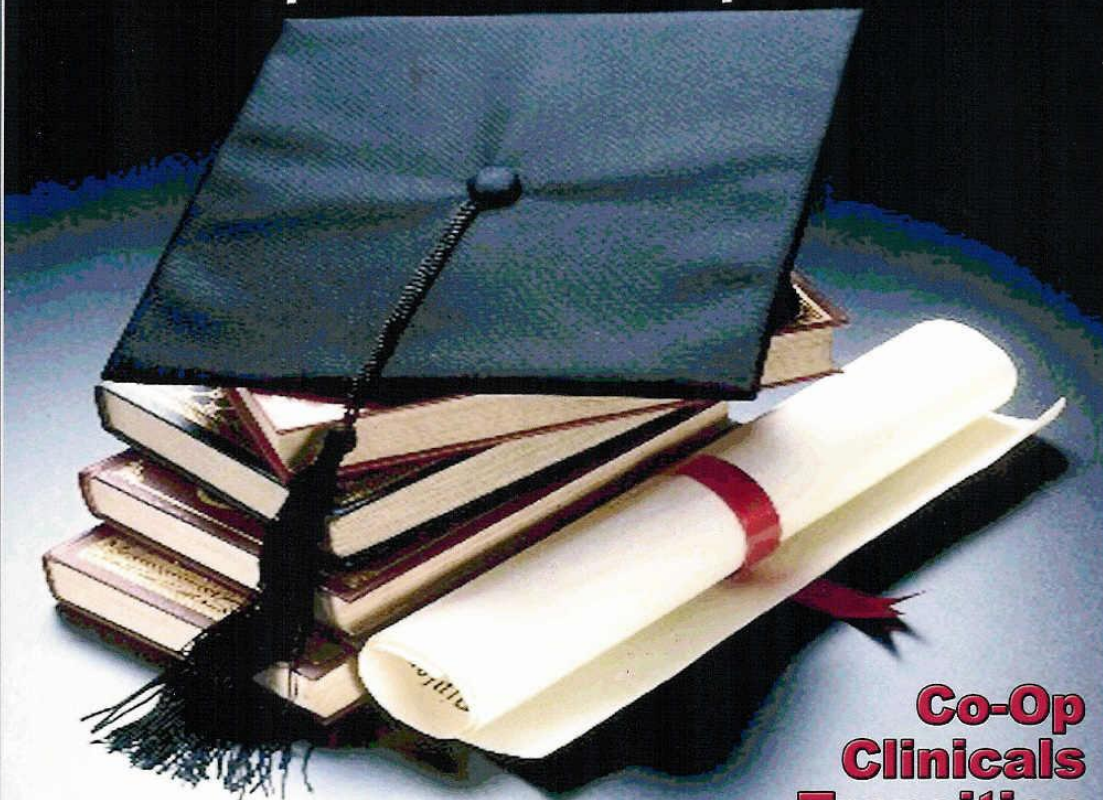


Work-Based Learning

**Internships
Job Shadowing
Apprenticeships
School-Sponsored Enterprise**



**Co-Op
Clinicals
Transition
Mentoring
Service Learning**

Tennessee Department of Education April 2004

Policies, Procedures, and Resources

WORK-BASED LEARNING POLICIES, PROCEDURES and RESOURCES

TABLE OF CONTENTS

Overview.....	3
Benefits.....	5
Glossary.....	7
General Policies	10
Secondary Credits.....	12
Coordinator/Supervising Teacher Qualifications	
A. WBL Coordinator Qualifications and Training	13
B. Supervising Teacher Qualifications and Training	14
Roles and Responsibilities.....	15
Student Safety Training (per TOSHA).....	17
Program Policies	
1. Apprenticeship	18
2. Cooperative Education	20
3. Health Science Clinical	22
4. Internships.....	24
5. Job Shadowing.....	26
6. Mentoring.....	27
7. School-sponsored Enterprise.....	28
8. Service Learning Class Success Skills.....	29
9. Service Learning Method.....	31
10. Transition Activities (Non-Paid).....	33
11. Transition Activities (Paid)	35
Legal and Labor Law Issues: Covered in the <u>Work-Based Learning Legal Issues Guide</u> published by the TN Department of Labor	
Appendices: Required Forms	
1. Summary Procedures and Format	37
2. Summary Sheet	38
3. Training Agreement / Program Standards.....	39
5. Training Plan/Progress Report/Safety Training Record	41
6. Insurance and Emergency Information.....	43
7. Hazardous Occupation Exemption.....	44
8. Program Evaluation.....	45

WBL OVERVIEW

Work-based Learning (WBL) opportunities are for all students-academic, vocational-technical, special education, and GED+2.

These WBL policies and procedures pertain to all public schools and students-academic, vocational- technical, special education, and GED+2 that utilize a WBL activity.

In order to offer WBL opportunities, local boards of education must adopt policy establishing a system that provides structured WBL experiences for students. The WBL experiences selected by local boards to be implemented in their school system should be matched with the needs and opportunities present in the community, region, or state.

It is essential that students in both the university and technical paths have access to a system of such experiences to allow them to apply classroom theories to practical problems and to explore career options at the work-site. Structured WBL experiences may include registered apprenticeship, cooperative education, internships, clinicals, school-sponsored enterprises, special education transition, and service learning. Structured learning experiences must be related to the student's career goals and must provide close student supervision.

The following safeguards apply to all components of a structured WBL system:

1. 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 WBL program on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief.
2. Students 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.
3. No employer shall hire a student who will displace any currently employed worker (including a partial displacement, such as a reduction in the number of hours of non-overtime work, wages, or employment benefits).
