Telephone number(s) – teacher phone numbers.
13. Name of State Contact Person Regarding this Program – state education department staff, leave blank if in question.

Assurance Statements:

Respond by checking either the “Yes” or “No” box for each of the 12 assurances. Please note Assurance 5 and 8 should be reflected in your program/courses syllabus. If you are unable to mark “Yes”, please attach a statement as to when this assurance will be met.

Page 2 - Required Attachments

Attach the following documents to the Program Approval Application:

1. A list of the Volunteer Community Partnership (formerly known as the advisory committee).
2. How the program meets the Career and Technical Education Program Standards and Measures (this may be explained in the course syllabus).
3. Copies of the course syllabus for each course within the program code number (e.g., Program: 17.2306 Welding – Courses: Welding 1, Welding 2, Aluminum Welding. This Program Approval would have 3 course syllabi attached). Each course syllabus should list the number of credits (e.g., .5 or 1 credit per semester/trimester/quarter) and the number of hours the course meets (e.g. semester course at 90 days, each day 45 minutes = 4050 minutes/60 minutes per hour = 67.5 hours).
4. List of certificates offered by each course AND articulation agreements if appropriate.

District/Center Verification

To be signed and completed by the District Superintendent or Designee. All completed forms, once approved, will be returned to this individual.

Mail completed form with attachments to:

(marlys.bucher@state.mn.us)

**Marlys Bucher, CTE Program Specialist
MN Department of Children, Families & Learning
1500 Highway 36 West
Roseville MN 55113-4266**

REQUIRED ATTACHMENTS

NOTE: Assurance 1 and 5 **REQUIRE** attachments to this proposal. Use this section as a checklist for each item you attached.

- ☐ 1. Names, addresses, and roles of representatives in related business, industry, labor, and community-based organizations.
- ☐ 2. Explanation of your program curriculum and how it achieves the individual program measures, **including** how your program meets the objectives listed in assurance item number 5.
- ☐ 3. Course syllabus; include number of credits and number of hours.
- ☐ 4. Does this course offer a certificate? If so, what one _____

DISTRICT / CENTER VERIFICATION

I hereby verify that the information provided is true and correct, and that the attached required supporting information accurately portrays the proposed program.

Signature - Secondary Career and Technical Education Director or Superintendent

Date

Typed or Printed Name

Title

Mailing Address

() -
Telephone Number

() -
FAX Number

E-Mail Address

===== **DO NOT WRITE BELOW THIS LINE** =====

STATE AUTHORIZED SIGNATURES

MN Department of Children, Families & Learning Program Specialist

Date

MN Department of Children, Families & Learning CTE Specialist

Date

Secondary Career and Technical Education Program Approval Proposal For Youth With Disabilities Form ED-00381-12.

Page 1 - Directions for completing upper grid:

14. District or Center Name – Enter Local Education Agency (LEA) Name (e.g., St. Paul Schools).
15. District/Center Number – Independent School District Number and Type (e.g., 0625-01).
16. Date Submitted – for new programs only.
17. Program Location (Building and Community Name) – Location of program (e.g., Harding High School and Highland High School in St Paul).
18. Program Name – Listing from the STAR Program OE code listing (see attached).
19. Program OE Code – See the attached list for appropriate code. Annual Program Ending Date – Program ending date.
20. Annual Program Starting Date – Program starting date.
21. Name of Local Contact Person – person to contact if questions arise during approval process.
22. Telephone Number – phone number of person listed in #9.
23. FAX Number – number of person listed in #9.
24. Name of Teacher(s) – a list of teachers who teach in the program (copies of their licenses should be attached).
25. License Number(s) – the license file folder numbers of teachers if copies are not attached.
26. Telephone number(s) – teacher phone numbers.
27. Name of State Contract Person Regarding this Program – state education department staff, leave blank if in question.

Assurance Statements:

Respond by checking either the “Yes” or “No” box for each of the 12 assurances. Please note Assurance 5 and 8 should be reflected in your program/courses syllabus. If you are unable to mark “Yes”, please attach a statement as to when this assurance will be met.

Page 2 - Required Attachments

Attach the following documents to the Program Approval Application:

5. A list of the Volunteer Community Partnership (formerly known as the advisory committee).
6. How the program meets the Career and Technical Education Program Standards and Measures for Youth with Disabilities.
7. Copies of the course syllabus for each course within the program code number (e.g., Program: 17.2306 Welding – Courses: Welding 1, Welding 2, Aluminum Welding. This Program Approval would have 3 course syllabus attached). Each course syllabus should list the number of credits (e.g., .5 or 1 credit per semester/trimester/quarter) and the number of hours the course meets (e.g. semester course at 90 days, each day 45 minutes = 4050 minutes/60 minutes per hour = 67.5 hours).
8. List of certificates offered by each course AND articulation agreements if appropriate.

District/Center Verification

To be signed and completed by the District Superintendent or Designee. All completed forms, once approved, will be returned to this individual.

Certification of Special Education Assurances

To be completed by the director of special education.

Mail completed form with attachments to:

(marlys.bucher@state.mn.us)

Marlys Bucher, CTE Program Specialist
MN Department of Children, Families & Learning
1500 Highway 36 West
Roseville MN 55113-4266

	1500 Highway 36 West Roseville, MN 55113-4266	SECONDARY CAREER AND TECHNICAL EDUCATION PROGRAM APPROVAL	ED-00381-12
--	--	--	-------------

INSTRUCTIONS: In accordance with Minnesota Education Policy, this Program Approval Proposal may be completed and submitted to the MN Department of Education at any time during the school year. The proposal will be reviewed per Minnesota State Rules, and other Federal Laws and you will be notified of action taken.

IDENTIFICATION INFORMATION			
District or Center Name		District/Center Number	Date Submitted
Program Location (Building and Community Name)		Program Name	
Program OE Code	Annual Program Starting Date	Annual Program Ending Date	
Name of Local Contact Person	Telephone Number () -	FAX Number () -	
Name of Teacher(s)	License Number(s)	Telephone Number () -	
Name of State Contact Person Regarding This Program			

ASSURANCE STATEMENTS

Check "YES" or "NO" to indicate which of the following assurance statements are characteristic of your proposed program. These are requirements of Minnesota Rules. If you check "NO" to any of the following, please submit your plan to meet the requirements, including timelines.

