The fundamental purposes of “work based” education are to provide opportunities for students to learn under real-life work conditions and to develop occupational competencies (attitudes, technical skills, and knowledge) needed to be successful in their chosen career.
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INITIATING A WORK BASED LEARNING PROGRAM

Work-Based Learning (WBL) is an effective teaching approach used to engage students in real-life occupational experiences. It incorporates structured, work-based learning activities into the curriculum, allowing a student to apply knowledge and skills learned in class and connect these learning experiences in the workplace. Work-based learning provides students with the opportunity to engage and interact with employers, while learning to demonstrate essential employability and technical skills necessary for today’s workforce.

The purpose of this manual is to provide guidance and direction for schools when developing and implementing the components of work-based learning experiences outlined in 704 KAR 3:305, Minimum Requirements for High School Graduation. Other specific administrative regulations guide the implementation requirements for Career and Technical Education programs and cooperative education standards, which are referenced throughout this document. The guidance and tools included within this resource are critical to all teachers and administrators involved in the coordination of work-based learning programs.

Planning for the cooperative phase of an education program should begin at least a year in advance. SBDM and Administrative approval must be obtained for initiating a new program as well as the adoption of necessary local policies. Operational procedures need also to be adopted. Occupational surveys of the community must be made and student interest determined.

Work based learning in education must place each student in a job that will further develop his/her occupational goal. While other forms of work experience may be worthwhile in teaching work values or helping to alleviate economic problems of the student, unless the educational objectives of the occupation for which they are in training can be met by the work activities, the placement is not justifiably called cooperative education.

This document is a condensed version of the state’s WBL manual. The complete Work-Based Learning Manual is located on the KDE website.

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Definitions

School Based Enterprise is school-based enterprise (SBE) is a simulated or actual business conducted within a school. It is designed to replicate a specific business or segment of an industry and assist students in acquiring work experience related to their chosen career cluster.

Shadowing is learning through observation and is a way to form partnerships between employers and the local schools. Shadowing is an opportunity for a student to spend a limited amount of time with an individual in a chosen occupation in order to become familiar with the duties associated with that occupation, the physical setting of the occupation, and the compatibility of the occupation with his or her own career goals. Students should provide evidence of career shadowing for the SENIOR PLAN DAY in SEPTEMBER and the ACT DAY in MARCH.

Internships give students opportunities to explore careers via workplace learning experiences. Internship is an paid or un-paid, short-term work-based learning experience. One of the major purposes of internship is the opportunity to gain exploration experiences in one or more careers. Internship is longer than job shadowing but it is not a long term paid cooperative education placement.

Cooperative Education is a paid educational program consisting of in-school instruction combined with program related on-the-job work experience in a business or industrial establishment. A Co-op position places a student for a longer period of time (semester or year-long) and the student may receive up to two credits in their career pathway. The fundamental purposes of cooperative education are to provide opportunities for students to learn under real-life work conditions and to develop occupational competencies (attitudes, technical skills, and knowledge) needed to be successful in their chosen career.

Apprenticeship / TRACK program is a partnership between The Office of Career and Technical Education and The Kentucky Labor Cabinet to provide pre-apprenticeship opportunities to secondary students. This is a SKILLS TRADE industry driven program to create a pipeline for students to enter post-secondary apprenticeship training. The unique feature of the apprenticeship concept is that on-the-job training is supplemented with technical classroom instruction. Apprentices work under the supervision of qualified journey workers to develop their chosen trade or skill and learn the techniques, materials, and equipment associated with that trade. An agreement between the Kentucky Department of Education and global human resource agency Adecco will pave the way for Kentucky high school students to gain valuable work experience through cooperative education opportunities and pre-apprenticeship programs.

Clinical experiences are found in health occupations and are designed to integrate meaningful work-site experiences with prior knowledge. The student is not paid. A MOU among the affiliating agency, school, student, and parent is required. The teacher is on-site with the students. The student receives a grade for the experience as a component of the related health class. The teacher and the affiliating agency coordinator complete the records for evaluation and attendance. An example would be a health student completing related experience at a hospital during school hours and is being supervised by a hospital employee.

Work Release Program is a paid or unpaid work experience for SENIORS that are in good academic standing, are on track to graduate, and have met the college and/or career ready requirements or are in an ccr intervention program as assigned by the school level staff. BCPS values the student’s real-world experience and the opportunity to develop occupational skills, knowledge, resilience and work ethic.
School Based enterprise (SBE) is a simulated or actual business conducted within a school. It is designed to replicate a specific business or segment of an industry and assist students in acquiring work experience related to their chosen career cluster. Three basic businesses that may be incorporated as a school based enterprise are retail and service and manufacturing. The most common enterprises currently in existence in Kentucky schools are retail and service enterprises: banks, school stores, boutiques, and greenhouses. The manufacturing enterprise includes construction projects, iron works, printing, and novelty production.

The production and distribution of the school newspaper is one of the oldest school based enterprises and the secondary level. The newspaper provides journalism students with the opportunities for hands-on activities that correlate with the curriculum in the journalism class. Other successful SBE include child care centers, school farms, construction projects, catering, café’s or food related services, floral designs, school spirit stores, and embroidery items. Opportunities for school-based enterprises are limited only by the imagination.

School-based enterprises can provide many and varied experiences for students and local businesses in the community. These enterprises can offer students opportunities to develop an understanding of the kinds of work done in today’s workplace. Students may be involved in “all aspects of the business” and can rotate among the various positions and tasks involved in the designated business venture. Students have opportunities to work with teachers and business leaders who can serve as mentors.

**School-based enterprises provide students opportunities to**

a) Utilize basic academic skills,

b) Gain experience in a work-related environment,

c) Develop an understanding of the economic system and its impact on society.

d) Work as a team member

e) Develop leadership skills

f) Work with the teacher/coordinator and the advisory board to develop policies and procedures for the operation of an enterprise

g) Become familiar with technology used in business

A school based enterprise is to be an integral component of class instruction. The experience should provide students with opportunities to explore real-life business situations.

See Appendix A for resources
Bullitt County Public School Work Based Learning Program

SHADOWING

Shadowing is learning through observation and is a way to form partnerships between employers and the local schools. Shadowing is an opportunity for a student to spend a limited amount of time with an individual in a chosen occupation in order to become familiar with the duties associated with that occupation, the physical setting of the occupation, and the compatibility of the occupation with his or her own career goals.

Steps for Implementing a Shadowing Program

1. Discuss and identify goals for the shadowing visit
2. Select students and employers who will be participating in the shadowing program
3. Discuss and document when and where the shadowing will take place
4. Discuss transportation needs
5. Provide the employer with expectations, goals, and safety precautions
6. Hold a training session for students involved in shadowing experience, please discuss:
   a. Expectations
   b. Proper dress & Workplace etiquette
   c. Prior research of the company and job for the shadowing experience
   d. Knowledge of basic safety practices and procedures
   e. Plans for transportation
   f. Explanation of the evaluation and the student learning outcomes
   g. Send a note of appreciation to the employers who participated in the shadowing experience

See Appendix A for Resources

September on the PLAN test day and MARCH ACT DAY are designated days for seniors to “shadow” at a job location, make a formal college visit, or volunteer for community service. A verification form must be signed by the campus admissions officer, community agency, or job shadow employer AND the parent for the absence to be excused. A senior that does not have a shadow placement or college visit should attend school or the absence will be unexcused.