4. No WBL program shall impair existing contracts for services or collective bargaining agreements. Any WBL program that would be inconsistent with the terms of a collective bargaining agreement shall be approved only with the written concurrence of the labor organization and employer involved.
5. No employer will hire a student when:
 - any other individual is on temporary layoff, with the clear possibility of recall, from the same or any substantially equivalent job, or
 - the employer has terminated the employment of any regular employee or otherwise reduced its workforce with the intention of filling the vacancy so created with a student.
6. Such other safeguards that are identified by appropriate Federal or State agencies.

Any activity to be considered a "WBL activity" should meet each of the basic prerequisite criteria listed below.

1. The experience must be an integral part of the planned curriculum or program of study for the student.
2. The experience must be based on certain competencies.
3. The experience must be quantifiable and "documentable", as defined, and fall within reasonable data-collection resource demands.
4. The experience must be FTE credit generating except for approved shadowing and mentoring experiences, school sponsored enterprises, internships, transition, and service learning method.

While local boards of education may establish more stringent eligibility requirements for students participating in WBL experience, at the minimum they must comply with federal regulations and the following minimum standards will be required.

1. Students participating in a school approved registered apprenticeship, co-op education, clinicals and internship must have passed the competency exam or the gateway exams, or other options for requirements for graduation standards as adopted by the State Board of Education or General Assembly.

2. Students must maintain an attendance rate of not less than 90% while participating in a school approved registered apprenticeship, co-op education, internship, clinicals and service learning.

For students eligible for special education, more stringent eligibility requirements shall not go beyond state and/or federal regulations that pertain to special education programs and services. The transition service plan as part of the IEP will determine what minimum standards are required for attendance and gateway preparation.

WORK BASED LEARNING BENEFITS AND ADVANTAGES

The WBL method of instruction is an arrangement involving the student, the student's parents, the school, and the businesses and industries of the community. Each of these will benefit from the existence and operation of effective WBL. Some benefits of the WBL method in Tennessee are:

1. Job experiences are supplemented with technical information and encounters that cannot be simulated in the classroom.
2. Educational achievements are applied to job labor demands.
3. Students are supervised closely during their initial adjustment period on the job and on a regular basis during the training period.
4. Economic competency is developed for self-supporting citizenship.
5. Business and industry are utilized for specialized training.
6. Employer needs for qualified workers are better supplied.
7. Employment experiences assist in exploring the world of work for making job choices.