YES NO

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Program planning involved a local multi-sector partnership or a local career and technical education volunteer community partnership in an advisory capacity. (required attachment: Partnership List). |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. The multi-sector partnership or local career and technical education volunteer community partnership, in an advisory capacity, will continue to provide ongoing assistance in the development, evaluation, and updating of the curricula. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. The program provides learners with options for school-based learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. The program provides learners with options for school-based learning with a work-based/Coop component including connecting activities (listed in the course syllabus). |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. The curriculum is designed to achieve the curriculum standards and measures for the particular program area. A complete program will implement the following objectives (required attachment: course syllabus) : <ul style="list-style-type: none"> ● In-depth exploration of occupations to assist in the career planning process. ● Development of occupational competencies designed for advanced placement in postsecondary programs. ● Is there a complete Graduation Standard offered in this course? If so what one? _____ ● Development of occupational competencies necessary to enter an occupation and gain career skills (National Skill Standards). ● Appropriate safety instruction will be provided and documented. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. The program will maintain class size conducive to efficient teaching and learning, and not exceed the number which the space and equipment will accommodate effectively and safely. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Current business/industry equipment will be used in all areas of instruction. Equipment may be located in schools, business/industry, or in the community. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. The program will comply with all federal and state laws, rules and policies governing school-based and/or work-based educational programs including (3505.1100 and 3505.2300): <ul style="list-style-type: none"> ● Civil Rights Laws (equal access) ● Child Labor Laws ● Wage and Hour Laws |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. The program is designed to be sensitive to needs of a diverse population providing the support needed by the learner. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Coordination of the program must be done by 1) person who holds a valid Work Experience Coordinator-Handicapped License or 2) person who holds both a valid Teacher Coordinator of Work-Based Learning and a Special Education Teacher License. |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Upon request, the LEA shall supply program data necessary for program management, improvement, evaluation, and federal/state reporting. |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Annually, districts will assess programs and maintain data against assurances listed above. |

**SECONDARY CAREER AND TECHNICAL EDUCATION PROGRAM
APPROVAL PROPOSAL FOR YOUTH WITH DISABILITIES
(CONTINUED)**

ED-00381-12

Page Two

REQUIRED ATTACHMENTS

NOTE: Assurance 1 and 5 **REQUIRE** attachments to this proposal. Use this section as a checklist for each item you attached.

- ☐ 1. Names, addresses, and roles of representatives in related business, industry, labor, and community-based organizations.
- ☐ 2. Explanation of your program curriculum and how it achieves the individual program measures, **including** how your program meets the objectives listed in assurance item number 5.
- ☐ 3. Course syllabus; include number of credits and number of hours.
- ☐ 4. Does this course offer a certificate? If so, what one? _____

DISTRICT / CENTER VERIFICATION

I hereby verify that the information provided is true and correct, and that the attached required supporting information accurately portrays the proposed program.

We certify that to the best of our knowledge, the information contained is accurate and complete. As representatives of a public agency applying for state and federal funds, we agree to provide special education services to students with disabilities that are in compliance with federal and state laws, and regulations, and in accordance with the given assurances.

NOTE: This requires both signatures

Career and Technical Education Director or Superintendent

Typed or Printed Name

Date

Mailing Address

Telephone Number

FAX Number

E-Mail Address

Signature – Director of Special Education

District/Coop Number

Date

===== **DO NOT WRITE BELOW THIS LINE** =====

STATE AUTHORIZED SIGNATURES

MN Department of Children, Families & Learning Program Specialist

Date

MN Department of Children, Families & Learning CTE Specialist

Date

STATEMENT OF ASSURANCES

1. All state and federal funds received by the education agency will be used for the purpose of providing special instruction and related services for children with disabilities consistent with state and federal statutes, rules, and regulations.
2. Federal funds received by the agency from the Individuals with Disabilities Education Act, **P.L. 105-17** will:
 - a. Not be commingled with state or local funds; - **34 CFR 300.152(a)**
 - b. Provide special instruction and related services to students with disabilities enrolled in nonpublic schools located within the boundaries of the agency; - **M.S. 125A.18**
 - c. Make available to the parents and the general public the application and all documents relating to the application including evaluations and reports; - **34 CFR 300.242**
 - d. Be in compliance with Title 45 of the Code of Federal Regulations Part 84 (Nondiscrimination on the basis of disability, referred to as "Section 504")
 - e. Demonstrate that with appropriate accommodations and modification, children with disabilities are included in state and district-wide assessment programs, and that this data is reported to the state education agency; - **34 CFR 300.138 & 300.139**
 - f. Develop and implement a coordinated multidisciplinary, interagency, intervention system to meet the needs of children with disabilities ages birth to twenty-one; **Minn. Stat. § 125A.023, subd. 2**
 - g. Establish a community transition interagency committee for youth with disabilities, beginning at grade nine or age equivalent, and their families – **M.S. 125A.22**
3. Policies and procedures for programs established and administered by the education agency shall be consistent with state and federal statutes, rules, and regulations and will ensure:
 - a. The rights of children with disabilities to a free appropriate public education including children in public, charter schools, adult facilities, and private schools – **34 CFR 300.300, 300.11 – 300.312**
 - b. Full educational opportunities for all children with disabilities; - **34 CFR 300.304**
 - c. That all children with disabilities, including those attending private schools, who are in need of special education and related services are identified, located and evaluated and a method to determine which children are currently receiving services developed; - **34 CFR 300.125**
 - d. Procedures for evaluation and determination of eligibility for all children with disabilities under the jurisdiction of the district; - **34 CFR 300.320 – 300.321**
 - e. Confidentiality of personally identifiable information collected, used, or maintained specific to children with disabilities; - **34 CFR 300.127**
 - f. The development, review and revision of the IEP, or IIP, of each child with a disability according to the standard of the Act; - **34 CFR 300.128**
 - g. Procedural safeguards are afforded children with disabilities and their parents consistent with local agency policies and state and federal statutes, rules and regulations; - **34 CFR 300.129**
 - h. That to the extent appropriate, all children with disabilities, including children in public or private institutions or other care facilities, are educated in the regular education environment except when satisfactory achievement cannot be attained in that environment; - **34 CFR 300.550**
 - i. That a continuum of alternative placements is available to meet the needs of each child with a disability; - **34 CFR 300.551**
 - j. For students with disabilities who are subject to suspension or expulsion from school provision of FAPE, a manifestation determination review, appropriate interim alternative education setting and rights to a due process hearing; - **34 CFR 300.519 – 300.526.**

Work-Based Learning Coordinator Licensure Requirements

The license requirements below became effective on September 1, 2001. Prior to this date licenses in effect were Teacher-Coordinator, Work-Experience – Disadvantaged, Teacher-Coordinator, Work-Experience – Diversified Occupations, Teacher-Coordinator, Work-Experience – [specific occupational area] and Teacher-Coordinator Work-Experience Handicapped*.

To access funding (e.g., Carl D. Perkins) the license held in Subpart 2. B below affects the ability to obtain specific program funding. In order to secure funding for an approved career and technical education program for Youth with Disabilities, the work-based learning coordinator must first be licensed in Special Education and then have the Teacher/Coordinator of Work-Based Learning endorsement. Other work-based learning programs requiring Teacher/Coordinator of Work-Based Learning will need to hold a license valid for teaching in grades 9 through 12 which under certain circumstances must be a specific career and technical education license (e.g., Teacher of Construction Careers, Teacher of Manufacturing Careers, Teacher of Medical Careers, Teacher of Early Childhood Careers, Teacher of Agriculture, Teacher of Business, Teacher of Family and Consumer Sciences, etc.) Refer to <http://cfl.state.mn.us/teachbrd/> for Minnesota Rules regarding licensure.