Students should not “stop by” JCTC without a scheduled appointment with the admissions office.
**Bullitt County Public School Work Based Learning Program**

**INTERNSHIP**

Internship is a type of “Work Based Experience Learning Program” for high school students who have completed extensive school based preparation relating to an identified area of career and academic interest in the Individual Learning Plan. Internships are usually one time experiences which should lead to supplement a course credit and the student gaining experience in the work place.

Internships give students opportunities to explore careers via workplace learning experiences. Students have opportunities to learn about the world of work and to develop useful skills and attitudes. Through the demonstration of work-place skills, the academic competencies needed to be successfully employed will also be highlighted, which may in turn result in increased motivation to learn academic subject matter.

While students intern at a work site, they probably will not be there long enough to gain a great deal of skill at the position. Internship is longer than job shadowing but different from cooperative education work experience in several ways. Cooperative education places a student for a longer, often year-long, work experience to gain or expand skills at that job. Cooperative education students are paid for their work; internship students are not paid.

**Steps in Planning an Internship Program**

Work with community to identify prospective sites for student internship experiences. The internship experiences consist of a combination of classroom instruction and field experiences. Students are to spend designated time in the classroom/seminar on a regularly scheduled basis. A Work-Based Learning Plan/Agreement is to be developed with a specific set of competencies agreed upon by the school and workplace personnel. The field experience is to be designed to address these competencies and class time is provided for instruction and monitoring all aspects of the program.

**Non-Paid:** Non-paid students are those individuals who participate in an internship experience on a short-term basis. An employer-employee relationship must meet the guidelines identified in 803 KAR 1:005.

Students interning in a not-for-profit organization may also qualify for non-paid internship.

**Short term:** student participation on a short-term basis may vary from one day to a month contingent upon a student’s objective and if an employer-employee relationship is not established.

**Long term:** Long-term internship may be established for one semester or one year with an established employer-employee relationship. Internship may be a component of a student’s schedule during: a) the regular school day b) after school hours c) during the summer

**Credit/Performance Standard and Compliance Issues**

The amount of credit to be awarded to students for internship and related course/seminar is determined at the district level according to the district’s standards for seat time (Carnegie Unit) requirements or performance-based standards.
Cooperative Education is a paid educational program consisting of in-school instruction combined with program related on-the-job work experience in a business or industrial establishment.

The fundamental purposes of cooperative education are to provide opportunities for students to learn under real-life work conditions and to develop occupational competencies (attitudes, technical skills, and knowledge) needed to be successful in their chosen career.

Cooperative Education also serves to reinforce the students’ understanding of “all aspects of an industry” and gives the student a chance to observe first hand “high skill, high wage, or high demand” career areas (both important components of the federal Carl D. Perkins Act).

Cooperative Education Program

A student must have/be:
- passed the academic attainment measure (ACT, ASVAB, or Work Keys) for career readiness
- preparatory in a career pathway
- enrolled in the fourth “completer” course in the same year in order to earn credit
- parental consent
- have an appropriate job placement
- agree to the cooperative program procedures
- willing to forego some after-school activities
- have met general policies regarding discipline, attendance, and academics

Students should not be selected in the cooperative program if they are
- interested only in earning money
- interested only in getting out of school early
- emotionally immature

- The student must be enrolled in a related career and technical education program within the current school year and credit is granted for the cooperative education and entered into TEDS.

- The cooperative program is to be an integral part of the school’s program of studies and be described in the local school curriculum guide that is approved by the SBDM and the Board of Education.

- The school arranges with the employer for on-the-job training utilizing the Work-Based Learning Plan

- The parent or guardian agrees to accept responsibility for the student’s safety and conduct while traveling to and from school, place of employment, and/or home.

- The program teacher will visit the employer’s site prior to sending students to ensure the proper safety and training conditions exist and each work site/student should be visited periodically to check student’s progress, attendance, appropriate work assignments, safety, etc.
• The student is paid wages, in accordance with Kentucky Wage and Hour Laws, for the on-the-job phase of instruction.

• Student must be covered by employer’s Workers’ Compensation Insurance and the employer must comply with all related Labor Laws, Kentucky Child Labor Laws and Federal Child Labor Bulletin 101.

• The Addendum for Student Learner in Hazardous Occupations form must be on file for each student if they are working in sectors identified in the Federal Child Labor Bulletin 101.

• An Employer Evaluation Report is on file for each student and a student Co-op Experience Evaluation is on file for each student.

Legal Issues

The teacher/coordinator shall obtain a copy of and understand the most recent Kentucky Child Labor Laws and Federal Child Labor Laws.

Cooperative Education is a paid work experience; the employer and student have an employer-employee relationship making the employer subject to all State and Federal Labor Laws.

The teacher/coordinator must check with and follow Local District Policy as it relates to Cooperative Education.

As best practice, the School Based Decision Making council (SBDM) shall approve course syllabus that includes off-campus experiences for work-based learning as essential components of the curriculum.

CO-OP COORDINATOR’S ROLE:

✓ The primary role of the teacher/coordinator is teaching. Teaching involves directing a learning program that will permit students/trainees to master the skills, knowledge, and employability skills necessary for success in the world of work. In addition to teaching, the co-op teacher/coordinator must:

✓ Make sure the student is enrolled in a career pathway and the work based learning opportunity aligns to the career pathway. The Co-op Coordinator/Teacher must approve appropriate Work-Based Learning site.

✓ Ensure credit is contingent upon time spent on the job during school hours or an equivalent amount of time based on daily work schedules identified in the Learning Plan/Agreement. The credit for work-site experiences may be awarded based on the number of class hours spent at the work site on an hour-for-hour basis for a maximum of two (2) credits per related class.

Prepare a Work-Based Learning Plan/Agreement with each student.

a) Each student is to have a Work-Based Learning Plan/Agreement that explains what is needed to learn and practice while at the co-op work site. The plan must be signed by the student, the parent/guardian, the employer, and school administrator. The plan should be kept on file at the school office staff and available for federal and state auditors.
b) The plan/agreement will explain the responsibilities of each party and serve as a basis for the employer’s complying with the plan.

c) Evaluates student progress on the job with employer, makes on-the-job coordination visits and keeps records of them.

d) Makes sure safety provisions and labor laws are followed at work-based learning job sites.

e) Provides a record of work hours that need to be reviewed for compliance with child labor laws, total hours worked per week, and the time of day/evening worked, provides a check for attendance in school with attendance on the job, and provides a running record of hours worked by dollars earned for compiling

f) monthly/yearly program records as required by the Technical Education Database System (TEDS)

g) Provides employer’s rating and remarks on student’s progress

**Participating Student Requirements:**

- Students must have proof of age on file with the employer. This may be a birth certificate, driver's license, or other comparable record. Students under 18 must comply with special labor laws.
- For information see the Kentucky Child Labor Bulletin and the Federal Wage and Hour Publication #101.
- Enrollees must complete the basic skill prerequisites required by the occupational program they are pursuing and be recommended by their teacher before placement in a cooperative training station.
- A student in the cooperative program must be enrolled in a related class during the school year.
- To receive attendance credit, co-op students must be on the job at least as many hours as they would have been in school in full-time attendance.
- Each co-op teacher/coordinator is to have a system for documenting the hours worked by each student who is to be counted in school attendance for the time on the job. A system is to be provided for an employer to report student non-attendance at the worksite.
- A system for evaluating the performance of the student should be incorporated into all programs.

