Work-Based Learning Handbook

Office of Technical & Secondary Program Improvement
Technical & Adult Education Services
FOREWORD

Work-Based Learning involves schools and employers working together to create a structured learning program connected to the academic and technical content learned in the classroom. This handbook may be used as a resource for a school as they create and support Work-Based Learning in their school. Current research indicates that quality Work-Based Learning experiences assist students in making more informed decisions about their career goals and have a positive impact on higher student achievement.

This resource provides the necessary forms and agreements to be used in providing an organized and safe experience for all students. Many of the forms and agreements may be formatted to conform to county/school policies concerning Work-Based Learning.

Dr. Stanley E. Hopkins
Assistant State Superintendent of Schools
Technical and Adult Education Services
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WORK-BASED LEARNING
The Decisive Link

According to the Partnership for 21st Century Skills,* “There remains a profound gap between the knowledge and skills most students learn in school and the knowledge and skills they need in typical 21st century communities and workplaces.”

Work-based Learning (WBL) provides the link that can help bridge that gap.** Students in work-based learning programs:

- “shadow” existing workers, discussing job opportunities, work and life with adult mentors;
- experience the workplace first-hand;
- have the opportunity to apply classroom knowledge to real workplace tasks;
- acquire skills necessary for successful careers; and,
- make more informed decisions about their career goals.

Providing quality work-based learning takes the cooperative effort of the business community, the school, parents and the students themselves. The skills and understandings necessary for each job are outlined (training plan), and all parties involved work to help students acquire them.

In quality work-based learning programs:

- schools and employers work together to create a structured learning program closely connected to academic and technical content learned in the classroom;
- training sponsors work with school coordinators and students to develop a training plan;
- students learn broad transferable skills (i.e., problem-solving, communication) that will serve them, regardless of career choice;
- students learn “all aspects of an industry” from labor, health and safety and technology to management and finance;
- workplace mentors, supervisors and school personnel receive orientation, training and on-going support;
- teachers, leaders, administrators and counselors stay in contact with businesses by discovering ways to better incorporate workplace concepts and technologies into their curriculum, participate in short-term employment opportunities (i.e., summer internships) to expand skills and develop a better understanding of the industry; and,
- parents encourage and support their child as this valuable piece of career education is attained.

*The Partnership for 21st Century Skills, formed in 2002, is a public-private collaboration of business, education and government groups. The primary focus of the Partnership is to close the gap between what students learn in school and what they must know and be able to do to succeed in the 21st Century workplace.
The Partnership, comprised of major technology companies (Apple, Dell, Microsoft, Cisco Systems), also includes the National Education Association and the U.S. Department of Education.

In the Partnership’s new vision for education, there is an emphasis on the importance of the “technology component”. They contend that schools that fail to integrate technology into their coursework will be viewed by many students as out-of-date and irrelevant.

The Key Elements of the 21st Century Skills model are:

- Emphasize Core Subjects;
- Emphasize Learning Skills;
- Use 21st Century Tools to Develop Learning Skills;
- Teach and Learn in a 21st Century Context;
- Teach and Learn in a 21st Century Content; and,

The Key Element that specifically addresses work-based learning is the fourth one. Teaching and learning in a 21st Century context involves:

- Increasing relevancy by using examples and applications from students’ lives;
- Bringing in outside experts from the community;
- Taking students out into the world, literally or virtually; and,
- Creating opportunities for increased student/student and student/teacher interaction in authentic learning experiences.

By making connections between their schoolwork and life outside the classroom, students are more engaged and motivated.

*(For more information about 21st Century Skills, visit www.21stcenturyskills.org)*

**Quality work-based learning experiences can be provided on-site as well as off-site. Regardless of location, the WBL should be closely connected to the student’s career cluster/major and should be the cooperative effort of the business community, school, parents and students.*
WORK-BASED LEARNING
CRITERIA FOR PARTICIPATION

The following are strongly recommended criteria for work-based experiences scheduled on a regular basis off the school site (i.e., internships):

- Work-Based Learning (WBL) experience should be related to the student’s program of study and career major. Students must complete or be currently completing a minimum of four courses in the career major.
- Work-Based Learning must be approved and coordinated by the Work-Based Learning Coordinator in collaboration with the school faculty and staff and parents.
- Work-Based Learning components (as appropriate) should include, but are not limited to:
  - Training agreement;
  - Training plan;
  - Discipline policy;
  - Credit policy;
  - Attendance policy; and,
  - GPA requirement.
- Student is responsible (if appropriate) for transportation.
- Student must have verifiable medical insurance.
- Credit may be awarded (local board of education decision) based on the following: 135 hours/1credit.
- Student’s attendance record must indicate no more than 10 days absent during the previous school year.
- Long-term Work-Based Learning experiences may occur before, during or after school hours.

*Criteria for work-based learning participation are determined at the local level. A team should be formed to review individual waiver requests.
WORKING WITH THE STUDENTS

- View work-based learning (WBL) as a natural extension of classroom instruction.
- Encourage students at each developmental level to examine their career goals, interests, etc.
- Use assessment tools (i.e., ACT Explore and ACT Plan) and mentoring time to assist students in choosing quality WBL experiences.
- Develop, with the students, clear goals for the WBL experience.
- Match WBL placement with students’ skill and experience levels.
- Keep careful records of the logistics (i.e., permission forms, work permits and student applications).
- Provide an orientation for the students that includes:
  - Workplace practices (i.e., appropriate dress, punctuality);
  - Program/project requirements specific to work site (i.e., students working the health field may need vaccinations);
  - Discussion of “conduct” topics (i.e., confidentiality, harassment); and,
  - Documentation and evaluation requirements.
- Supervise students “on the job” and/or determine a work-site mentor.
- After the WBL experience, provide opportunity for students to reflect and assess their learning
- Emphasize importance of expressing appreciation to work-site sponsor.

WORKING WITH THE WORK-BASED LEARNING SITE

- Contact work-site and determine mentor.
- Meet with mentor to discuss WBL goals and sign training agreement (if appropriate) and determine if student(s) should be present.
- Clarify legal/logistical issues (i.e., paid/unpaid WBL, liability and student transportation).
- Discuss records/evaluation to be completed by work-site mentor.
- Stress importance of workplace orientation for student (i.e., safety, expectations).
- Determine when/how often to visit work-site to observe student “on the job.”
- Emphasize importance of work-site mentor’s evaluation of students and WBL program.

Remember, it takes time to identify and develop quality work-sites. Treasure and nurture these relationships!
Work-based learning is an integral part of career development and a quality education in West Virginia. In 1996, West Virginia Senate Bill 300 established *Comprehensive Goals for Jobs Through Education*, one of which called for “a system of career information and guidance and …structured work-based learning.”

In addition to legislation, several West Virginia State Board of Education policies contain references to work-based learning (excerpts from Policies 2510, 2315 and 2320).

According to Policy 2510 - §126-42-6, section 6.4.4, “the county and school shall require work-based learning experiences for each student at some time in grade 9, 10, 11 or 12.” Each county will develop a work-based learning policy that meets the needs of their students. This policy is to be “revisited” periodically and updated. A copy of the revised policy is then sent to the West Virginia Department of Education Work-Based Learning Coordinator in the Office of Technical and Secondary Program Improvement.

Also, included in this section is information from the West Virginia Division of Labor and United States Departments of Labor affecting child labor. Any work-based experience that creates an employment relationship must be in compliance with these laws. Since all states have their own youth employment requirements, when state and federal rules differ, employers are held to the stricter standards.
WEST VIRGINIA STATE BOARD OF EDUCATION POLICIES
REFERENCES TO WORK-BASED LEARNING

Assuring the Quality of Education: Regulations for Education Programs (2510)

§126-42-5. Glossary.

5.63 Process/Workplace Skills – Skills required for success in a career and the workplace including the ability to organize, plan, reason and use information to solve problems; communicate orally and in writing; work effectively with others; understand and use technology; develop personal skills and attributes; and plan and prepare for a career.

5.80 Work-Based Learning – A structured activity that correlates with and is mutually supportive of the school-based learning of the student and includes specific objectives to be learned by the student as a result of the activity. This assists students in gaining an awareness of the workplace; developing an appreciation of the relevance of academic subject matter to workplace performance; and gaining valuable work experience and skills while exploring career interests and abilities.

§126-42-6. Program Definition.

6.4.4 The county and school shall require work-based learning experiences for each student at some time in grade 9, 10, 11 or 12. In order to qualify as a work-based learning experience within the meaning of this section, the experience must have the demonstrated ability to help students attain process/workplace skills. (See Section 5.63) Counties with few employers must identify and utilize alternative strategies, such as workplace simulations, community service and school-based enterprises to provide such opportunities. Each county board of education shall:
• establish a procedure for coordinating work-based learning experiences;
• establish criteria for selecting quality work-based learning experience and sites;
• establish criteria and standards that students must meet to be eligible for work-based learning experience;
• establish standards and objectives for the different types of work-based learning experiences;
• establish process and criteria for work-based experiences that merit the awarding of credit;
• provide staff development for coordinators, mentors and supervisors of work-based learning experiences; and
• establish linkages to enable school personnel and businesses to provide work-based experiences to support and enhance programs of study and career development.
Comprehensive Developmental Guidance & Counseling (2315)

§126-67-7. Guidance and counseling program content standards and student competencies.

7.2.3 Standard 6: Students will understand the relationship between personal qualities, education and training, and the world of work. Examples of student competencies associated with this standard may include, but are not limited to:

- Students will apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and mentoring experiences.

A Process for Improving Education: Performance Based Accreditation System (2320) – “OEPA”

§126-13-6. High Quality Standards.

6.1.9 Programs of study.* Programs of study are provided in grades K-12 as listed in W.Va. 126CSR42 West Virginia Board of Education 2510 (hereinafter Policy 2510) for elementary, middle and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

See p. 45 in OEPA Manuel

*Programs of Study are accessible via the West Virginia Department of Education website – www.state.wv.us
Child labor laws, established by the U.S. Department of Labor, impact work-based learning. It is the responsibility of work-based learning coordinators to become knowledgeable concerning these laws. Protecting the health and well-being of the student is of paramount concern.

Included in this section are pages from the U.S. Department of Labor website:

- Child Labor Introduction
- Youth Employment Provisions of the Fair Labor Standards Act (FLSA) for Nonagricultural Occupations
- Federal Child Labor Laws in Farm Jobs
- Cooking and Baking under the Federal Youth Employment Provisions of Fair Labor Standards ACT (FLSA)

For further information, visit:

www.dol.gov
www.youthrules.dol.gov
Child Labor Introduction

Federal child labor rules are established by the Fair Labor Standards Act (FLSA). This Act establishes minimum wage, overtime pay, recordkeeping, and child labor rules affecting full- and part-time workers in the private sector and in the Federal, state and local governments. The rules vary depending upon the age of the young worker and his or her occupation.

Two things are certain:

1. Once an employee is 18, there are no Federal child labor rules.
2. Federal child labor rules do not require work permits. However, the Department of Labor will issue age certificates if your state does not issue them and you are asked to provide them by your employer.

All states have child labor standards. When Federal and state standards are different, the rules that provide the most protection to young workers will apply. You may find out about the child labor laws in your state by clicking the State Child Labor Laws button below.

This Advisor answers questions about workers and businesses that are subject to the FLSA and its child labor rules. Most employment is covered, but you may wish to learn more about FLSA coverage by clicking on the FLSA Coverage and Employment Status Advisor listed below.

You may also want to review the list of child labor frequently asked questions.

Interactive Advisors
Child Labor Rules
FLSA Coverage and Employment Status

Other Links
YouthRules!
State Child Labor Laws
Child Labor Publications

FLSA Advisor Main Menu

Disclaimer

www.dol.gov/elaws
Fact Sheet #43: Youth Employment Provisions of the Fair Labor Standards Act (FLSA) For Nonagricultural Occupations

This Fact Sheet provides general information about the Federal youth employment provisions applicable to non-agricultural occupations. Different standards apply to farm work.

The Department of Labor is committed to helping young workers find those positive and early employment experiences that can be so important to their development, but the work must be safe. The youth employment provisions of the FLSA were enacted to ensure that when young people work, the work does not jeopardize their health, well-being or educational opportunities. Employers are subject to the youth employment provisions under the same coverage criteria as established for the other provisions of the FLSA.

It is an unfortunate fact that children do get injured, even killed, in the workplace. The National Institute for Occupational Safety and Health estimates that over 210,000 American children suffer occupational injuries every year – and over 70,000 of these injuries are serious enough to warrant emergency room treatment.

Both Federal and State laws govern the employment of young workers and when both are applicable, the law with the stricter standard must be obeyed.

The Federal youth employment provisions do not:

- require minors to obtain "working papers" or "work permits," though many States do;
- restrict the number of hours or times of day that workers 16 years of age and older may be employed, though many States do;
- apply where no FLSA employment relationship exists;
- regulate or require such things as breaks, meal periods, or fringe benefits; and,
- regulate such issues as discrimination, harassment, verbal or physical abuse, or morality, though other Federal and State laws may.

Minimum Age Standards For Employment

The FLSA and the youth employment regulations issued at 29 CFR, Part 570, establish both hours and occupational standards for youth. Children of any age are generally permitted to work for businesses entirely owned by their parents, except those under 16 may not be employed in mining or manufacturing and no one under 18 may be employed in any occupation the Secretary of Labor has declared to be hazardous.
Once a youth reaches 18 years of age, he or she is no longer subject to the Federal youth employment provisions.

Basic minimum age for employment. Sixteen- and 17-year-olds may be employed for unlimited hours in any occupation other than those declared hazardous by the Secretary of Labor.

Young persons 14 and 15 years of age may be employed outside school hours in a variety of non-manufacturing and non-hazardous jobs for limited periods of time and under specified conditions.

Children under 14 years of age may not be employed in non-agricultural occupations covered by the FLSA. Permissible employment for such children is limited to work that is exempt from the FLSA (such as delivering newspapers to the consumer and acting). Children may also perform work not covered by the FLSA such as completing minor chores around private homes or casual baby-sitting.

OCCUPATIONS BANNED FOR ALL MINORS UNDER THE AGE OF 18

The Hazardous Occupations Orders (HOs)

The FLSA establishes an 18-year minimum age for those nonagricultural occupations that the Secretary of Labor finds and declares to be particularly hazardous for 16- and 17-year-old minors, or detrimental to their health or well-being. In addition, Child Labor Regulation No. 3 also bans 14- and 15-year-olds from performing any work proscribed by the HOs. There are currently seventeen HOs which include a partial or total ban on the occupations or industries they cover.

HO 1. Manufacturing or storing explosives - bans minors working where explosives are manufactured or stored, but permits work in retail stores selling ammunition, gun shops, trap and skeet ranges and police stations.

HO 2. Driving a motor vehicle or work as an outside helper on motor vehicles - bans operating motor vehicles on public roads and working as outside helpers on motor vehicles, except 17-year-olds may drive cars or small trucks during daylight hours for limited times and under strictly limited circumstances (see Fact Sheet #34 in this series for information about on the job driving).

HO 3. Coal mining - bans most jobs in coal mining.

HO 4. Logging and sawmilling - bans most jobs in logging and timbering (including cutting firewood) and in sawmills.

HO 5. Power-driven woodworking machines - bans the operation of most power-driven woodworking machines, including chain saws, nailing machines and sanders.*

HO 6. Exposure to radioactive substances and ionizing radiation - bans exposure to radioactive materials.

HO 7. Power-driven hoisting apparatus - bans the operation of most power-driven hoisting apparatus such as forklifts, non-automatic elevators, bobcats and cranes, including most high lift trucks, but does not apply to chair-lifts at ski resorts nor to electric and pneumatic lifts used to raise cars in garages and gasoline service stations.
HO 8. **Power-driven metal-forming, punching and shearing machines** - bans the operation of certain power-driven metal-working machines but permits the use of most machine tools.

HO 9. **Mining, other than coal** - bans most jobs in mining at metal mines, quarries, aggregate mines and other mining sites including underground work in mines, work in or about open cut mines, open quarries and sand and gravel operations.

HO 10. **Power-driven meat-processing machines, slaughtering and meat packing plants** - bans the operation of power-driven meat processing machines, such as meat slicers, saws and meat choppers, wherever used (including restaurants and delicatessens). This ban includes the use of this machinery on items other than meat, such as cheese and vegetables. HO 10 also bans most jobs in slaughtering and meatpacking establishments.

HO 11. **Power-driven bakery machines** - bans the operation of power-driven bakery machines such as vertical dough and batter mixers (including most countertop models), dough rollers and dough sheeters. This ban covers such machinery wherever used.

HO 12. **Power-driven paper-products machines** - bans the operation of power-driven paper products machines such as scrap paper balers, paper box compactors, and platen-type printing presses. Sixteen- and 17-year-olds may load, but not operate or unload, certain scrap paper balers and paper box compactors under very specific guidelines (see Fact Sheet #57 for information about the rules concerning the loading of power-driven balers and compactors).

HO 13. **Manufacturing of brick, tile and related products** - bans most jobs in the manufacture of brick, tile and similar products.

HO 14. **Power-driven circular saws, band saws and guillotine shears** - bans the operation of various types of power-driven band and circular saws and guillotine shears, no matter what kind of items are being cut by the saws and shears.

HO 15. **Wrecking, demolition, and ship-breaking operations** - bans most jobs in wrecking, demolition and ship-breaking operations, but does not apply to remodeling or repair work which is not extensive.

HO 16. **Roofing operations** - bans most jobs in roofing operations, including work performed on the ground and removal of the old roof, and all work on or about a roof.

HO 17. **Trenching and excavation operations** - bans most jobs in trenching and excavation work, including working in a trench more than four feet deep.

* The regulations provide a limited exemption from HOs 5, 8, 10, 12, 14, 16 and 17 for apprentices and student-learners who are at least 16 years of age and enrolled in approved programs. The term "operation" as used in HOs 5, 8, 10, 11, 12 and 14 generally includes the tasks of setting up, adjusting, repairing, oiling or cleaning the equipment.
The Federal youth employment provisions limit the times of day, number of hours, and industries and occupations in which 14- and 15-year-olds may be employed.

**Hours Standards for 14- and 15-Year-Olds**

Child Labor Regulation No. 3, 29 CFR Part 570, Subpart C, (CL Reg 3), limits the hours and the times of day that 14- and 15-year-olds may work to:

- outside school hours;
- no more than 3 hours on a school day, including Fridays;
- no more than 8 hours on a nonschool day;
- no more than 18 hours during a week when school is in session;
- no more than 40 hours during a week when school is not in session; and,
- between 7 a.m. and 7 p.m. – except between June 1 and Labor day when the evening hour is extended to 9 p.m.

Fourteen- and 15-year-olds may work in most office jobs and retail and food service establishments, but may not work in processing, mining or in any workroom or workplace where goods are manufactured or processed.

Such youth also are prohibited from working in any of the Hazardous Orders or in occupations involving transportation, construction, warehousing, communications and public utilities.

Fourteen- and 15-year-olds may not operate most power-driven machinery, including lawn mowers, lawn trimmers and weed cutters. Such youth may operate most office machines and certain equipment found in food service establishments such as dishwashers, Toasters, dumbwaiters, popcorn poppers, milk shake blenders and coffee grinders.

They may be employed in occupations such as bagging groceries, office work, stocking shelves, cashiering and cook with electric and gas grills that do not involve open flames and deep-fat fryers that are equipped with and utilize devices that automatically raise and lower the baskets into and out of the oil or grease. Fourteen- and 15-year-olds may not bake as part of their employment.

The Department of Labor revised the rules regarding cooking by youths under 16 years of age effective February 14, 2004. Please see Fact Sheet # 58 (Cooking and Baking under the Federal Youth Employment Provisions of the FLSA) in this series for more information.