**A person holding one of the old work-experience coordinator's licenses may continue renewing the old license and is generally not required to obtain the new endorsement.*

Minnesota Board of Teaching – Permanent Rules 8710.4825 Teacher Coordinators of Work-Based Learning

Subpart 1. Scope of practice. A teacher coordinator of work-based learning is authorized to provide and coordinate instruction that enables students to learn through work and to consult and collaborate with families, other teachers, and business, industry, labor, and community representatives in designing, implementing, and evaluating student learning through work. For the purposes of this part, “work-based learning” means learning through paid and unpaid work-based experiences where the worksite is the educational setting for one or more hours of the school day or week for one or more quarters or semesters of the school year.

Subpart 2. License requirements. A candidate for the licensure as a teacher coordinator of work-based learning shall:

- A. Hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;
- B. Hold or apply and qualify for another Minnesota license valid for teaching in grades 9 through 12; and
- C. Show verification of completing a Board of Teaching preparation program approved under part 8700.7600 leading to the licensure of teacher coordinators of work-based learning in subpart 3.

Continued on next page

8710.4825 Teacher Coordinators of Work-Based Learning Continued

Subpart 3. Subject matter standard. A candidate for licensure as a teacher coordinator of work-based learning must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to D. The knowledge and skills required in this subpart shall be acquired through college coursework and experiences including employment, internship, mentorship, job shadowing, or apprenticeship.

A. A teacher coordinator understands the central concepts, tools of inquiry, and history and context of work-based learning. The teacher must understand:

- 1) Contemporary issues pertaining to creating learning environments for students at work;
- 2) Models and legislation that provide the basis for connecting students' school experiences with the workplace or further education and for learning through work; and
- 3) The role of work-based learning in providing students kindergarten through grade 12 with opportunities to learn about work and how to work and, when appropriate, to learn through work.

B. A teacher coordinator understands how to design and implement school-based instruction that focuses on enabling students to learn about work, how to acquire skills, and gain a perspective and direction on a career pathway. The teacher must understand:

- 1) Basic workplace readiness and employability skills and employment trends;
- 2) The role and process of a human resources department in the organizational structure;
- 3) The career decision-making process, including self-awareness, career research, workplace expectations, career development strategies, school-to-work transition, and life-long learning;
- 4) How to research a career and access career information;
- 5) How to connect students' school-based experiences with everyday life, the workplace, and future educational opportunities;
- 6) Unique student needs and how to adapt and modify curriculum and instruction and work collaboratively with other teachers to accommodate the unique needs;
- 7) Strategies for teaching students self-advocacy and functional life skills relevant to independence, social skills, and community and personal living;
- 8) Strategies for teaching students to learn about work, how to acquire skills, and gain a perspective on a career;
- 9) Role and purpose of intra-curricular activities including their application as a vehicle for teaching group process, cooperation, collaboration, service, and leadership;
- 10) How to market the work-based learning program including student and employer recruitment and retention techniques; and
- 11) How to implement systematic procedures for continuous program improvement.

Continued on next page

8710.4825 Teacher Coordinators of Work-Based Learning Continued

C. A teacher coordinator understand how to establish and monitor work-based instruction that focuses on enabling student s to learn about work, how to acquire skills, and gain a perspective and direction on a career pathway. The teacher must understand;

- 1) Criteria for determining when work is a learning experience;
- 2) Various placement options and selection of educational options based on the needs, abilities, and interests of the student;
- 3) Laws pertaining to employment including Americans with Disabilities Act, state and federal labor laws including wage and hour laws and volunteerism, and data privacy laws;
- 4) How to develop and implement training agreements that are consistent with school guidelines and expectations for student participation in the program;
- 5) How to match the individual needs of the student to the work-based learning site;
- 6) How to work collaboratively in designing, implementing, and evaluating a student's individual training plan;
- 7) Job task analysis and how to use it to appropriately sequence instruction;
- 8) How to teach mentors and students in the work-based learning setting;
- 9) How to monitor, summarize, and report the acquisition of the work-based learning outcomes identified in the training plan;
- 10) Performance assessment and how to apply it to assessing student on-the-job learning; and
- 11) How to identify, develop, and maintain employment sites.

D. A teacher coordinator communicates and interacts with students, their families, and other teachers, and Representatives of business, industry, labor, and the community to support student learning through work. The teacher must understand:

- 2) How to actively engage parents, and representatives of business, industry, labor, and community organizations as active partners in creating education opportunities;
- 3) How to assist students and their parents in making decisions about students' academic and occupational choices;
- 4) Effective communication and problem-solving skills; and
- 5) How to access and evaluate information from consumer and professional organizations, publications, and journals relevant to teaching and learning through work.

Subpart 4. Continuing licensure. A continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing licenses.

Subpart 5. Effective date. Requirements in this part for licensure as a teach coordinator of work-based learning are effective on September 1, 2001, and thereafter.

http://cfl.state.mn.us/teachbrd/8710_4825.html

Portfolio

A portfolio consists of long-range post high school plans that include documentation and examples of skills and competencies developed. It is used for career planning, goal setting, and decision-making. Students choose the content of their portfolio and include representative 'best work' examples from courses and activities.

The following information is often included in a portfolio:

- Personal information - name, address, phone number
- Honors and Awards
- Experiences - a variety of activities where knowledge and skills have been gained. These experiences may be from school, work, community or personal life.
- Best work - a demonstration of achievements and competencies.
- Self-Exploration – the unique interests, skills, abilities, and preferences.
- Career Exploration – results of career assessments, investigation and work-based learning activities.
- Education – programs of study required for a career field or career choice.
- Career vision – a statement about possible career choices.
- Goals – educational, occupational, and personal goals are identified including action steps to accomplish goals.

Creating a Career Portfolio*

After an area of career focus and establishing some career goals, one can begin putting together a portfolio.

Step 1: Decide on the type of portfolio to produce (electronic or binder).

Step 2: Gather all needed information to include in the portfolio.

Step 3: Organize samples. More is not necessarily better! Limit samples to only the best. Ideally 15-20 samples is a nice size for a portfolio.

Step 4: Creatively design the portfolio. Make sure it is attractive and easy to follow.

Step 5: Have someone in the career focus area look over the portfolio and give suggestions.