**Requirements for an Approvable Co-op Plan**

Each program utilizing cooperative education as an instructional method should submit or update its local Comprehensive School Improvement Plan.

1) Purpose and objectives of the program
2) Plan of operation
3) Number of students expected to be served
4) Occupational area(s) to be served
5) Funds available to operate program
6) Evidence of seeking input from the community including an active advisory committee
7) Development of evaluation procedures

**Required Forms**

- Work-Based Learning Plan/Agreement (See Appendix A, *Forms*)
- Log of Work-Based Learning Employer Contact (page 2-31)
Initial Visits

- Share Contact Information
- Evaluate a company as a potential training station including safety evaluation.
- Seek cooperation as a work-based learning station
- Develop a Work-Based Learning Plan/Agreement
- Orient the work-based learning sponsor (mentor) to his/her cooperative program responsibilities. Discuss legal issues—Workers’ Compensation Insurance, Child Labor Laws, Wage and Hour regulations.

First Visit Following Placement

Visit the work-based learning station during the first week the student starts to work to ensure that the student and work-based learning sponsor (mentor) are getting started in the right direction. Observe and discuss the following work related activities with the student and/or work-based learning sponsor:

- Purpose of related instruction
- Punctuality of student
- Dress and behavior guidelines of the company
- Work-Based Learning Plan/Agreement review
- Provide the work-based learning sponsor with a file folder at this time. A folder should contain a full set of information about the cooperative program

Periodic Visits to check on student progress, supervision by a work-based learning sponsor (mentor), and job-related issues may be made as often as once every two weeks. During these visits you may check on a variety of things:

- Attitudes of student, co-workers, and work-based learning supervisor
- Use of skills and knowledge from related instruction
- Need for additional related instruction
- Attendance
- Training provided by training sponsor
- Need to readjust the Learning Plan/Agreement

Coordination visits to training stations on a regular basis are very important to a successful co-op program. However, keep visits short and businesslike.

Absenteeism  The school teacher/coordinator is required by law to account for students' attendance in school and, consequently, at the work-based learning station.

Written procedures are built into the cooperative program to address absenteeism. Students sign an agreement form at enrollment time.

Students submit attendance and work reports on which employers certify the work hours. Students are to call both the work-based learning sponsor and the teacher/coordinator when an illness or emergency occurs.
The work-based learning sponsor is to phone the teacher/coordinator when the student is absent without prior excuse.

A system is developed in advance for the teacher/coordinator to secure an excused absence from the employer for doctor's appointments, funerals for immediate family, etc.

Absent from school means absent from co-op unless prior approval is obtained from the teacher/coordinator.

**Dismissals**

A student may be fired because of lack of skill or poor attitude. The work based learning sponsor should agree to notify the teacher/coordinator before taking such action—and this statement should appear on the WBL Plan/Agreement.

This notification provides the teacher/ coordinator time to serve as referee and may allow the problem to be solved without dismissal. General school policies should provide guidelines and procedures for handling problems such as theft on the job and insubordination. Great care must be taken to ensure the student’s rights to due process so that accusations are not made unfairly.

**KEEPING RECORDS**

Because of the diversity of coordination activities, a good system of keeping records and managing paper flow is essential.

**Student Co-op Record Folder**

Many of the records may be considered confidential and should remain in a secure location.

Student Name, Student Identification (SID) Number, Home Address, Home Phone, Parent’s/Guardian’s Name: Business Address, Business Phone, Other Pertinent Data.

1. Analysis of Recruitment Interview
2. Student Profile
3. School Record
4. Teacher Recommendations
5. Work-Based Learning Plan/Agreement
6. Work Schedule
7. Log of WBL Employer Contact
8. Employer Evaluation Report
9. Student Co-op Experience Evaluation

**Preparing for Placement**

The teacher/coordinator is responsible for making an appropriate placement for each student. The job must be related to the student's career objective; be matched to the student's curriculum, interests, abilities, and potential; and with a company or industry that is willing to cooperate fully in the program.
The student is not fully accepted in the cooperative program until he/she has been placed in a suitable job and a WBL Plan/Agreement is developed and signed. This placement must be mutually acceptable to the employer and the student (as well as the parents/guardians of a minor) and have the teacher/coordinator’s approval.

**When to Place Students**
The school should have written policies and procedures concerning placement. Generally, students should be interviewed and employed when they are occupationally proficient and have the required competencies.

Upcoming CTE senior students select classes in the spring of their junior year. The CTE pathway teacher, CCR coach, and student work to find an aligned cooperative work based learning site for the upcoming school year.

In order to receive credit, the student must be enrolled in a CTE pathway class in the senior year.

Some high school teacher/coordinators should select students in the spring and work with counselors in preparing dual class schedules for the fall. If students are not placed when school begins, they attend a regular class schedule.

**The Placement Process**
Placement begins when the teacher/coordinator attempts to match the students selected for the program with the job openings available.

The job site contact person should interview the prospective student. The hiring process is a major step in the learning process and should be thorough.

Insist that employers interview all student/applicants and require them to complete job application forms, thus relieving the teacher/coordinator from responsibility for release of records. Insist that employers make the final decision on hiring.

Some teacher/coordinators make appointments for the students; others have students make their own. The teacher/coordinator should inform the interviewer of the names of students.

Employers should select those hired to avoid accusations and problems later. Thus, the student is hired under relatively the same conditions as regular workers. Furthermore, the student experiences the competition of securing a job—a real life situation.

As soon as students have been interviewed, they should report their impressions both in writing and orally. Set a time and place for them to do this.

If a student dislikes a specific situation, he/she should be permitted to decline employment. The teacher/coordinator should determine the reason and decide if it is legitimate. The teacher should collect interview feedback from the prospective employer personally if at all possible.

The employer confers with the teacher/coordinator before making any commitment to a student/applicant.
This procedure enables the teacher/coordinator to confer with the employer while developing the Work-Based Learning Plan/Agreement process. The teacher/coordinator is responsible for supervising the employment situation and reviewing with the employer the legal requirements of:

- Child labor laws (total hours, time of day to work, hazardous work)
- Social security
- Wage and hour laws
- Equal opportunity for employment

Determine a definite date for the student to start work. All papers and legal forms (Employment Certificate, social security number, etc.) must be filed in appropriate places before the student starts work.

Coordinate the student's orientation to the job.