**Special Provisions Permitting the Employment of Certain Minors in Places of Business that Use Machinery to Process Wood Products**

Section 13(c)(7) of the FLSA permits the employment of certain minors between the ages of 14 and 18, inside and outside of places of businesses where machinery is used to process wood products. This exemption applies only to a minor who is:

1. exempt from compulsory school attendance beyond the eighth grade either by statute or judicial order, and,
2. is supervised in the work place by an adult relative or adult member of the same religious sect or division as the minor.
Although a minor meeting these requirements may be employed inside and outside of places of businesses that use machinery to process wood products—activities normally prohibited by Child Labor Regulation No. 3 and HO 4—the minor is still prohibited from operating, or assisting to operate, any power-driven woodworking machines. This prohibition includes the starting and stopping of the machines and the feeding of materials into the machines as well as the off-bearing of materials from the machines. Such minors are also prohibited from cleaning, oiling, setting-up, adjusting and maintaining the machines. In addition, such minors must be protected from wood particles or other flying debris within the workplace by a barrier appropriate to the potential hazard of such wood particles or flying debris or by maintaining a sufficient distance from machinery in operation. The minor is also required to use personal protective equipment to prevent exposure to excessive levels of noise and sawdust. See Fact Sheet No. 55 in this series for more information about this exemption.

**Work Experience and Career Exploration Program (WECEP)**

This program is designed to provide a carefully planned work experience and career exploration program for 14- and 15-year-old youths who can benefit from a career oriented educational program designed to meet the participants' needs, interests and abilities. The program is aimed at helping youths to become reoriented and motivated toward education and to prepare them for the world of work.

State Departments of Education are granted approval to operate a WECEP by the Administrator of the Wage and Hour Division for a 2-year period. Certain provisions of CL Reg. 3 are modified for 14- and 15-year-old participants during the school term.

- They may work during school hours.
- They may work up to 3 hours on a school day; and as many as 23 hours in a school week.
- They also may work in some occupations that would otherwise be prohibited under a variance issued by the Administrator, but they may not work in manufacturing, mining or any of the 17 Hazardous Occupations.

**Enforcement and Penalties**

Investigators of the Wage and Hour Division who are stationed across the U.S. enforce the youth employment provisions of the FLSA. As the Secretary of Labor's authorized representatives, they have the authority to conduct investigations and gather data on wages, hours and other employment conditions or practices, in order to determine compliance with all the provisions of the FLSA.

Violators of the youth employment provisions may be subject to a civil money penalty of up to $11,000 for each minor employed in violation. The FLSA prohibits the shipment in interstate commerce of goods that were produced in violation of the Act's minimum wage, overtime, or youth employment provisions. The FLSA authorizes the Department of Labor to obtain injunctions to prohibit the movement of such "hot goods." The FLSA also authorizes the Department to obtain injunctions against violators of the youth employment provisions to compel their compliance with the law. Further violations could result in sanctions against such persons
for contempt of court. Willful youth employment violators may face criminal prosecution and be fined up to $10,000. Under current law, a second conviction may result in imprisonment.

**This fact sheet is intended as general information only and does not carry the force of legal opinion.**

The Department of Labor is providing this information as a public service. This information and related materials are presented to give the public access to information on Department of Labor programs. You should be aware that, while we try to keep the information timely and accurate, there will often be a delay between official publications of the materials and the modification of these pages. Therefore, we make no express or implied guarantees. The *Federal Register* and the *Code of Federal Regulations* remain the official source for regulatory information published by the Department of Labor. We will make every effort to correct errors brought to our attention.

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**How can I get more information on these laws?**

For more information about these youth employment provisions or those applicable to employment in agriculture, call your local Wage and Hour Division Office. These offices can be found in the blue pages of your telephone directory or you can call 1-866-4US-WAGE (1-866-487-9243). You may also visit us at our *YouthRules!* Website located at: [http://www.youthrules.dol.gov](http://www.youthrules.dol.gov)

For more information about other laws enforced by the Wage and Hour Division, visit our homepage at: [http://www.wagehour.dol.gov](http://www.wagehour.dol.gov)

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**U.S. Department of Labor**  
**Frances Perkins Building**  
**200 Constitution Avenue, NW**  
**Washington, DC  20210**

Revised December 2004  
U.S. Department of Labor  
Employment Standards Administration  
Wage and Hour Division
Fact Sheet #40: Federal Child Labor Laws in Farm Jobs

The Fair Labor Standards Act of 1938 (FLSA) as amended, sets standards for child labor in agriculture. These standards differ from those for nonfarm jobs.

To Which Agricultural Workers does the FLSA Apply?
The FLSA covers employees whose work involves production of agricultural goods which will leave the state directly or indirectly and become a part of interstate commerce.

What are the Minimum Age Standards for Agricultural Employment?
- Youths ages 16 and above may work in any farm job at any time.
- Youths aged 14 and 15 may work outside school hours in jobs not declared hazardous by the Secretary of Labor.
- Youths 12 and 13 years of age may work outside of school hours in non-hazardous jobs on farms that also employ their parent(s) or with written parental consent.
- Youths under 12 years of age may work outside of school hours in non-hazardous jobs with parental consent, but only on farms where none of the employees are subject to the minimum wage requirements of the FLSA.
- Local youths 10 and 11 may hand harvest short-season crops outside school hours for no more than 8 weeks between June 1 and October 15 if their employers have obtained special waivers from the Secretary of Labor.
- Youths of any age may work at any time in any job on a farm owned or operated by their parents.

What are the Hazardous Occupations in Agriculture?
Minors under 16 may not work in the following occupations declared hazardous by the Secretary of Labor:
- operating a tractor of over 20 PTO horsepower, or connecting or disconnecting an implement or any of its parts to or from such a tractor;
- operating or working with a corn picker, cotton picker, grain combine, hay mower, forage harvester, hay baler, potato digger, mobile pea viner, feed grinder, crop dryer, forage blower, auger conveyor, unloading mechanism of a nongravity-type self-unloading wagon or trailer, power post-hole digger, power post driver or nonwalking-type rotary tiller;
- operating or working with a trencher or earthmoving equipment, fork lift, potato combine, or power-driven circular, band or chain saw;
- working in a yard, pen or stall occupied by a bull, boar, or stud horse maintained for breeding purposes; a sow with suckling pigs; or a cow with a newborn calf (with umbilical cord present);
- felling, buckling, skidding, loading or unloading timber with a butt diameter or more than 6 inches;
- working from a ladder or scaffold at a height of over 20 feet;
• driving a bus, truck or automobile to transport passengers, or riding on a tractor as a passenger or helper;
• working inside: a fruit, forage or grain storage designed to retain an oxygen-deficient or toxic atmosphere; an upright silo within two weeks after silage has been added or when a top unloading device is in operating position; a manure pit; or a horizontal silo while operating a tractor for packing purposes;
• handling or applying toxic agricultural chemical identified by the words "danger," "poison," or "warning or a skull and crossbones on the label;
• handling or using explosives; and,
• transporting, transferring or applying anhydrous ammonia.

The prohibition of employment in hazardous occupations does not apply to youths employed on farms owned or operated by their parents. In addition, there are some exemptions from the prohibitions:
• 14 and 15-year old student learners enrolled in vocational agricultural programs are exempt from certain hazardous occupations when certain requirements are met; and
• minors aged 14 and 15 who hold certificates of completion of training under a 4-H or vocational agriculture training program may work outside school hours on certain equipment for which they have been trained.

What if state child labor standards differ from federal standards?
Many states have laws setting standards for child labor in agriculture. When both state and federal child labor laws apply, the law setting the most stringent standard must be observed.

Who enforces the federal child labor laws?
The Wage and Hour Division of the U.S. Labor Department's Employment Standards Administration enforces the laws. Employers may be fined up to $10,000 for each child labor violation.

Where can I get more information about the federal child labor laws?
This publication is for general information and is not to be considered in same light as official statement of position contained in the regulations.

For additional information, visit our Wage-Hour website: http://www.wagehour.dol.gov and/or call Wage-Hour toll-free information and help line, available 8am to 5pm in your time zone, 1-866-4USWAGE (1-866-487-9243).
Fact Sheet #58: Cooking and Baking under the Federal Youth Employment Provisions of Fair Labor Standards Act (FLSA)

This fact sheet provides general information concerning cooking and baking activities under the federal youth employment provisions. For detailed information about the federal youth employment provisions, please read Regulations, 29 CFR Part 570 located at http://www.dol.gov/dol/allcfr/ESA/Title_29/Part_570/toc.htm.

The Department of Labor is committed to helping young workers find positive, appropriate and safe employment experiences. The youth employment provisions of the FLSA were enacted to ensure that when young people work, the work does not jeopardize their health, well-being or educational opportunities.

Minimum Age Standards for Employment
The FLSA and the youth employment regulations, issued at 29 CFR Part 570, establish both hours and occupational standards for youth. Youth of any age are generally permitted to work for businesses entirely owned by their parents, except those under 16 may not be employed in mining or manufacturing and no one under 18 may be employed in any occupation the Secretary of Labor has declared to be hazardous.

18 Years of Age
Once a youth reaches 18 years of age, he or she is no longer subject to the federal youth employment provisions.

16 & 17 Years of Age
Sixteen- and 17-year-olds may be employed for unlimited hours in any occupation other than those declared hazardous by the Secretary of Labor. Examples of equipment declared hazardous and often used by cooks and bakers include power-driven meat processing machines (meat slicers, meat saws, patty-forming machines, meat grinders and meat choppers), commercial mixers and certain power-driven bakery machines. Employees under 18 years of age are not permitted to operate, feed, set-up, adjust, repair or clean any of these machines.

14 & 15 Years of Age
Fourteen- and 15- year-olds may be employed in food preparation, but they may not perform any baking activities and only limited cooking tasks. There are also restrictions on the number of hours and times of day that these minors may be employed. See Fact Sheet No. 43 in this series (Youth Employment Provisions for Nonagricultural Occupations) for information about these hours standards. The rules regarding what cooking tasks 14- and 15-year-olds may legally perform were revised by the U. S. Department of Labor, effective February 14, 2005. The following charts highlight the changes in these rules.
<table>
<thead>
<tr>
<th>Youth Employment Rules for Cooking by 14- and 15-Year-Olds AFTER February 13, 2005</th>
<th>Youth Employment Rules for Cooking by 14- and 15-Year-Olds PRIOR to February 14, 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooking by this age group may be performed out of the view of the public.</td>
<td>Cooking by this age group had to be performed “in plain view” of the public.</td>
</tr>
<tr>
<td>Fourteen- and 15-year-olds may perform only that cooking which involves the use of (1) electric or gas grilles that do not entail cooking over an open flame, and (2) deep fat fryers that are equipped with and utilize devices that automatically lower and raise the baskets into and out of the oil or grease.</td>
<td>Fourteen- and 15-year-olds could only do light cooking, including using grilles and deep fat fryers, that was performed in plain view of the public.</td>
</tr>
<tr>
<td>This age group may not cook with NEICO broilers, fryolators, rotisseries or pressure cookers.</td>
<td>This age group could not cook with NEICO broilers, fryolators, rotisseries or pressure cookers.</td>
</tr>
<tr>
<td>Fourteen- and 15-year-olds may perform kitchen work and other work involved in preparing and serving food and beverages, including the operation of machines and devices used in the performance of such work, such as but not limited to dish-washers, toasters, dumbwaiters, popcorn poppers, milk shake blenders, coffee grinders, devices used to maintain the temperature of prepared foods (such as warmers, steam tables and heat lamps), and microwave ovens that are used only to warm prepared food and do not have the capacity to warm above 140° F.</td>
<td>Fourteen- and 15-year-olds could perform kitchen work and other work involved in preparing and serving food and beverages, including the operation of machines and devices used in the performance of such work, such as but not limited to dish-washers, toasters, dumbwaiters, popcorn poppers, milk shake blenders, coffee grinders, devices used to maintain the temperature of prepared foods (such as warmers, steam tables, and heat lamps), and microwave ovens that are used only to warm prepared food and do not have the capacity to warm above 140° F.</td>
</tr>
<tr>
<td>This age group is prohibited from operating, setting up, adjusting, cleaning, oiling or repairing power-driven food slicers and grinders, food choppers and cutters, and bakery type mixers.</td>
<td>This age group was prohibited from operating, setting up, adjusting, cleaning, oiling or repairing power-driven food slicers and grinders, food choppers and cutters, and bakery type mixers.</td>
</tr>
<tr>
<td>Fourteen- and 15-year-olds may perform kitchen work and other work involved in preparing and serving food and beverages, including the operation of machines and devices used in the performance of such work, such as but not limited to dish-washers, toasters, dumbwaiters, popcorn poppers, milk shake blenders, coffee grinders, devices used to maintain the temperature of prepared foods (such as warmers, steam tables and heat lamps), and microwave ovens that are used only to warm prepared food and do not have the capacity to warm above 140° F.</td>
<td>Fourteen- and 15-year-olds were prohibited from performing any occupations declared hazardous for workers 16 and 17 years of age (described above).</td>
</tr>
<tr>
<td>This age group may clean kitchen surfaces and non-power-driven kitchen equipment, but only when the temperatures of the surfaces and equipment do not exceed 100°F.</td>
<td>This age group was prohibited from cleaning power-driven equipment.</td>
</tr>
<tr>
<td>Fourteen- and 15-year-olds may filter, transport, and dispose of oil and grease, but only if the temperature of such materials does not exceed 100°F.</td>
<td>Fourteen- and 15-year-olds could filter, transport and dispose of oil and grease without any restrictions.</td>
</tr>
<tr>
<td>This age group may not perform work in a freezer or meat cooler.</td>
<td>This age group was prohibited from performing work in a freezer or meat cooler.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Youth Employment Rules for Baking by 14- and 15-Year-Olds AFTER February 13, 2005</th>
<th>Youth Employment Rules for Baking 14- and 15-Year-Olds PRIOR to February 14, 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourteen- and 15-year-olds may not be employed to perform any part of the baking process, such as weighing and mixing ingredients, placing or assembling products in pans or on trays; operating ovens, including convection ovens, microwave ovens (except those used for warming food as described above), pizza ovens and automatic feeding ovens; removing items from ovens; placing items on cooling trays and finishing baked products.</td>
<td>Fourteen- and 15-year-olds could not be employed to perform any part of the baking process, such as weighing and mixing ingredients; placing or assembling products in pans or on trays; operating ovens, including convection ovens, microwave ovens (except those used for warming food as described above), pizza ovens and automatic feeding ovens; removing items from ovens; placing items on cooling trays and finishing baked products.</td>
</tr>
</tbody>
</table>
Additional Information
For more information regarding the FLSA youth employment provisions, including a complete list of all hazardous occupation orders, visit the YouthRules! Web site at www.youthrules.dol.gov.

For more information regarding the Fair Labor Standards Act, visit the Wage and Hour Division Web site at www.wagehour.dol.gov or call our toll-free help line, available 8 a.m. to 5 p.m. in your time zone at 1-866-4US-WAGE (1-866-487-9243). The FLSA statute appears at 29 U.S.C. § 201 et seq.

When state youth employment laws differ from the federal provisions, an employer must comply with the higher standard. Links to your state labor department can be found at www.dol.gov/esa/contacts/stateof.htm.

The Department of Labor provides this information to enhance public access to information on its programs. This publication is for general information and is not to be considered in the same light as official statements of position contained in regulations.

Revised December 2004

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210
1-866-4-USWAGE
TTY: 1-877-889-5627
West Virginia Division of Labor

Child labor laws are established on the state level by the West Virginia Division of Labor. It is the goal to align state standards with the U.S. Department of Labor, but as a reminder, when state and federal rules differ, employers are held to the stricter standard.

Included in this section is information that can be accessed on the West Virginia Division of Labor website:

- Age Specific Guidelines
- Interpretive Rule – Child Labor

For further information, visit: [www.labor.state.wv.us](http://www.labor.state.wv.us)
Age Specific Guidelines
for the employment of children in West Virginia.

13 year olds may
Baby sit
Deliver Newspapers
Work for parents in their solely
owned business *

No permits required
**excludes hazardous occupations

Employment Requirements for 14 & 15 year olds

Work Permit Required:
Entitled to a 30 minute lunch after five hours of work
Work restricted to **non hazardous occupations
Prohibited from working in a bar or other establishment where the primary business activity involves the consumption of alcoholic beverages
Work hours limited:

WHILE SCHOOL IS IN SESSION
May not work:
- more than 3 hrs per day
- more than 18 hrs per week
- before 7:00 am or after 7:00 pm *without supervision permit
- During normal school hours

SUMMER EMPLOYMENT
May not work:
- more than 8 hrs per day
- more than 40 hrs per week
- before 7:00 am or after 9:00 pm *without supervision permit

Home schooled children are also restricted from working during normal school hours.

16 & 17 year olds

- an age certificate may be required by the employer as proof of age
- work hours unrestricted
- may participate in volunteer fire activities
- may participate in fighting forest fires (as part of junior forest fire crew)
- prohibited from working in a bar
- prohibited from occupations involving the serving or dispensing of alcohol while working in an establishment (other than a bar) where alcohol is served, dispensed and consumed on the premises
- may not drive a motor vehicle as a principal part of their employment or for delivery purposes
- work limited to age appropriate non hazardous occupations** regardless of whether or not an age certificate has been obtained

for additional information contact
The West Virginia Division of Labor
Capitol Complex Building 6, Room 749B
Charleston, WV 25305
(304) 559-7890, Ext. 163/127

Age Certificate may be required by employer
Not a requirement of law.


1.3. Filing Date. -- July 19, 2002.

1.4. Effective Date. -- August 1, 2002.

1.5. Repeal and replace 42 CSR 9 which was effective on April 14, 1975.


2.1. Work permits must be obtained for minors aged fourteen (14) through fifteen (15) before they can be legally employed. Work permits allow a minor to work between the hours of seven a.m. and seven p.m., but not during school hours, nor for more than eight (8) hours on a non-school day, nor for more than forty (40) hours in a non-school week.

2.2. Age certificates can be required of minors aged sixteen (16) through seventeen (17) before they may be employed.

2.3. Permits and certificates may be obtained from the County Board of Education in the county in which the minor resides. A written promise of intent to employ and certified birth certificate are required for both work permits and age certificates. The minor in question, or the applicant, must personally present both to the county board office.


Minors of any age may be legally employed without a work permit or age certificate in the following occupations:

(a) Agriculture and horticulture activities which have not been declared hazardous by the secretary of the United States department of labor;

(b) Domestic services within the residence of the employer;

(c) Work for parents or legal guardian in their solely owned business, except those jobs defined in section two, article six, chapter twenty-one [§§21-6-2 et seq.] of the Code of W.Va.;

(d) As actors or performers in motion pictures, theatrical, radio or television productions; and

(e) Newspaper delivery directly to the consumer.


4.1. Work permits. Minors aged fourteen (14) through fifteen (15) must obtain a work permit before they can be legally employed. A three (3) part application for said permit may be obtained from the local County Board of Education or the West Virginia Division of Labor. Part A, an intent to employ, must be filled out by the employer. Part B is to be signed by the parent or guardian. Part C is to be completed by the local school principal, counselor or teacher. Upon completion of this application, the applicant or minor seeking employment, must take the application and
his/her certified birth certificate to the local board office. Physical examinations are not required by the West Virginia Division of Labor; however, they may be required by the employer or the County Superintendent of Schools. Parents and applicants should ask about local requirements. Work permit to minor under fourteen (14). Work permits are not generally issued to anyone under age fourteen (14). The only exception would be minors working in the school during school hours. The Division of Labor must give its approval in each individual case.