**How to Create Your High School Career Portfolio*, Retrieved January 24, 2003, from Educational Service Unit #11 Holdrege, Nebraska Website:
<http://www.esu11.org/HighSchoolAcademics/web%20portfolio/howto.htm>

Sample CERTIFICATE OF INSURANCE

DATE (MM/DD/YY)

R PRODUCER ABC Insurance Company
2468 Insurance Blvd.
Anytown, MN 12345

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

N INSURED Independent School Dist. #000
Someplace, MN 55123

COMPANIES AFFORDING COVERAGE

COMPANY A

COMPANY B

COMPANY C

COMPANY D

COVERAGES

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED, NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN. THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

CO LLTR A	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS	
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMPREHENSIVE FORM <input checked="" type="checkbox"/> PREMISES/OPERATIONS <input checked="" type="checkbox"/> UNDERGROUND EXPLOSIVE & COLLAPSE HAZARD <input checked="" type="checkbox"/> PRODUCTS/COMPLETED OPER <input checked="" type="checkbox"/> CONTRACTUAL <input checked="" type="checkbox"/> INDEPENDENT CONTRACTORS <input checked="" type="checkbox"/> BROAD FORM PROPERTY DAMAGE <input checked="" type="checkbox"/> PERSONAL INJURY				BODILY INJURY OCC \$ _____ BODILY INJURY AGG \$ _____ PROPERTY DAMAGE OCC \$ _____ PROPERTY DAMAGE AGG \$ _____ BI & PD COMBINED OCC \$ 1,000,000.00 BI & PD COMBINED AGG \$ 1,000,000.00 PERSONAL INJURY AGG \$ 1,000,000.00	
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTO (Private Pass) <input type="checkbox"/> ALL OWNED AUTOS (Other than Private Passenger) <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS <input type="checkbox"/> GARAGE LIABILITY				BODILY INJURY (Per person) \$ _____ BODILY INJURY (Per accident) \$ _____ PROPERTY DAMAGE \$ _____ BODILY INJURY & PROPERTY DAMAGE COMBINED \$ _____	
	EXCESSIVE LIABILITY <input type="checkbox"/> UMBRELLA FORM <input type="checkbox"/> OTHER THAN UMBRELLA FORM				EACH OCCURRENCE \$ _____ AGGREGATE \$ _____ \$ _____	
	WORKERS COMPENSATION AND EMPLOYER LIABILITY THE PROPRIETOR/ PARTNERS/EXECUTIVE <input type="checkbox"/> INCL OFFICERS ARE: <input type="checkbox"/> EXCL				STATUTORY LIMITS _____ EACH ACCIDENT \$ _____ DISEASE - POLICY LIMIT \$ _____ DISEASE - EACH EMPLOYEE \$ _____	

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLE/SPECIAL ITEMS

The below listed Certificate Holder is also an Additional Plan Participant as respects to its interest in the District #000's Work-Based Learning Program.

CERTIFICATE HOLD**CANCELLATION**

XYC Restaurant
1234 East 5th Street
East Overshoe, MN 55864

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING COMPANY WILL ENDEAVOR TO MAIL 10 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAME TO THE LEFT, BUT FAILURE TO MAIL SUCH NOTICE SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE COMPANY, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE

This page and the following page is an example of the front and back of a student achievement certificate. This is an example only and should be customized to represent competencies in specific career fields.

Work-Based Learning Certificate of Achievement

This certifies that

has achieved the basic skills and technical proficiencies
in the field of

and is awarded this certificate for demonstrating
knowledge and skills through performance evaluation.



Work-Based Learning Coordinator Date

Career and Technical Education Instructor Date

Educational Institution

Business/Employer Representative (if applicable) Date

HEALTH OCCUPATIONS EXAMPLE***NO NA 1 2 3 4 I. WORKPLACE BASIC SKILLS**

- ☐ ☐ ☐ ☐ ☐ ☐ Reading – locates, understands & interprets written information
- ☐ ☐ ☐ ☐ ☐ ☐ Writing – communicates thoughts, ideas, information & messages in clear & concise manner
- ☐ ☐ ☐ ☐ ☐ ☐ Math – performs basic computations & approaches practical problems using mathematical techniques
- ☐ ☐ ☐ ☐ ☐ ☐ Listening – receives, attends to, interprets & responds to verbal messages & other cues
- ☐ ☐ ☐ ☐ ☐ ☐ Speaking – Organizes ideas & communicates effectively

NO NA 1 2 3 4 II. PERSONAL SKILLS

- ☐ ☐ ☐ ☐ ☐ ☐ Professionalism – presents a courteous, well-groomed image and dresses appropriately for the occupation
- ☐ ☐ ☐ ☐ ☐ ☐ Attendance – little or no absenteeism & no unexcused absences
- ☐ ☐ ☐ ☐ ☐ ☐ Dependability – is on time as scheduled, fulfills responsibilities
- ☐ ☐ ☐ ☐ ☐ ☐ Initiative – seeks out new responsibilities and willingly assumes additional duties when necessary
- ☐ ☐ ☐ ☐ ☐ ☐ Personal Interaction – interacts effectively and sensitively with all members of the health care team, respecting cultural & religious differences
- ☐ ☐ ☐ ☐ ☐ ☐ Demonstrates ability to follow instructions
- ☐ ☐ ☐ ☐ ☐ ☐ Integrity/Honesty – chooses the ethical course of action

NO NA 1 2 3 4 III. CRITICAL THINKING SKILLS

- ☐ ☐ ☐ ☐ ☐ ☐ Problem Solving – anticipates/recognizes problems & works towards resolution of problems
- ☐ ☐ ☐ ☐ ☐ ☐ Decision Making – obtains credible information, makes sound decisions, determines goals, identifies alternatives & selects best option
- ☐ ☐ ☐ ☐ ☐ ☐ Learning Skills – applies new knowledge and skills

IV. OCCUPATION SPECIFIC SKILLS**NO NA 1 2 3 4 Safety**

- ☐ ☐ ☐ ☐ ☐ ☐ Identifies hazards in the environment which threaten individuals
- ☐ ☐ ☐ ☐ ☐ ☐ Explains the disease processes of HIV and other infectious disorders which affect selected living organisms
- ☐ ☐ ☐ ☐ ☐ ☐ Designs strategies to prevent and reduce environmental hazards
- ☐ ☐ ☐ ☐ ☐ ☐ Gives examples of and demonstrates safety precautions and emergency measures

NO NA 1 2 3 4 Medical Terminology

- ☐ ☐ ☐ ☐ ☐ ☐ Demonstrates ability to understand and use commonly used medical terms
- ☐ ☐ ☐ ☐ ☐ ☐ demonstrates understanding of anatomy and physiology of body systems

NO NA 1 2 3 4 First Aid/CPR

- ☐ ☐ ☐ ☐ ☐ ☐ Demonstrates competency in CPR according to the American Heart Association standards Certificate Expiration_____
- ☐ ☐ ☐ ☐ ☐ ☐ Demonstrates competency in First Aid according to the American Red Cross standards – Certificate Expiration_____