Discuss new employee orientation with the work-based learning sponsor and a job mentor/supervisor.

Develop the Work-Based Learning Plan/Agreement with the training sponsor and job supervisor.

Prepare a Supervisor's (Mentor) File Folder. Prepare and deliver a file folder on the student to the appropriate work-based learning sponsor or mentor. Include copies of the Work-Based Learning Plan/Agreement, brochures about the cooperative program, orientation checklist, and other materials. You may want to include a sample of the Evaluation or Progress Report to be completed at a later date and forms for student's attendance and evaluation.

**Employer Evaluation Report**

The Employer Evaluation Report must be made frequently enough to be of use in identifying potential problems before they become serious. The Employer Evaluation Report should be completed weekly or biweekly and should be used for discussion in the related class.

Teacher/coordinators can use the information on the reports as a basis for discussion in the related class. The information might also signal the need for individual conferences with learners who are having problems.

The Employer Evaluation Report has a number of purposes, including the following:

- Provides a record of work hours that need to be reviewed for compliance with child labor laws, total hours worked per week, and the time of day/ evening worked
- Provides a check for attendance in school with attendance on the job
- Provides a running record of hours worked by dollars earned for compiling monthly/yearly program records as required by the Technical Education Database System (TEDS)
- Provides employer’s rating and remarks on student’s progress.
Student Job Site / Co-op Evaluation Report

Students may be asked to provide an evaluation report as often as the teacher/coordinator feels necessary. Students should comment about strengths, weaknesses, and potential problems they are experiencing at the job-site.

This information can be used in counseling the student and talking with the employer prior to the development of actual problems.

Read the comments carefully, counsel with the student in a private setting. If any problems are suspected at the training station with the (a) job supervisor, (b) coworkers, or (c) levels of tasks, try to provide "intervention" and/or preventive measures when possible.

Periodic Evaluation

Each student's progress must be evaluated periodically at or near the end of the school evaluation period—the grading period. The periodic evaluation may come at the end of a job/task rotation.

The evaluation visit to assess the student's progress on the job must be conducted in a businesslike manner; preferably, it should be a three-way conference between the work based learning sponsor, the student, and the teacher/coordinator and/or related subjects teacher.

The evaluation visit should be made personally by the teacher/coordinator, with an appointment made in advance.

Use a progress or evaluation form to record the work-based learning sponsor's evaluations. Ask for examples of both strengths and weaknesses and record them as they provide data for making improvements, assigning grades, and discussing concerns.

Assigning the Grade for On-The-Job Experience

Various options are open for determining the on-the-job grade. The teacher/coordinator may take sole responsibility or it may be a joint responsibility between the teacher/coordinator and the work-based learning sponsor.

A disadvantage of teachers/coordinators having sole responsibility for the grade is that they are not at the work-based learning station on a continuous basis.

Guidelines for evaluating on-the-job experiences include the following:
- Identify the factors to be evaluated.
- Identify who is responsible for the grade.
- Identify the process and procedures involved.
- Identify the time and frequency of grading.
Bullitt County Public School Work Based Learning Program

Apprenticeship/TRACK for SKILLS TRADES

The TRACK program is a partnership between The Office of Career and Technical Education and The Kentucky Labor Cabinet to provide pre-apprenticeship opportunities to secondary students. This is an industry driven program to create a pipeline for students to enter post-secondary apprenticeship training.

A minimum of 4 courses are required, with one of the courses being a cooperative education placement. Upon successful completion, the student will be awarded an industry certification by the employer through The Labor Cabinet and all on-the-job hours worked will be counted towards the apprenticeship. The certification will also count towards the local school district’s college and career ready accountability index.

There are no costs involved except wages for the student employee. The employer must have a registered apprenticeship program with The Kentucky Labor Cabinet.

KY YES Initiative to Help High School Students Gain Real-World Work Experience

An agreement between the Kentucky Department of Education and global human resource agency Adecco will pave the way for Kentucky high school students to gain valuable work experience through cooperative education opportunities and pre-apprenticeship programs.

The unique feature of the apprenticeship concept is that on-the-job training is supplemented with technical classroom instruction. Apprentices work under the supervision of qualified journey workers to develop their chosen trade or skill and learn the techniques, materials, and equipment associated with that trade. Classroom instruction that provides training in theoretical and technical aspects of the trade is required. Minimum class time is 144 hours for each year of apprenticeship, but may be higher for some trades. Apprentices are generally evaluated every six months and receive pay raises based upon their proven progress in skill development as well as their classroom proficiency. When a registered apprenticeship program sponsor verifies that the apprentice has fulfilled all requirements of the training program, the Labor Cabinet will issue a certificate of completion. This nationally recognized certification is verification that the completing apprentice is a fully qualified skilled worker in the trade.

Benefits For employers:
- Skilled workers trained to industry/employer specifications to produce quality results.
- Reduced turnover.
- Increased productivity.
- Industry’s need to remain competitive by investing in the development and continuous upgrade of the skills of its workforce.
- Reduced worker compensation costs due to an emphasis on safety training.
- Compliance with federal and state equal opportunity requirements facilitated.

For apprentices and journey workers:
- Jobs that usually pay higher wages.
- Higher quality of life and skills versatility.
- Portable credentials recognized nationally and often globally.
- Opportunity for college credit and future degrees.
Bullitt County Public School Work Based Learning Program

Health Sciences Clinical Experience

Overview of Health Science Cluster
The Health Science Program provides the secondary student with orientation, exploration, and preparation into the health care industry. Courses are sequenced to provide continuous student progress toward achievement of a career goal in any of the Health Science Cluster Career pathways. The integration of literacy, numeracy, science, employability, 21st Century and technical skills is a vital component of each course offering.

Work-based learning relating to the Health Science program includes:

- A health science teacher who is licensed in Kentucky as a Registered Nurse must provide clinical supervision for Medicaid Nurse Aide training.
- All Health Science students must be covered by a professional liability insurance plan as required by the affiliating agency;
- All Health Science students must have completed the Health Science core prior to a work-based experience;
- The school shall use the approved standard agreement with each cooperating agency specifying responsibilities and authority of each party to the agreement;
- A “Statement of Understanding” defining student responsibility shall be signed by student and parent or guardian prior to assignment in a clinical area, practicum, or cooperative experience.
- Clinical experiences are found in health occupations and are designed to integrate meaningful work-site experiences with prior knowledge.
- The student is not paid.
- A MOA among the affiliating agency, school, student, and parent is required.
- The teacher is on site with students.
- The student receives a grade for the experience as a component of the related health class.
- The teacher and the affiliating agency coordinator complete records for evaluation and attendance.
- Example: A health student is completing related experience at a hospital during school hours and is being supervised by a hospital employee.
Equal Education and Employment Opportunities

Prior to placing any student in a work-based learning environment, it is important to become familiar with both state and federal requirements. It is also important to keep in mind that when both state and federal laws apply, in general the more stringent of the two must be followed.

It is the responsibility of each teacher, principal, or director to be aware of and in compliance with all legal aspects related to student employment. It is the direct responsibility of the teacher/coordinators to promote compliance with all state and federal laws and regulations in the placement of students in work-based programs.