4.2. Supervision permits. Minors aged fourteen (14) through fifteen (15) may not be employed during school hours on the days when school is in session. Otherwise, they may be employed between the hours of seven a.m. and seven p.m., not to exceed eight (8) hours on a non-school day nor forty (40) hours in a non-school week.

4.3. To meet special circumstances, the Commissioner of Labor has the authority to issue supervision permits allowing minors aged fourteen (14) through fifteen (15) to work until eleven p.m. Supervision permits may be obtained only from the West Virginia Department Division of Labor. The applicant, or the minor seeking employment, must make application directly to the commissioner of labor and provide all information required by the commissioner. The permissible hours of work will then be stated on the supervision permit. A new supervision permit must be obtained for each and every job.

4.4. Blanket work permit. -- A blanket work permit may be obtained when twenty-five or more minors are employed for a short term (ninety (90) days or less), and separate work permits would be unwieldy and time consuming. Blanket work permits may be obtained only from the Commissioner of Labor and must be filled out by the employer. Required information consists of:

(a) A letter from the employer stating his/her familiarity with the Child Labor Law and intent to abide by this law; and

(b) A list containing the names, birth-dates, ages and job classifications of each minor.

This information must be sent to the Commissioner of Labor. The listed minors shall not be employed until this permit is received and acknowledged by the Commissioner. The employer will receive a letter of acknowledgement from the Commissioner of Labor, and must keep said acknowledgement on file for as long as these minors are in his/her employ.

4.5. Lifeguards. -- Minors may be employed as a lifeguard: Provided, That he or she has completed a senior lifesaving course conducted by a qualified association such as the Red Cross: And further provided, That he or she has completed the ninth grade or reached the age of fifteen (15). Work permits, or supervision permits, are further required as applicable.

4.6. Work prohibited. -- Fourteen (14) and fifteen (15) year old minors may not be employed in any occupation defined in section two, article six, chapter twenty-one [§21-6-2] of the Code of W. Va. or other occupation deemed hazardous by the commissioner of labor.


5.1. Age certificates. -- All minors aged sixteen (16) and seventeen (17) employed in any gainful occupation, can be required to have an age certificate. The West Virginia Division of Labor does not require age certificates as a condition of legal employment of minors aged sixteen (16) and seventeen (17). Age certificates are recommended, however, to ensure the full rights of both employers and employees under the West Virginia Workers' Compensation Law. Minors aged sixteen (16) and seventeen (17) need only present a certified birth certificate and a promise of employment in order to obtain an age certificate. These certificates may be
obtained at the County Board of Education in the county in which the minor resides.

5.2. Work prohibited. -- Children under the age of eighteen (18) years shall not be employed in any occupation defined in section two, article six, chapter twenty-one [§21-6-2] of the Code of W. Va.


6.1. Under no circumstances can any minor under age sixteen (16) participate in any fire activities.

6.2. Volunteer fire departments.

(a) Minors aged sixteen (16) and seventeen (17) who have successfully completed the minimum training requirements of the West Virginia University fire service extension firefighting training section one, or its equivalent, and who has the written consent of his or her parents or guardian may engage in limited fire-fighting activities: Provided, That such minors are under the direct supervision and control of trained and qualified fire protection personnel. Written permission of the minor's parent or guardian is required, and this written permission must be kept on file as long as the minor's name appears on the volunteer fire department's roster as a potential minor volunteer.

(b) No sixteen (16) or seventeen (17) year old minor shall be permitted to:

(1) Drive any fire apparatus, ambulance or other official fire vehicle; and/or operate red lights, siren or an audible signal in responding to an alarm on their own personal vehicles or any other vehicle;

(2) Operate an aerial ladder, aerial platform or hydraulic jack at a fire scene;

(3) Use rubber electrical gloves, insulated wire gloves, insulated wire cutters, life nets, acetylene cutting units, K-12 power saws, air chisels, porta-powers, hurst tools or other equipment related to rescue and fire operations at a fire scene;

(4) Operate the pumps of any fire vehicle while at the scene of a fire;

(5) Enter a burning structure, except at designated training sessions at specified training schools conducted by the West Virginia Fire Service Training Program of West Virginia University or the West Virginia State Fire Marshal's office.

(c) Minors attending school shall not be permitted to respond to a fire during school hours unless such a request is made by the fire official in charge to the principal of the school.

(d) Minors shall be afforded the minimal personal protective equipment; i.e., boots, bunker coats, helmet, gloves, etc., as it relates to their work outlined in subsection (e)(3) and during training exercises that require such protective equipment.

(e) The activities of these minors shall be limited to:

(1) Training;

(2) First-aid;

(3) Clean-up service at the scene of a fire, outside the structure, after the fire has been declared by the official in charge to be under control;

(4) Coffee wagon and food service.

(f) In no case, however, shall these minors be permitted to:

(1) Operate high pressure hose lines, except during training;

(2) Ascend ladders, except during
training activities.

6.3. Junior forest fire crew members.

(a) Forest fire fighting is considered emergency work which must be performed. These minors must be sixteen (16) or older, the consent of the minor's parents is required, and if the minor is in school, the consent of the school principal must be obtained before employing the individuals for emergency work during school hours.

(b) Such minors are to be under the direct supervision and control of a forest fire warden or fire official.

NOTE: All other provisions of the West Virginia Child Labor Law and the regulations promulgated thereunder affecting the employment of minors shall be applicable in all cases.


No child under eighteen (18) years of age may be employed, permitted or suffered to work in, about or in connection with any of the following occupations:

(a) Motor vehicle driver and outside helper whose work includes riding on a motor vehicle outside the cab for the purpose of assisting in transporting or delivery of goods;

(b) The manufacture, storage, handling or transportation of explosives or highly flammable substances;

(c) Ore reduction works, smelters, hot rolling mills, furnaces, foundries, forging shops, or in any other place in which the heating, melting or heat treatment of metals is carried on;

(d) Logging and saw milling occupations;

(e) Power-driven woodworking machine occupations;

(f) Occupations involving exposure to radioactive substances and ionizing radiations;

(g) Power-driven hoisting apparatus occupations;

(h) Power-driven metal-forming, punching, and shearing machine occupations;

(i) Mining, including coal mining;

(j) Occupations involving slaughtering, meat-packing, or processing or rendering;

(k) Power-driven bakery machines;

(l) Power-driven paper products machine occupations;

(m) Occupations involved in the manufacturing of brick, tile, and kindred products;

(n) Occupations involved in the operation of power-driven circular saws, band saws, and guillotine shears;

(o) Occupations involved in wrecking, demolition, and ship-breaking operations;

(p) Roofing operations above ground level;

(q) Excavation operations; and

(r) All construction occupations for children fourteen (14) and fifteen (15) years old except as specifically and individually authorized by the commissioner under the provisions of subsection 9.6 of this rule.

7.2. No child under eighteen (18) years of age may be employed or permitted to work in a bar, or be permitted, employed or suffered to sell, dispense or serve alcoholic beverages in any place or establishment where the consumption of alcoholic beverages is permitted by law.
7.3. Exemptions. -- Nonagricultural hazardous occupations numbers e, h, j, l, n, and o contain exemptions for sixteen (16) and seventeen (17) year old student-learners: Provided, That they are employed under the following conditions:

(a) The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school; and

(b) Each student-learner is employed under a written agreement which provides:

(1) That the work of the student-learner is in an occupation declared hazardous and the work shall be incidental to his or her training;

(2) That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;

(3) That safety instructions shall be given by the school and correlated by the employer with on-the-job training; and

(4) That a schedule or organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall contain the name of the student-learner and shall be kept on file by both the school and the employer. This exemption for the employment of student-learner may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

(c) A high school or vocational school graduate may be employed in an occupation in which he has completed training as provided in this subsection as a student-learner even though he or she is not yet eighteen (18) years of age.

§42-9-8. Responsibilities As An Employer.

8.1. An employer is responsible that each minor in his or her employ has procured an appropriate work permit, age certificate or certify that the minor is the proper age for the occupation and hours for which he or she is employed. The employer must keep on file in his establishment a copy of such certificate as long as the minor is in his or her employ. The employer is responsible to insure that the minors in his or her employ do not, with or without his or her knowledge or consent, engage in the hazardous occupations prohibited by the commissioner and section two, article six, chapter twenty-one [§21-6-2] of the code of W. Va.

8.2. Age certificates. -- All minors between sixteen (16) and eighteen (18) years of age, employed in any gainful occupation, may be required to have an age certificate except when employed in those occupations exempted by section three of this rule.

8.3. Work permits. -- All minors under sixteen (16) years of age, employed in any gainful occupation, must obtain a work permit. Any minor between fourteen (14) and sixteen (16) years of age who desires to work after seven p.m. due to extenuating circumstances must obtain a supervision permit from the West Virginia Division of Labor.

8.4. Obtaining a work permit. -- Minors fourteen (14) and fifteen (15) years of age must first obtain a promise of employment in writing from an employer, stating the nature of employment offered and the hours of the day to be employed. Accompanied by his/her parent or guardian, the minor must apply in person for the work permit to the county superintendent of schools or such other person as may be designated by him or her to issue work permits. The promise of employment and certified birth certificate must be presented when making application.

8.5. Obtaining an age certificate. Minors
sixteen (16) and seventeen (17) years of age need only present a promise of employment and a certified birth certificate to the superintendent of schools or his or her designee in order to obtain an age certificate.

§42-9-9. Instructions For Local Officials Issuing Work Permits And Age Certificates.

9.1. Information for issuing officers.

(a) Work permits and age certificates are issued by the county superintendent of schools where the minor resides or by some persons authorized by him or her in writing.

(b) Forms are prepared and furnished by the West Virginia division of labor, on request, to the county superintendent of schools.

(c) State work permits and age certificates are acceptable as proof of age under the child-labor provision of the Fair Labor Standards Act through cooperative arrangements with the United States Department of Labor.

(d) The minor must appear in person before the issuing officer to obtain a work permit or age certificate.

9.2. Procedure for issuing a work permit or age certificate.

(a) Issuing officer will interview minor to discuss:

   (1) The type of work the minor wants to perform;

   (2) The work restrictions defined in the West Virginia Child Labor Act;

   (3) The importance of completion of high school;

   (4) What minor must do to obtain a work permit or age certificate.

(b) Application for Employment Certificates -- Form 1.

   (1) One (1) copy of Form 1 will be completed when minor applies for a Work Permit or Age certificate and kept in issuing officer's files. A new permit or certificate is required for each change in job and place of employment.

   (2) Instructions for completing the application: (A) Intention to employ - minor will have this section completed and signed first. The extra line under the hours section is for reporting variations in scheduled hours of employment; (B) Parent's Consent - After Intention to Employ has been completed, minor will have parent or guardian complete this section; (C) School Record - (NOTE: A school record is required except for high school graduates or vacation employment) Minor will have the principal or teacher of the last school he/she attended to complete this section.

   (c) Certified birth certificate (NOTE: This must be obtained before a work permit or age certificate is issued.) The issuing officer will explain how a birth certificate can be obtained if minor does not have one.

   (d) Issuing officer will instruct minor to return to his or her office with the completed application and certified birth certificate.

   (e) Issuing officer will review the completed application and certified birth certificate submitted.

   (1) A determination will be made whether the employment is legal under state child labor law. Additional information on child labor may be found in the Federal Fair Labor Standards Act which may be secured from your district office of the United States Department of Labor.

   (2) The issuing officer may check with the prospective employer on any points in his or her Statement of Intention to Employ that need to be clarified.
9.3. Work Permit -- Form 2.

(a) Form 2 will be used to issue a work permit to minors aged fourteen (14) and fifteen (15) for employment in any gainful occupation, except where otherwise prohibited or exempted by the Act or this rule.

(b) The permit will be made out in triplicate.

(1) Copy for the employer.

(2) Copy for the Commissioner of Labor.

(3) Copy for the issuing officer's files.

(c) Completion of form.

(1) The type of permit will be designated by a check in one (1) of the two (2) boxes at the top of the permit.

(2) All required sections shall be completed.

(3) Minor shall sign the permit in the presence of the issuing officer.

(4) Signature of issuing officer shall appear on the certificate.

9.5. Revocation.

(a) The Commissioner of Labor may at any time revoke an age certificate or work permit, if in his or her judgment, it was improperly issued.

(b) The issuing officer will be notified of such action; the minor shall not be employed until a new work permit or age certificate has been legally obtained.


(a) The Commissioner of Labor prescribes the condition and terms of this permit and is the only person authorized to issue it.

(b) The supervision permit is issued to meet special employment circumstances such as extending the hours for a fourteen (14) and fifteen (15) year old minor past seven p.m. or limited work in an occupation otherwise deemed to be hazardous.

(c) The commissioner's considerations when issuing a supervision permit shall include, but are not limited to the following:

(1) Minor's work will be supervised by a responsible party;

(2) The best interests of the child will be promoted.

(d) A supervision permit is valid only by complete compliance with the prescribed terms and conditions.

when the age certificate is issued.

(2) Hours of employment are not required on the age certificate.

(3) Minor shall sign the permit in the presence of the issuing officer.

(4) Signature of issuing officer shall appear on the certificate.
(a) Powers of the Commissioner. --
The Commissioner of Labor may make, amend, alter or rescind any rules and regulations for the effective administration and enforcement of the West Virginia Child Labor Laws. The Commissioner of Labor or his or her authorized representatives may make any inspection or investigation which, in his or her judgment, is necessary to administer and enforce the Child Labor Law and this rule. They have authority to enter and inspect establishments and have access to all files and records of employers which may concern minors in their employ.

(b) Rights to petition and hearing. --
Any person wishing a revision of any of these regulations may submit a petition to the Commissioner of Labor setting forth the changes desired and the reasons for proposing them. The Commissioner of Labor, upon inspection of the petition, and believing that the grounds are reasonable, may schedule a hearing with due notice to interested persons, or make other provisions for affording interested persons the opportunity to present data, views and arguments relating to any proposed changes.

(c) Penalty for violation. -- Any person, firm or corporation violating any provisions of these rules and regulations shall be subject to the penalties prescribed in W. Va.
WORK-BASED LEARNING
HEALTH AND SAFETY REMINDERS

Health and Safety issues are of paramount concern when involving students in work-based learning experiences. **BEFORE** placing students in a workplace environment:

- Contact/secure businesses for student work-based learning experiences;
- Ensure a safe working environment. Visit the work site and complete a safety checklist (sample in handbook). Consider safety clothing and equipment needed (i.e., hearing protection);
- Submit a list of students and worksites to the local governing agency for approval. (The form that follows may be used.) It is suggested to keep a copy for your records, but it is not necessary to send one to the Board of Risk;
- Obtain written parental permission. Make sure parents understand where the work-based learning will take place, how often, who will provide transportation and who will be responsible for student supervision while they are “on the job.” Parental permission will also be needed if students will be photographed in the work setting (for promotion purposes);
- Arrange a time to meet with the training “mentor” and student to discuss expectations and sign the Training Agreement;
- Complete a *Certificate of Liability Insurance* (WV Board of Risk) for each business; business name and address goes in lower left corner; school/school system/address goes in upper left corner; date is placed in upper right corner. The certificates are in effect for one year (FY July 1 – June 30) and coverage begins when the local governing agency (i.e., County Board of Education) approves the list of businesses; and,
- Give *Certificate of Liability Insurance* to the business; make two copies, keeping one for your records and sending one to:

  WV Board of Risk & Insurance Management  
  90 MacCorkle Ave., S.W., Suite 203  
  South Charleston, WV 25303

Don’t forget to visit the worksite periodically as the Work-Based Learning proceeds. Monitor student activities to better ensure that QUALITY work-based learning is occurring.
WORK-BASED LEARNING
Business-Student Approved List

<table>
<thead>
<tr>
<th>BUSINESS NAME/ADDRESS</th>
<th>STUDENT</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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</table>

Please be advised that these businesses and students have been recommended and approved by the County Board of Education OR Administrative Council on to participate in work-based experiences.

Date

_____________________________  ______________________________
Superintendent                  Director (If applicable)
<table>
<thead>
<tr>
<th>BUSINESS NAME/ADDRESS</th>
<th>STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
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<td>15.</td>
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<td>16.</td>
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</tr>
</tbody>
</table>
NOTE: The “first” Certificate of Liability Insurance included here is for information purposes only. The *ACORD CERTIFICATE OF LIABILITY INSURANCE* is the form to use when listing a Work-Based Learning site as the “additional insured.”
Certificate of Liability Insurance

Additional Insured:

Certificate No: L 0001 – July 1, 1971

This certifies that the state spending unit named above is an additional insured for the coverage indicated below under General Liability Policy GL 5743287 and Automobile Policy CA 2713243 issued to the State of West Virginia by NATIONAL UNION FIRE INSURANCE COMPANY OF PITTSBURG, PA.

Coverage Period: July 1, 2005 to July 1, 2006
12:01 a.m. – Eastern Time

Coverage Afforded: Comprehensive General Liability Insurance
Personal Injury Liability Insurance
Professional Liability Insurance
Stop Gap Liability Insurance
Comprehensive Auto Liability Coverage
Auto Physical Damage Insurance
Garagekeepers Insurance

Limit of Liability: $1,000,000 each occurrence*
*For all coverages combined. This limit is not increased if a claim is insured under more than one coverage or if claim is made against more than one insured.

Special Limits: The auto physical damage limit is the actual cash value of each vehicle subject to a deductible of $1,000.

Claim Reporting: Claims should be reported to:
Claim Manager
WV Board of Risk & Insurance Management
90 MacCorkle Av., SW Suite 203
South Charleston, WV 25303

Claims Made Prior Acts Date: July 1, 1977

The Insurance evidenced by this certificate is subject to all of the terms, conditions, exclusions and definitions in the policies. It is a condition precedent of coverage under the policies that the additional insured does not waive any statutory or common law immunity conferred upon it.

By: ___________________________________________ Dated: June 22, 2005

Authorized Representative
## Certificate of Liability Insurance

**Producer:** WV BOARD OF RISK & INSURANCE MGT.
**Address:** 90 MACCORKLE AVE. SW, SUITE 203
**City:** SOUTH CHARLESTON, WV 25309

**Insured:** NATIONAL UNION FIRE CO. OF PITTSBURGH, PA

**Certificate:** A10131

**Issued Copy:**

### Coverages

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 of the Insurer or any 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. Aggregate Limits shown may have been reduced by Paid Claims.

<table>
<thead>
<tr>
<th>Type of Insurance</th>
<th>Policy Number</th>
<th>Policy Effective Date</th>
<th>Policy Expiration Date</th>
<th>Limits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> General Liability</td>
<td>L 0201</td>
<td>07/01/2005</td>
<td>07/01/2006</td>
<td></td>
</tr>
<tr>
<td>X Commercial General Liability</td>
<td>CLAIM MADE</td>
<td>X OCCUR</td>
<td></td>
<td>1,000,000</td>
</tr>
<tr>
<td>X Wrongful Act</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X Professional</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

| **B** Automobile Liability | L 0201 | 07/01/2005 | 07/01/2006 | 
| ANY AUTO | | | | 1,000,000 |
| X All Owned Autos | | | | 1,000,000 |
| X Scheduled Autos | | | | 1,000,000 |
| X Hired Autos | | | | 1,000,000 |
| X Non-Owned Autos | | | | 1,000,000 |

| **C** Garage Liability | ANY AUTO | | | |
| | AUTO ONLY - EA ACCIDENT | | | |
| | OTHER THAN AUTO ONLY | | | |

| **D** Excess Liability | | | | |
| OCCUR | | | |
| CLAIMS MADE | | | |
| CLAIMS ASSESSED | | | |
| INDEMNIFICATION | | | |
| RETENTION | | | |

| **E** Workers Compensation and Employers Liability | L 0201 | 07/01/2005 | 07/01/2006 | 
| OVERSTATE LIMIT | 10,000,000 |
| E.L. EACH ACCIDENT | | | 1,000,000 |
| E.L. DISEASE - EA EMPLOYEE | | | |
| E.L. DISEASE - POLICY LIMIT | | | |

**Certificate Holder:**

**Additional Insured/Insurer Letter:**

**Cancellation:** Should any of the above described policies be cancelled before the expiration date thereto, the Insuring Insurer will endeavor to mail 30 days written notice to the Certificate Holder named to the left, but failure to do so shall impose no obligation or liability of any kind upon the Insurer, its agents or representatives.