NO NA 1 2 3 4 Laws and Ethics Relating to Health Care

- ☐ ☐ ☐ ☐ ☐ ☐ Maintains confidentiality
- ☐ ☐ ☐ ☐ ☐ ☐ Complies with institutional policy and procedure
- ☐ ☐ ☐ ☐ ☐ ☐ Determines when an incident is reportable

NO NA 1 2 3 4 Teamwork

- ☐ ☐ ☐ ☐ ☐ ☐ Acts responsibly as a team member
- ☐ ☐ ☐ ☐ ☐ ☐ Completes assignments in a timely and effective manner
- ☐ ☐ ☐ ☐ ☐ ☐ Understands the team concept in providing quality care

NO NA 1 2 3 4 Health Industry Systems

- ☐ ☐ ☐ ☐ ☐ ☐ Defines role & function of various health care systems from an individual/global perspective
- ☐ ☐ ☐ ☐ ☐ ☐ Assess how health care delivery systems affect the wellness of the individual and society

NO - Not observed during evaluation period

NA – Level of performance not acceptable, student unable to perform task

Novice (1) – Task performed with assistance, student unable to complete task on own.

Developing (2) – Task performed with monitoring by supervisor, occasional questions asked

Proficient (3) – Task performed independently and meets industry standards

Mastery (4) – Task performed consistently at a level which exceeds industry standards and employer expectations

*This example has been adapted from work shared by North Country Vocational Cooperative Center, Bemidji, MN; Pine-to-Prairie, Red Lake Falls, MN; Southeast Metro Carl D. Perkins Consortia, Cottage Grove, MN.

GLOSSARY of Terms

Agricultural Education – A secondary career and technical education program that focuses on developing student literacy in the food, fiber, and natural resources systems, and the exploration of agricultural and agriculture-related careers and workplace skills.

All Aspects of Industry – encompasses all areas involved in an industry or industry sector including planning, management, finances, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety and environmental issues. This would include a variety of careers and occupations within an industry.

Alternative Education Programs (State Approved) – Specifically designed programs to meet the needs of students who need a different approach or individualized instruction in a non-traditional, smaller setting, using an experiential/hands-on approach. These include Area Learning Centers (ALC), Alternative Learning Programs (ALP) and Contracted Alternative Programs.

Applied Academics – Courses such as principles of technology, applied mathematics, applied science, applied biology and chemistry, applied communications and applied social studies that focus on subject matter concepts as they are useful to real-world problem-solving.

Apprenticeship (Registered) – Programs that specifically meet federally approved standards designed to safeguard the welfare of apprentices. Apprenticeships are relationships between an employer and employee during which the worker (apprentice) learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations.

Apprenticeship (Youth) – State approved programs designed for students in 11th and 12th grades which integrate academic instruction, formal career-specific job training, exploration of the roles within the selected career, and paid work experience.

Approved Career and Technical Education Programs – Educational programs that satisfy state defined standards and measures and industry skill standards for a specific occupational area.

Articulation – A process for coordinating the linkage of two or more educational systems within a community to help students make a smooth transition from one level to another, without experiencing delays, duplication of courses or loss of credit. In K-12 work-based learning the term is used in a secondary to postsecondary connection.

Assessment - The process of measuring student performance against a set of standards.

Basic Skills – Essential academic and personal abilities that are necessary for success in school and the workplace.

Bureau of Apprenticeship and Training (BAT) – The federal agency in the U.S. Department of Labor that approves apprenticeship programs and issues certificates of completion to registered apprentices.

Benchmarking – The continuous process of measuring products, services, and practices against strong competitors or recognized leaders.

Business and Marketing Education – Secondary career and technical education programs that focus on the development of an understanding of the factors affecting business, function of business such as management, marketing, and accounting and exploration of careers in business and marketing.

Career and Technical Education (CTE) - Organized education programs, services, and activities. Program areas include: Agriculture Education, Business and Marketing Education, Family and Consumer Science, Health Occupations Education, Service Occupations Education, and Technical and Industrial Careers.

Career Cluster – 16 career/occupation areas identified by the U.S. Department of Education that are grouped together because people in them share similar interests and strengths.

Career Development - The process through which individuals come to understand their places in the world of work. Students develop and identify their careers through a continuum of career awareness, career exploration, career preparation, and career application.

GLOSSARY of Terms

Career Field – Six broad career areas identified in Minnesota that are used for students to explore careers. The areas are: arts, humanities and communication; business, management and administration; health service; human services; engineering, manufacturing and technologies; and agriculture and natural resources.

Carl D. Perkins Vocational and Technical Education Act of 1998 – A federal act that provides leadership and funds to state and local secondary and post-secondary career and technical education programs.

Certification – The awarding of a certificate or award to individuals, indicating the attainment of skills or knowledge, usually as a result of a training activity.

Charter School – A public school operated on the basis of a special contract, most often granted by a state or local school board. The contract or “charter” outlines the school’s mission, program goals, service population and method of performance evaluation.

Child Labor Laws – Laws under the Fair Labor Standards Act and each State governing the employment of a young person under the age of 18.

Collaboration – A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals.

Community-Based Organization – A private, nonprofit organization representing a community or segments of communities that provides opportunities for work-based learning activities such as service learning.

Competency – The ability to perform the activities within an occupation to the set standard. It may incorporate the ability to apply the relevant skills and knowledge to new situations within the occupation, as well as generic skills.

Concurrent Enrollment – The process by which high school students are enrolled in college courses and high school courses at the same time and receive credit for both.

Connecting Activities – Programs or activities that link school and work-based educational programs including student organizations.

Consortium – A group of schools and/or agencies that enter into a cooperative agreement to share information or provide services that benefit students.

Contextual Learning – Learning that occurs in close relationship with actual experience. Contextual learning enables students to test academic theories by means of tangible, real world applications, stressing the development of “authentic” problem-solving skills.

Cooperative Work Experience – A structured method of instruction allowing students to attend school and work in a career related field while earning credit for both.

Core Competencies – Tasks that are fundamental occupational skills and common across an occupational career cluster.

Curriculum – A set of information, skills and experiences structured and presented for instructional effectiveness.

Curriculum Alignment – Linking curricula so course content and instruction come together across and/or within subject areas.

Curriculum Integration – A method of teaching academic and career and technical occupational subjects showing the relationship among the disciplines.

Disability – As defined by the 1990 Americans with Disabilities Act, any individual person who has been evaluated and determined to meet specific qualifications. Recognized disabilities include mental retardation, hearing impairments, speech or language impairments, visual impairments, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities.

Diversified Occupations – CTE programs that are individualized to meet the career interests of the student. The components include the development of specific occupational skills in a CTE program area the student wants to gain experience in, applied academic skills and SCANS.

GLOSSARY of Terms

Division of Lifework Development – Formerly the name for the educational unit at the MN Department of Children, Families & Learning that coordinates Career and Technical Education program areas including Work-Based Learning, Tech Prep, and Carl D. Perkins.