Any work-based learning experience that creates an employment relationship must be in compliance with both state and federal child labor laws and wage and hour laws. An employee is defined by Kentucky law as "any person employed by or suffered or permitted to work for an employer." Kentucky law defines an employer as “any person, individual, corporation, partnership, agency, or firm who employs an employee and includes any person, individual, corporation, partnership, agency, or firm acting directly or indirectly in the interest of an employer in relation to an employee.”
WORK TIME & HOURS

There are specific hours restrictions for 14 and 15 year olds and there are other restrictions for 16 and 17 year olds. The state’s hours restrictions are detailed in 803 KAR 1:100 (www.lrc.state.ky.us/kar/803/001/100.htm) and are as follows:

14 and 15 year olds may work...
• Outside school hours (a minor who is enrolled in a school supervised and administered work experience or career exploration program may work during school hours if the employment does not interfere with the minor’s schooling, health or well-being)
• No more than 3 hours a day Monday through Friday when school is in session
• No more than 8 hours a day on Saturday and Sunday when school is in session
• No more than 18 hours total in any week in which school is in session
• No more than 8 hours a day and up to 40 hours total in any week in which school is not in session
• Between the hours of 7 a.m. and 7 p.m. (between June 1 and Labor Day they may work as late as 9 p.m.)

16 and 17 year olds may work...
• No more than 6 hours a day Monday through Friday when school is in session
• No more than 8 hours a day on Saturday and Sunday when school is in session
• No more than 30 hours total in any week in which school is in session (except that a minor may work up to forty (40) hours in any one (1) work week if a parent or legal guardian gives permission in writing, and the principal or head of the school the minor attends certifies in writing that the minor has maintained at least a 2.0 grade point average in the most recent grading period. School certification shall be valid for one (1) year unless revoked sooner by the school authority. The parental permission and school certification shall remain at the employer’s place of business.)
• No earlier than 6 a.m. when school is in session
• No later than 10:30 p.m. on school nights (Sunday through Thursday evening) when school is in session
• No later than 1 a.m. on Friday and Saturday nights when school is in session
• Unlimited hours when school is out of session

Hazardous Duties

In addition to the hours restrictions for minors, there are some occupations and specific job duties that have been declared too hazardous for minors to perform at a place of employment. The Hazardous Occupations (HOs) are as follows:

HO 1 Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components
HO 2 Motor vehicle driver and outside helper
HO 3 Coal mine occupations
HO 4 Logging or sawmill operations
HO 5 Operation of power-driven woodworking machines, including the use of saws on construction sites
HO 6 Exposure to radioactive substances
HO 7 Operation of power-driven hoisting apparatus, including the use of fork lifts, cranes and no automatic elevators
HO 8 * Operation of power-driven metal forming, punching and shearing machines (HO8 does permit the use of a large group of machine tools used on metal, including lathes, turning machines, milling machines, grinding, boring machines and planing machines)
HO 9 Mining, other than coal
HO 10 * Slaughtering, meat packing, processing, or rendering, including the operation of power-driven meat slicers in retail stores
HO 11 Operation of bakery machines
HO 12 * Operation of paper products machines, including the operation and loading of scrap paper balers in grocery stores
HO 13 Manufacture of brick, tile and kindred products
HO 14 * Operation of circular saws, band saws, and guillotine shears
HO 15 Wrecking, demolition, and shipbreaking operations
HO 16 * Roofing operations
HO 17 * Excavating operations
HO 18 In, about, or in connection with any establishment where alcoholic liquors are distilled, rectified, compounded, brewed, manufactured, bottled, sold for consumption or dispensed
HO 19 Pool or billiard room

The U.S. Department of Labor has declared that the occupations from HO 1 through HO 17 are hazardous for employees under the age of 18 to perform.

Hazardous Orders with a * notation contain exemptions for 16 and 17 year old apprentices and student learners provided they are employed under the conditions outlined in Child Labor Bulletin 101 which can reviewed at www.dol.gov/esa/regs/compliance/whd/childlabor101.pdf.

Recordkeeping
KRS 339.400 (www.lrc.ky.gov/KRS/339-00/400.PDF) requires that employers employing minors keep a record of the names, ages, and addresses of each minor, along with the time of the commencing and stopping of work for each day, and the time of the beginning and ending of the daily meal period. The employer is also responsible for posting the child labor laws in a conspicuous place for all minors to view. KRS 337.320 (http://www.lrc.state.ky.us/KRS/337-00/320.PDF) requires employers to maintain time and payroll records for all employees for one year from the date of entry.

Lunch Breaks
KRS 339.270 (www.lrc.ky.gov/KRS/339-00/270.PDF) states that employees under the age of 18 are not permitted to work more than five hours continuously without at least a thirty minute uninterrupted lunch break. A lunch break of anything less than thirty minutes does not satisfy the requirement. Minors do not have the opportunity to waive the required lunch break. It is important to reemphasize that it is the employer’s responsibility to document the beginning and ending time of the minor’s lunch break.

Miscellaneous
Minors who are participating in a work-based learning experience which is determined to be an employment relationship are entitled to minimum wage for the hours worked for the employer pursuant to KRS 337.275

Minors are also entitled to the other wage and hour protections afforded to adult employees such as overtime, rest breaks, timely payment of wages, a statement of deductions, etc.
**Safety and Health Laws**

While implementing work-based learning experiences it is important to remember that the safety and health of the students is of paramount importance. Each party involved must take every step necessary to ensure that students are participating in safe learning environments.

Employers are required to provide each employee a place of employment free from recognized hazards that are causing or are likely to cause death, illness, or serious physical harm to any employee. Occupational safety and health standards are in effect to achieve this end result.

**Workers' Compensation Laws**

Prior to placing a student in a work-based learning experience, it is imperative that the issues related to workers' compensation be reviewed. Chapter 342 of the Kentucky Revised Statutes (http://www.lrc.state.ky.us/KRS/342-00/CHAPTER.HTM) requires employers with one or more employees to purchase workers' compensation insurance to cover an employee's income loss that occurs because of a work related injury. It is worth noting that it is the employer's responsibility to acquire and pay for the insurance coverage for each and every employee.

Work-based learning experiences will take a variety of forms. Depending upon the specifics of each instance, a determination can be made as to whether an employer is required to obtain the insurance coverage for a particular student. For example, it is clear that if a student is in a paid employment situation, the insurance requirement is applicable, whereas, if a student is strictly an observer and is not an employee of the establishment, the law does not require workers' compensation coverage for that student.

**Work-Based Learning and Insurance**

Liability issues include such areas as insurance, workers' compensation, and safety. It is critical that students, employers, school districts, and staff involved in work-based programs have accidental and liability coverage prior to students' placement at the work sites.

Three general categories of liability issues include the student's transportation to and from the work site, the time spent at the work site, and safety at the work site. Transportation insurance must be provided to cover transportation to and from the work site. If the school is transporting the student by school bus, then school bus coverage applies. The same is true if the employer provides transportation. If a student drives to and from a work site, the student's personal or family insurance is to provide the necessary coverage.

