WYOMING
DEPARTMENT OF EDUCATION

CAREER AND TECHNICAL EDUCATION

WORK-BASED LEARNING GUIDE

This document was prepared as a working document with general descriptions only; it does not carry the force of legal opinion. It is applicable to Wyoming only.

CREATING OPPORTUNITIES FOR STUDENTS TO KEEP WYOMING STRONG

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Dear Partners in Education,

On behalf of the Wyoming Department of Education Career and Technical Education (CTE) Team, I am pleased to present this work-based learning guide. The guide is designed to be a tool for school board members, employers, educators, parents, students, and others as you innovatively approach the important work of making learning relevant and meaningful for all students. You are uniquely poised, at the community level, to:

- Remove barriers.
- Prioritize funding.
- Forge important partnerships.
- Create pathways to prosperity for students.
- Improve economic outcomes.

We strive toward the goal of more young adults leaving high school with both a diploma and a skills certificate. To do so will take us beyond a traditional classroom and provide the practical tools that allows students to apply their knowledge. Some of the most important skills include workplace behavior (communication, punctuality, professionalism, work ethic, and more). The goal is to provide opportunities for students to learn these skills "on-the-job" with successful business and industry partners as mentors. Work-based learning instills these skills, which will make these students immeasurably valuable in today's ever-evolving workforce.

In this guide you will find definitions, roles and responsibilities for various stakeholders, and sample forms for your use and personalization. Work-based learning is a key component as we strive to have every student leave high school ready for college, a career, or military service.

Sincerely,

Jillian Balow, Wyoming State Superintendent

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General Information

What is Work-Based Learning (WBL)?

Work-Based Learning Programs (WBL) is a continuum of awareness, exploration, preparation, and training activities, including developing employability and technical skills that support success in careers, military, and postsecondary education. Structured learning and authentic work experiences are implemented through an education and industry partnership. Students have the opportunity to connect what they learn in school with worksite application, enabling a smooth transition into the work force and/or education beyond high school. Work-Based Learning activities culminate in an assessment and recognition of acquired knowledge and skills. Some examples of the different types of Work-Based learning experiences include job shadowing, externships, internships, apprenticeships and on-the-job training

What is Career and Technical Education (CTE)?

Career and Technical Education (CTE) consists of various program concentrations of Career Pathways that have been developed for students to select and complete. Career Pathways have three or four specialized courses developed to provide students rigorous core elements, performance standards, and skills necessary after high school graduation to go straight into the workforce or choose college/university, or the military for additional training. Each career pathway provides students with the necessary tools to be successful at the next level of their educational career. Performance standards will allow instructors to teach to the depth each student needs and deserves.

Definitions

Career Awareness

The term "career awareness" means school directed experiences, which may involve industry participation, focused on exposing students to a broad range of industries and the career opportunities within them. Normally used with students' age 5-14 year olds.

Career Exploration

The term "career exploration" means student-driven experiences with professionals that allow students to learn about specific areas of interest based on inventories/assessments. Normally used with students' age 14-18+ year olds.

Career Preparation

The term "career preparation" refers to work-based learning experiences for students that augment their academic and career development. Experiences enhance curriculum, align with student goals, reinforce transferable skills, and take place in professional working environments and educational settings. Students work toward attaining identified academic and transferable skill proficiency through these experiences. Normally used with students' age 14-18+ year olds.

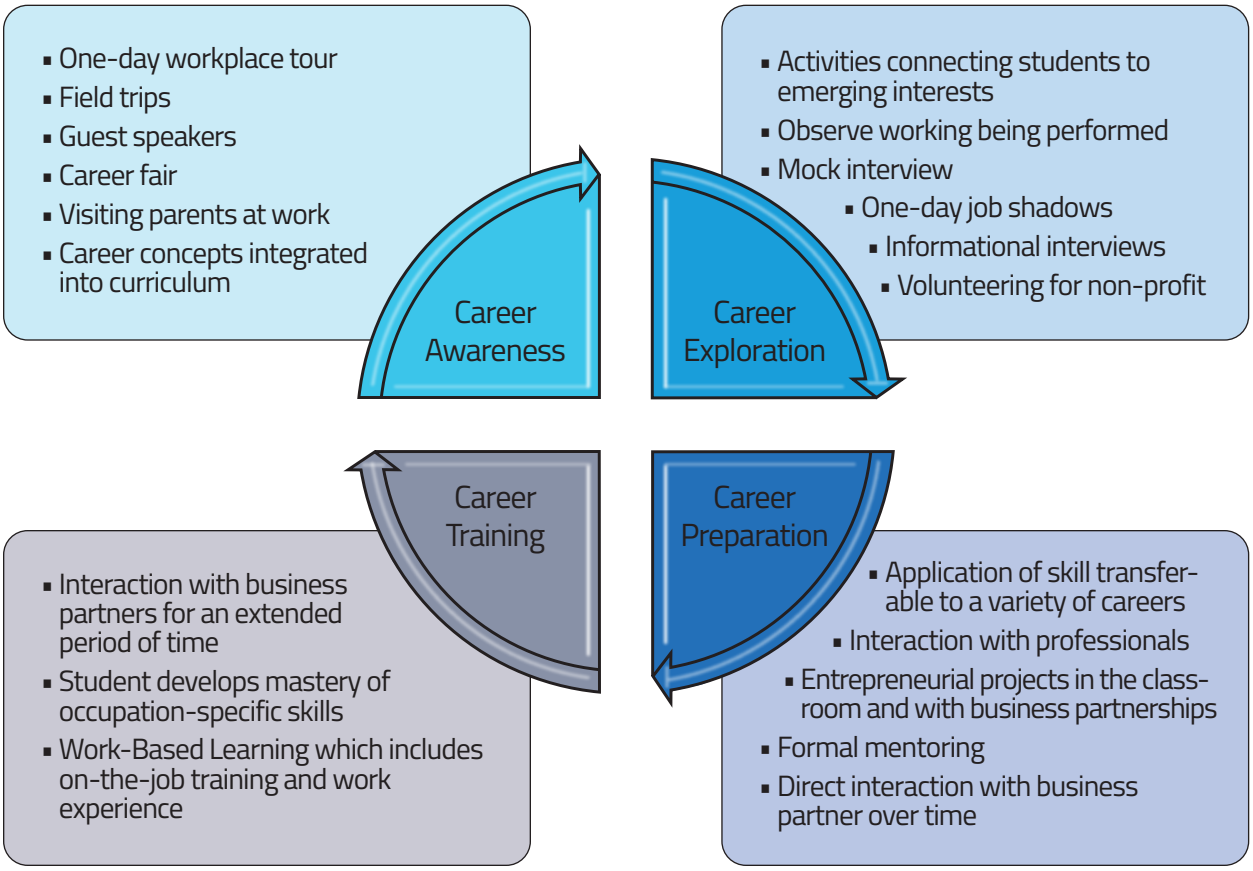
Career Training

The term "career training" means training that allows students to demonstrate academic and career/technical proficiency through experiences that are directly related to a specific occupation or trade that are business and industry guided training. Normally used with students' age 16-18+ year olds.