Dual Enrollment – A program of study allowing high school students to simultaneously earn credits toward a high school diploma and a post-secondary degree or certificate.

Duty – An area of responsibility at the worksite that is comprised of related tasks.

English Language Learners – Activities for persons whose primary language is not English. The second language a person acquires. Their first language is of their native country or the primary language spoken at home.

Fair Labor Standards Act (FLSA) - The Fair Labor Standards Act (FLSA) establishes minimum wage, overtime pay, record keeping, and child labor standards affecting full-time and part-time workers in the private sector and in Federal, State, and local governments. The FLSA child labor provisions are designed to protect the educational opportunities of minors and prohibit their employment in jobs and under conditions detrimental to their health or well-being.

Family and Consumer Science (FACS) – A secondary career and technical education program that focuses on preparing students for family life and the interrelationships between family, community and work.

Hazardous Occupations – Occupations defined by the Secretary of Labor which may be detrimental to the health and well being of a child under the age of 18 or jeopardize their educational opportunities.

Health Occupations – A secondary career and technical education program that focuses on the exploration of medical careers.

Industry Skill Standards - knowledge and competencies required to perform successfully in a specific workplace, occupation and/or career.

Individuals with Disabilities Education Act (IDEA) – A revision of the Education for All Handicapped Children Act, the IDEA is a federal law that guarantees a free appropriate public education for eligible children and youth with disabilities.

Individualized Education Program (IEP) – A written program for an individual with a disability. This is developed in accordance with sections 612(4) and 614(a)(5) of the IDEA [20 U.S.C. 1412(4)(5)][Federal Register, Section 400.4(b)]

Industrial Technology – Secondary career and technical education programs that focus on the development of an understanding of the developing technological world in the areas of manufacturing, construction, communications technology, and transportation and the exploration of careers in these four areas.

Internet System of Education and Employment Knowledge (ISEEK) – An internet-based system that helps people make informed choices about careers, education, jobs and business.

Interpersonal Skills - Workplace skills, that involve working with others as a member of a team, teaching others new skills, serving clients and customers and working well with people from culturally diverse backgrounds.

Job Rotation – When workers periodically transfer among a number of different positions and tasks that require different skills and responsibilities.

Job Shadowing – A career exploration activity where a student follows an employee at a business for a short period of time to learn about a particular occupation or industry. This is an unpaid work-based learning activity.

Labor Market Area – As defined by the U.S. Bureau of Labor Statistics, a labor market area is “an economically integrated geographic area within which individuals can reside and find employment within a reasonable distance, or can readily change employment without changing their place of residence.”

Limited English Proficiency – As defined by the 1988 Bilingual Education Act, a student who was born outside of the U.S. or whose native language is not English.

Learning Objectives – Summarize knowledge, skills and abilities students are expected to achieve.

Local Education Agency – A local level administrative unit that primarily operates a school or schools such as a school district, charter school, career and technical education district and private school.

GLOSSARY of Terms

Mentor (Career) – Career mentoring is a formal, long-term supportive relationship between a student and an individual more senior in age and experience with similar career interests.

Minnesota Career Information System (MCIS) – A computerized system designed to help high school students with career planning.

Nontraditional – Refers to persons pursuing occupations not customary for members of their gender, race, or other category. The term is also used to refer to older learners enrolled in educational programs.

Nontraditional Occupation and Employment – Occupations or fields of work, including careers in computer science, technology and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. (Carl D. Perkins Vocational and Applied Technology Education Act 1998.)

Occupational Cluster – A grouping of occupations from one or more industries that share common skill requirements.

Occupational Safety and Health Act of 1970 – Enacted to assure safe and healthful working conditions for working men and women; by authorizing enforcement of the standards developed under the Act; by assisting and encouraging the States by providing for research, information, education, and training in the field of occupational safety and health.

Occupational Safety and Health Administration (OSHA) – An agency of the federal government created in 1971 to ensure safe and healthful workplaces in America. Coordinates the compliance of standards for all workers who are covered by the Occupational Safety and Health Act of 1970.

On-the-Job Training – Hands-on occupational skill development which occurs at the worksite.

Outcome – Expected end product for a student who has successfully completed the coursework and learning experiences in a course or program of study.

Performance Measures – Describe how attainment of learning of objectives will be assessed.

Performance Standards - A pre-determined level of knowledge or skill mastery that students or schools will be expected to attain. They define the minimum acceptable level of achievement on the performance measures for each learning objective.

Portfolio – A collection of work documenting a student's educational performance.

Program Standards - The minimum program requirements which must be met by secondary career and technical education programs and are part of the State Plan for Career and Technical Education.

Rubric – A specific description of performance of a given task at several different levels of quality. In CTE rubrics are used to evaluate student performance on performance tasks.

Secretary's Commission on Achieving Necessary Skills (SCANS) – Foundational skills and workplace competencies needed for employment as identified by the U.S. Department of Labor.

Seminar – The school-based instructional classroom component of a work-based learning program designed to explore career options, teach job seeking and keeping skills and general workplace/safety skills.

Service Learning – A form of experiential learning whereby students apply content knowledge, critical thinking and good judgment to address genuine community needs.

Service Occupations – Secondary career and technical education programs that focus on the exploration of careers in the areas of creative design, early childhood and hospitality service.

Skill Certificate – A portable, industry-recognized credential that certifies the holder has demonstrated competency on a core set of content and performance standards related to an occupational cluster area.

Skill Standard – Specific knowledge and competencies required to perform successfully in a workplace, occupation and/or career.

GLOSSARY of Terms

Special Population – Individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for nontraditional training and employment, single parents, displaced homemakers and individuals with other barriers to educational achievement including ESL.

Student Organization – An organization for individuals enrolled in a career and technical education program that engages in career and technical activities as an integral part of the instructional program.

Supervisor (Worksite) – A person assigned to oversee a student at the workplace. This may include teaching the student knowledge and skills, and evaluating performance.

Support Services – Services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices. (Carl D. Perkins Vocational and Applied Technology Education Act of 1998.)

Teacher Coordinators of Work Based Learning

Endorsement – A Minnesota Board of Teaching Rule which states the scope of practice, license requirements, subject matter standards, and continuing license of a teacher who coordinates a work-based learning program in a school.

Team Teaching – Two or more educators working together to design and teach curricula in multiple subjects that are presented to the same group of students.

Tech Prep – Programs that offer at least four years of sequential course work at the secondary and post-secondary levels to prepare students for technical careers.

Work-Based Learning – A program of study that includes activities involving actual work experience at a worksite or connect classroom learning to real world situations.

Work-Based Learning Coordinator – A Minnesota licensed teacher with a work-experience coordinator's license or a teacher/coordinator of work-based learning endorsement who oversees components of a work-based learning program including school-based learning, work-based learning, and connecting activities.