Students may have coverage for accidental death and dismemberment as well as accidental medical expense benefits that will pay when other insurance is not available or does not respond for whatever reason. Students involved in paid work experience with an employer-employee relationship are to be covered under the employer's Workers' Compensation Coverage. The student's coverage would respond in those instances involving non-paid work experience. Student's participation in a non-paid work-based learning program at work sites away from the school campus will need to be covered under a specific insurance policy that is provided by the school district.

In addition to insurance and workers' compensation, the workplace needs to provide adequate, safe equipment and a safe, healthful workplace in conformity with health and safety standards congruent with federal/state laws. The workplace environment is to provide all other safeguards identified by the Kentucky Labor Cabinet.
WORK-BASED LEARNING LIABILITY CHECKLIST
This information has been prepared to provide guidance to individuals responsible for implementing work-based learning. Accident and liability insurance coverage are essential for the protection of students, staff, and employers. However, there are various options available to provide such coverage. It is the responsibility of school district staff and participating employers to ensure that adequate insurance is provided.

Students participating in work-based learning participation of a student in work-based learning activities are contingent upon coverage of accident insurance. This coverage may be provided through school insurance purchased by the student or personal family insurance. Students being covered by personal family insurance must provide a certificate of insurance to school staff to certify in writing they have personal/family insurance and that the insurance will be active for the entire period of the student participation in the work-based learning activity.

Administrative Regulation 780 KAR 2:110 authorizes “the Commissioner for the Department of Technical Education to provide medical and accident insurance for students enrolled in the state secondary area technology centers.” This policy is to be a full access policy and is to serve as a secondary provider of insurance.

Students participating in work-based learning activities such as cooperative education and internship must be covered by accident insurance. This coverage may be provided through school insurance purchased by student or personal family insurance. Students being covered by personal family insurance must provide a certificate of insurance to school staff to certify that they have personal/family coverage.

All students participating in paid work-based learning are to be covered by Workers’ Compensation Insurance (KRS 342.620) while on the job.

Students participating in non-paid work-based learning are not covered by Workers’ Compensation. These students must be covered by parental health insurance, student accident insurance, or group coverage by the school per paragraph 1.

Work sites must provide liability insurance and certify to the schools that they have such coverage.

Students driving to a work-based learning site must provide proof of valid driver’s license and auto liability insurance.

Students being transported to the work site by a vehicle owned by the school board are to be covered by the provisions of the insurance coverage of the local school board.

In addition to insurance and Workers’ Compensation, the workplace needs to provide adequate and safe equipment and a safe, healthy workplace in conformity with health and safety standards congruent with federal/state laws.

Training Plans/Agreements are to be reviewed for completeness, signed by all parties, and a copy kept on file at the school.
It is recommended that school/district policies determine the need for a criminal background check for the individual who will serve as a work site supervisor/mentor for students participating in work-based learning.

All WBL experiences should have an agreement including objectives, worksite information, and method of travel, date, and student, parent, and teacher signatures.

**When the placement is a paid experience, the work site must have workers’ compensation.**

The teacher or designee should visit the worksite before students go to work to ensure that the experience will be safe and meet the objectives of the training.

Contacts through program advisory committees provide an excellent opportunity for WBL placement.

Student may not attend coop if he/she does not attend school the same day.

Student must be passing all classes at the high school and technical center.

If the student if fired, the student does not have the right to another coop job; however, the teacher MAY grant permission for another job.

Student must consult with teacher before quitting a job.

When two or more students are driving/riding to coop together, get permission in writing from all parents for the students to ride together. The student must abide by school rules while at coop.

**The WBL agreement:**

Must include name, address, phone number of student, school, and training site; a list of tasks the student will perform on the job; and student’s work schedule, wage, and salary. Must include the student’s birth date and student ID number, objective (O*NET or career major certificate) and responsibilities of all the parties. Must be signed by the school official, employer, parent/guardian, and student and outlines the conditions to which the participants agree.

The employer is responsible for evaluating the student’s performance based on the tasks outlined in the WBL agreement. The evaluation grade should become part (if not all) of the student’s WBL grade.

The evaluation should include name of the student, school, program, employer, employer contact information, evaluation period, evaluation criteria, employer comments, hours worked, signature of employer and date signed.

The teacher and/or WBL coordinator must visit the WBL work site at least once a semester. The teacher should visit the WBL worksite prior to the student’s working on the site to ensure that the site is safe and that the student will receive appropriate opportunities. The teacher/WBL coordinator must document the visits and they should be kept on file.

SEE Appendix A for forms
Appendix

Forms

Equal Education and Employment Opportunities
**Work Based Learning Agreement/Plan**

- [ ] Coop
- [ ] Internship
- [ ] Mentoring
- [ ] Shadowing
- [ ] Apprenticeship/TRACK

___ Work Based Learning Experience

<table>
<thead>
<tr>
<th>Student Last Name:</th>
<th>First Name:</th>
<th>MI:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SID Number:</td>
<td>Date of Birth:</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td>City:</td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>State:</td>
<td>Zip:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
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</thead>
<tbody>
<tr>
<td>Address:</td>
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<tr>
<td>Phone Number:</td>
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</table>

<table>
<thead>
<tr>
<th>Program Area:</th>
<th>ILP Career Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Name:</td>
<td></td>
</tr>
<tr>
<td>Coordinator Name:</td>
<td></td>
</tr>
<tr>
<td>Company Name:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Address:</td>
<td>E-Mail:</td>
</tr>
<tr>
<td>City:</td>
<td>State:</td>
</tr>
<tr>
<td>Contact:</td>
<td>Hours Per Week:</td>
</tr>
<tr>
<td>Title:</td>
<td>Start and End Dates:</td>
</tr>
<tr>
<td>Work Schedule (Days &amp; Hours):</td>
<td>Hourly Wage: (if applicable)</td>
</tr>
</tbody>
</table>

According to the WBL type, the student will observe, be trained and/or and complete the following tasks:

1:
2:
3:
4:
5:

Equal Employment and Education Opportunities M/F/D
THE STUDENT AGREES TO:
- Be courteous and considerate of the employer, co-workers and others.
- Keep the employer’s interest in mind and to be punctual, dependable and loyal.
- Notify the employer and the coordinator as soon as possible if unable to go to work and/or school.
- Keep such records of work experience and wages (if applicable) earned as required by the school and to submit them on or before specified deadlines.
- Conform to the policies and regulations of the employer and the school.
- Maintain a satisfactory performance level on-the-job.
- Abide by the Training Plan Agreement developed by the teacher, coordinator and employer.

THE COORDINATOR, ON BEHALF OF THE SCHOOL, AGREES TO:
- Prepare, with the assistance of the training sponsor, a WBL Agreement/Plan.
- Revise the Training Plan Agreement as needed to improve the student’s work experience.
- Visit the student on the job as often as appropriate to the WBL experience to determine instructional needs and to ensure that the student receives job training and supervision as well as variety of job experiences.
- Recognize that much of the information gathered at the company is confidential.
- Prior to the WBL experience, prepare the student to be successful.