Section 1

Work-Based Learning K-12

To prepare a dynamic workforce for the future of Wyoming, students need to be exposed to as many career options as early as possible. They may begin learning about careers while in elementary school (Career Awareness), experimenting with career options in middle school (Career Exploration), and then practice readiness for careers while in high school (Career Preparation and Career Training). Examples of these experiences are illustrated below:



Does the High School CTE WBL placement meet the 5R text?

Readiness: Has the teacher determined that the student is ready for a WBL placement (e.g., safety training, maturity level, and work ethic knowledge)?

Relationships: Does the student have an opportunity to interact with an employee who works in the industry/field and/or a customer/end-user?

Rigor: Does the experience possess the level of challenge, difficulty, and breadth to add value to student learning?

Relevance: Does the WBL experience include alignment with core academics, state-approved program segments, standards, and the student's educational development plan (EDP)?

Richness: Can the student experience the depth of knowledge related to an applied skill?

Integrating CTE into Wyoming's Secondary Schools

Career and Technical Education activities in Wyoming's secondary schools should be conducted within the parameters of the CTE course standards. Courses are organized into Pathways within the Career Cluster model. Wyoming has adopted the federal career cluster framework. Wyoming's CTE program is organized around the following Career Clusters:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology and Communications
- Business Management and Administration
- Education and Training
- Energy Systems
- Finance
- Government and Public Administration (ROTC)
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

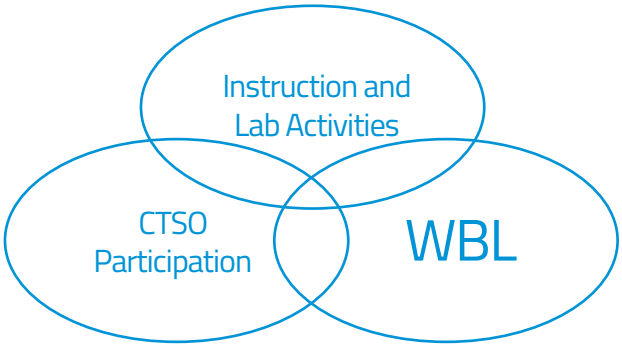
Teachers should be familiar with specific information related to each program concentration and should attend conferences and other meetings in order to receive updated information. Education Consultants at the Wyoming Department of Education's Career and Technical Education Division may also be contacted by teachers if questions arise or specific information is needed. Additional information may be accessed using the Wyoming Department of Education's website at https://edu.wyoming.gov/

Career and Technical Education

As a part of the overall educational program, Career and Technical Education (CTE) is designed to provide students with competencies to make them aware of and prepared to pursue further education or successfully enter a related career field. Each career cluster is subdivided into pathways which lead to careers in dynamic, rapidly changing industries that have exciting futures. A major goal of CTE is college and career

readiness. While CTE prepares students for careers requiring less than a baccalaureate degree, CTE has a long tradition of preparing students who continue their education at the post-secondary level. These programs concentrate on the development of essential technical skills that are vital to the success of people entering the workforce. Just as important as the technical skills are the skills developed in leadership through the comprehensive nature of the programs. Since their inception, Career and Technical Education programs have trained youth in the skills necessary to assume leadership positions. Competition has increased as we have moved from a national to an international economy, and leadership training has taken on increasing importance among our youth. People will be needed who not only have an understanding of the technical aspects of the issues but who also have an understanding of the ethical and philosophical issues.

For example, each of the areas listed above is also composed of three distinct yet interrelated components. In the classroom, students learn concepts and theories dealing with a broad spectrum of topics related to the particular career cluster area of study. Instruction is followed by application in the laboratory. Students are learning "hands-on" skills that are practical and usable.



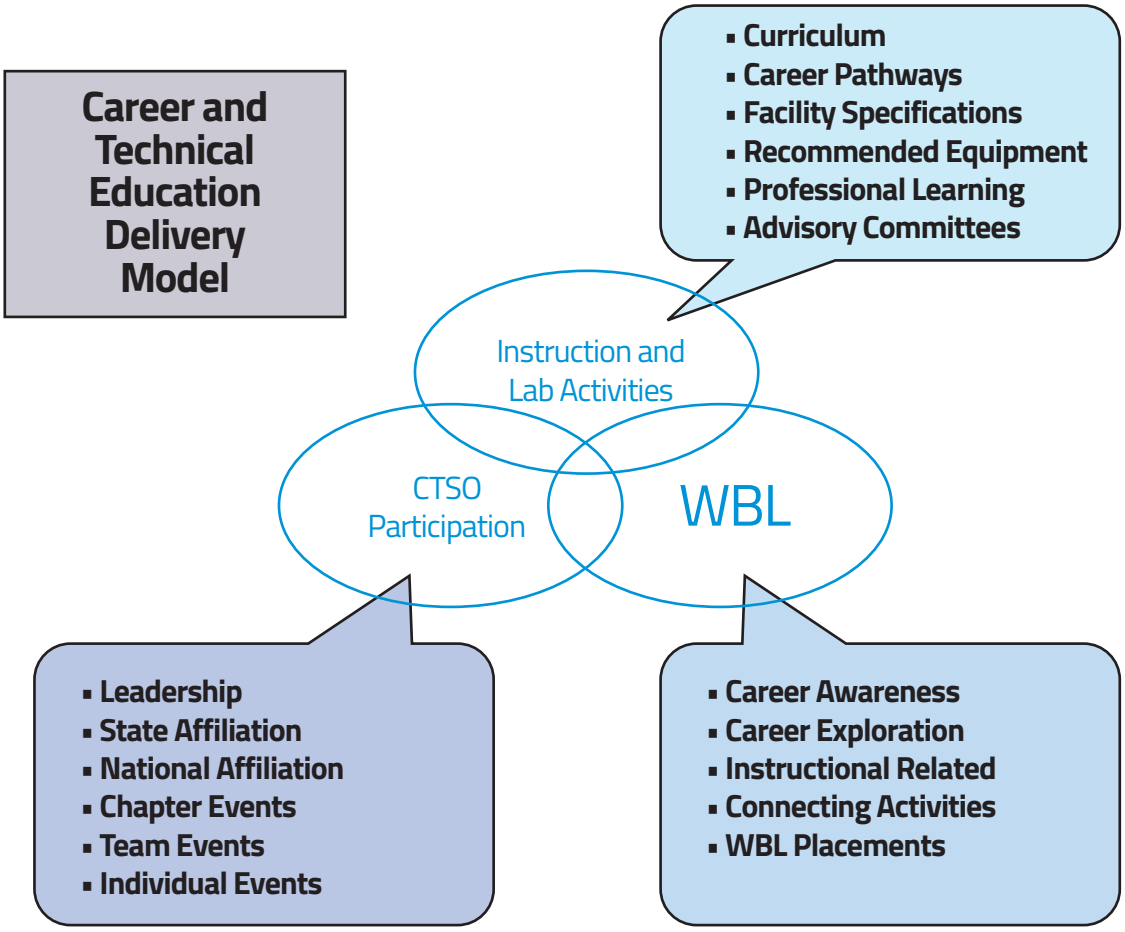
In each of these career clusters, both classroom and laboratory instruction may be put to use in the Work-Based Learning component of the program. Any student, fourteen years of age or older, may qualify to participate in a work placement where they will obtain on-the-job skills by working in a part-time capacity at a local business.