Transition Services for Youth with Disabilities (IDEA 300.347) - Transition services means a coordinated set of activities for a student with a disability that is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services independent living, or community participation. It is based on the individual student's needs, taking into account the student's preferences and interests and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation. 34 CFR §300.29.

VTECS - A nonprofit consortium created to analyze occupational fields; create, store, distribute, and manage occupational information; and assist in the management of work-based experiences.

WorkForce Center – The Minnesota WorkForce Centers and numerous affiliate sites that make up the WorkForce Center System across Minnesota to provide the tools, resources, and services you need for your employment, training, and related workforce development needs.

Work processes – The development of occupational tasks including acquisition of knowledge and skills that build progressively one upon another from simple to more complex.

Resources

Section 1. Introduction to Work-Based Learning

Parnell, Dale, (1995). *Why Do I Have to Learn This?* Waco, Texas: Center for Occupational Research and Development, Inc.

Smith, Clifton L., Payne, Edee G., Thornton, Grace M. (n.d.) *STANDARDS AND GUIDELINES FOR WORK-BASED LEARNING PROGRAMS IN GEORGIA*. Georgia Department of Education.
<http://www.doe.k12.ga.us/edtech/programs.html>

The Nebraska Work Based Learning Manual, Nebraska Department of Education, October 2001.
www.nde.state.ne.us/TECHPREP/WBL

Naylor, Michele. 1997. *Work-Based Learning*, ERIC Digest #187. Retrieved October 3, 2002 from ERIC Clearinghouse for Adult, Career and Vocational Education retrieved from website:
<http://ericacve.org/docs/dig187.htm>

Key Components and Responsibilities for a Work-Based Learning Program, Retrieved October 3, 2002 from Georgia Department of Education Website:
<http://www.glc.k12.ga.us>

Section 2. Work-Based Learning Components

Internet System for Education and Employment
3Knowledge (ISEEK)
www.iseekolutions.org

Minnesota Career Development Association
Carolyn Hildebrandt, President
1700 University Ave.
St. Paul, MN 55104
Phone: (651) 232-5371

Minnesota Career Information System (MCIS)
MN Department of Education
1500 Highway 36 West
Roseville, MN 55113-4266

Minnesota Careers 2003
Minnesota Department of Economic Security
Research and Statistics Office
390 North Robert Street
St. Paul, MN 55101
Phone: (651) 296-6545 or 1-888-234-114
www.mncareers.org

Minnesota School Counselors Association
Anne Melaas, Mahtomedi High School
8000 75th St. N.
Mahtomedi, MN 55155
Phone: (651) 407-2121
www.mnstate.edu/msca

Minnesota State Colleges and Universities (MNSCU)
Phone: (651) 296-8012 or 1-888-667-2848 or
(651) 282-2660 (TTY)
www.mnscu.edu

Minnesota Colleges and Universities (Private)
www.mnprivatecolleges.com

Occupational Information Network System (O*NET)
U.S. Department of Labor
Online.onetcenter.org

Section 3. Program Guidelines

Bemidji State University
Department of Professional Education
1500 Birchmont Drive
Bemidji, MN 56601
Phone: (218) 755-3734
<http://www.bemidjistate.edu/cel/html>

Minnesota State Board of Teaching
1500 Highway 36 West
Roseville, MN 55113
Phone: (651) 582-8833

Minnesota Department of Education
Career and Technical Education
1500 Highway 36 West.
Roseville, MN 55113
Phone: (651) 582-8884

University of Minnesota Twin Cities
The College of Education & Human Development
Department of Work, Community and Family Education
210 VoTech Ed Building
1954 Buford Avenue
St. Paul, MN 55108
Phone: (612) 625-3757
<http://education.umn.edu/WCFE>

Section 4. Non-paid Work-Based Learning Activities

Americorps
www.americorps.org

Corporation for National and Community Service
1201 New York Avenue, NW
Washington, D.C. 20525
Phone: (202) 606-5000
TTY: (202) 565-2799
www.nationalservice.org

Groundhog Job Shadow Day Coalition
www.jobshadow.org

Junior Achievement, Inc.
One Education Way
Colorado Springs, CO 80906
Phone: (719) 540-8000
www.ja.org

Junior Achievement of the Upper Midwest, Inc.
1800 White Bear Avenue North
Maplewood, MN 55109
Phone: (651) 255-0055
www.jaum.org

Learn and Serve America
www.learnandserve.org

Minnesota Alliance with Youth
625 Northwest 3rd Avenue
Faribault, Minnesota 55021
Phone: 1-888-666-6427
www.mnyouth.org

Minnesota Department of Education - Service Learning
1500 Highway 36 West
Roseville, MN 55113
Phone: (651) 582-8434

National Service-Learning Clearinghouse
ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066
Phone: 1-866-245-SERV (7378)
www.servicelearning.org

National Youth Leadership Council
1667 Snelling Avenue North
ST. Paul, MN 55108
Phone: (651) 631-3672
www.nylc.org

Section 5. Paid Work-Based Learning Activities

Manufacturing Tech of MN
3131 Fernbrook Lane, Suite 102
Plymouth, MN 55447
Phone: (763) 566-6098
www.ToMakelt.org

Minnesota Department of Labor and Industry
Apprenticeship Division
443 Lafayette Road
St. Paul, MN 55155
Phone: (651) 284-5090
1-800-432-5354
www.doli.state.mn.us/appr.html

Section 6. Curriculum and Instruction

Certificate of Skills Attainment
Southeast Metro Carl D. Perkins Consortia
Jerry Jensen, Director
DPC/ALC
8400 East Point Douglas Road South
Cottage Grove, MN 55106
Phone: (651) 458-6665

North Country Certificate of Technical Achievement
Pine to Prairie Coop Ctr.
Arlin Melgaard & Murray Turner
2604 Wheat Drive
Red Lake Falls, MN 56750
Phone: (218) 253-4393

Childhood Agriculture Safety and Health (CASH) Work Safe – Work Smart
Minnesota Department of Health
P.O. Box 64975
St. Paul, MN, 55164-0975
Phone: (651) 215-5800
www.health@state.mn.us

Minnesota Safety Council
474 Concordia Avenue
St. Paul, Minnesota 55103
Phone: (651) 291-9150 or 1-800-444-9150
www.mnsafetycouncil.org

National Institute for Occupational Safety and Health
Hubert H. Humphrey Bldg.
200 Independence Ave., SW
Room 715H
Washington, DC 20201
Phone: 1-800-35-NIOSH
www.cdc.gov/niosh

Section 7. The Worksite

**Employment Standards Administration
Wage and Hour Division**
U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210
Phone: 1-866-4-USWAGE
www.dol.gov/esa/whd

Habegger, Barbara. (1999.) *Employer's Guide to Work-Based Learning Activities*, Minnesota Department of Children, Families & Learning, Division of Lifework Development.