**Authorized Representative:**

*Printed Name*
What does this certificate cover?

Covers negligence by board of education, community/technical college/administrative council employees or volunteers that results in injury to persons or property damage to a third party.

Does insurance kick in before the private insurance that a company has?

This is Excess Insurance. The insurance provides protection to businesses for our acts (board of education, community/technical college/administrative council employees). The state will cover defense of business for such claims.

What about municipalities and other government agencies?

All state agencies including boards of education are covered. Some municipalities and other government agencies are covered. Some are not. Coverage is optional for cities and county governments. Advise that they are issued a certificate.

Is coverage in effect (any good) if negligence is proven?

Provides defense and will pay damages if resulting from negligent acts of the insured.

How are RESAs covered?

Some are insured, particularly if they own property. If RESA accepts students, county boards of education or other insured should request a certificate for the relationship with RESA. Some RESAs are written separately by BRIM. Others are covered by the county Board of Education which acts as fiscal agent.

Can a list be developed and provided which identifies businesses awarded certificates?

No, even if it could, such a list would be of no value. Many will be duplicates and must be if business is working with multiple insures. All certificates are specific to insured. Each insured needs to have their business identified.
Why is the one million dollars identified on the certificate when five million in coverage is available?

The one million is considered a primary layer of coverage written under separate policy. Five million is excess coverage identified in state code (law) but is not publicized. Total coverage is six million.

What about certificates to businesses that have not paid workers compensation premiums?

You should not recommend them for coverage. There is no way of knowing if they have or have not paid. It is state law that they do unless exempted, i.e., sole proprietors.

When is coverage in effect?

When official body has approved the name.

What is the length of time of certificates?

Certificates are one year and ends on June 30. At present time you must resubmit annually. Should be requested by the end of July or early if needed to cover summer months.

What about other states?

The Board of Risk Certificate of Insurance provides coverage anywhere in West Virginia. It may also cover throughout the United States, but we do not guarantee it meets all other states’ requirements.

What about volunteers and transportation issues?

All employees of bodies are covered when transporting students. Volunteers are not covered while transporting students but are covered for other activities, i.e., volunteer drops off student at the wrong place and student walks across the street and gets injured. Advise that any volunteers have at least ½ million dollars of personal coverage on their vehicle. Would not be advised for bodies to buy this additional coverage, but County Board of Education could buy the additional coverage.

For clarification issues, concerns or questions, contact:
Bob Mitts, Underwriting Manager
WV Board of Risk & Insurance Management
Suite 203 – 90 MacCorkle Avenue, SW
South Charleston, WV 25303
Telephone: 304-766-2646  Fax: 304-766-2653

38
WV WORKERS’ COMPENSATION COVERAGE
Student Off-Site Unpaid Work-based Experience Program

The West Virginia Department of Education provides Workers’ Compensation coverage for students as they participate in work-based learning. Workers’ Compensation is paid for all students who receive off-site unpaid experiences. The following procedure should be followed:

- Each school maintains careful records for students participating in work-based learning activities such as:
  - Type of activity;
  - On-Site/Off-Site;
  - Paid/Unpaid;
  - Hours;
  - Start Date/End Date;

- The above information is entered into the West Virginia Education Information System (WVEIS) for each student;

- Each quarter, an electronic work-based learning report is submitted to the West Virginia Department of Education; and,

- Using the information submitted, the West Virginia Department of Education prepares a report with an allocation of funds to Workers’ Compensation for “Off-Site/Unpaid” work-based learning experiences (FYI – copies of Certificate of Insurance and Workers Compensation Tax Report included).

It is critical that each West Virginia secondary facility collect, maintain and submit their students’ Work-Based Learning records each quarter, by the due date. This helps protect the students and ultimately the local school system in the event of accident or injury occurring at a worksite.
CERTIFICATE OF INSURANCE

THIS IS TO CERTIFY, that the following policy providing Workers' Compensation coverage is in force for the dates indicated below. As of the effective date indicated, this account of the named insured employer is in good standing with the Commission. 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 policy below.

This policy provides coverage for the above-named employer's responsibilities under the Workers' Compensation Law of the State of West Virginia.

If the policy is canceled before the expiration date, the West Virginia Workers' Compensation Commission will endeavor to mail a written notice to the certificate holder within 30 days of cancellation. Failure to mail the notice shall impose no obligation or liability of any kind upon the West Virginia Workers' Compensation Commission.

POLICY/BUSINESS#: 20104944-101
CERTIFICATE ISSUED: February 14, 2005

EFFECTIVE DATES OF POLICY TERM:
FROM: January 1, 2005
THRU: May 31, 2005

POLICY COVERAGE DESCRIPTION:
9416 STUDENT UNPAID WORKBASED EXPERIENCE PROGRAM

COVERAGE IN FORCE FOR SOLE PROPRIETOR, PARTNER, AND/OR CORPORATE OFFICER:
NONE.

www.wvwcc.org
An equal opportunity employer.
Workers’ Compensation Commission
TREAS/RPD
PO BOX 921
Charleston WV 25323-0921
304-926-3400

Gross Wages Report Number: 2356719
Policy: 20104944 - 101 REGULAR

WV DEPARTMENT OF EDUCATION W B L
(WORK BASED LEARNING)
CAPITOL BUILDING 6 ROOM B-215
CHARLESTON, WV 25305 -0330

Gross Wages Payroll Period:
04/01/2005 to 06/30/2005

---

*** This is a Reprinted Gross Wages Payroll Report ***

<table>
<thead>
<tr>
<th>Class Code</th>
<th>Classification Description (Include Pre-Tax Deductions in Payroll)</th>
<th>No.</th>
<th>Gross Wages</th>
<th>Premium Tax Rate per $100</th>
<th>Premium Tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>9416</td>
<td>STUDENT UNPAID WORKBASED EXPERIENCE PROGRAM</td>
<td></td>
<td></td>
<td>3.7800</td>
<td></td>
</tr>
</tbody>
</table>

< -Total->

1. Enter total premium tax or 25.00, whichever is greater.

2. Enter Tier 3 surcharge amount (NA % of line #1) NA

3. Enter adverse risk surcharge amount (NA % of line #1) NA

4. Total premium tax due (Add line #1, line #2 and line #3)

5. Deposit (Enter amount on line #4 or 50.00, whichever is greater)

6. Total requirement (Add line #4 and line #5)

7. Amount currently on deposit 313,784.46

8. Payment Due (Subtract line #7 from line #6; if line #7 is greater than line #6, enter 0)

---

NOTICE: The knowing and willful failure to file a report, or to make a complete payment of money due to the Workers’ Compensation Commission or to knowingly and willfully make an inaccurate report - all within the time required by law - may cause you to be found guilty of a felony. Anyone who knowingly and willfully certifies false information or a report or in a statement may also be found guilty of a felony. All other failures to file a report to file an inaccurate report, or to make a full payment to the commission will result in penalties being charged to your account and may result in the termination of your protection under the law from suit by injured employees.

I hereby certify that the information contained in this report is true and correct.

________________________________________  __________________________________________  __________________________  _____________________________
Date                                      Employer’s Signature                      Title                                      Telephone
## APPROVED WORK-BASED EXPERIENCE CODES

### All Counties

**As of April 1, 2005**

<table>
<thead>
<tr>
<th>CODE</th>
<th>EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPREN</td>
<td>APPRENTICESHIP</td>
</tr>
<tr>
<td>CLINIC</td>
<td>CLINICAL</td>
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<tr>
<td>COMM</td>
<td>COMMUNITY SERVICE/SERVICE LEARNING</td>
</tr>
<tr>
<td>COOP</td>
<td>CO-OP WORK EXPERIENCE</td>
</tr>
<tr>
<td>EMPLOY</td>
<td>REGULAR PAID EMPLOYMENT</td>
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<tr>
<td>ENTRSB</td>
<td>SCHOOL BASED ENTERPRISE</td>
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<tr>
<td>ENTRSS</td>
<td>SCHOOL SPONSORED ENTERPRISE</td>
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<tr>
<td>FIELD</td>
<td>FIELD TRIP</td>
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<td>INTERN</td>
<td>INTERNSHIP</td>
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<tr>
<td>MENTOR</td>
<td>MENTORING</td>
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<tr>
<td>OTHER</td>
<td>OTHER EXPERIENCES NOT LISTED</td>
</tr>
<tr>
<td>SAE</td>
<td>SUPERVISED AGRICULTURAL EXPERIENCE</td>
</tr>
<tr>
<td>SHADOW</td>
<td>JOB SHADOWING</td>
</tr>
<tr>
<td>SIMUL</td>
<td>COMPUTER SIMULATION</td>
</tr>
<tr>
<td>SOE</td>
<td>SUPERVISED OCCUPATIONAL EXPERIENCE</td>
</tr>
<tr>
<td>WBLPRC</td>
<td>WORK-BASED LEARNING AS PART OF REGULAR CLASS</td>
</tr>
</tbody>
</table>
APPRENTICESHIP
APPREN

DEFINITION

Registered Youth Apprenticeship Programs involve on-the-job training and classroom experience under proper supervision, combined with related technical instruction. Apprentices are exposed to practical and theoretical aspects of work in highly skilled occupations. Through agreements with the Bureau of Apprenticeship and Training (BAT), students begin their technical training during their junior year in high school, begin working the summer before their senior year and continue academic and technical study and work during their senior year in high school. These students continue the apprenticeship program after high school graduation. When they finish the apprenticeship training, they receive the same journey-level credential as any other apprentice.

RATIONALE

Apprenticeship programs are “win-win” situations. Students earn a wage while being trained and upon graduation can become a full-time, skilled employee. In many cases, they also can receive more than 40 hours of credit toward an Associate in Applied Science Degree through several West Virginia community colleges.

Registered apprenticeship programs also offer many advantages to employers. A well-planned program will:

- Attract adequate numbers of highly-qualified applicants;
- Reduce absenteeism;
- Reduce turnover;
- Increase productivity;
- Reduce cost of training;
- Facilitate compliance with federal and state Equal Employment Opportunity requirements;
- Ensure availability of related technical instruction;
- Enhance problem-solving ability of craftworkers;
- Ensure versatility of craftworkers; and,
- Address industry’s need to remain competitive by investing in the development and continuous upgrade of the skills of its workforce.
YOUTH APPRENTICESHIP OVERVIEW

Apprenticeships are registered through the Bureau of Apprenticeship and Training (BAT). The BAT prides itself in being a service-oriented organization with the following primary goals:

- Provide professional service to existing program sponsors;
- Expand use of apprenticeship system by assisting potential sponsors design, implement and operate apprenticeship programs; and,
- Provide technical assistance to industry.
  - Analysis for training content and work process development
  - Development of selection procedures consistent with Title 29, CFR Part 30
  - Development of administrative procedures consistent with Title 29, CFR Part 29
  - Development of related technical instruction and curriculum
  - Program evaluation, forecasting apprenticeship needs, registration of apprenticeship programs, indenturing apprentices, issuance of completion certificates and veterans assistance

As of June 1, 2005, there were 158 registered apprenticeship sponsors in West Virginia, each training one or more youth (ages 16-22). Currently, there are 730 students involved in Youth Apprenticeship programs in our state.

COUNSELING STUDENTS

Helping students avail themselves of the Youth Apprenticeship Program is critical. There should be an adult (teacher, advisor and counselor) who has regular contact with students in a career-advising capacity. The following grade-level appropriate activities can be used as a guideline for counseling with students.

Seventh and Eighth Grades

Identification of appropriate referrals is critical to student success. At the middle/junior high level, the following characteristics mark good potential referrals:

- Good ability and a demonstrated inclination to work with hands;
- Good academic skills and a willingness to learn;
- Good attendance; and,
- Appropriate social development for grade level.

Seventh/Eighth Grade CAREER EXPLORATION Level

- Note strengths students demonstrate in communicating and working with other students.
- Arrange tours of local technical centers for all students and take particular note of students who demonstrate unusual interest.
- Arrange for learning styles inventory, interest and aptitude testing of eighth grade students.
Invite speakers from local business/industry to talk to students about importance of strong academic background (math, science, written/spoken communication) related to their businesses.

Encourage/monitor students’ involvement and emerging leadership in clubs/organizations.

Set up “five-year plan” workshop during parent conference night; discuss/demonstrate the five-year plan with attending parents, emphasizing a future appointment to complete first part of plan.

Distribute Youth Apprenticeship pamphlet to parents of students, tentatively identified as good candidates.

Complete first part of five-year plan, discussing apprenticeship opportunities with students/parents.

Refer identified students to ninth grade counselor.

**Ninth and Tenth Grades**

- Students refine their learning skills.
- Develop habits and attitudes (i.e., “Persistence pays off”) as framework for future learning.

**Ninth Grade CAREER DIRECTION AND SELECTION Level**

- Monitor prospective referrals’ progress in academic classes and isolate problems early.
- Watch student attitudes and reinforce message that this is not easy path, but payoffs are great.
- Monitor attendance (attendance record will be scrutinized by Apprenticeship Council, the interviewing group at the company to which student applies).
- Note achievements in pre-vocational classes and looking for students with strong head-hand skills.
- Make necessary adjustments to five-year plan.
- Forward referral information to tenth grade counselor/career technical counselor.

**Tenth Grade JOB OBSERVATION AND RELATED COUNSELING Level**

- Follow prospective candidates’ academic achievement and refer to tutoring as needed.
- Meet with potential apprenticeship candidates, discuss overall picture and let them form support group.
- Watch achievement in electives, especially those related to career cluster should reflect strong efforts and abilities.
- Watch for emerging student leadership.
- Make a list of referrals for the Youth Apprenticeship Job Observation Experience.
  Follow local board of education guidelines on such activities and in conjunction with Bureau of Apprenticeship and Training.
- Review five-year plan and make necessary adjustments.
• Check West Virginia Education Information System (WVEIS) for openings/Youth Apprenticeship slots.

Eleventh Grade YOUTH APPRENTICESHIP – FIRST YEAR Level

• Watch referrals’ progress in technical classes.
• Monitor attendance.
• Check age of referrals. Must be sixteen years old for registered youth apprenticeship.
• Work with DCT/other co-op coordinator and prepare for co-op at twelfth-grade level.
• Monitor academic progress, because apprenticeships want literate, articulate people who can solve problems and think critically.
• Check grades in the technical classes. Should be making at least a “B” in technical classes to be placed in apprenticeship experience during summer.
• Look at latest state assessment scores. Prospective candidates should be at “Mastery or Above.”
• Check WVEIS for openings/Youth Apprenticeship slots.
• Make referrals for enrollment in Registered Youth Apprenticeship; this will be two-month summer co-op placement in occupation, based upon grades in academic and technical classes
• Inform students/parents that transportation to and from apprenticeship site is their responsibility.

Twelfth Grade YOUTH APPRENTICESHIP – SECOND YEAR Level

• Review reports from summer apprenticeship placement and keep on file.
• Set up co-op experience with co-op coordinator that would be appropriate to student’s plan.
• Maintain contact with co-op coordinator to monitor student progress.
• Keep check on senior-year academics and technical classes.
• Monitor time spent in cooperative job placement.
• Meet with apprenticeship candidates throughout year as a group to motivate.
• Discuss “fifth year” options with students:
  ■ Continuation of technical courses for associate degree while employed;
  ■ Articulation of credit technical programs to associate degree programs (28-43 credits depending on occupation); and,
  ■ Eventual transfer of credit from associate to baccalaureate degree program.

Coordinators’/Administrators’ Responsibilities

The Youth Apprenticeship Program has appointed administrators as coordinators for the activities in their respective schools. Administrators are the official contact people/referral agents between the schools and the BAT. They will be officially charged with providing opportunities for teacher/counselor continuing education sessions in preparation for participation in the program. They will appoint a coordinator for programmatic purposes; the coordinator’s responsibilities are essentially the following:
• Present a seminar to interested tenth grade students who will be participating in job observation: employability skills and attitudes; dress code; job safety and employee organizations;
• Assist CTE director/administrator in selecting students for apprentice interviews;
• Supervise senior year students “on-the-job,” and report strengths and weaknesses to academic and technical teachers; and,
• Act as liaison between occupational site and instructional site.
THE WEST VIRGINIA BAT OFFICES

STATE OFFICE

U.S. Department of Labor
Bureau of Apprenticeship and Training
One Bridge Place – 2nd Floor
10 Hale Street
Charleston, WV 25301
Phone No.: 304-347-5794
Fax No.: 304-347-5295

Kenneth W. Milnes, State Director
Email: milnes.kenneth@dol.gov

Karen Wade, Apprenticeship & Training Representative
Phone No.: 304-347-5795
Email: wade.karen@dol.gov

CLARKSBURG FIELD OFFICE

U.S. Department of Labor
Bureau of Apprenticeship and Training
Clarksburg Federal Center – Room 130
320 West Pike St.
Clarksburg, WV 26301
Phone No.: 304-623-0916
Fax No.: 304-623-0411

Jeffery C. Michael, Apprenticeship & Training Representative
Email: Michael.jeffery@dol.gov

MARTINSBURG FIELD OFFICE

U.S. Department of Labor
Bureau of Apprenticeship and Training
115-15 Aiken Center
Edwin Miller Blvd.
Martinsburg, WV 25401
Phone No.: 304-260-9137
Fax No.: 304-260-1245

Michael A. Ferrari, Apprenticeship & Training Representative
Email: Ferrari.michael@dol.gov
Clinical experiences are usually health facility-based and provide students with maximum client contact. They are governed by specific content standards and objectives. A written contract is secured by the educational system and the participating agency to ensure that OSHA compliance and training have taken place, that liability insurance is in place, that students have been screened for health status and tuberculosis and that recommended immunizations have been followed. Extended time frames are the norm for these experiences; supervision is the responsibility of the “dual-credentialed” professional (one who holds a license to teach and provide health care).

Clinical demands can vary in specific career areas due to licensure/certification requirements. The work-based requirement for the Diversified Clinical Applications Course 0719, for example, is a minimum of one hundred hours.

RATIONALE

Clinical experiences give students the opportunity to apply what they have learned while instruction and supervision continue with a licensed health care provider. Unlike observational experiences or job-shadowing, “clinicals” allow direct client contact, thus providing students with practical “hands-on” training.
COMMUNITY SERVICE

COMM

DEFINITION

Community service is a form of work-based learning where students provide service in the community on a voluntary basis. Their service may be to public, non-profit agencies, civic charitable and governmental organizations.

RATIONALE

It is important to view students as competent and willing contributors to society. Community service must engage students in significant contributions to their school and local surroundings and must give them the opportunity to make a difference in their world.

Community service allows students to apply “classroom knowledge” in a “real-life” context. Students can begin to understand how their skills and knowledge will enable them to be problem solvers in their adult lives.
**DEFINITION**

Computer-based simulations (e.g., Classroom, Inc.) can be used to supplement, or in some cases substitute for real workplace activities. Teachers/instructors must integrate a learning component through pre- and post-simulation activities to fully realize the effectiveness of simulations.