THE PARENT OR GUARDIAN AGREES TO:
- Accept responsibility for the student’s safety and conduct while traveling to and from school, place of employment and/or home.
- Support the concepts of work-based learning experiences.

THE EMPLOYER AGREES TO:
- Take an active part in the training and supervision of the student while providing on-the-job instruction in accordance with the WBL Agreement/Plan.
- Assist the coordinator in evaluating the student’s performance on the job by completing the evaluation form when required.
- Provide close supervision by an experienced and qualified person to avoid subjecting the student to unnecessary or unusual hazards.
- Notify the parent and the school immediately in case of accident, sickness or any other serious problems.
- Permit and expect the coordinator to visit periodically to discuss the progress of the student and to observe him/her on the job.
- Give the same consideration to the student as given to other employees in regard to safety, health, general employment conditions and other regulations to the business.
- Comply with all regulations prohibiting discrimination on the basis of race, color, national origin, sex, disabilities, religion, marital status or age.

If this agreement is for a paid work-based learning placement the employer certified that this student is covered by Worker’s Compensation Insurance and that the policy is now in force and registered with the Department of Workers Claims in Frankfort, KY as prescribed by law (KRS 342.630) (or with the appropriate agency if outside of Kentucky.)

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Date</th>
<th>Signatures</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer:</td>
<td></td>
<td>WBL Coordinator: (when applicable)</td>
<td></td>
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<tr>
<td>Principal:</td>
<td></td>
<td>Teacher:</td>
<td></td>
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<tr>
<td>Student:</td>
<td></td>
<td>Parent/Guardian:</td>
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</tbody>
</table>

The Kentucky Office of Career and Technical Education complies with all federal regulations prohibiting discrimination on the basis of race, color, national origin, sex, disabilities, religion, mental status or age.

Equal Education and Employment Opportunities M/F/D

Standard 14C – Work-Based Learning – Employer Contact
Log of Work-Based Learning Employer Contact

☐ Coop  ☐ Internship  ☐ Mentoring  ☐ Shadowing  ☐ School Enterprise/Bank/Store  ☐ Apprentice/TRACK

Student Name: ___________________________  Grade Level: ___________________________
School: ___________________________  Program: ___________________________
Company Name: ___________________________  Contact Person: ___________________________
WBL Starting Date: ___________________________  WBL Ending Date: ___________________________

1. Each site should be visited at least one time before the student is placed to ensure the safety and proper training of the student.
2. Each site/student should be visited periodically to check progress, attendance, appropriate work assignments, safety, etc. Additional minimum visitation requirements:
   - Coop, Internship and Mentoring  1 time per 9 weeks
   - Shadowing  No additional requirements
3. Please document visitation below.

<table>
<thead>
<tr>
<th>Date of Visitation</th>
<th>Person Making Visit</th>
<th>Observation</th>
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<tbody>
<tr>
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</table>
Work Based Learning
Employer / Business Evaluation Report

☐ Coop  ☐ Internship  ☐ Mentoring  ☐ Shadowing  ☐ School Enterprise/Bank/Store  ☐ Apprentice/TRACK

<table>
<thead>
<tr>
<th>School:</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
<td>WBL Start Date:</td>
</tr>
<tr>
<td>Company Name:</td>
<td>WBL End Date:</td>
</tr>
<tr>
<td>Contact Person:</td>
<td>Telephone:</td>
</tr>
</tbody>
</table>

Student Responsibility: Turn in this form to the Teacher/WBL Coordinator at the end of the WBL experience or at least every two weeks of employment.

Employer Responsibilities: Please complete the two tables below; share your ratings with the student; give this form to the student to return to the Teacher/WBL Coordinator. Thank you.

### Evaluation

<table>
<thead>
<tr>
<th>Trait</th>
<th>Rating</th>
<th>Trait</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Punctuality</td>
<td>1 2 3 4 5</td>
<td>Cooperation</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Appearance</td>
<td>1 2 3 4 5</td>
<td>Adaptability/Flexibility</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Attitude</td>
<td>1 2 3 4 5</td>
<td>Relations with Co-Workers</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Dependability</td>
<td>1 2 3 4 5</td>
<td>Time Management</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Initiative</td>
<td>1 2 3 4 5</td>
<td>Quality of Work</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Following Directions</td>
<td>1 2 3 4 5</td>
<td>Quantity of Work</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Remarks:

### Attendance

<table>
<thead>
<tr>
<th>Day</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td>Hours Worked</td>
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<td></td>
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</tr>
</tbody>
</table>

### Earnings (If Applicable)

Total Hours: ______ Hourly wage: _______ = ___
Total Gross Earnings: $________

Signature of Supervisor: ___________________________ Date: ___________________

Equal Education and Employment Opportunities M/F/D
Work Based Learning Job Site
ORIENTATION CHECKLIST

Instructions: Use one checklist for each student. Review information with the student after five days to ensure thorough comprehension.

☐ Explain the business organization and give specific information about the department in which he/she will work.

☐ Introduce the student to all persons with whom he/she will have contact.

☐ Show the student the location of offices, equipment, and supplies with which he/she will need to be familiar.

☐ Tour the entire business during the first month if not done as part of No. 3 above.

☐ Explain the duties of the student's first assignment.

☐ Inform student as to who will supervise him/her and from whom he/she should take orders.

☐ Inform co-workers of their relationship to student and solicit their cooperation.

☐ Inform student of arrival and quitting time, check-in procedures, and check-out procedures.

☐ Inform student of lunch time and relief procedures and regulations.

☐ Inform student of time recording procedure, pay schedule, deduction from pay, and computation of wages.

☐ Inform student of facilities available such as restrooms, lunchroom, telephone, etc.

☐ Inform student as to appropriate clothing to be worn.

☐ Inform student about any information which is to be kept confidential.

☐ Familiarize student with employee benefits.

☐ Inform student of clauses in union agreement which pertain to him/her if such an agreement exists.

☐ Inform student of promotional possibilities in your firm.

☐ Provide special pamphlets, brochures, and materials that include information about the company, its policies, fringe benefits, and related terminology.

☐ Inform student of safety regulations as required by OSHA.
A school-based enterprise (SBE) is a simulated or actual business conducted within a school. It is designed to replicate a specific business or segment of an industry and assist students in acquiring work experience related to their chosen career cluster. This plan is to be in line with the school’s plan for a SBE.

<table>
<thead>
<tr>
<th>Program:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Planning Began:</td>
<td>Date Business Opened:</td>
</tr>
<tr>
<td>KY Tech Course:</td>
<td>High School Credit:</td>
</tr>
<tr>
<td>Time(s) Open for Sale of Product(s):</td>
<td>Times(s) Donated to Manufacture of Product(s) for Sale:</td>
</tr>
<tr>
<td>Name of Company:</td>
<td>List products/services that will be available for sale:</td>
</tr>
<tr>
<td>Supplies Needed Above Program Requirements:</td>
<td>Equipment Needed Above Program Requirements:</td>
</tr>
<tr>
<td>List Kentucky core content included in the lesson plans for the SBE.</td>
<td>List Kentucky Occupational Skill Standards included in the lesson plans for the SBE.</td>
</tr>
<tr>
<td>Positions Needed for the SBE:</td>
<td>Business Partners or Advisory Council Members for SBE:</td>
</tr>
</tbody>
</table>

Explain how the SBE aligns with the curriculum.
Explain how and how much class time is used for teaching the curriculum and running the SBE.