The third component, the Career Technical Student Organization (CTSO), provides an avenue to learn teamwork and develop leadership skills. CTSOs give students the opportunity to compete either as an individual or on a team at the local, state, and even national level. Each career cluster has its own organization that serves as an integral, co-curricular component of the program.

The optimal benefit of each program is received when a student is an active participant in all three parts of the program. A program that is developed to include the three components with equal weighting is said to have a "balanced approach" and, therefore, is providing optimal opportunities for all students. The challenge is developing and maintaining the balance. The goal of all programs in relation to total school improvement is to stay focused on the balanced approach. Instructors should develop strategies to ensure this focus and continually evaluate the effectiveness of the balanced program.

Each career cluster contains multiple pathways. Students will be able to choose a Career Pathway which will help them navigate through high school, college, or another post-secondary educational opportunity or career-related training.

More information about these areas of career concentration is available at the Wyoming Department of Education, Career and Technical Education website.



Specific Information Concerning Career and Technical Education

Five categories of Career and Technical Education (CTE) activities help students become college and career ready. Some CTE activities are appropriate for middle school whereas others apply only to high school students. CTE is the foundation to support Work-Based Learning placements. WBL students may be placed on job sites in one of four categories. Following are examples of CTE activities:

Career Awareness Activities, Grades 5-12 (activities conducted with an entire class)

- Guest Speakers
- Career Day
- Study (Field) Trips
- Career Fairs
- Presentations
- Videos
- Transition visitations: Middle School to High School/High School to Post-Secondary

Career Exploration Activities, Grades 5-12 (activities for individuals or groups of students)

- Career Guidance/Advisement
- Career Interviews
- Job Shadowing
- Student Portfolios
- Internet Searches/Reports
- Research Projects
- Internet Based Career Planning Tools
- CTSO Projects/Competitions

School Based (Instructional Related) Activities, Grades 5-12 (applications of school-to-career appropriate for groups or individuals)

- Entrepreneurship Projects
- Assisting with Job Placements
- School Based Enterprises
- Teaching Employability Skills
- Clinical Experiences

Connecting Activities, Grades 5-12 (activities conducted by related instructors and teachers)

- Arranging Student Placements/Mentor Training
- Advisory Committee Participation
- Assisting Students with Articulation Credits
- Assisting Students in Dual Enrollment Classes
- Creating Business Partnerships

WBL Placements, Age 16+ supervised by the teacher)

- Employability Skill Development
- Cooperative Education
- Internship
- Externship
- Apprenticeship

The next page shows a continuum of age-appropriate Career Related Activities that begin in middle school and culminate with student completion of a post-secondary education beyond high school.

College and Career Readiness

WBL Placements

Work-Based Learning Placement:
- ☐ Employability Skill Development
- ☐ Cooperative Education
- ☐ Internship
- ☐ Youth Apprenticeship Program

Instructional-Related Activities

Connecting Activities

Entrepreneurship Projects
School-Based Enterprises
Employability Skill Attainment
Clinical Experiences
Advisory Committee
Articulation
Creating Business Partnerships

Career Exploration

Career Guidance/Advisement
Career Interviews
Job Shadowing
Student Portfolios
Internet Searches/Reports
Research Projects
Internet-Based Career Planning Tool
CTSO Projects/Competitions

Career Awareness

Guest Speakers
Career Day
Study/Field Trips
Career Fairs
Presentations
Videos
Transition Visitation to
HS and Post-Secondary Schools

Continuum of Age-Appropriate, Career-Related Activities

Section 2

Key Participants in Career and Technical Education

Several key components must be in place for Career and Technical Education (CTE) to be successful. It is the responsibility of the teacher, administration, and faculty to make sure these components are in place for success of the WBL program.

For a WBL program to be effective, responsibilities for different aspects of the program must be assumed by all parties involved with the program.

School District

The **local school board's** responsibility to WBL programs is as follows:

- Support the CTE program(s) and advisory committee(s).
- Utilize the WBL Resource Manual for implementation of all CTE programs.
- Provide students enrolled in career and technical education and academic programs the opportunity to participate in WBL and CTE experiences.
- Maintain specific records as required by local, state, and federal regulations.
- Disseminate copies of materials related to WBL and CTE programs to principals, faculty, students, parents/guardians, and employers.
- Provide scheduling flexibility, whenever possible, to assist in promoting WBL and CTE programs and recruiting students.
- Ensure that the health, safety, and working conditions of the students enrolled in WBL programs are satisfactory.
- Partnership development
- Assist in identifying potential WBL sites.
- Provide sufficient time for teachers to supervise on-the-job work experience.
- Funding WBL
- Provide adequate resources for the faculty to provide CTE experiences and to cover expenses associated with the WBL program.
- Prioritize WBL in the district
- Remove barriers to WBL

The local school administrator's responsibility to WBL programs in the school is as follows:

- Review the standards and indicators for the WBL program in order to implement, administer, and monitor the programs.
- Recognize the WBL program as an integral part of the school's curriculum.
- Support the activities involved in the operation of the WBL program.
- Adhere to federal, state, and local regulations in regard to student employment.
- Monitor the coordination activities of the teacher.
- Monitor record-keeping forms for the WBL program.
- Support training and professional learning activities.
- Participate in the development of general marketing efforts, presenting to service clubs, and working with area Chambers of Commerce, and local businesses.
- Promote the WBL program to faculty, parents/guardians, and other community members.
- Provide orientation for new teachers.
- Participate in career awareness and connecting activities, and provide an externship opportunity for the teacher annually.

The teacher's responsibilities are as follows:

- Locate, analyze, and evaluate the suitability of WBL sites.
- Explain the WBL program continuum to prospective employers.
- Review student applications for the WBL program.
- Interview students and notify students of acceptance into the WBL program.
- Verify that students are prepared for job interviews and capable of completing job application forms.
- Prepare the educational training agreement form and secure proper signatures.
- Assist in the development of the educational training plan.
- Maintain student and coordination records and submit all required reports.
- Keep local administrators informed of the WBL program's operation.
- Ensure that each student in the WBL program has a meaningful, on-the-job experience.
- Monitor the WBL program for compliance with state and federal regulations and inform the employers of these regulations.
- Make regularly scheduled coordination visits to the WBL site to consult with the worksite supervisor and to render any needed assistance with training or education problems and/or concerns of the student.
- Complete evaluation forms with the worksite supervisor each grading period and conduct follow-up session with the student.
- Verify that eligible students receive the unit(s) of credit.
- Assist graduates in securing full-time employment and/or further education and conduct follow up on program completers.
- Serve as a public relations person for the WBL program and publicize, whenever possible, the program to all audiences.
- Maintain required program documentation.
- Recommend qualified students who meet criteria for the WBL programs.
- Assist in coordinating the learning activities on the job with those in the educational program through both academic and CTE classes.
- Meet with individual students when necessary to discuss academic and occupational competencies required for successful completion of CTE activities.
- Include appropriate Career Awareness and Career Exploration activities in the CTE curriculum.
- Concentrate on developing School-Based Enterprises and Entrepreneurship projects as an integral part of instructional activities.
- Organize an active Advisory Committee and conduct other connecting activities.
- Participate in career awareness opportunities and connecting activities, such as externships.