In addition to these general benefits, WBL offers specific advantages to the student-learner, school, employer, and the community.

Advantages to the Student-Learner:

1. Affords the opportunity to develop, refine, and verify occupational interest and competencies in an actual job situation.
2. Establishes desirable work habits and attitudes while developing a sense of responsibility.
3. Promotes personal success which may motivate interest in other school subjects and activities.
4. Provides easier transition from school to the world of work.
5. Offers specialized learning experiences which could not be provided within the confines of a classroom.
6. Earns high school credits in addition to receiving training and a salary (amount of credit determined by the local school district).
7. Enables classroom learning experiences to become more relevant and meaningful.
8. Frequently leads to permanent employment at the training station upon graduation.

Advantages to the School:

1. Broadens the curriculum through the utilization of many community resources.
2. Increases regular attendance and motivation toward graduation for students.
3. Provides information for school personnel to meet the needs of a changing society.
4. Fosters provision for individual differences in interest and abilities of students.
5. Establishes a cooperative working relationship between the school and community.
6. Allows for maximum input from the school and business community in evaluating curriculum needs.
7. Includes assessment by both the teacher-coordinator and employer for better guidance toward realistic career goals.
8. Enhances public relations within the school community through the uniqueness and diversity of WBL.

Advantages to the Employer:

1. Supplies motivated part-time employees in situations not requiring full-time employment.
2. Allows control of personnel training for potential full-time employees.
3. Enables the employer to become an active participant in the programs of the school.
4. Provides assistance in selecting qualified employees.
5. Helps to identify students who would be satisfactory/unsatisfactory full-time employees.
6. Relieves some of the expense involved in the adequate training of personnel.
7. Yields high employment stability and high job satisfaction.
8. Establishes convenient transition from student to full-time employee.

Advantages to the Community:

1. Develops good community-school relationships.
2. Provides a pool of well-trained potential full-time employees for the local labor market.
3. Encourages young adults to stay in their local community.
4. Aids students in accepting civic responsibilities within the community.
5. Contributes to the stability of the local work force.
6. Reduces the unemployment quota.
7. Contributes to the total economic growth of the community.
8. Reduces the dropout rate by providing relevant occupational training and financial advantages.

Effectively communicate the benefits of WBL education to each of your publics. The quality of the graduating student depends in great measure upon the quality of the *intent* and understanding of all persons involved.

WORK BASED LEARNING GLOSSARY OF TERMS

APPRENTICESHIP (REGISTERED)

Registered apprenticeships describe those programs that meet specific federally approved standards designed to safeguard the welfare of apprentices. These programs are registered with the Bureau of Apprenticeship and Training, United States Department of Labor. Apprenticeships are relationships between an employer and an employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations.

BUREAU OF APPRENTICESHIP AND TRAINING (BAT)

BAT is the division within the United States Department of Labor that is responsible for the oversight of apprenticeship programs. BAT sets apprenticeship standards and monitors registered programs.

CLINICAL EXPERIENCES

Clinical experiences are school-based or work-based placements in the health science area in which students are taught academic and occupational skills from school or employee instructors who supervise and evaluate their work.

School-based clinical experiences typically expose students to situations and settings they might encounter once they enter a profession. Simulations and role-playing allow students to enhance their professional skills in school under the direction of a classroom teacher.

Work-based clinical experiences offer students real-life activities in a professional setting. These experiences offered under the direction of a practicing employee are designed to help students learn the skills and attitudes necessary to become a competent practitioner.

WBL coordinators who monitor placements to ensure that appropriate instruction is given typically supervise both students and clinical instructors. Students successfully completing a clinical experience program may qualify for industry certification or may receive credits that may be applied toward a professional degree.