**RATIONALE**

Computer-based simulations can serve as the work-based experience for those students who do not meet the county-established criteria (GPA, attendance and discipline) to participate in off-site work-based learning. These activities are also useful for those students who select career areas for which there are no work-based experiences and/or mentors available in the school’s geographic area.
CO-OP (Cooperative Education)  
COOP

**DEFINITION**

Co-op consists of in-school instruction combined with on-the-job work experience in a business or industrial establishment. The purpose is to develop occupational competence reinforced by a real-life job. The experience is jointly planned and supervised by the school and the employer. In effective co-op programs, the school, business, student and parents sign a Training Agreement that clearly identifies the responsibilities of each party. The teacher and the training sponsor design a Training Plan that identifies the competencies to be learned by the student at the job site. The teacher evaluates the classroom performance and works with the training sponsor to evaluate the on-the-job performance.

**RATIONALE**

The basic purpose of the cooperative education program is to prepare students for useful employment in the career major of their choice. Cooperative education gives students valuable experience for transition to work and makes a contribution toward meeting full-time job, entry-level employment. Students have the opportunity to graduate as individuals who have adjusted to the world of work.
**FIELD TRIP**

**FIELD**

**DEFINITION**

A field trip is an excursion of a large/small group of students for the purpose of first-hand observation. Field trips should be designed with a particular career cluster and/or workplace skills and processes in mind.

**RATIONALE**

Field trips are excellent ways to introduce students to career clusters. Adequate adult supervision is always essential and focus/follow-up should be work related.
INTERNSHIPS
INTERN

**DEFINITION**

Internships are work-based activities where students work with an employee for a specified period of time to learn about a particular occupation or industry. The workplace activities involved with an internship could include special projects, a sample of tasks from different jobs or tasks from a single occupation. An internship agreement that outlines the expected objectives to be accomplished by the student is set-up prior to the experience. The school, business, student and parents sign a Training Agreement that clearly identifies the competencies to be learned by the students at the job site. The teacher evaluates the job-related assignments and works with the training sponsor to evaluate the on-the-job performance. This may or may not include financial compensation.

**RATIONALE**

Internships give students opportunities to explore careers via workplace experiences. Businesses and industries demonstrate to students the academic competencies needed to be successfully employed, which may result in increased motivation to learn academic subject matter.

Internships are longer than the usual job shadowing experiences, but may be different from cooperative education work experiences. Cooperative education students are usually paid for their work, but internship students may or may not be paid.
**JOB SHADOWING**

**SHADOW**

**DEFINITION**

Job Shadowing is an active form of observation. Students are assigned to a specific worker for a certain period of time (usually a one-time experience for a few hours). While watching the worker perform his/her duties, the students may ask questions or, on a limited basis, even take part in the work. In this way, the student experiences the work environment, understands the skills needed for specific occupations, and examines the compatibility of the occupation with his/her own career goals.

**RATIONALE**

Shadowing provides a relevant learning experience outside the classroom and is an opportunity for employers and schools to work together to aid the educational process. By observing workers on the job in different occupations the students become familiar with expectations of real world situations. Employers contribute to the education of youth, promote company culture and showcase occupations.
MENTORING
MENTOR

DEFINITION

Mentoring describes a structured, committed relationship between an adult and a young person, with the adult providing help, support and guidance. The mentor and student will be matched according to career interest. Meetings will take place on a regular basis. While serving as a role model, the mentor will demonstrate acceptable work habits and attitudes.

RATIONALE

The process of mentoring establishes a framework and guidelines within the school setting that specifically links career/technical and academic courses to the workplace. The emphasis is on:

- Career exploration and work readiness;
- Success in school; and,
- Development of personal characteristics conducive to being a productive responsible citizen.
MENTORING BENEFITS AND RESPONSIBILITIES

Benefits for Students
- Facilitates research into a career area through a role model in the field
- Allows the development of career goals and strategies for meeting them
- Promotes exploration of further educational opportunities
- Provides an opportunity to apply classroom learning to the job
- Stresses the development of communication and support systems
- Practices applied numeracy and literacy skills via problem solving and report writing

Benefits for Mentors
- Skills and competencies of the mentors sharpened as they teach others
- Businesses have larger and better equipped force from which to hire
- A valuable link is forged between education and the business world
- Ongoing support and recognition provided for mentors
- Personal satisfaction from helping students attain personal goals

Student Responsibilities
- Meet with mentor and teacher to develop support activity schedule for year
- Abide by school AND business rules when participating in career activities
- Be punctual and dress appropriately when meeting with mentor
- Research your career; prepare questions for mentor
- Invite mentor to visit your class/school
- Invite mentor to meet your parents
- Notify teacher and mentor immediately if you MUST miss a meeting
- Establish positive, enjoyable relationship with mentor
- Complete evaluation form at end of mentoring year
- Thank mentor for their interest and support (after each activity and end of year)
- Follow up on suggestions and recommendations made by mentor

Mentor Responsibilities
- Develop agenda for year’s support activities and coordinate with classroom teacher and mentee
- Examples of activities include: researching a career, developing career goals and strategies for reaching them, applying classroom learning to a job and improving communication
- Serve as role model by demonstrating acceptable work habits and attitudes
- Schedule regular meeting times (e.g., one hour per week for 18 weeks)
- Meet with mentee at school, within a group, on the job, or on the phone
- Establish monitoring relationships, encourage mentee to maintain contact and report back after follow-up on recommendations
- Provide feedback on year’s activities and return evaluation form
**PAID EMPLOYMENT**

**DEFINITION**

Individuals have paid work experience in the regular community work environment. For such employment to satisfy the work-based learning requirement, it **should** be related to the student’s career major. **However, it must confirm to the county’s Work-Based Learning Policy.** The school, business and parents sign a Training Agreement that clearly identifies the responsibilities of each party. The teacher and training sponsor design a Training Plan that identifies the competencies to be learned by the student at the job site. The teacher evaluates the job-related assignments and works with the training sponsor to evaluate the on-the-job performance.

In order to qualify for the regular work-based employment program, it is recommended that students be working in their career major and have no more than ten absences from school in the previous school year. Students who do not meet the criteria above **may appeal the decision to the Administration and/or a designated committee.**

**RATIONALE**

Paid employment affords students the opportunity to adjust to the workplace at an entry-level position and receive graduation credit at the same time. They have the benefit of a training plan, teacher and training sponsor.
SCHOOL-BASED/SCHOOL-SPONSORED ENTERPRISES
ENTRSB/ENTRSS

**DEFINITION**

A school-based/school-sponsored (SB/SS) enterprise is a simulated or actual business conducted on or off the school site. Students create and operate an economically viable venture with business employees serving as advisors. The purpose is to assist students in acquiring work experience related to their chosen career cluster and typically engages students in all aspects of the business: market research, product or service design, manufacturing, advertising, accounting, legal affairs, quality control, customer service and sales techniques.

**RATIONALE**

School-based/school-sponsored enterprises can be used to provide work-based learning when communities do not have sufficient businesses for student experiences. This, of course, is not a new concept. Production and distribution of the school newspaper, for example, has long been a SB/SS enterprise at the secondary level. Often correlated with the curriculum in the journalism class, the creation of the newspaper is an opportunity for excellent “hands-on” learning. Other SB/SS enterprises include child care centers, greenhouse production, construction projects and school stores.

Students, working with mentor teachers and business leaders, can be involved in all aspects of the business while rotating among the various positions. School-based/school-sponsored enterprises provide students opportunities to:

- Reinforce basic academic skills;
- Gain experience in work-related environment
- Develop team-work skills;
- Develop leadership skills;
- Become familiar with technology used in business; and,
- Gain understanding of the economic system and its impact on society.
STEPS IN PLANNING AND IMPLEMENTING A SCHOOL-BASED/SCHOOL-SPONSORED ENTERPRISE

- Teacher/Sponsor communicates plans to the building administrator.
- Decide on the enterprise to be developed and prepare a business plan that details what the business will be and how it will relate to the curriculum.
- Appoint an advisory board including representatives from business/industry, school personnel and students to:
  - Help set goals and provide guidance for strategic planning;
  - Determine ways to secure financial support;
  - Provide broad perspective on good business operation procedures;
  - Serve as mentors to students; and,
  - Provide job shadowing/internship opportunities.
- Conduct market research for:
  - Competition;
  - Consumer needs;
  - Product/service tailored to consumer needs; and,
  - Labor supply/cost.
- Design a course of study (sequence of study)
- Locate appropriate site for business
- Design layout plan
- Secure funding/sponsorship for supplies and materials
- Construct and equip the enterprise
- Train student workers
- Determine the handling of finances
- Inform student body and staff of available services
- Conduct “grand opening” of the enterprise
SUPERVISED AGRICULTURAL EXPERIENCE
SAE

**DEFINITION**

A Supervised Agricultural Experience provides actual and simulated work-based agricultural experiences. There are three basic types:

- **Entrepreneurial SAE**: Student is self-employed, providing a good or service produced on owned or rented land (examples: landscaper or livestock producer);
- **Agribusiness/farm placement**: The agricultural version of cooperative education; and,
- **Directed work experience**: SAE program conducted in school facilities or land laboratories (examples: greenhouses; fish production facilities).

**RATIONALE**

Supervised Agricultural Experiences are planned activities, normally conducted outside of class, in which students develop and apply agriculture knowledge and skills learned during class. These experiences provide the student’s foundation for advancing knowledge of agriculture and/or entering a career in agriculture.
**SUPERVISED OCCUPATIONAL EXPERIENCE**

**SOE**

**DEFINITION**

Supervised Occupational Experiences provide actual and simulated work-based learning in occupational areas other than agriculture. Similar in nature to a “Supervised Agricultural Experience” (SOE) activities may be entrepreneurship, paid or unpaid placement, research/experimentation or simply “exploratory” activities. Normally conducted outside of class, students develop and apply knowledge gained in the classroom (i.e., student attends welding class one day a week and works the remainder of the week at a welding shop).

**RATIONALE**

Students are able to apply knowledge and skills learned in class to an actual work setting. Supervised Occupational Experiences are the student’s foundation for advancing knowledge in their chosen field and/or entering that particular career.
WORK-BASED LEARNING AS PART OF A REGULAR CLASS
WBLPRC

DEFINITION

Work-Based Learning as part of a regular class occurs primarily in career/technical programs that do not place students in community businesses/industries (i.e., Building Construction students design and build a house that is complete on school premises).

RATIONALE

Students receiving Work-Based Learning credit as part of a regular class are encouraged to also participate in off-site Work-Based Learning experiences. By combining classroom instruction with actual workplace experiences, students are able to gain a broader understanding of all aspects of the business/industry.
Provided in this section is an assortment of forms that may be used as is, or modified to fit the needs of a particular school or system.

If the documentation procedure is in place and is working, there may be no need to change the procedure. It is, however, important to keep careful records of work-based learning experiences for the protection of your students and the integrity of your Work-Based Learning program.

It should be noted that the phrases, Work-Based Learning, Work-Based Experience, and Work-Based Learning Experience are used interchangeably.

**POLICY 2510 REQUIRES WORK-BASED LEARNING BUT DOES NOT SPECIFY HOW IT WILL BE DELIVERED, SUCH AS CREDIT AWARDED. THE INFORMATION IN THIS SECTION IS SUPPLIED TO OFFER ASSISTANCE TO COUNTIES AS THEY IMPLEMENT THEIR WORK-BASED LEARNING POLICIES.**
WORK-BASED LEARNING EXPERIENCE
CHECKLIST

BEFORE the WBL experience

Work-based learning is determined to be “quality” (closely linked to student’s career goals)

_____ Student has met criteria for participation
_____ Student application received with all necessary signatures
_____ Parental consent form completed (emergency medical and insurance information included)
_____ Work-based learning orientation provided for student(s); include topics such as appropriate dress, behavior and punctuality
_____ Complete safety walk-through at work-site
_____ Obtain county Board of Education approval for students/work-sites
_____ Complete Certificates of Liability Insurance and send to WV Board of Risk
_____ Meet with work-site mentor and student(s) to discuss Work-Based Learning expectations and develop Training Plan and sign Training Agreement

DURING the WBL experience

_____ Periodic contact with work-site mentor, as appropriate, to discuss student progress
_____ Periodic written evaluations from student(s) and mentor(s)

AFTER the WBL experience

_____ Written evaluations from student(s) and mentor(s)
_____ Student activity logs completed
_____ Thank-you letters written to work-based sites/mentors
_____ Award student credit, if due

NOTE: The above checklist is provided as a guide. It may not reflect every need at the local level.
**WORK-BASED LEARNING OPPORTUNITY**

<table>
<thead>
<tr>
<th>STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVISOR</td>
</tr>
<tr>
<td>CAREER MAJOR</td>
</tr>
<tr>
<td>BUSINESS</td>
</tr>
<tr>
<td>DATE(s) FOR WORK-BASED LEARNING</td>
</tr>
</tbody>
</table>

**NOTE:** PLEASE COMPLETE THE PARENT CONSENT FORM!
STUDENT APPLICATION
WORK-BASED LEARNING OPPORTUNITY

NAME ______________________________ TELEPHONE __________________________

ADDRESS ____________________________________________

Street or P.O. Box
City
State
Zip

PARENT/GUARDIAN NAME ________________________________

STUDENT IDENTIFICATION NUMBER __________

ADVISOR’S NAME ________________________________

CAREER MAJOR ______________________________________

If you already have a specific employer with whom you would like to work, intern, etc.,
please provide the business name, contact person’s name, address and phone number.


Previous work experience (paid or unpaid): Use another sheet of paper if needed.

1. Employer ______________________________________
   Supervisor ______________________________________
   Phone No. ______________________________________
   Major Work Duties: ________________________________

2. Employer ______________________________________
   Supervisor ______________________________________
   Phone No. ______________________________________
   Major Work Duties: ________________________________

3. Employer ______________________________________
   Supervisor ______________________________________
   Phone No. ______________________________________
   Major Work Duties: ________________________________
STUDENT APPLICATION (Continued)

List all school or community organizations you have participated in during grades 9 through 11:


REFERENCES (ONLY ONE SCHOOL EMPLOYEE MAY BE USED)

NAME ____________________________ TELEPHONE ____________________________

ADDRESS

Street or P.O. Box    City    State    Zip

NAME ____________________________ TELEPHONE ____________________________

ADDRESS

Street or P.O. Box    City    State    Zip

I understand that if I am found to have falsified this application that I will automatically be disqualified from this program. I understand that I am responsible for providing my own transportation to and from the work-based experience, if applicable. I agree to make up any school work that I miss while participating in this work-based learning opportunity. The following items must be attached along with this application: (1) current copy of my school transcript; (2) current copy of my class schedule and (3) copy of my current year’s absentee report.

________________________________________
Student Signature and Date

*****************************************************************************

OFFICE USE ONLY            TO BE COMPLETED BY WORK-BASED STAFF

Interview completed ____________________________
Absence report attached/verified ____________________________
Core Courses ____________________________
Career Major verified ____________________________
Approved: ____________________________    Disapproved: ____________________________
Comments: ____________________________
STUDENT APPLICATION
SHADOWING OR MENTORING

Check the Experience in Which You Are Interested:
Mentoring ____________ Shadowing ____________

Students interested in participating in either a shadowing experience or a mentoring relationship needs to complete the following items in order to be considered for either opportunity.

NAME ___________________________ GRADE/CLASS ______________________

HOMEROOM TEACHER/ADVISOR ________________________________________

Please list some of your specific career interests in order of preference:
1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

If you already have a specific employer with whom you would like to become more familiar, please list that employer’s name ________________________________.

Attempts will be made to make those arrangements; however, circumstances may arise which could make the match unlikely.

STUDENT AGREEMENT
1. I agree to make up any school work that I miss while participating in a shadowing or mentoring session.
2. I agree to act in an appropriate manner while participating in a shadowing or mentoring session.
3. I agree to become knowledgeable about my career interest prior to participating in a shadowing or mentoring session.
4. I agree to report to the entire class about my chosen experience.

____________________________________    ________________
Student Signature         Date

NOTE: DON’T FORGET TO COMPLETE THE PARENT CONSENT FORM!
WORK-BASED EXPERIENCE

FIELD TRIP FORM

STUDENT NAME

SCHOOL NAME

GRADE

ADVISOR NAME

PLEASE CIRCLE YOUR CAREER CLUSTER:

Health

Human Services

Engineering/Technical

Business/Marketing

Fine Arts/Humanities

Science/Natural Resources

CAREER MAJOR (if chosen):

List your future job interest(s):

_________________________________________

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Dear Parent/Guardian:

Please review the attached information concerning your son’s/daughter’s work-based learning experience. Return the parent consent form that includes emergency medical information and the insurance verification to the coordinator by _____________________________.

Returning the paperwork by the required deadline will assure that your child will be able to participate in this experience to further their career development. Please call the coordinator as soon as possible if there is a problem with the planned schedule.

Students are to be dressed appropriately for the work-based learning activity. Your assistance in this matter is greatly appreciated. Some reminders are:

- Be neat and clean;
- Be aware that long hair may be a safety hazard around some equipment;
- Do not wear short skirts, tank tops, shorts or other revealing clothing;
- Do not wear baggy clothing or any clothing that may get caught on something;
- No hats; and,
- No pagers/cell phones.

Please discuss with your son/daughter that he/she is to display appropriate behavior at all times. He/she will be representing his/her family, school and community.

Comments/questions from parents are always welcome. Please address your concerns to:

____________________________________________________________________

(Coordinator’s name and phone number/email)

Thank you for your cooperation in this phase of your child’s educational experience.

Sincerely,
PARENT CONSENT FORM (Release from Liability)

I hereby give my son/daughter/ward, __________________________ permission to participate in the following Work-Based Learning (WBL) opportunity: __________________________

By my signature to this statement of permission, I hereby release and hold harmless the school board, individual sponsors, including teachers and place of business cooperating with the program from all liability for mishap or injury that might result with the above-named student while participating in the Work-Based Learning program. Further, should it be necessary, I authorize the business representative to obtain medical treatment in the event of injury or illness, and agree to pay any expense incurred for this treatment. __________________________

Date

_________________________ __________________________
Signature of Parent or Guardian Home Phone Business Phone

EMERGENCY MEDICAL CARD

Student Name __________________________ Home Phone Number __________________________

ADDRESS
Street or P.O. Box City State Zip

Mother Name __________________________

Mother’s Place of Employment __________________________ Work Phone __________________________

Father Name __________________________

Father’s Place of Employment __________________________ Work Phone __________________________

Date of child’s last tetanus shot __________________________

Emergency Medical Information __________________________

Allergies __________________________

My child requires special consideration for the following: __________________________

Photo Release: I grant permission for the school to photograph for educational publicity purposes my son/daughter while he/she is participating in the WBL experience. ______Yes ______No

If for any reason you need to contact your child on the day of the Work-Based Learning experience, please call: __________________________
WORK-BASED EXPERIENCE
INSURANCE VERIFICATION

In accordance with Board of Education Policy, middle school and high school students are required to enroll in the county adopted insurance plan for students and/or submit a waiver or liability from her/his parents/guardian in order to participate in off-site, work-based learning experiences.

WE, ________________________________,
parents/guardians of ________________________________, do hereby acknowledge that our daughter/son has adequate insurance coverage with ________________________________.

The insurance would cover all accidents, which might occur while our daughter/son is participating in off-site, work-based learning experiences, thereby absolving the Board of Education of any liability incurred therewith.