The **guidance counselors'** responsibilities to WBL programs are as follows:

- Assist with the recruitment of students for the WBL programs.
- Advise CTE instructors and teachers about prospective students who could benefit from participation in their programs.
- Assist in scheduling.
- Provide career and educational planning assistance to students.
- Provide transcripts, attendance records, and discipline records for initial screening.
- Participate in career awareness opportunities, such as externships.

Parent's/Guardian's

The **parent's/guardian's** responsibilities to the WBL program are as follows:

- Be involved in their student's participation in any CTE activities, especially if he/she is placed on a WBL job site.
- Share responsibility for the student's conduct on the job and while in the WBL program.
- Sign the educational training agreement, parental permission form and any other forms related to participation in the WBL program.
- Provide transportation for the student to and from the WBL job site.

- Understand the parent's/guardian's responsibility for accident insurance coverage and automobile insurance coverage.
- Encourage the student to perform both classroom and WBL responsibilities in an efficient and effective manner.
- Contact the teacher, rather than an employer, about concerns and inquiries.
- Attend orientations on WBL programs prior to child's enrollment in order to learn about the WBL program components and benefits.
- Be advised of dismissal and other policies as set forth by the school or employer.

Students

The **student's** responsibilities in a WBL program are as follows:

- Meet the criteria for admission to the WBL program.
- Maintain regular attendance, both in school and at WBL placements.
- Exhibit honesty, integrity, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate attire, and a willingness to learn.
- Conform to all rules and regulations of the WBL program.
- Complete all of the necessary forms and reports required in the WBL program.
- Provide transportation to and from the WBL site if involved in a WBL placement.
- Remain in the WBL position unless there is prior knowledge and consent by the teacher.
- Continue to make satisfactory progress in the academic and CTE classes.
- Consult the work-site supervisor and teacher about any difficulties at the WBL job site.
- Exhibit proper conduct in school as well as on the job.
- Be on track for graduation.
- Maintain a good Grade Point Average (as determined by school).
- Have good discipline and attendance records in school.
- Adhere to any dress-code or other policies set by the employer.
- Give appropriate notice if terminating employment.
- Be aware of dismissal and other policies as set forth by the school or employer.

Employer's

The **employer's** responsibilities to the WBL program are as follows:

- Follow all federal, state, and local regulations regarding the employment of students.
- Follow the guidelines established by the teacher and educational institution.
- Provide workers' compensation insurance for students as required by law.
- Provide each employed student with a work site supervisor.
- Complete an educational training agreement and educational training plan.
- Assist in the evaluation of the student each grading period.
- Treat the student as a regular employee.
- Avoid displacing other workers who perform similar work.
- Provide safety instruction.
- Endeavor to employ the student for the entire agreed-upon training period.
- Avoid exploitation of the student for private gain.
- Avoid student solicitation of any kind. Avoid door-to-door selling.
- Avoid endangering the student ethically, morally, or physically.
- Be willing to participate on an Advisory Committee.
- Be available for Career Day activities, speaking to classes, judging CTSO competitions, and other events which serve to connect the school to the business community.
- Be willing to create externship opportunities for administrators, instructors, and counselors.

Work Site Supervisor/Mentor

The **work site supervisor/mentor's** responsibilities to the WBL program are as follows:

- Provide direct supervision of assigned student.
- Participate in mentor orientation and mentor training.
- Guide student in acquiring skills outlined in the Education Training Plan.
- Help the student understand the dynamics and rules, written and unwritten, of the workplace.
- Monitor the progress of the student.
- Follow the guidelines established by the teacher and the school system.
- Follow all federal, state, and local regulations regarding the employment of students.
- Serve as coach and role model by showing an ongoing interest in fostering and supporting the career development of a less experienced person.

Section 3

Training Plans

The Role of the Training Plan in Work-Based Learning

The Training Plan is a written document that defines the foundation skills, workplace transition skills, and job-specific skills that the WBL student will master.

The curriculum for WBL placements is the training plan and are mandatory for every student. It would be difficult to overemphasize the importance of the training plan in the success of a Work-Based Learning student. WBL Teachers develop educationally sound work sites, develop employer relationships, train mentors, and place students according to career goals and programs of study. The training plan becomes the guide for learning by which all parties will operate. It is in many ways the most important piece of the WBL job placement. The purpose of the curriculum is to identify learning, which should take place and to establish standards of competence. The training plan should be a guide in which specified duties and tasks are itemized. This listing of duties and tasks represent the learning, which should take place through the workplace experience. To be of maximum value, the training plan should be developed in such a way that it can be used in the process of evaluating the progress of the student.

The primary purpose of the WBL placement is to help students gain the experience they will need in the workplace in order to make a successful transition from school to a career. The WBL Teacher, student, and employer must work together to prepare a training plan for each student detailing specific skills, tasks, and competencies to be attained on the job. This plan outlines the tasks, duties, and responsibilities that the student is expected to learn. The training should progress through a logical step-by-step process, which ensures that the type and rigor of skills are diverse and continually increase. The WBL Teacher should use the rating from the employer on tasks, duties, and responsibilities to determine if the student is successfully fulfilling the tasks outlined in the training plan. The student should not be given a grade based solely on the evaluation from the employer, but it should be used as input. Employers in the business community are not employees of the school system, have not been trained in strategies and methods of student evaluation, and thus are not authorized to assign student grades.

Training may be given in careers in which the WBL Teacher is not a specialist, and therefore, will require research. In practically all instances, the WBL Teacher should seek the help of the employer or employee mentor, another employee, other people engaged in the same career at another business setting, or the teachers of related subjects in the school. It is the responsibility of the WBL Teacher to see that each student has a thorough and well developed training plan.

Because most WBL placements are unique experiences for the students involved, each training plan should be custom designed. Training plans designed for other students in similar jobs to use as a reference are accessible from a variety of sources. It is good practice to reference training plans from other sources, but rarely will one be used without some modification. Unless a WBL Teacher has multiple students in identical jobs, with the same employer, it is unlikely that identical training plans should exist.

Training Plans must include:

- Verification by the teacher that the pupil's career or educational goals as outlined in their student portfolio relate to the placement
- A list of performance elements that contribute to the pupil's progress toward a career objective
- For unpaid learners, new specific skills (two or more non-duplicated) occurring as a WBL experience during scheduled class time need to be listed for each 45 hours during training
- Employer, school, and student learner responsibilities

- The academic course that generated credit toward a high school diploma. The academic course may be current or previous
- List of activities that will contribute to the student learner's progress
- Signatures of principal/or designee, teacher, if different parent/guardian, and employer. If the training plan and agreement are combined, only one set of signatures is required

See sample Educational Training Plan on page 20.