Explain how students will be selected to participate in the SBE.

Explain how the product(s) will be marketed.

Explain procedures for ordering supplies.

Explain the procedures for maintaining inventory.

Explain how the finances will be handled.

Explain the plans for profit.

Explain the plans for loss.

Remarks:

_________________________________________  _______________________________________
Signature of Teacher                                           Signature of Business Partner/Advisory
                                                                 Council Member

Equal Employment and Education Opportunities M/F/D

31
## Work Log

<table>
<thead>
<tr>
<th>Position</th>
<th>Student Worker Name</th>
<th>Work Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreman/Business Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resource Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountant/Bookkeeper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales Clerk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality Control Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inventory Clerk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stocking Clerk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production Worker(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Work Based Learning Evaluation Report

## School-Based Enterprise

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning Time of Evaluation Period</th>
<th>Ending Time of Evaluation Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Circle the most appropriate rating.**

<table>
<thead>
<tr>
<th>Scale: 1 – Poor</th>
<th>2 – Needs Improvement</th>
<th>3 – Average</th>
<th>4 – Good</th>
<th>5 - Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trait</td>
<td>Rating</td>
<td>Trait</td>
<td>Rating</td>
<td></td>
</tr>
<tr>
<td>Attendance/Punctuality</td>
<td>1 2 3 4 5</td>
<td>Cooperation</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td>1 2 3 4 5</td>
<td>Adaptability/Flexibility</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td>1 2 3 4 5</td>
<td>Relations with Co-Workers</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Dependability</td>
<td>1 2 3 4 5</td>
<td>Time Management</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td>1 2 3 4 5</td>
<td>Quality of Work</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Following Directions</td>
<td>1 2 3 4 5</td>
<td>Quantity of Work</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Remarks:

Signature of Supervisor/Teacher: ____________________________ Date: ______________

---

Equal Education and Employment Opportunities
Work Release Program is an early release paid work experience in a business or industrial establishment for high school seniors. The fundamental purposes is to provide opportunities for students to learn under real-life work conditions and to develop occupational competencies (attitudes, technical skills, and knowledge) needed to be successful in the world of work.

Work Release Program:

A student must have/be:
- A 2.5 grade point average
- Be on track to graduate
- Be college ready or career ready
- Parental consent
- Have an documented and verified job placement
- Have met general policies regarding discipline, attendance, and academics

The Work Release Program and can be an integral part of the school’s program of studies and be described in the local school curriculum guide that is approved by the SBDM and the Board of Education.

- The student arranges with the employer to complete the Work-Based Learning Plan
- The parent or guardian agrees to accept responsibility for the student’s safety and conduct while traveling to and from school, place of employment, and/or home.
- The school personnel will verify the work site and work based plan. The student will turn in weekly time sheets or verification of employment. School personnel will check student’s progress, attendance, appropriate work assignments, safety, etc.
- The student is paid wages, in accordance with Kentucky Wage and Hour Laws, for the on-the-job phase of instruction.
- Student must be covered by employer’s Workers’ Compensation Insurance and the employer must comply with all related Labor Laws, Kentucky Child Labor Laws and Federal Child Labor Bulletin 101.
- The Addendum for Student Learner in Hazardous Occupations form must be on file for each student if they are working in sectors identified in the Federal Child Labor Bulletin 101.

1 credit - Dismiss 1 hour early = 5 hours minimum per week

2 credits - Dismiss 2-3 hours early = 10-15 hours minimum per week, not to exceed 3 hours.
# Work Release Program

## Work Site Plan

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>WBL Start Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Company Name:</th>
<th>WBL End Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Person:</th>
<th>Telephone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Job Title, Description of Duties:

<table>
<thead>
<tr>
<th>Start Time</th>
<th>Student will sign out at (Time)</th>
<th>Sign Out Location</th>
<th>Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I give permission for ________________________________ to sign out of school at ______ each day to attend his/her work based learning experience.

Parent Signature: __________________________________________________________

I will provide my WBL coordinator my time sheets or work verification (pay stubs) every two weeks. I agree to attend work regularly.

Student Signature: __________________________________________________________

I verify that ________________________________ is employed at __________________ and will be scheduled to work a minimum of five hours per week.

---

**Student Responsibility:** Turn in this form to the Teacher/WBL Coordinator and provide work verification of the WBL experience or at least every two weeks of employment.

**Employer Responsibilities:** Follow all state and federal labor laws and notify the WBL coordinator if the student is no longer employed.

1 credit - Dismiss 1 hour early = 5 hours minimum per week

2 credits - Dismiss 2-3 hours early = 10-15 hours minimum per week, not to exceed 3 hours.
Job Shadow Parent/Guardian Consent Form

Job shadowing is an opportunity for students to spend a half or full day at a workplace with a person who is employed in a career area of the student’s interest. Students will be assigned to an employee, a Workplace Host, who will lead them through the workplace. They will discuss a typical workday and explore different aspects of working in a particular career and what skills and/or education they will need in this career area. Your child has been invited to attend a Job Shadowing experience. In order for your child to participate, this form must be completed and returned to designated school personnel for their approval before the day of the event.

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>Graduating Class (Year):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth Date:</td>
<td>Home Phone:</td>
</tr>
<tr>
<td>School:</td>
<td></td>
</tr>
</tbody>
</table>

List your top three career choices with the career that interests you most first:

1. 
2. 
3. 

I understand that I must provide my own transportation to and from the job shadowing site. I must be on time, be polite, courteous, and act in a professional manner. I will abide by my school system's code of conduct and dress code. I will complete a post-shadowing evaluation within 2-3 days after completion of my shadowing experience.

<table>
<thead>
<tr>
<th>Student Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Permission to Participate in Workplace Job Shadowing

My child may participate in a Job Shadowing experience, which will take place at

<table>
<thead>
<tr>
<th>Employer:</th>
<th>Host’s Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
</tbody>
</table>

Photo Release

I understand that job shadowing often attracts attention from the media and is also used to promote partnerships between schools and employers, so there is a possibility that my child will be photographed during this event. I grant permission to photograph my child for these promotional and educational purposes.

Medical Authorization

Should it be necessary for my child to have medical treatment while participating in this Job Shadowing event, I hereby give the workplace personnel permission to use their best judgment in obtaining medical service for my child, and I give permission to the physician selected by the workplace personnel to render whatever medical treatment deemed necessary and appropriate. Permission is also granted to the school system to release necessary emergency contact/medical history to the attending physician, if needed.

<table>
<thead>
<tr>
<th>Parent/Guardian Name:</th>
<th>Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Phone Number:</td>
<td>Date:</td>
</tr>
</tbody>
</table>