DATED THIS ________________ DAY OF __________,

________________________________
Signature of Parent/Guardian

Name of Insurance Company ________________________________

Address of Insurance Company ________________________________ Street or P.O. Box _______ City _______ State _______ Zip _______

Policy Number ___________ Group Number ___________

Name of Policy Holder ________________________________

NOTE: This form must be completed as a record of insurance for all students named above - even those who have purchased the school insurance.
WORK-BASED LEARNING ASSIGNMENT

Student Name ____________________________

Home Room Teacher/Advisor ____________________________

Type of Work-Based Learning ____________________________

Your Business Contact is ____________________________

Occupation ____________________________

Firm ____________________________

Address ____________________________

Street or P.O. Box ____________________________ City ____________________________ State ____________________________ Zip ____________________________

Phone No. ____________________________

Location and Directions ____________________________

Date(s) for Work-Based Learning ____________________________

Additional Information ____________________________


DON’T FORGET THE PARENT CONSENT FORM!
WORK-BASED EXPERIENCE
DISCIPLINE POLICY
SCHOOL YEAR _____

The following activities could result in a recommendation that the student be dropped from the work-based program:

1. Skipping school - all or part of the day
2. Not following the training sponsor's policies - (i.e., failing to give adequate notice when not reporting to training site)
3. Requiring disciplinary action at school/training site
4. Not having proper medical insurance
5. Not having transportation to and from school and the training site
6. Not having proper papers completed - training agreement, training plan, copy of driver’s license or birth certificate/social security card, credit policy, discipline policy, insurance verification, etc.
7. More than 10 absences in school year
8. Staying on school grounds during scheduled time to leave for the day (does not refer to special functions or after-school activities)
9. Fired from your job (could also result in losing work-based credit)
10. Difficulty keeping a job - out of work for long period of time

The signatures below indicate our understanding of this policy and agreement and we will comply with the above requirements.

__________________________________________________________________________ Date
Signature of Student

__________________________________________________________________________
Signature of Parent/Guardian Date
WORK-BASED EXPERIENCE
CREDIT POLICY
SCHOOL YEAR_____

Student will work 405 hours for 3 credits, 270 hours for 2 credits, 135 hours for 1 credit or 67
½ hours for ½ credit.

Student will turn in a monthly time sheet signed by the training sponsor.

Student will turn in a written log of work-based learning activities.

Student will comply with the Work-Based attendance policy. MISSING MORE THAN 10 DAYS
DURING THE SCHOOL YEAR (UNLESS UNUSUAL CIRCUMSTANCES) MAY RESULT IN DISMISSAL
FROM THE WORK-BASED PROGRAM.

Student will participate in all activities dealing with special recognition of the training
sponsor and award sessions for students. Only extreme excuses will be accepted. Scheduled
to work or not having transportation are not acceptable reasons for
non-participation in these activities. Credit will be awarded only to those students who
participate or who have acceptable reasons for not attending.

Student will not quit or change work-based position without the consent of the
instructor. NOT FOLLOWING CORRECT PROCEDURE WILL RESULT IN LOSS OF CREDIT AND
POSSIBLE DISMISSAL FROM THE WORK-BASED PROGRAM.

Student will follow the rules and procedures of the training sponsor.

Student will follow the Training Agreement.

Student should participate in a community project (3 hours minimum).

Student should belong to a school club.

Please understand this work-based learning opportunity is considered an elective class and not
required for graduation. Thus, life-related experiences such as having to belong to a club or learning
to sell as part of a marketing program can be required as part of the curriculum for grading purposes.
If, for any reason, you do not fulfill this contract, you will lose work credit and/or possibly be
dismissed from the work-based program.

The signatures below indicate that we understand this contract and will comply with the above
requirements.

____________________________________  _______________________
Signature of Student                        Date

____________________________________  _______________________
Signature of Parent/Guardian                Date

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CONFIDENTIALITY STATEMENT

All personnel have a moral and ethical responsibility to customers and citizens. Under no circumstances may information gained during interaction with co-workers and the public be given to anyone other than those authorized to receive such information. Records and information at the workplace is confidential and privileged communication. Repeating or revealing confidential information to unauthorized individuals, could result in serious consequences, such as a lawsuit against the business and yourself. Put yourself in the customer’s or citizen’s place.

You and your parents will be requested to sign this confidentiality form prior to your work-based learning experience.

LIABILITY STATEMENT

In granting permission for the work-based learning experience, we hereby expressly waive any claim for liability against ____________________________,

(Work-base Learning Site)

including its employees and representatives, and release them from all liability in connection with this activity.

SIGNATURES

Signing below indicates agreement to both the confidentiality and liability statements.

Student Signature/Date
Parent Signature/Date
Work-Based Coordinator/Date
Training Station Supervisor/Date
WORK-BASED EXPERIENCE
WORK-SITE WALK THROUGH CHECKLIST

DIRECTIONS: All potential work sites must be visited prior to having students placed in work-based experiences. A walk-through of the premises must be conducted by a school representative in order to ascertain the proper work environment for the student participating in a work-based experience. All students must be placed in a safe environment. The following checklist is to be completed and kept on file.

BUSINESS ___________________________ CONTACT PERSON ___________________________

PHONE NO _________________ FAX NO. ________________________ E-MAIL ______________________

The student(s) will be provided the following work-based experience:

_______Internship _____ Mentorship _____ Apprenticeship _____ Job Shadowing _______

Other, describe ____________________________________________

The following items have been discussed:

_________ Student Training/Objectives for the Experience
_________ Training Agreement (Set date for student meeting)
_________ Evaluation Process

_________________________________________ School Representative
## WORK-BASED EXPERIENCE WORK-SITE WALK THROUGH CHECKLIST (Continued)

**CODE:** S - Satisfactory (needs no attention) | U - Unsatisfactory (needs attention) | NA - Not applicable

<table>
<thead>
<tr>
<th>DESCRIPTOR</th>
<th>RATING</th>
<th>COMMENTS AND RECOMMENDATIONS</th>
<th>SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>General physical condition of the work-site (floors, wall, illumination, ventilation, etc.)</td>
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</tr>
<tr>
<td>Housekeeping - Work-site is well maintained and free of hazardous situation (i.e., work materials stored properly, tools and equipment kept orderly and aisles and work areas neat and clean).</td>
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</tr>
<tr>
<td>Equipment - Work-site follows safety procedures for properly maintaining, storing and using equipment (i.e., safety zones properly marked, guards and safety devices used; machines and tools in safe working conditions, machines are shut off when unattended and all moving parts are protected by enclosure guards).</td>
<td></td>
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</tr>
<tr>
<td>Fire protection - Work-site follows proper safety procedures for fires (i.e., fire extinguishers are visible and adequate, exits properly marked and adequate and evacuation plan is posted).</td>
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</tr>
<tr>
<td>Personal protection and instruction - Work-site contact and the work-based coordinator discussed proper procedures for student safety issues and planned safety instruction orientation for students prior to participating in a work-based experience.</td>
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</tr>
</tbody>
</table>
WORK-BASED EXPERIENCE
TRAINING AGREEMENT

_________________________  ____________________________
Career Major                                      School Year

STUDENT NAME ___________________________________________  SS# ______________________

STUDENT HOME ADDRESS ____________________________________________
   Street or P.O. Box  City  State  Zip

STUDENT HOME PHONE NO. ________________________________

TRAINING STATION _______________________________________

ADDRESS OF TRAINING STATION ______________________________
   Street or P.O. Box  City  State  Zip

TRAINING SUPERVISOR NAME ___________________________  PHONE NO. ______________________

STARTING DATE OF TRAINING ____________________________

RESPONSIBILITIES

The Student-Learner considers his/her job experience as contributing to his/her career major and agrees to:

- Maintain average or above grades in all classes as part of higher educational experiences as defined by local school system;
- Conform to rules and regulations of training station;
- Show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress and a willingness to learn;
- Consult teacher-coordinator about any difficulties arising at training station or related to his/her training program;
- Inform the employer and work-based coordinator in event of illness/emergency that prevents attendance as usual;
- Participate in co-curricular activities required in connection with his/her education program
- Complete job-related assignments assigned by workplace and/or Work-Based Learning Coordinator
- Attend a training session with the Work-Based Coordinator(s) on the date specified;
- Work a specified number of hours as set up by the Work-Based Coordinator(s);
- Keep a daily journal of work-based learning activities and a time sheet signed by the supervisor/sponsor;
- Complete a minimum of four career major courses before graduation from high school;
- Give permission for name/picture to be published regarding this program; and,
- Abide by Training Plan developed by teacher/coordinator and employer.
TRAINING AGREEMENT (Continued)

The parents of the student-learner, realizing the importance of the training program to the student-learner while he/she is traveling to and from the school, the training station and his/her home agree to:

- Encourage student-learner to carry out effectively his/her duties and responsibilities;
- Share responsibility for safety and conduct of student-learner while he/she is traveling to and from the school, the training station and his/her home;
- Share responsibility for school and job attendance;
- Accept responsibility for student-learner once he/she leaves school property and is not reporting directly to the training site; and,
- Give permission for child’s name/picture to be published concerning this program.

The Training-Station recognizing that a training plan is being followed and that close supervision of the student-learner will be needed agrees to:

- Adhere to all federal and state regulations regarding child labor laws and other applicable regulations;
- Assist in the evaluation of student-learner on a regular basis;
- Provide available instructional material and occupational guidance for student-learner;
- Accept and assign student without regard to race, color, national origin, sex or handicap;
- Provide time for consultation with work-based coordinator concerning the student-learner and discuss with work-based coordinator any difficulties that student may be having;
- Permit and expect the coordinator to visit periodically to discuss the progress of the student-trainee and to observe him/her on the job;
- Pay the student-trainee an agreed wage and recognize satisfactory service throughout the year with salary increases;
- Give the same consideration to the student-trainee as given to other employees in regard to safety, health, general employment conditions and other regulations of the business; and,
- Notify the parent and the school immediately in case of accident, sickness, or any other serious problem.

The Work-Based Coordinator representing the school will coordinate the training program toward satisfactory preparation of the student-learner for higher occupational career objectives and agrees to:

- Work with employer and student-learner to develop a training plan that meets career objective of student-learner;
- Make periodic visits to training station to observe student-learner, consult with training supervisor and render any needed assistance with training problems of student-learner;
- Assist training supervisor in evaluation of student-learner;
- See that necessary job-related instruction is provided in line with training plan; and,
- Inform high school administration of credit and grade to be placed on student’s transcript (if applicable).
GENERAL POLICIES:

The Work-Based Coordinator reserves the right to withdraw the student from the training station under the following conditions:

- The student’s attendance, performance, grades are unsatisfactory at the training station or in school; and,
- The training plan is not being followed.

ADDITIONAL COMMENTS: 

________________________________________________________________________

________________________________________________________________________

Signature of Training Sponsor       Date

Signature of Training Supervisor      Date

Signature of Work-Based Coordinator      Date

Signature of Student-Learner       Date

Signature of Parent/Guardian       Date
SAMPLE

WORK-BASED LEARNING INTERVIEW NOTIFICATION

Student Name ____________________________________________________________

Please report to ________________________ for a work-based learning interview on:

Date _____________________________

Time _____________________________

Please bring with you the following:

- Driver's license or copy of your birth certificate
- Social Security card
- Pen (black ink)

*If you are unable to keep this appointment, notify the Work-Based Learning Coordinator immediately.*
STUDENT CAREER RESEARCH GUIDELINES

Listed below are items for Career Research that can be used in discussions with your mentor. You should have some knowledge about the occupation that you are mentoring and be prepared with a list of questions for your business contact.

1. Typical duties in this occupation
2. Working conditions
3. Physical surroundings
4. Mental abilities and aptitudes needed and skills required
5. Physical requirements
6. Education/training required, cost of required education/training, high school subjects and extra-curricular activities that would be helpful
7. Projected salary and fringe benefits
8. Human relations/communications skills needed in career areas
9. Typical work week
10. Current and projected job outlook, entry-level jobs, advancement opportunities and impact of high technology and related occupations
11. Other people to contact, interview and other sources of career information
# SAMPLE

## WORK-BASED EXPERIENCE

**TRAINING PLAN**

**DATE**

<table>
<thead>
<tr>
<th>Internship</th>
<th>Apprenticeship</th>
<th>Co-op</th>
<th>Other</th>
</tr>
</thead>
</table>

Name of Student __________________________

Date of Birth ________________ Age ________

Address

P.O. Box or Street City State Zip

Program Level __________________________

Social Security No. _____________________

Name of School _________________________

Home Phone _____________________________

Address

P.O. Box or Street City State Zip

Local Labor Market _____________________

School Phone ___________________________

Description ____________________________

Fax _________________________________

Career Cluster _________________________

Career Major __________________________

Name of Teacher/Coordinator _____________

Instructional Area Teacher ______________

Name of Employer _______________________

Employer Phone _________________________

Employer Fax __________________________

Address of Work Site

P.O. Box or Street City State Zip

Name of Work Site Mentor _______________

Title _________________________________

Phone ________________________________

Fax _________________________________

Student Job Title ______________________

Wage (if applicable) per hour to start $ ______

Starting Date of Work-site Learning ________

Student’s Work Schedule ___________________
**TRAINING PLAN (Continued)**

List the major competencies (tasks, topics, etc.) the student is to develop while enrolled in this program. These may be skills, attitudes, knowledge of technical content and understandings. Check the appropriate column(s) to show where the competency will be developed.

At the conclusion of the work-based learning experience, indicate whether the competency has been completed by checking the appropriate column.

<table>
<thead>
<tr>
<th>MAJOR COMPETENCIES TO BE DEVELOPED (Skill, Knowledge, Attitude and Understanding)</th>
<th>SITE</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Work</td>
<td>School</td>
<td>Completed</td>
<td>Partially Completed</td>
<td>Not Completed</td>
</tr>
<tr>
<td>Example: Communication (uses correct grammar/written and spoken, and listens to oral information)</td>
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</tbody>
</table>

Signature/Work-Site Trainer ________________________________________ Date ______________
### TRAINING PLAN (Continued)

*This is an additional page if needed*

<table>
<thead>
<tr>
<th>MAJOR COMPETENCIES TO BE DEVELOPED (Skill, Knowledge, Attitude and Understanding)</th>
<th>SITE</th>
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<th>Partially Completed</th>
<th>Not Completed</th>
<th>Not Applicable</th>
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<td>Work</td>
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<td>Completed</td>
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<td>Example: Communication (uses correct grammar/written and spoken, and listens to oral information)</td>
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__________________________  ____________________________
Signature/Work-Site Trainer  Date
In order to be eligible for Community Service Learning credit, the student must complete the information below and return it to the Work-Based Learning Coordinator(s). Attach a separate sheet with answers.

1. How many hours of community service learning have you completed? (Please provide a copy of your “Community Service Log.”)

2. List the tasks performed with this service organization.

3. How does this experience relate to your career major? (Be specific.)

__________________________  ____________________________
Signature of Student                Date

__________________________  ____________________________
Signature of Parent                 Date

__________________________  ____________________________
Signature of Service Organization Leader               Date
<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY ROLE</th>
<th>HOURS</th>
<th>COMMENTS</th>
<th>SIGNATURE OF SUPERVISOR</th>
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</table>
WORK-BASED EXPERIENCES

STUDENT ACTIVITY LOG

Student _________________________________ School _______________________

It is suggested that students verify their work-based hours using this “activity log” and the “monthly time sheet.”

<table>
<thead>
<tr>
<th>Date</th>
<th>#Hours Worked</th>
<th>Activities/Work Performed</th>
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</table>
### Sample Work-Based Experience Monthly Time Sheet

#### Month __________________ Student __________________

Work-Site __________________ Telephone __________________

Contact Person __________________

<table>
<thead>
<tr>
<th>Week #</th>
<th>Hours of Training</th>
<th>Total Hours</th>
<th>Total Pay (If applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<tr>
<td>5</td>
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</tbody>
</table>

**Grand Totals:**

**HOURS:**

**PAY:** __________________ (For paid work-based only)

_________________________________          ___________
Supervisor                          Date

_________________________________
Student                          Date
WORK-BASED EXPERIENCE
STUDENT EVALUATION FORM

Student Name ____________________________ Grade ______________

School ____________________________ Advisor ____________________________

Work-Site Visited ____________________________ Type of Experience:

___Internship ___Job Shadowing ___Mentoring ___Co-op
Other (describe) ____________

Address
P.O. Box or Street ________ City __________ State __ Zip
Telephone ________________

DIRECTIONS: For each statement below, please circle the number which best describes the amount of knowledge you have gained about each kind of activity: 0 = area not covered; 1 = none; 2 = little; 3 = some; 4 = a lot.

1. Duties required, working hours and working conditions 0 1 2 3 4
2. Skills required 0 1 2 3 4
3. Necessary employee work habits and attitudes 0 1 2 3 4
4. Training requirements, licensing, courses or education needed, cost of education, etc. 0 1 2 3 4
5. Entry-level jobs and advancement opportunities 0 1 2 3 4
6. Organizational structure of the company or business 0 1 2 3 4
7. Information about the job market, employee supply and demand 0 1 2 3 4
8. The importance of career planning 0 1 2 3 4
9. Where and how to get additional career information 0 1 2 3 4
10. Job-seeking skills: contacting employers, selling yourself, interviewing, resume’ writing, etc. 0 1 2 3 4

In general, how do you rate your Work-Based Learning Experience?

_____ Poor _____ Fair _____ Good _____ Excellent

93
**Student Evaluation (Continued)**

How would you rate the business preparation for your career mentoring experience?

[ ] Poor  [ ] Fair  [ ] Good  [ ] Excellent

1. Briefly explain what you did in the Work-Based Learning Experience.

2. Comment on how much you have learned from the time you first filled out your Career Interest Survey until now.

3. What did you learn that was most important to you?

4. What did you learn that was least important to you?

5. How did this program change your thinking about your career plans?

6. Did you write a thank-you letter to your work-site coordinator?

7. What will be your next step in getting more information about this career or other careers and/or planning career-related training?

8. Would you recommend this work-based experience to other students? Why or why not?

RETURN EVALUATION FORM TO YOUR ADVISOR WITHIN ONE WEEK OF YOUR LAST WORK-SITE VISIT.
WORK-BASED EXPERIENCE
STUDENT EVALUATION FORM

_____Field Trip   _____Job Shadow   _____Other, Describe______________________

STUDENT NAME ________________________________

SCHOOL NAME ________________________________ GRADE __________

ADVISOR NAME ________________________________

CAREER CLUSTER _______________________________

PLACE VISITED ________________________________

DATE OF VISIT ________________________________

1. What is the most important thing you learned from this field trip? Work-based Experience?

2. Would you be interested in a career observed today? Why or why not?

3. What school courses would prepare you to work in this career?
4. Did the employee(s)/employer
   - Make you feel welcome? _____ Yes _____ No
   - Spend enough time with you to give you an understanding of the career? _____ Yes _____ No
   - Answer your questions? _____ Yes _____ No
   - Communicate with you so you could understand? _____ Yes _____ No

5. List three things you observed during the Work-Based learning experience:
   a. __________________________________________
   b. __________________________________________
   c. __________________________________________

Additional Comments: __________________________________________
__________________________________________________________

List below the specific careers you observed and list at least one skill required. You may use the box at the bottom for ideas or use your own.

<table>
<thead>
<tr>
<th>CAREER</th>
<th>SKILLS REQUIRED</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

TYPES OF SKILLS:

<table>
<thead>
<tr>
<th>ART</th>
<th>MUSIC</th>
<th>ORGANIZATIONAL</th>
<th>LISTENING</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAMWORK</td>
<td>MATH</td>
<td>WRITING</td>
<td>SPEAKING</td>
</tr>
<tr>
<td>CLERICAL</td>
<td>SCIENCE</td>
<td>RESEARCH</td>
<td>READING</td>
</tr>
<tr>
<td>HANDS-ON</td>
<td>COMPUTER</td>
<td>CREATIVITY</td>
<td></td>
</tr>
</tbody>
</table>
WORK-BASED LEARNING PROGRAM EVALUATION
WORK-SITE FEEDBACK

Thank you very much for your participation in the Work-Based Learning (WBL) Program. Please complete this evaluation form and return it to the address below. We appreciate your responses. Your feedback will help us develop a better program next year.