Training Agreements

The Role of Training Agreements in Work-Based Learning

The Training Agreement is a document that contains mutually agreed upon expectations for all parties involved in the Work-Based Learning process (i.e., student, parent/guardian, school, and employer) that spells out each party's role, as well as other considerations, such as employment terms, schedule of hours, duration of work, compensation, termination, etc. The document is reviewed and signed by all parties to the agreement.

The training agreement is the most important tool providing protection to WBL Teachers and school officials against accusations of negligence and liability claims. A training agreement is required for a student to participate in Work-Based Learning. It outlines and confirms agreement on the essential responsibilities of all participating parties, the employer, student, coordinator, parent, and school administrator. The training agreement is the best legal protection for everyone involved. It establishes a basis of understanding as to what is expected from everyone involved in a WBL placement. It is important that each student placed on a WBL work site have on file a completed training agreement.

Signing and Filing Procedures

The Training Agreement should be signed by all parties (student, parent(s), employer, WBL Teacher) and should be filed in a secure file cabinet in the teacher's office. Obtaining the employers signature on the Training Agreement provides an excellent opportunity for a visit to the employer and for building a relationship with the mentor. **Caution: Sending the Training Agreement by the student to obtain employer signatures creates a potential liability risk in the event that the signature was found later not to be authentic.** The best procedure is for the WBL Teacher to have these documents signed in their presence. As a next best option, if documents are sent by the student to obtain signatures, the WBL Teacher should follow up with a verbal verification during the next contact with the employer by mentioning the signature and receiving verification:

A typical example would be: "Last week, Josh had you sign the Training Agreement. Do you have any questions about any of the responsibilities defined in the agreement?" Hopefully the response will be, "No it looked fine" or something to that effect and not a statement such as, "What Training Agreement? I did not sign anything last week." Once this verification is made, it is highly advisable to make a note of it on the copy being filed. Always remember the three D's of avoiding accusations of negligence in education: Document, Document, and Document.

Once all signatures are obtained on the Training Agreement, the WBL Teacher should make three copies of this Training Agreement, keeping one, giving one to the student, and giving one to the work site supervisor/mentor. The student should keep a copy in his or her notebook or portfolio.

Training Agreements must include:

- Student learner's personal information including name, home address, telephone, birth date, emergency contact information, etc.
- School's name, address, telephone, contact person
- Employer's name, address, telephone, contact person
- Beginning and ending dates of the agreement

- A list of employer, school, and pupil responsibilities
- Beginning wage, if paid
- Daily hours to be worked including beginning and ending times
- Signatures of principal/or designee, teacher, if different parent/guardian, and employer. If the training plan and agreement are combined, only one set of signatures is required
- List of job activities that will contribute to student learner's progress toward career objectives
- A statement of assurance signed by the employer that the pupil will not be discriminated against on the basis of race, color, religion, national origin, sex, age, or disability
- A district statement of assurance of compliance with federal laws relating to nondiscrimination
- Verification of appropriate safety instruction provided by school district and/or employer (must also be verified in training plan)

See sample Education/Training Agreement on page 21.

Section 4

WBL for all Programs

Work-based learning comes in three types. All types can be paid or unpaid, require that a teacher delivers instruction that aligns with state CTE program standards, and must have a Training Agreement and Training Plan. A teacher must conduct a pre-visit to the work-site to assess the safety and appropriateness of the student placement. The teacher must also:

1. Conduct on-site monitoring at least once every nine weeks.
2. Ensure that the student is in compliance with work ethic standards.
3. Determine the extent to which learning objectives are being met.
4. Assure the student is provided instruction in areas of skill attainment and work safety.

Type I: On-Site at Employer

Commonly referred to as "crossing the threshold," are encouraged to offer students an opportunity to actively engage in Career Preparation or Career Training. When WBL is conducted on-site with an employer, five elements are required:

1. A Training Agreement on file at both the school and employer.
2. A Training Plan on file at both the school and employer.
3. Verification of Workers' Compensation at the work-site.
4. Verification of General Liability Insurance at the work-site.
5. Assure the student is provided instruction in areas of skill attainment and work safety.

Type II: Inside the School District

Career and technical education programs such as Information Technology, Nursing, Marketing, Education General, Business/Finance, Drafting, and Culinary Arts may be able to provide appropriate WBL within the school district. The school may provide work experiences for the student as a normal part of the school district's daily operation. If a teacher is not supervising the activity, this form of WBL requires the same five elements as an on-site employer experience.

Type III: Simulated Work-Based Learning

Simulated work-based learning replicates workplace experiences by allowing students to immerse themselves in a realistic worksite activity without leaving campus. They help enhance programs of study with real-world experiences, expanding opportunities for learners that are geographically disconnected from employers or face barriers such as lack of resources, transportation and insurance to participate in worksite experiences.

Section 5

Hazardous Occupations for Students

The federal Fair Labor Standards Act provides a minimum age of 18 years for any nonagricultural occupations which the Secretary of Labor "shall find and by order declare" to be particularly hazardous for 16- and 17-year-old persons, or detrimental to their health and well-being. This minimum age applies even when the minor is employed by the parent or person standing in place of the parent.

The seventeen hazardous occupations (HO) apply either on an industry basis, specifying the occupations in the industry that are not permitted, or an occupational basis irrespective of the industry in which found. Some of the HOs contain limited exemptions.

- HO 1 Manufacturing and storing of explosives.
- HO 2 Motor-vehicle driving and outside helper on a motor vehicle.
- HO 3 Coal mining.
- HO 4 Occupations in forest fire fighting, forest fire prevention, timber tract operations, forestry service, logging, and sawmilling.
- HO 5* Power-driven woodworking machines.
- HO 6 Exposure to radioactive substances.
- HO 7 Power-driven hoisting apparatus, including forklifts.
- HO 8* Power-driven metal-forming, punching, and shearing machines.
- HO 9 Mining, other than coal mining.
- HO 10* Operating power-driven meat processing equipment, including meat slicers and other food slicers, in retail establishments (such as grocery stores, restaurants kitchens and delis) and wholesale establishments, and most occupations in meat and poultry slaughtering, packing, processing, or rendering.
- HO 11 Power-driven bakery machines including vertical dough or batter mixers.
- HO 12* Power-driven balers, compactors, and paper processing machines.
- HO 13 Manufacturing bricks, tile, and kindred products.
- HO 14* Power-driven circular saws, band saws, chain saws, guillotine shears, wood chippers, and abrasive cutting discs.
- HO 15 Wrecking, demolition, and ship-breaking operations.
- HO 16* Roofing operations and all work on or about a roof.
- HO 17* Excavation operations.

* These HOs provide limited exemptions for 16- and 17-year-olds who are bona-fide student-learners and apprentices.