COOPERATIVE EDUCATION

Cooperative education is a structured method of instruction whereby students coordinate their studies with a paid job in a field related to their academic or vocational course. Instruction is based on written training and evaluation plans agreed to by the school and employer. The students receive credit for both classroom and work experiences related to the course of study. Credit hours and intensity of placements often vary with the course of study.

FIELD TRIPS

Field trips to the work-site involve classes or small groups of students visiting appropriate work-sites during elementary and middle school years. These activities are supervised and designed to explore a variety of jobs. High school students spend time at job sites interviewing employers and employees as part of an assigned class project.

FULL TIME EQUIVALENT (FTE)

INDUSTRY in the CLASSROOM

Industry in the classroom is an instructional strategy in the elementary or middle school years when business representatives visit students in the classroom to share information about their jobs. In the high school years, employers and employees may share information about jobs through career fairs.

INTERNSHIP (for students)

Student internships are situations where students work for an employer for a specified period of time to learn about a particular industry or occupation. Non-paid experiences are limited to nine weeks. Students' work-based activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. Internships may include community service (service learning) placements if they meet the above requirements and are related to the student's program of study/career major.

INTERNSHIP (for teachers)

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

JOB SHADOWING

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

LOCAL EDUCATION AGENCY (LEA)**METHOD**

Is a manner, means, or procedure; a systematic and regular way of accomplishing a given task.

OUT-OF-SCHOOL EXPERIENCES

Academic/instructional activities that enhance the development of students' abilities and must generate a final product; i.e.: advanced music lessons, foreign language.

PROFESSIONAL MENTOR

An individual who has completed the state approved Work Based Learning (WBL) training, is listed on the school approved training table, and who is approved by the LEA.

PROGRAM OF STUDY

A series of courses closely related under the same curricular umbrella. Examples of courses of study are:

English - English I, II, III, IV & Journalism;

Mathematics - Algebra, Geometry, Calculus;

Marketing - Marketing I, Entrepreneurship, Marketing II, International Marketing;

Foreign Language - Spanish I, II, III & IV.

RELATED CLASS

A specific class (course) approved by the State Board of Education in which the student is concurrently enrolled and in which the student is earning additional credit through the WBL method. The IEP/transition plan will determine the related Special Education class and appropriate placement for a student with a disability. (Examples: Resource Class or CDC Class).

RELATED CLASSROOM INSTRUCTION

The related class/seminar should be taught by the WBL coordinator, complement the student's on-the-job learning experiences, and should be developed to meet the specific needs of each student. It should be designed to improve personal and social skills, provide needed basic education, and develop relevant academic and occupational skills and knowledge.

SCHOOL-SPONSORED ENTERPRISES

A school-sponsored enterprise is an experience in which students as part of their school program produce goods and services. School-sponsored enterprises typically involve students in the management of a project that may involve the sale of goods for use by others. They normally involve students in all aspects of the business to the extent practicable. They may be conducted on or off the school site but must be a part of the student's regular school program.

SELECTED STUDENTS

Students who show a desire to learn the skills needed to succeed in a career of their choice and those students who can be placed in jobs that will help them attain their career goals should be selected to participate.

SERVICE LEARNING

Service learning is an instructional method that combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning. Although most service learning activities vary by educational purpose, most programs balance students' need to learn with recipients' need for service. Students benefit by acquiring skills and knowledge, realizing personal satisfaction and learning civic responsibility, while the community benefits by having a local need addressed.

STUDENT LEARNER

A student enrolled in a course of study and training in a program under the recognized state and local educational authority and who is employed on a part-time basis, in accordance with, or pursuant to the aforementioned education program.

STUDENT WORKER

A student who is simply working part-time or who is employed part-time under one of many arrangements, but who is **not** in the WBL phase of an education program. (Note: there is a **legal** distinction between a student learner and a student worker).