NAME ________________________________

OCCUPATION ________________________________

FIRM ________________________________ TELEPHONE __________

NAME OF STUDENT(S) ________________________________

Please use the following rating system for your evaluation:

0 = Poor   1 = Fair   2 = Good   3 = Excellent

1. In general, how would you rate the Work-Based Learning Program? 0 1 2 3
2. Please evaluate your student's preparation, attitude and fulfillment of his/her responsibilities. 0 1 2 3
3. How would you evaluate the program's materials you received? 0 1 2 3
4. Please evaluate the communications you received before the Work-Based Learning process began. 0 1 2 3
5. To what degree do you feel this was a worthwhile experience for the student? 0 1 2 3

May we call you again for career education projects? _____ Yes _____ No

Please give any additional comments on your Work-Based Learning experience or provide suggestions for program improvement.

__________________________________________________________________________

__________________________________________________________________________

Please return this form as soon as possible to:

Contact Name ________________________________
Address __________________________________________
P.O. Box or Street City State Zip

Thank You!
## WORK-BASED EXPERIENCE
### EMPLOYER EVALUATION FORM

**Student ______________________________**  
**Training Station ____________________________**

<table>
<thead>
<tr>
<th>PROCESS/WORKPLACE SKILL</th>
<th>OBJECTIVE</th>
<th>NEEDS DEVELOPMENT</th>
<th>COMPETENT</th>
<th>PROFICIENT</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROBLEM SOLVING</strong></td>
<td>Systematically analyzes a task; plans, organizes and completes it</td>
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<td>Follows the rules, directions or instructions to complete a task</td>
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<td>Given multiple tasks, can prioritize them according to importance and completes them in a timely manner</td>
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<td>Can identify resources needed to complete the task</td>
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<tr>
<td><strong>COMMUNICATIONS</strong></td>
<td>Uses correct grammar when speaking and writing</td>
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<td>Can take a position and communicate ideas to justify it</td>
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<td>Performs a task after listening to oral information</td>
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<td>Can analyze verbal and nonverbal communications from supervisors, peers and customers; takes appropriate action</td>
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<tr>
<td><strong>WORKING WITH OTHERS</strong></td>
<td>Understands what it takes to develop an effective team, including team rules, behavior norms, team roles, communications and decision practices</td>
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<td>Performs effectively in both leadership and non-leadership roles</td>
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<td>Placed in situations of conflict, demonstrates ability to mediate and resolve conflict</td>
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<td>Given a complaint, understands policies and practices and takes appropriate action</td>
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<td>Understands the chain of command and how to function within guidelines</td>
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<td>Participates in group decisions and takes action to meet goals</td>
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<td>Demonstrates the ability to recognize difference of opinion within a group and works toward a consensus</td>
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<tr>
<td>PROCESS/WORKPLACE</td>
<td>SKILL</td>
<td>OBJECTIVE</td>
<td>NEEDS DEVELOPMENT</td>
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<td>PROFICIENT</td>
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<td>TECHNOLOGY</td>
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<td>Demonstrates ability to set up computer equipment</td>
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<td>Demonstrates ability to operate computer equipment</td>
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<td>Demonstrates ability to obtain and exchange information by using on-line sources</td>
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<td>Demonstrates ability to use word processing</td>
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<td></td>
<td>Demonstrates ability to use multiple software packages</td>
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<td></td>
<td></td>
<td>Demonstrates ability to create and use databases, spreadsheets and graphics</td>
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<td></td>
<td></td>
<td>Demonstrates ability to use telecommunications</td>
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<td></td>
<td></td>
<td>Given a task, selects and uses appropriate technology and procedure for a solution</td>
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<tr>
<td>SELF MANAGEMENT</td>
<td></td>
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<td></td>
<td></td>
<td>Understands what is expected of an employee</td>
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<td></td>
<td></td>
<td>Punctual with appointments, completion of tasks and able to handle unavoidable delays</td>
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<td></td>
<td></td>
<td>Stays with an assignment or task to completion</td>
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<td></td>
<td></td>
<td>Demonstrates self-motivation</td>
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<td>Works independently without direct supervision</td>
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<td></td>
<td></td>
<td>Takes steps appropriate to developing new ideas to improve a given situation</td>
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<td></td>
<td></td>
<td>Chooses an ethical course of action</td>
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<tr>
<td></td>
<td></td>
<td>Dresses appropriately for the job</td>
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<td></td>
<td></td>
<td>Demonstrates sound safety practices</td>
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<td></td>
<td></td>
<td>Checks quality of one’s work and takes action to correct mistakes</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Demonstrates good attendance</td>
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</tbody>
</table>
WORK-BASED EXPERIENCE EMPLOYER EVALUATION FORM (Continued)

OTHER SKILLS RELATED TO THE OCCUPATION THAT HAVE BEEN MASTERED:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student ___________________________________________ Date

Employer Evaluator ___________________________________________ Date
# WORK-BASED EXPERIENCE

## EMPLOYER EVALUATION FORM

<table>
<thead>
<tr>
<th></th>
<th>5 = Excellent</th>
<th>4 = Above Average</th>
<th>3 = Average</th>
<th>2 = Below Average</th>
<th>1 = Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONAL TRAITS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Listens carefully to instructors</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Catches on first time</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Positive response to criticism</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Works well with other employees</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Exhibits self-control</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. Makes appropriate appearance</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. Can be depended upon</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. Is self-confident</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. Shows initiative</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td><strong>Attendance</strong></td>
<td></td>
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<tr>
<td>10. Emergency absence only</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11. Arrives on time</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td><strong>Job Traits</strong></td>
<td></td>
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<tr>
<td>12. Seeks understanding of Business operations</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13. Exhibits knowledge of product information</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14. Keeps work area orderly</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15. Performs general work Assignments accurately</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>16. Performs necessary mathematics With accuracy</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17. Completes work assignments</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>18. A good representative of the business</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>19. Uses equipment properly</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
## WORK-BASED EXPERIENCE
### EMPLOYER EVALUATION FORM

<table>
<thead>
<tr>
<th>Student ____________________________________</th>
<th>Training Station ____________________________________</th>
<th>Date ____________</th>
</tr>
</thead>
</table>

Please check the rating most Applicable by the following scale:  
<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appropriate Appearance</td>
<td></td>
<td></td>
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<tr>
<td>2. Mental Maturity</td>
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<tr>
<td>3. Personality</td>
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<td>4. Punctuality</td>
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<tr>
<td>5. Dependability</td>
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<td>6. Industriousness</td>
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<td>7. Enthusiasm</td>
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<tr>
<td>8. Initiative</td>
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<tr>
<td>9. Tact</td>
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<tr>
<td>10. Desire to Learn</td>
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<tr>
<td>11. Self Confidence</td>
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<tr>
<td>12. Cooperation</td>
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<td>13. Loyalty</td>
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<td>14. Teamwork Ability</td>
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<tr>
<td>15. Follows Company Policy</td>
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</tbody>
</table>

General Comments:

Evaluated by: ______________________________________  Coordinated by: __________________________

Position __________________________________________  School ______________________________________
**WORK-BASED EXPERIENCE**
**EMPLOYER EVALUATION FORM**

Student _________________________________  Date ___________________

Employer _______________________________  Rated by _______________

RATINGS ARE ASSIGNED USING THE FOLLOWING SCALE:
1. Excellent; above average
2. Acceptable; improvement possible
3. Not acceptable; needs significant improvement

<table>
<thead>
<tr>
<th>Human Resource Foundations</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Dresses appropriately</td>
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<tr>
<td>Maintains positive attitude</td>
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<tr>
<td>Demonstrates interest and enthusiasm for job</td>
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<td>Demonstrates responsible behavior</td>
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<td>Demonstrates honest and integrity</td>
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<td>Demonstrates orderly and systematic behavior</td>
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<td>Demonstrates initiative</td>
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<tr>
<td>Demonstrates self-control</td>
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<tr>
<td>Uses feedback for personal growth</td>
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<tr>
<td>Adjusts to change</td>
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<tr>
<td>Shows empathy for others</td>
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<tr>
<td>Asserts self appropriately</td>
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<td></td>
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<tr>
<td>Reports to work promptly and regularly</td>
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<tr>
<td>Produces quality work</td>
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<tr>
<td>Produces appropriate quantity of work</td>
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<tr>
<td>Manages time wisely</td>
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<td></td>
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<tr>
<td>Follows directions</td>
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<tr>
<td>Communicates well with others</td>
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103
Work-Based Experience

“Thank You”

*Teach students, it is their responsibility, to write “thank you” letters to their business contacts after their work-based learning experiences. Showing appreciation is not only courteous, but it fosters positive relations for future student participation in the Work-Based Learning program.*

*Encourage students to include personal examples of work-site activities that have furthered their career development.*
Quality work-based learning experiences help connect academic and technical content of the classroom to the “real world.” Each county develops a work-based learning policy, determining criteria for student participation and standards to be met (e.g., a safe and healthy working environment).

The following worksheets will assist county systems and/or schools as they create, evaluate and revise their work-based learning programs.
GENERAL ISSUES
Work-Based Learning Technical Assistance Worksheet

1. *What is the relationship between your county’s work-based learning policy or procedure and the county’s graduation policy?*

2. *Does the graduation policy require a specific number of hours or credits that students must complete to be graduated from high school?*  
   - YES  
   - NO  
   If yes, what procedures are in place to assure students meet requirements?  

3. *Do all of your work-based learning experiences defined per your local county work-based learning policy and/or procedures assist students to:*  
   - Gain an awareness of the workplace;  
   - Develop an appreciation of the relevance of academic subject matter to workplace performance; and,  
   - Gain valuable work experience and skills while exploring career interests and abilities?  
   - YES  
   - NO  
   If no, what action steps are needed?  

4. *If your county has few employers, have you identified and planned to utilize alternate strategies such as: simulated workplace situations, community service and school-based enterprises?*  
   - YES  
   - NO  
   If no, what action is needed?  

5. *Do your work-based learning policy and/or procedures deal with extended student learning issues particularly work-based learning that may take place outside of the regular school calendar?*  
   - YES  
   - NO  

6. *Are work-based learning experiences incorporated into the county’s career development system?*  
   - YES  
   - NO  
   If not, what action steps are needed?  

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7. Do you have a process in place for providing for additional student insurance for students participating in formal work-based experiences? _______ YES _______ NO

If no, what action steps are needed? ___________________________________________

8. Do you have a process in place for annually approving and submitting names of participating businesses and organizations to the WV State Board of Risk and Insurance Management for those businesses and organizations to be named as an additional insured to the Certificate of Liability Insurance provided by the WV State Board of Risk and Insurance Management? _______ YES _______ NO

If no, what action steps are needed? ___________________________________________

9. Do you have an effective communication and outreach program describing your work-based learning system? _______ YES _______ NO

If no, what action steps are needed? ___________________________________________
## GOALS AND OBJECTIVES FOR DIFFERENT TYPES OF EXPERIENCES

### Work-Based Learning Technical Assistance Worksheet

1. **Does your county have work-based learning policy or procedure?**
   - YES  NO
   
   If yes, how was the policy or procedure for work-based experiences developed? ____
   
   If no, what action steps are needed? ____________________________

2. **Are your work-based learning experiences defined and/or a description developed for each type identified per your local county work-based learning policy and/or procedures?**
   - YES  NO
   
   If no, what action steps are needed? ____________________________

3. **Have you identified the length and/or duration for the various work-based learning experiences defined per your local county work-based learning policy and/or procedures?**
   - YES  NO
   
   If no, what action steps are needed? ____________________________

4. **Have you identified the requirements for the various work-based learning experiences defined per your local county work-based learning policy and/or procedures?**
   - YES  NO
   
   If no, what action steps are needed? ____________________________

5. **Have you identified the credit options for the various work-based learning experiences defined per your local county work-based learning policy and/or procedures?**
   - YES  NO
   
   If no, what action steps are needed? ____________________________
6. Are training plans developed and utilized for various work-based experiences? 
   ______ YES ______ NO

   If no, what action steps are needed? ________________________________
   ________________________________

7. Are parents, students, school-site coordinators and work-based mentors required to sign the work-based experience training plan? ______ YES ______ NO

   If no, what action steps are needed? ________________________________
   ________________________________

8. Are established criteria and standards for student participation in different work-based experiences unique to each experience? ______ YES ______ NO

   If yes, explain how you presently address this issues for:

   ✓ Awareness Experiences (Field trips, etc.) ________________________________
   ✓ Exploration Experiences (Job Shadowing, etc.) ________________________________
   ✓ Decision Making Experiences (Mentoring, etc.) ________________________________
   ✓ Preparation Experiences (Internships, Apprenticeships, etc.) __________________

   If no, what action steps are needed? ________________________________
SELECTING QUALITY EXPERIENCES 
AND SITES 
Work-Based Learning Technical Assistance Worksheet

1. **What are the established criteria for selecting quality work-based learning experiences?**

   Explain how the criteria was established and who has been designated to ensure criteria is followed. __________________________________________________________

   What action steps are needed? __________________________________________________________

2. **What are the established criteria for selecting quality work-based learning sites?**

   Explain how the criteria was established and who has been designated to ensure criteria is followed. __________________________________________________________

   What action steps are needed? __________________________________________________________

3. **What procedures are in place to ensure the work-sites have safe and healthy environments?**

   Has Work-Based Experiences Work-Site Walk Through Check List been completed for each respective business, agencies, etc.? ________ YES ______ NO

   If yes, explain the process and who is responsible to ensure regular updating of information. __________________________________________________________

   If no, what action steps are needed to ensure that all work-sites have safe and healthy environments? __________________________________________________________

4. **Are procedures in place to ensure that all students are provided with safety, health and harassment training prior to participating in work-based experiences?**

   _____ YES _____ No

   If yes, identify who is responsible for providing the information to all students prior to the work-based experience. __________________________________________________________
If no, what action steps are needed? ____________________________________________

5. Are procedures in place to engage parents and/or guardians in developing and planning the work-based experiences for their child? ______YES ______ NO

If yes, identify who is responsible. __________________________________________

If no, what action steps are needed? __________________________________________

6. Is there a process established that assures that the work-based experience is “integrated with and an extension of the school-based program of study?”

___________YES ______ NO

If yes, identify who is responsible. __________________________________________

If no, what action steps are needed? __________________________________________

7. What provisions are in place to ensure that “Letters of Agreement and/or Contracts” are on file for all agencies, businesses and individuals that clarify student supervision and program accountability? __________________________________________
1. *What type of record system is established or will be implemented to keep track of each student’s work-based experience?*

2. *What procedures are established to identify the various work-based experiences needed by individual students including type of experience, relationship to career cluster, etc.?*

3. *What procedures are in place to provide transportation for students?*

4. *What provisions are in place to coordinate insurance issues for students, volunteers and work-sites?*
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you have a process for awarding and recording grades for the work-based experience?</td>
<td>_____ YES _____ NO</td>
</tr>
<tr>
<td></td>
<td>If not, what action steps are needed?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Do you have a process to record on student transcripts the work-based experience, grade and credit awarded?</td>
<td>_____ YES _____ NO</td>
</tr>
<tr>
<td></td>
<td>If not, what action steps are needed?</td>
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<tr>
<td>3.</td>
<td>Is there a process established to count work-based experiences that take place outside the regular school hours?</td>
<td>_____ YES _____ NO</td>
</tr>
<tr>
<td></td>
<td>If not, what action steps are needed?</td>
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</tbody>
</table>
1. Is there in-depth professional development provided to teachers and/or school-site coordinators assigned the direct responsibility for the coordination and supervision of student work-based experiences? _____ YES _____ NO

If not, what action steps are needed? __________________________________________

2. Are all work-site mentors provided professional development before accepting students at the workplace? _____ YES _____ NO

If not, what action steps are needed? __________________________________________
All Aspects of Industry

The term “all aspects of an industry” refers to the “all aspects of the industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, the underlying principles of technology, labor and community issues, health and safety issues and environmental issues related to such industry or industry sector.” All aspects also include the array of occupations and careers that comprise an industry, from the most basic to the most advanced.

Apprenticeship (Registered)

Registered apprenticeship describes those programs that meet specific federally approved standards designed to safeguard the welfare of apprentices. The programs are registered with the Bureau of Apprenticeship and Training (BAT), U.S. Department of Labor, or one of 27 State Apprenticeship Agencies or Councils approved by BAT. Apprenticeships are relationships between an employer and employee during which the worker or apprentice learns an occupation in a structured program sponsored by employers and labor unions or operated by employers and employee associations.

Apprenticeship (Youth)

Allows high school students to enter the regular Apprenticeship and Training Program. Through agreements with the Bureau of Apprenticeship and Training, students begin their technical training during their junior year in high school, begin working the summer before their senior year by continuing academic, technical study and work during their senior year in high school. The students continue the apprenticeship program after high school graduation. When they finish the apprenticeship training, they receive the same journey-level credential as any other.

Career Awareness

Career awareness activities generally take place at the elementary level. These activities provide an opportunity for students to learn about and develop an appreciation of the broad concepts related to work, careers and educational preparation.

Career Cluster

Broad grouping of related occupations and representative of the type of occupations available in the world of work.

Career Days/Career Fairs

Career day activities are designed to help students think about their interests and abilities in relation to potential careers and to meet people who can assist them in getting the necessary skills and experience for workforce success. Special events are typically held to allow students to meet with postsecondary educators, employers or human resource professionals to learn about
education and work opportunities. Information may be distributed through brochures that students receive from visiting firms or school representatives, via formal or informal discussion held in the classroom, or during tours of a business or college.

**Career Development**

The opportunity within the education program for students to conduct self-assessment, access career information, examine multiple career options and initiate education planning based on a tentative career plan.

**Career Exploration**

Career exploration generally takes place at the middle school level and is designed to provide some in-depth exposure to career options for students.

**Career Guidance & Counseling**

According to Policy 2315, *Comprehensive Developmental Guidance & Counseling*, §126-67-7, 7.2, the content standards guides the school counseling program “to provide the foundation for the acquisition of skills, attitudes and knowledge enabling students to make a successful transition from school to the world of work and from job to job across the life career span. Students will apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and mentoring experiences.”

**Career Major**

A grouping of occupations with significant commonalities in a career cluster.

**Case Study Method**

Involves one or more students and is governed by specific learning objectives. While experiences are limited in terms of time and client contact, students under close supervision acquire specific information related to content standards. Usually a written problem, description or experience is utilized to simulate reality or evaluate ideas. Most simulations are written scenarios that imitate life-like situations in which problems are presented.

**Clinical Experience**

Facility-based and provide students with extensive client contact. They are governed by specific content standards and objectives. A written contact is secured by the educational system and the participating health care agency to ensure that OSHA compliance and training have taken place, which liability insurance is in place, that students have had a health screening and that recommended immunizations have been obtained. Extended time frames are the norm for these experiences, with the supervision being the responsibility of the “dual-credentialed” professional (one who holds a license to teach and provide health care).

**Community Service-Learning**

Blends both service and learning goals in such a way that both occur and are enriched by each other. Service learning projects emphasize both service and learning outcomes and are designed to use volunteer community projects to reinforce classroom concepts. Projects can be classroom or individual projects and can be designed to accommodate students of any age.
Cooperative Education

(CO-OP) is a teaching method at the secondary level that combines classroom instruction with paid, on-the-job training. Although co-op is an appropriate teaching method for many academic and vocational programs, Marketing Education and Diversified Cooperative Training programs are the only programs that use co-op extensively. Some Business Education programs utilize Cooperative Office Education (COE). In effective co-op programs, the school, business, student and parents sign a Training Agreement that clearly identifies the responsibilities of each party. The teacher and the training sponsor design a Training Plan that identifies the competencies to be learned by the student at the job site. The teacher evaluates the classroom performance and works with the sponsor to evaluate the on-the-job training performance. Students are released from the school building to continue their training and teachers receive some released time to coordinate the cooperative education activities. Co-op, by definition, has a classroom component and a work component. By state-law, students may not be dismissed from school to go to work without participating in related classroom instruction.