For complete information see Child Labor Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act. https://www.dol.gov/agencies/whd/child-labor/nonagriculture

Section 6

Resources

For more information about Work-Based Learning in Wyoming visit these websites:

Wyoming Department of Education Office of Career and Technical Education
https://edu.wyoming.gov/in-the-classroom/career-tech-ed/

Wyoming Workforce Services
http://www.wyomingworkforce.org/

Wyoming Occupational Safety and Health Administration
http://wyomingworkforce.org/businesses/osha/

Federal Wage and Hour
https://www.dol.gov/general/topic/youthlabor

Section 7

Samples of Forms and Documents

Important Note: These are SAMPLES. PDF files of the following documents can be found at https://edu.wyoming.gov/in-the-classroom/career-tech-ed/work-based-learning/

These are not intended to be final documents.

Modifications should be made to these agreements based on local school district system policies.

Customization of the school's agreed upon form can be made on an individual bases to accommodate special situations with each students placement.

SAMPLE

WYOMING DEPARTMENT OF EDUCATION

EDUCATION TRAINING AGREEMENT

This agreement is between _____ _____
Student's Name Phone

_____ _____/_____/_____
Address Birthday (Month/Day/Year)

_____ _____,
Emergency Contact (Name and Relationship) Phone

and _____ _____
School Name Contact Name

_____ _____
Address Phone

and _____ _____
Employer Name Contact Name

_____ _____
Address Phone

The undersigned parties agree to enter into a work-based learning program for the purpose of educating the student

named above in the industry area of: _____

Work Experience (specify area)_____

The program will begin on _____/_____/_____ and be completed on _____/_____/_____ .
Month/Day/Year Month/Day/Year

The student will be (check one): ☐ paid ☐ unpaid
If paid, starting wage for the student learner will be $_____ per hour.

The student will conduct a work-experience/be employed in the following position _____.

Daily Hours to be worked. Beginning Time: _____ End Time: _____

The parties agree to the following responsibilities in the implementation of this agreement:

The Student agrees to:

- maintain the academic and attendance requirements established by the work experience program, the related classes, and work (see attached);
- observe company rules and other requirements identified by the employer, including appropriate dress, safety procedures, and confidentiality;
- participate in progress reviews scheduled with mentors/trainers, school personnel and/or parent or guardian;
- be responsible for transportation to and from the worksite;
- report to the worksite on time and notify the supervisor of arrival;
- request permission from the supervisor in advance to be absent from work if special circumstances arise;
- inform the worksite supervisor and school if it is impossible to arrive to work on time or for that day;
- perform the duties assigned at the worksite to the best of the student's ability;

The Student's Parent or Guardian agrees to:

- assist the student in meeting the academic and attendance requirements of the program;
- ensure transportation to and from the work site is provided;
- participate in progress reviews scheduled with mentors/trainers, school personnel and/or the student.

SAMPLE

The School District agrees to:

- assist the student in meeting the required academic and attendance requirements;
- participate in progress reviews scheduled with mentors/trainers, the student, and/or student's parent or guardian;
- award credit toward graduation for the work-based instruction and related school instruction;
- if an unpaid experience
  - verification of appropriate safety instructions.

The Employer agrees to:

- provide a work-based learning experience for the length of the agreement;
- if a paid experience
  - pay the student for all work performed during the program at no less than the minimum wage and for the hours specified;
  - provide worker's compensation for the student for all hours worked;
  - the pupil will not be discriminated against on the basis of race, color, religion, national origin, sex, age, or disability
- comply with all applicable labor laws;
- authorize the mentor/trainer to attend training related to the program (if applicable);
- authorize the mentor/trainer to participate in progress reviews scheduled with the student, school personnel, and/or the student's parent or guardian;
- verification of appropriate safety instructions.

The parties to this agreement shall also comply with the following assurances:

A. No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with any student learner work based program on the basis of race, color, religion, sex, national origin, age, handicap, political affiliation or belief, or sexual orientation.

B. Student must be provided with adequate and safe equipment and a safe and healthful workplace in conformity with all health and safety standards of Federal and State law.

C. No employer shall hire a student which will displace any currently employed worker (including a partial displacement, such as a reduction in the hours of non-overtime work, wages, or employment benefits).

D. No employer will hire a student when:

1. Any other individual is on temporary layoff, with the clear possibility of recall, from the same or any substantially equivalent jobs, or
2. The employer has terminated the employment of any regular employee or otherwise reduced its work force with the intention of filling the vacancy so created with a student learner.

Student:

_____	_____	_____/_____/_____
Printed Name	Signature	Date

Parent or Guardian: (if under 18 years of age)

_____	_____	_____/_____/_____
Printed Name	Signature	Date

Principal/or Designee:

_____	_____	_____/_____/_____
Printed Name and Title	Signature	Date

Teacher:

_____	_____	_____/_____/_____
Printed Name and Title	Signature	Date

Employer:

_____	_____	_____/_____/_____
Printed Name and Title	Signature	Date

*This agreement is valid only when signed by all parties. Additional signatures may be attached. Provisions of this agreement may not be altered without approval of **all** parties.*

SAMPLE

WYOMING DEPARTMENT OF EDUCATION

EDUCATIONAL/TRAINING PLAN

Job Title: _____ **Program Area:** _____

Student Name: _____ School: _____

Type of Work-Based Learning Placement: _____

Employing Company Name: _____

Employing Company Address: _____

Employing Company Supervisor/Mentor: _____

Supervisor/Mentor Contact Numbers: Phone: _____ Cell: _____ Fax: _____

Occupational Goal: _____

Completed Coursework Related to Placement: _____

Enter the date that the student reaches the following level of competency:

1 = Very little or no skill; Needs close supervision to perform this task.
2 = Moderately competent; some knowledge, but requires some supervision to perform this task.
3 = Proficient; Can perform this task with little or no supervision.

Student competency on all tasks should start at level 1 or 2 and be documented as 3 by the end of the experience.

	1	2	3
Task 1 –			
Task 2 –			
Task 3 –			
Task 4 –			
Task 5 –			
Task 6 –			

List any potential health/safety conditions related to this specific work assignment (Indicate NONE if no such conditions have been identified):

Special requirements expected of the student.

Student Signature _____ Date _____ Supervisor Signature _____ Date _____

Teacher/Coordinator Signature _____ Date _____ Parent Signature _____ Date _____

NOTES:

Attach school district Non-Discrimination Statement to this document

SAMPLE

WYOMING DEPARTMENT OF EDUCATION

WBL EMPLOYER EVALUATION OF STUDENT

Thank you for taking the time to host a student. Your support of this program provides students with opportunities to make better decisions about their future careers. Your feedback is valuable to ensuring high-quality WBL experiences in the future. Please complete this form and return it to the teacher at your earliest convenience.