Labor Standards
Minnesota Department of Labor and Industry
443 Lafayette Road N.
St. Paul, MN 55155
Phone: 1-800-342-5354
www.doli.state.mn.us/laborlaw.html

National Alliance of Business
1201 New York Ave., NW
Suite 700
Washington, D.C. 20005
202-289-2888
www.nab.com

National Employer Leadership Council (NELC)
1201 New York Ave., N.W., Suite 700
Washington, DC 20005
1-800-360-NELC
www.nelc.org

Occupational Health and Safety Administration (OSHA)
U.S. Department of Labor
200 Constitution Ave, NW
Washington, DC 20210
www.osha.gov

Section 8. Special Populations

**Association for Career and Technical Education/
Special Needs Division**
www.avaonline.org/about/division/div-spec.cfm

Council for Exceptional Children, Division of Career Development and Transition
1110 North Glebe Road
Suite 300, Arlington, VA 22201-5704
Phone: 1-888-CEC-SPED
www.cec.sped.org



Flexer, R.W., Simmons, T.J., Luft, P., Baer, R.M. (2001). *Transition Planning for Secondary Students with Disabilities*. Upper Saddle, NY: Merrill Prentice Hall.

Gray, K.D., Herr, E.L. (1988). *Workforce Education: The Basics*. Boston, MA: Allyn & Bacon.

The Policymaker Partnership for Implementing IDEA
www.ideapolicy.org

Meeting the Needs of Youth with Disabilities: Handbook for Implementing Community-based Vocational Education Programs According to the Fair Labor Standards Act, Second Edition, U.S. Department of Education; University of Minnesota Minneapolis, MN. National Transition Network, Institute on Community Integration (UAP). November 1999.

Minnesota Association for Career and Technical Education/Special Needs Personnel
www.mnactesnp.org

National Association of Vocational Education Special Needs Personnel (NAVESNP)
www.navesnp.org

National Center on Secondary Education and Transition
Institute on Community Integration
University of Minnesota
6 Pattee Hall
150 Pillsbury Drive SE
Minneapolis MN 55455
Phone: (612) 624-2097
www.neset.org

Office of Special Education and Rehabilitative Services
U.S. Department of Education
400 Maryland Ave., S. W.
Washington, DC 20202
Phone: (202) 205-5465
www.ed.gov/office/OSERS

Rusch, F.R., Chadsey, J.G. (1998) *Beyond High School, Transition for School-to-Work*. Wadsworth Publishing Company.

Sitlington, P.L., Clark, G.M. Kolstoe, O.P. (2000) *Transition Education & Services for Adolescents with Disabilities, 3rd Edition*. Boston, MA: Allyn & Bacon.

Storms, O'Leary, & Williams. (May 2000) *Transition Requirements: A Guide for States, Districts, Schools, Universities and Families*. University of Minnesota Minneapolis, MN. National Transition Network Institute on Community Integration.

Section 9. Career and Technical Education Connection

Association for Career and Technical Education
1410 King Street
Alexandria, VA 22314
Phone: (800) 826-9972
www.acteonline.org

Career Clusters
Pam Stacey, Coordinator
States' Career Cluster Initiative
1500 W. Seventh Ave.
Stillwater, OK 74074
www.careercluster.org

Center for Occupational Research and Development (CORD)
P.O. Box 21689
Waco, TX 76702-1689
www.cord.org

Center on Education and Work
1025 W. Johnson St. Rm. 964
Madison, WI 53706-1796
Phone: (800) 446-0399,
www.cew.wisc.edu

Family and Consumer Sciences in Education
www.facse.org

Grants Plus
Minnesota State Colleges and Universities
www.GrantsPlus.mnscu.edu

Health Education Industry Partnership
State Healthcare Youth Apprenticeship
Contact: Sonya Colin-McNamara
102 Wiecking Center
Mankato, MN 56001
Phone: (507) 389-3262
1-800-627-3529
www.heip.org

International Technical Education Association
1914 Association Drive, Suite 201
Reston, VA 20191-1539
Phone: (703) 860-2100
www.iteaonline.org

Minnesota Association of Career and Technical Education Administrators
<http://macta.sowashco.k12.mn.us/>

Minnesota Association for Career and Technical Education
Judith Simon, President
Dakota County Technical Center
1300 145th Street East
Rosemount, MN 55446
Phone: (651) 423-8454
<http://www.acteonline.org/about/states/MN.cfm>

Minnesota Business Educators, Inc. (NBEI)
<http://mbei.gen.mn.us>

Minnesota Technical Education Association
www.mtea.net

National Association of State Administrators for Family and Consumer Science
Wendy Ambrose, Executive Director, FCCLA
Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113-4266
Phone: (651)582-8302

National Business Education Association (NBEA)
1914 Association Drive
Reston, VA 20191-1596
Phone: 703-860-8300
www.nbea.org

National Consortium on Health Science & Technical Education (NCHSTE)
2410 Woodlake Drive, Suite 440
Okemos, MI 48864-3997
Phone: 517-347-3332
www.nchste.org

National Research Center for Career and Technical Education
1954 Buford Avenue
St. Paul, MN 55108-6197
Phone: (800) 322-9664
www.nccte.com/

National Tech Prep Network (NTPN)
P.O. Box 21689
Waco, TX 76710-1689
Phone: (800) 518-1410 x297
www.cord.org

Printing Industry of Minnesota
2829 University Avenue SE, Suite 750
Minneapolis, MN 55414-3222
Main telephone: 612/379-3360
www.pimn.org

US Department of Education
Office of Vocational and Adult Education
4090 MES
400 Maryland Avenue, SW
Washington, DC 20202
Phone: (202) 205-5451
<http://www.ed.gov/offices/OVAE/>

Section 10. Managing the Program

National Skill Standards Board
1441 L Street NW
Suite 9000
Washington, DC 20005- 3512
Phone: (877) THE-NSSB
www.nssb.org

SCANS
US Department of Labor
Employment and Training Administration
<http://wdr.doleta.gov/SCANS>

VTECS
1866 Southern Lane
Decatur, Georgia 30033-4097
800-248-7701 ext. 543
www.v-tecs.org

V-TECS Minnesota State contact
Diane Miller
diane.milller@state.mn.us

Section 11. Legal Requirements

American with Disabilities Act
U.S. Department of Justice
950 Pennsylvania Avenue, NW
Civil Rights Division
Disability Rights Section - NYAV
Washington, D.C. 20530
Phone: 1-800-514-0301
TTY: 1-800-514-0383
www.ada.gov

Labor Standards – Child Labor Laws
Minnesota Department of Labor and Industry
Phone: 1-800-342-5354
www.doli.state.mn.us

U.S. Department of Labor - FLSA
Phone: (612) 370-3371
www.dol.gov

Youth Rules!
U.S. Department of Labor
www.youthrules.dol.gov