Developmental Guidance/Career Exploration

Planned activities and experiences designed to meet content standards and objectives derived from student needs assessments in the areas of self-understanding, self-concept, interpersonal relationships, decision-making and educational/career choices.

Disability

The 1990 Americans with Disabilities Act defines individuals with disabilities as including any individual who (1) has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; (2) has a record of an impairment described in (1); or (3) is regarded as having an impairment described in (1). This definition includes any individual who has been evaluated under Part B of the individuals with Disabilities Education Act and determined to be an individual who is considered disabled under section 504 of the Rehabilitation Act of 1973. At the secondary level, counts of disabled students are typically based on whether a student has an Individualized Education Plan (IEP).

Dropout

The term dropout refers to an event, such as leaving school before graduating; or a status, such as an individual who is not in school and is not a graduate. A person who drops out of school may later return and graduate. At the time the person has left school, he/she is called a dropout.

Dual Enrollment

Dual enrollment is a process allowing high school students to simultaneously earn credits toward high school diploma and a postsecondary degree or certificate. Written articulation agreements formalize programs of study, the transfer of academic and vocational credits among institutions, and the role of secondary and postsecondary instructors.
**Field Trips**

Supervised class visits to work sites that have specific educational value. Trips should be planned to correspond with content standards and objectives.

**High Schools That Work**

An initiative of the Southern Regional Education Board, *High Schools That Work*, is the Nation’s first large-scale effort to combine challenging academic and technical courses to raise the achievement of high school students. The initiative provides a framework for high schools to examine their current practices and policies in view of ten Key Practices and seven Key Conditions that have been identified as being essential for continuous improvement.

**Goals**

1. Increase to 85 percent the percentages of high school students who meet the *HSTW* reading, mathematics and science performance goals on a National Assessment of Educational Progress (NAEP)-referenced exam.
2. Increase the percentages of all high school students who perform at the proficient level to at least 50 percent in reading, mathematics and science, as measured by the NAEP-referenced *HSTW* Assessment.
3. Increase to 85 percent the percentages of high school graduates who complete college-preparatory courses in mathematics, science, English/language arts and social studies and a concentration in an academic area, a career/technical area or a blend of the two.
4. Increase to 90 percent the percentages of high school students who enter grade nine and complete high school four years later.
5. Advance state and local policies and leadership initiatives that sustain a continuous school improvement effort.
6. Have all students leave high school with postsecondary credit or having met standards for postsecondary studies to avoid remedial courses.
7. Work in the middle grades to increase annually the percentages of students entering high school prepared to succeed in college-preparatory courses.

**Key Practices (High Schools)**

These ten key practices are components that must be visible and viable in order for high schools to improve the achievement of students.

1. *High expectations* — Motivate more students to meet high expectations by integrating high expectations into classroom practices and giving students frequent feedback.
2. *Program of study* — Require each student to complete an upgraded academic core and a concentration.
3. *Academic studies* — Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects. School leaders need to:
   a. Align core academic courses to essential state and national standards that prepare youth for postsecondary studies and careers.
   b. Align student assignments, student work and classroom assessments to at least the proficient-level standards as measured by a NAEP-referenced exam and state assessments.
4. *Career/technical studies* — Provide more students access to intellectually challenging career/technical studies in
high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education. School leaders need to:

a. Develop standards, conditions and agreements for awarding postsecondary credit in high-demand career/technical fields to high school students.
b. Require senior projects with academic, technical and performance standards.
c. Provide students opportunities to work toward a recognized employer certification.

5. **Work-based learning** — Enable students and their parents to choose from programs that integrate challenging high school studies and work-based learning and are planned by educators, employers and students.

6. **Teachers working together** — Provide teams of teachers from several disciplines the time and support to work together to help students succeed in challenging academic and career/technical studies. Integrate reading, writing and speaking as strategies for learning into all parts of the curriculum and integrate mathematics into science and career/technical classrooms. School leaders need to support:

   a. academic and career/technical teachers in engaging students regularly in reading books and articles, writing, making presentations, and using high-level reasoning and thinking skills; and,
   b. mathematics, science and career/technical teachers working together to better align and integrate mathematics concepts and skills into assignments in science and career/technical classrooms.

7. **Students actively engaged** — Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.

8. **Guidance** — Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career/technical concentration. Provide each student with the same mentor throughout high school to assist with setting goals, selecting courses, reviewing the student’s progress and suggesting appropriate interventions as necessary. School leaders need to:

   a. Involve parents in annual meetings with students and their mentors to review progress and develop plans for the next year.
   b. Develop efforts to educate middle grades parents, school and teacher leaders, and students about the achievement level needed for challenging high school studies and to educate high school parents, students and teachers about the achievement level needed for postsecondary study and high-demand, high-income jobs.

9. **Extra help** — Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content. School leaders need to:

   a. Support all students to become independent learners by building into their learning experiences opportunities to practice habits of successful learners such as study and literacy skills, time management and learning with others.
b. Give students easy access to opportunities to meet course standards and graduate with their peers.
c. Support teachers in forming nurturing academic relationships with students aimed at improving students’ work and achievement.
d. Plan catch-up learning experiences for entering ninth-graders who are not prepared to succeed in college-preparatory courses.
e. Work with postsecondary institutions to identify 11th-graders not ready for postsecondary study.
f. Develop special courses for the senior year to get these students prepared.

10. **Culture of continuous improvement** —
Use student assessment and program evaluation data to continuously improve school culture, organization, management, curriculum and instruction to advance student learning.

**Key Conditions (High Schools)**
The seven key conditions identify what school and system leadership must do to support local high schools in implementing the ten key practices of *High Schools That Work*.

1. **A clear, functional mission statement:** Schools need a clear, functional mission statement to prepare middle grades students for challenging secondary studies and high school students for success in postsecondary education and the workplace.
2. **Strong leadership:** Each district and school needs strong and committed leaders to improve, align and benchmark curriculums to high standards, to improve the quality of instruction and to raise student achievement in grades six through 12. At each high school and middle grades school, create a leadership team consisting of the principal, assistant principal and teacher leaders. School and district teams participate annually in a series of leadership development workshops aimed at more fully implementing the *HSTW* design.
3. **Plan for continuous improvement:** District and school leaders create an organizational structure and process that ensures continuous involvement with faculty on what to teach, how to teach it, what students are expected to learn, how to assess what they have learned, and how they relate to each other, to the students and to the home and community.
4. **Qualified teachers:** Middle grades and high school teachers have in-depth knowledge of their subject areas and of teaching strategies appropriate to students’ grade levels. Middle grades teachers lacking majors in their subject areas are supported by the district to acquire them. The school and district employ teachers who have depth in their teaching fields and support them in learning how to teach well.
5. **Commitment to goals:** School leaders and teachers are committed to achieving the *HSTW* Goals and implementing the Key Practices. School boards are committed to having all students complete a demanding academic core and either an academic or career/technical concentration. Continuous review of local policies and practices ensures that a strong message of high expectations is sent to both the high schools and the middle grades.
6. **Flexible scheduling:** School superintendents and school boards permit high schools to adopt flexible schedules enabling students to earn more credits.
7. **Support for professional development:**
   District and school leaders provide teachers with instructional materials, planning time and professional development for implementing new curriculums and research-based instructional methods.

**Instructional Day**

Time allocated within the school day for the teaching and mastery of instructional goals and objectives.

**Internships**

1. **Student Internships** are situations where students work for an employer for a specified period of time to learn about a particular industry or occupation. Students’ workplace activities may include special projects, a sample of tasks from different jobs or tasks from a single occupation. These may or may not include financial compensation.

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

**Local Labor Market**

A complete description/picture of the economy in a particular location. Included for the area are:
- Best/worst paying jobs;
- Fastest/slowest growing jobs;
- Jobs with highest/lowest employment;
- Unemployment rate; and,
- Training institutions available.

**Local School Improvement Councils**

A local advisory group composed of three parents, two service employees, the principal, two at-large members appointed by the principal and one student in schools with grade seven and higher. The council: focuses on improving the education program and operation of the school; has authorization to request waivers of local or state rules, policies and state superintendent interpretations; assists in the development of the Five-Year Strategic Plan (formerly USIP).

**Making Middle Grades Work**

An initiative of SREB developed in West Virginia and modeled on the SREB High Schools That Work framework. *Making Middle Grades Work* provides a process for middle schools to examine practices, policies, and procedures that increase the achievement of middle school students and the support systems necessary for students to transition from elementary education and to adolescent education. *Making Middle Grades Work* outlines fourteen Key Elements and five Essential Conditions that are used to create and implement a site action plan which includes a process for continuous improvement.

**Goals**

1. Percentages of all groups of students meeting state academic standards in reading, writing, mathematics, science and social studies increase annually to reach 100 percent.
2. Achievement gaps are closed in meeting state standards for all groups of middle grades students.
3. Percentages of eighth-grade students who meet the proficient achievement level on the National Assessment of Educational Progress are raised to above the national averages in reading, science and mathematics. All students meet the basic level. (See Appendix I for definitions of NAEP performance levels.)

4. The percentages of all groups of students who successfully complete Algebra I by the end of eighth grade increase. All other students complete Algebra I in grade nine.

**Key Practices**

An academic core that is aligned to what students must know, understand and be able to do to succeed in college-preparatory English, mathematics and science - All students in the middle grades need an academic core curriculum that accelerates their learning, that challenges them and that appeals to their interests. This curriculum must include stringent academic requirements:

1. In mathematics, all students satisfactorily complete Algebra I or pass a pre-algebra test of proficiency and use algebra concepts to reason and solve problems.

2. In science, all students use laboratory and technology experiences to learn scientific concepts in physical, life and earth/space sciences.

3. Reading instruction is incorporated into all content areas in the academic core curriculum through grade eight.

4. The language arts curriculum requires students — before they leave eighth grade — to use language correctly to effectively find, organize and communicate information.

5. The social studies curriculum requires students — before they leave eighth grade — to describe their heritage, their government, their world and economic principles through key issues of the past, present and future.

6. **A belief that all students matter** - Each student needs to have a personal relationship with an adult who takes an interest in his or her successful learning, goal-setting, educational planning and personal growth.

7. **High expectations and a system of extra help and time** - Students learn in different ways and at different rates. Middle grades students need enough time and help to meet more rigorous, consistent standards for all eighth-graders. The middle grades curriculum should accelerate achievement for all students.

8. **Classroom practices that engage students in their learning** - Young adolescents need varied learning activities linked to challenging academic content and opportunities to use new skills and concepts in real world applications.

9. **Teachers working together** - All teachers need time to plan together, to develop and coordinate learning activities, and to share student work that meets proficiency standards.

10. **Support from parents** - Parents must understand and support higher performance standards in the middle grades.

11. **Qualified teachers** - Middle grades teachers must know specific academic content and how to teach young adolescents.

12. **Use of data** - States, districts and schools must use data on student, school and teacher performance to review and revise school and classroom practices as needed.
13. **Use of technology for learning** - Middle grades students and teachers must have opportunities to explore and use technology to improve knowledge and skills in English/language arts, reading, mathematics, science and social studies.

14. **Strong leadership** - Middle grades schools need strong, effective principals who encourage teachers and participate with them in planning and implementing research-based improvements.

**Conditions**

Five essential conditions must exist in order for a school to increase student achievement:

1. **Commitment** - State partners, the local school board, district leaders and the community must commit to fully implementing the comprehensive improvement framework.

2. **Planning for continuous improvement** - District and school leaders must create an organizational structure and a process that will provide both time and ways for faculty and administrators to discuss and plan actions needed to raise student achievement. Leaders will work with faculty in deciding what to teach, how to teach, what to expect students to learn and how to evaluate student learning.

3. **Curriculum** - District leaders must support and encourage a curriculum review and alignment that compares all curricula to state, national and international standards. As a result, a set of content and performance standards will define the quantity and quality of work expected at each grade level throughout the system.

4. **Support for professional development** - District and school leaders must provide leadership and financial support for professional development that is directly connected to academic standards and student achievement needs.

   Professional development will include support for teachers in the classroom as they implement teaching practices with evidence of effectiveness.

5. **Teacher preparation** - The local school board should encourage teachers who do not have a major or minor in their teaching assignment to upgrade their content knowledge through academic courses and should hire teachers with content backgrounds that match their teaching assignment, e.g., a subject area major or minor.

**Mentoring**

The close personal supervision of a worker over an extended period of time. This method may focus on a specific occupation or extend into a broader more personal relationship, best described as an “Occupational Big Brother/Big Sister” relationship. School personnel should interview and carefully select the adult mentors. Training for the mentor is critical. Students in a mentoring program typically learn more about the work ethic, good work habits, on the job relationships and other generic work skills and less about how to do specific tasks.

**Mentors**

1. **A School Site Mentor** is defined as, “a professional employed at a school who is designated as the advocate for a particular student, and who works in consultation with classroom teachers, counselors, related service personnel and the employer of the student to design and monitor the progress of the student.”
2. *A Workplace Mentor* is defined as, “an employee or other individual, approved by the employer at a workplace who possesses the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well and works in consultation with classroom teachers and the employer of the student.”

**On-the-Job Training**

Training that is entirely on the job, with no classroom component. Not appropriate as a work-based experience.

**Portfolio**

A portfolio is a collection of work that documents a student’s educational performance over time. While there is no standard format that a portfolio must take, it typically includes a range of materials (e.g., reports, photographs) selected by the student. A brief introduction and summary statement may describe how the portfolio was assembled and what was learned in the compilation process. Portfolios may be used for a variety of purposes, including: increasing student learning opportunities; helping students demonstrate a wide variety of skills; assisting students in recognizing their own academic growth and teaching students to take greater responsibility for their own learning and development.

Instructors report that the portfolio process can increase collaboration with students, provide an alternative means of observing students’ cognitive and academic progress, help drive program improvement and foster professional development by helping teachers to organize and manage their curriculum.

**Postsecondary Educational Institution**

A postsecondary educational institution is a school that provides formal instructional programs with a curriculum designed primarily for students who have a high school diploma or equivalency certificate. This includes programs of an academic, vocational and continuing professional education purpose, but excludes vocational and adult basic educational programs.

**Process/Workplace Skills**

Skills required for success in a career and the workplace including the ability to: organize, plan, reason and use information to solve problems; communicate orally and in writing; work effectively with others; understand and use technology; develop personal skills and attributes and plan and prepare for a career.

**SCANS (Secretary’s Commission on Achieving Necessary Skills)**

The Secretary’s Commission on Achieving Necessary Skills (SCANS) was convened in February 1990 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: (1) define the skills needed for employment; (2) propose acceptable levels in those skills; (3) suggest effective ways to assess proficiency; and, (4) develop a strategy to disseminate the findings to the nation’s schools, businesses and homes.

The commission identified five *competencies* (i.e., skills necessary for workplace success) and three *foundations* (i.e., skills and qualities that underlie competencies).
COMPETENCIES – effective workers can productively use:

**Resources** – allocating time, money, materials, space and 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; and,

**Technology** – selecting equipment and tools, applying technology to specific tasks and maintaining and trouble-shooting technologies.

FOUNDATIONS – 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; and,

**Personal Qualities** – individual responsibility, self-esteem, sociability, self-management and integrity.

School-based Enterprises

“School stores” – a high-level simulation of a real world business. In the best enterprises, the exercise is a very close approximation of a real business. Goods or services are bought and sold; marketing research is done to determine consumer preferences; profits or losses are a result. Students should play the role of a “business consultant.” A typical enterprise might be a school store selling school supplies and spirit items operated by the marketing education class. Other examples might be a typing service set up by business students or a partnership with a local bank to have a finance class operate a real bank branch in the school.

School-based Learning Component

The school-based learning component includes a comprehensive career development system, higher standards and expectations and curriculum centered around a cluster/major format. In addition to these items, the school-based component also incorporates the blending of academic and technical skills for all students regardless of their occupational goals. General requirements for the school-based component are:

1. Career awareness and career exploration and counseling programs beginning at the earliest possible age, but not later than 7th grade;
2. Career major selection not later than the beginning of 11th grade;
3. A program of study that meets the academic standards the state has established for all students, meets the requirements for postsecondary education preparation and skill certificate award;
4. A program of instruction and curriculum that integrates academic and career/technical learning and incorporates instruction to the extent practicable, in all aspects of an industry;
5. Regular evaluations of students and dropouts to identify their academic strengths and weaknesses, workplace knowledge, goals and need for additional learning opportunities; and,
6. Procedures that ease student entry into additional training or post-secondary education programs and that eases the transfer of students between education and training programs.

**Shadowing**

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

**Simulations**

Introductory activity used as a substitute for real worksite activities. Computer-based simulations can teach important concepts in a small group setting. Teachers/instructors must integrate a learning component through pre- and post-simulations activities to fully realize the effectiveness of simulations.

**Skills for the 21st Century**

The Partnership for 21st Century Skills is a unique public/private organization formed in 2002 to create a successful model of learning for this millennium that incorporates 21st Century Skills into our system of education. The partnership recommended a research-based education model that incorporates these six key elements:

1. Core Subjects – Core subjects identified with focus expanding beyond basic competency to understanding at much higher levels;
2. Learning Skills – Similar to SCANS (information and communication skills; thinking and problem-solving skills, interpersonal skills);
3. 21st Century Tools – ICT (information and communication technologies) literacy includes critical thinking and ethical use of technology;
4. 21st Century Context – Academic content through real-world examples, applications and experiences;
5. 21st Century Content – Business and civic awareness; and,
6. 21st Century Assessments – Balance of high-quality assessments needed (standardized and classroom).

**Supervised Agricultural Experience**

SAE provides actual and simulated work-based agricultural experiences. There are three basic types of SAE. In an entrepreneurial SAE, the student is self-employed, providing a good or service that is produced on owned or rented land. Examples include landscaper or livestock producer. Agribusiness or farm placement is the agricultural version of cooperative education. Directed work experience involves an SAE program conducted in school facilities or land laboratories. Greenhouses or fish production facilities would be examples.

**Tech Prep**

Tech Prep is the Skilled Pathway within the WVDE Cluster/Major format that leads to an associate degree.

**Work-based Learning Component**

Educational activities that assist students to: gain an awareness of the workplace; develop an appreciation of the relevance of academic subject matter to workplace performance; and gain valuable work experience and skills
while exploring career interests and abilities. General requirements for the work-based component are:
1. Work experience opportunities;
2. Job training and work experience coordinated with learning in school-based programs that are relevant to students’ career major choices and lead to the award of skill certificates;
3. Workplace mentoring;
4. Instruction and activities in general workplace competencies, including positive work attitudes, employability and practicable skills; and,
5. Broad instruction, to the extent practicable, in all aspects of the industry.

Work-based Learning “Site”

A work-based learning site is a business establishment offering one or more work-based learning positions to students from schools within a local partnership.
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## WORK-BASED LEARNING

### Helpful Websites

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<td>US Dept. of Labor</td>
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<td>WV Dept. of Education</td>
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<td><a href="http://www.wwwcc.org">www.wwwcc.org</a></td>
<td>WV Workers’ Compensation Commission</td>
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<tr>
<td><a href="http://www.mentoring.org">www.mentoring.org</a></td>
<td>Mentor. Expanding the World of Quality Mentoring</td>
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<td><a href="http://www.human.cornell.edu/youthwork">www.human.cornell.edu/youthwork</a></td>
<td>Cornell Youth and Work Program</td>
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<tr>
<td><a href="http://www.schoolandbeyond.org">www.schoolandbeyond.org</a></td>
<td>California School-To-Career</td>
</tr>
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