Evaluator Name:	Phone Number:
Title:	Email:
Organization:	
Student Name:	Date of Evaluation:

Please evaluate the student in the following areas.	Exceeded Expectations	Met Expectations	Failed to Meet Expectations	Not Applicable
PUNCTUALITY				
Reported at appropriate time				
Departed at appropriate time				
PROFESSIONAL APPEARANCE				
Clothing				
Grooming				
PROFESSIONAL CONDUCT				
Observed professional behavior of employees				
Behaved professionally at workplace				
COMMUNICATION				
Related well to host and others				
Asked appropriate questions				
Demonstrated interest				
OVERALL EVALUATION				
Benefit to student				
WBL host experience				

Would you be willing to host another student in the future? ☐ YES ☐ NO

Attach school district Non-Discrimination Statement here

SAMPLE

WBL FINAL SURVEY FOR STUDENT

Student Name: _____ Date Submitted: _____

Course Title: _____ Dates of Internship: _____

Rate the following from 1-5, with 1 indicating strong disagreement and 5 indicating strong agreement:	**1**	**2**	**3**	**4**	**5**
The WBL experience met my expectations.					
My supervisor provided valuable information and experiences.					
The WBL experience provided opportunities to engage in a range of job tasks.					
My supervisor was supportive and available to answer questions or concerns.					
I developed my communication, interpersonal, and professional skills.					
I identified or refined my career goals.					
I gained insight into the future stages of my career.					
I developed professional relationships and learned how to network.					
The WBL placement was appropriate to my career goals.					
I would recommend the WBL program to others.					

How did the WBL experience shape my future career plans?

What insights did I gain from the WBL experience about the workplace and the career?

What new questions about this workplace or career have emerged as a result of this experience?

Attach school district Non-Discrimination Statement here

SAMPLE

WYOMING DEPARTMENT OF EDUCATION

WBL FINAL SURVEY FOR PARENTS

Parent Name: _____ Date Submitted: _____

Student Name: _____ Date of Internship: _____

Student Course Title: _____

Rate the following from 1-5, with 1 indicating strong disagreement and 5 indicating strong agreement:	**1**	**2**	**3**	**4**	**5**
The WBL experience met my expectations for my student.					
The employer provided valuable information and experiences for my student.					
The employer was supportive and available to answer questions or concerns.					
My student identified or refined her/his career goals.					
My student gained insight into the future stages of their career.					
The WBL placement was appropriate to my student's career goals.					
I would recommend the WBL experience to others.					

What strengths did this produce in your student?

Is the WBL what you expected for your student?

Has this WBL experience changed your student's behavior?

Attach school district Non-Discrimination Statement here

SAMPLE

WYOMING DEPARTMENT OF EDUCATION

WBL FINAL SURVEY FOR EMPLOYER

Company Name: _____ Date Submitted: _____

Supervisor Name: _____

Name of Student Employed: _____ Dates of Employment: _____

Rate the following from 1-5, with 1 indicating strong disagreement and 5 indicating strong agreement:	**1**	**2**	**3**	**4**	**5**
The WBL program met my expectations.					
The student engaged in a range of job tasks.					
Student gained insight into the career field.					
I would recommend the WBL program to others.					

What are the advantages of a WBL program for you as an employer?

What do you think are the advantages of the WBL program for the student?

What can we, the school, do to improve our WBL program for you, for the student, and for the other employers?

SAMPLE

Attach school district Non-Discrimination Statement here

WBL JOB SHADOWING STUDENT AGREEMENT

I, _____, understand that I am responsible for:

- My own transportation to and from the job shadowing site.
- Reporting to the site at the specified time.
- If a conflict arises, I know that I am to contact my instructor immediately.
- Dressing appropriately for the job.
- Behaving in a respectful and courteous way.

The work site will be the recognized authority while I job shadow. However,:

- I am still under the jurisdiction of the school district and am expected to follow all school rules.
- I am aware that my teacher may check to see if I arrived on time, stayed at least three (3) hours and behave in an appropriate way throughout the day.

After the job shadowing experience,:

- A thank you should be sent to the contact within 48 hours.
- I understand the questionnaire must be submitted no later than one week after job shadowing.

I have read the above agreement and understand my responsibilities:

Student Signature: _____

Today's Date: _____

(This form must be turned into your teacher prior to job shadowing.)

SAMPLE

WBL JOB SHADOW PARENTAL PERMISSION FORM

I hereby give permission for _____ to participate in the job

shadowing experience at _____ (name of job site)

on _____ (specify date).

- I have read through all the information provided and approve of my child's participation.
- I understand that my son/daughter and I will be responsible for providing his/her own transportation to and from the site.
- He/she must also make all arrangements such as: Appropriate dress, arrival/departure time, lunch, etc. prior to the date of the job shadowing.
- I also understand that my son/daughter is not to operate any power equipment during this experience.

I understand that this visit is considered a school activity and will take place during the school day and will count as an absence from school for my child if he/she does not show up at the job site. I am also aware that my son/daughter must complete a minimum of three (3) hours of shadowing or they will be considered truant from school for the day and will receive the appropriate disciplinary consequence.

Parent/Guardian Signature: _____

Date: _____

SAMPLE

WYOMING DEPARTMENT OF EDUCATION

WBL JOB SHADOWING QUESTIONNAIRE

Your name: _____

Date and time of job-shadowing experience: _____

Location of experience: _____

Name of individual shadowed: _____

Directions: Ask the following questions to the person with whom you are shadowing. Do not just give these questions to your person to fill out. INTERVIEW the person yourself. The interview sheet must be turned in within one week of the job shadow.

1. What activities/duties/responsibilities are involved in the job/position?
2. What training and/ or education is required?
3. What are the working conditions?
4. What are the earning potentials?
5. What are the chances of advancement?
6. What skills/personal qualities does an individual need to be successful?
7. Equipment - machines, computers, tools, etc. - needed to do the job (list a few essential items).
8. What product(s) or service(s) does the company provide?
9. Who are the customers of the product or service provided by the company?
10. Does the person you are job shadowing work independently or are they part of a team? Explain.

Questions for student to answer:

11. What other interesting and/or useful information did you learn from this shadowing experience?
12. If you were offered a job related to this shadowing experience, would you accept the position?
    ☐ Yes ☐ No Please explain your answer in detail:
13. Would you like more information about this job/career? ☐ Yes ☐ No
    What questions do you still have?
14. Do you think this experience was helpful to you? Why/why not?
15. How was your job shadow leader helpful in this experience? Why/why not?

SAMPLE

Section 8

Appendices

Appendix A – Funding Options

1. Workforce Development Training Fund
   a. Apprenticeship Grant – covers the expenses for the related instruction of a Registered Apprenticeship Program. It is available for Wyoming-based sponsor(s) with US DOL Office of Apprenticeship Registered Apprenticeship Programs and Related Instruction Providers associated with a Wyoming-based sponsor.

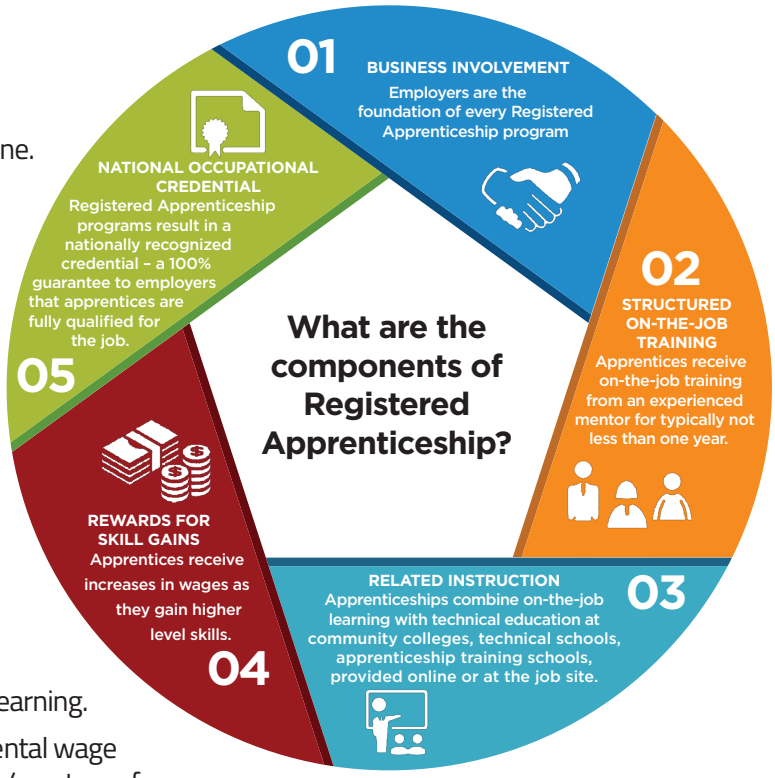
Appendix B – Apprenticeship Pathways – Workforce Solutions

What is Apprenticeship:

Apprenticeship is an industry-driven training model that is a proven workforce solution to recruit, train and retain highly-skilled, certified workers. The model is flexible allowing industry partners to customize their training for employees (new or incumbent), resulting in a workforce proficient in the industry/occupational competencies needed for the industry and employer, at the level set forth by the employer.

Apprenticeship Components:

1. Industry led/business involvement: Apprenticeship is a job leading to occupational proficiency from day one. Apprenticeships range from one to six years, per industry standards.
2. Structured on-the-job learning: The "Earn while you Learn" model provides a unique combination of structured learning with on-the-job learning from industry experts. The experts teach the practical application of technical skill sets required to meet the employer/occupational needs.
3. Related instruction: Technical instruction is needed to teach the theory or the why's of the skill sets required to master the on-the-job learning.
4. Rewards for skills mastery: Incremental wage increases aligned gained proficiency/mastery of required skill sets.
5. National Occupational Credential: Upon completion apprentices receive an industry issued, nationally recognized credential that certifies occupational proficiency/mastery, is portable, and recognized by most colleges for credit.



Apprenticeship program sponsors receive a DOL Certificate of Registration of Apprenticeship Program, once their program is vetting and registered.

Link: https://www.dol.gov/apprenticeship/#

What is Pre-apprenticeship:

Pre-apprenticeship is defined as a program or a set of strategies designed to prepare individuals to enter and succeed in a registered Apprenticeship program and has a documented partnership with at least one, if not more, registered Apprenticeship program(s). These programs may also include services needed to prepare the individuals to meet the entre requisites of one or more registered apprenticeship programs (e.g. remedial classes/tutoring, adult basic education, job readiness, etc.) A quality pre-apprenticeship is one that incorporates the following elements:

Pre-Apprenticeship Elements:

1. Partnerships: Pre-apprenticeship providers will have agreements with apprenticeship sponsors designed to enable the pre-apprenticeship to directly enter in a registered apprenticeship program or at the very minimum ensure an interview for placement. This agreement will articulate advanced credit, skills and competencies already acquired. If this cannot be accomplished an agreement between those involved in the partnership, to provide direct assistance to participants apply to the registered apprenticeship program. At the least, request a definite interview.
2. Recruitment and selection: Strong recruitment strategies focused on outreach to populations underrepresented, protected classes, or those having difficulty in determining a career pathway, and careful assessment of pre-apprenticeship candidates will help your participants and the program succeed. This step may help find skill sets requiring remediation, for future success.
3. Approved training and curriculum: Training developed in partnership with a registered apprenticeship sponsor, designed to give the pre-apprenticeship participants the skills and competencies required to be successful in the apprenticeship program. An effective curriculum includes basic occupational skills and job readiness skills, specifically tailored to the workforce needs of the occupational sector or business partners or apprenticeship sponsors.
4. Retention: Participants may need ongoing support to complete the pre-apprenticeship and it will be up to the pre-apprenticeship partners to determine and takes steps to provide this support, e.g. building peer networks, promotion of job retention and training for career pathways, on-boarding, etc.
5. Sustainability: Once a pre-apprenticeship is in place, it is important to continually evaluate and implement strategies for sustainability and continuous improvement in this partnership with businesses/registered Apprenticeships and the pre-apprentices. The ultimate goals is to work with employers to develop a skilled workforce and create career opportunities for individuals.

See Training and Employment Notice 13-12

https://youthbuild.workforcegps.org/resources/2018/09/07/14/52/Ten-31-12-Defining-a-Quality-Pre-Apprenticeship-Program-and-Related-Tools-and-Resources

What is Youth Apprenticeship:

Youth Apprenticeship or the Framework on Registered Apprenticeship for High School students provides recommendations on the key elements of Apprenticeship program for high school students and to encourage greater use of registered Apprenticeship and Pre-Apprenticeship program for in-school youth at least 16 years old, enrolled in secondary school and following the Fair Labor Standards Act for 16 and 17 year olds. This framework provides an important opportunity for youth to finish high school and continue on a pathway toward multiple career and educational opportunities and obtaining sustainable employment.

Framework Principles:

- High school students enrolled in secondary school who meet the minimum legal age of 16 can be employed as apprentices – see state and federal laws FLSA, Child Labor Laws and Child Labor Bulletin 101 and state worker's compensation laws.
- Programs for high school students should combine academic and technical classroom instruction with work experience, allowing for career specific exploration, workplace competencies, skills and knowledge, while enrolled in high school. This includes courses awarding duel credit and/or college credit.
- Programs should align academic and technical standards in secondary and postsecondary education, CTE, and industry-recognized credentials and certificates.
- Programs should incorporate stackable credentials of value for multiple pathways.
- Employer involvement/partnership is required for the pathway to registered Apprenticeship, with credit for prior learning.

Elements of Youth Apprenticeship or registered Apprenticeship for High School Students:

High-quality programs for high school students will address the needs of students, employers, sponsors, and local school districts. While the programs may employ different program designs and approaches, which are consistent with state and local education guidelines, the models should form the foundation of students' participation in a pre-apprenticeship or registered Apprenticeship programs during high school and after high school graduation. Linkage to registered Apprenticeship is needed and the completion of career exploration is encouraged prior to entering into a program. Students may begin related classroom instruction and some work-based learning before entering an registered Apprenticeship program.

A Youth Apprenticeship may be offered as a Pre-apprenticeship to Apprenticeship or a registered Apprenticeship that begins in High School and will align to the guidelines for the program elected.

See Training and Employment Notice 31-16

https://www.apprenticeship.gove/educators/high-school-and-middle-school

Contact:

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