TENNESSEE DEPARTMENT OF EDUCATION (TDOE)

TENNESSEE DEPARTMENT OF LABOR & WORKFORCE DEVELOPMENT (TDOL&WD)

TRAINING AGREEMENTS

The law requires that a training agreement be completed and filed. A training agreement states the conditions and parameters of employment which participants agree to when taking part in a training program. A training agreement is not a training plan.

TRAINING PLAN

A training plan is an outline of the competencies to be developed on the job. Training plans list suggested activities. These learning activities are designed to give the student an opportunity to apply principles learned in the classroom to on-the-job experiences. When appropriate, training plans may include suggested activities to be learned through student organization activities and classroom experiences. A training plan states the specific learning, which will lead to the student's career goal. A training plan must include a record of safety training.

TRAINING STATIONS

Businesses that provide on-the-job training experiences for students are called training stations. Training stations should be selected after the WBL coordinator has visited the potential training sites and determined that they would provide meaningful and safe learning experiences. Once selected, employers should be given the opportunity to interview and hire the students of their choice. However, WBL students cannot be hired if it causes the displacement of a training station's regular worker. At each training station, a specific training sponsor/mentor is to be designated. This person will be directly responsible for supervising the student while he/she is on the job.

TRANSITION WBL ACTIVITIES

Transition WBL activities are designed to facilitate community based instruction, employment experiences and socialization skills for the student with disabilities. The transition WBL method includes both paid and non-paid training activities for both credit and/or completion of the IEP goals and objectives.

UNITED STATES DEPARTMENT OF EDUCATION (USDOE)

UNITED STATES DEPARTMENT OF LABOR (USDOL)

WORK BASED LEARNING (WBL)

WBL activities are part of a structured system, for all students, at the high school level that allow students to apply classroom theories and to explore career options at the work site or connect classroom learning to work.

WORK BASED LEARNING COORDINATOR

WBL coordinators are educators who are trained and endorsed to coordinate school-based and work-based experiences for students.

WORKPLACE MENTOR

A workplace mentor is defined as an employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with the classroom teacher and employer of the student.

WORK BASED LEARNING GENERAL POLICIES

1. Work-based learning (WBL) is not a class. It is a method that enhances a related class in which a student is enrolled. There is not a class called WBL. The student earns additional credit in the regular class in which the student is enrolled at the same time as the WBL experience. The WBL experience cannot replace the regular class instruction time. Students must be enrolled in the related class concurrently (at the same time) with the WBL experience. THE WBL experience may not substitute for the required 5 hours of instruction per week. The IEP/transition plan will determine the related Special Education class and appropriate placement for a student with a disability. (Example: Resource Class).
2. WBL must be coordinated or supervised by a qualified, trained teacher. Refer to coordinator guidelines.
3. WBL coordination/supervision of students may not be assigned as 1 or 2 sections outside the teacher's endorsement and training as a WBL coordinator.
4. A WBL coordinator who is not the teacher of the related class must hold the correct endorsement and have completed the training in order to supervise WBL. (Ex: A WBL coordinator for academic WBL students may not supervise vocational students. A vocational WBL coordinator may not supervise academic WBL students. There shall be no crossover supervision due to funding and accountability. Special education WBL coordinators cannot supervise academic or vocational education WBL students).
5. It is the WBL coordinator's responsibility to secure work-based placements for students. The WBL coordinator shall have final approval of all placements.
6. The teacher-coordinator must make an on-site visit to each training agency a minimum of once each grading period.
7. Students may only be placed in health related jobs through the health science program under the direction of the health science teacher due to the liability and dangers of blood borne pathogens. Guidelines to follow when placing students in the health care industry are:
 - a. Students must be enrolled in a health science program under the supervision of a licensed health care professional who holds an occupational license.
 - b. Students must be taught Universal Precautions and OSHA standards and be able to pass the test to 100% accuracy on Universal Precautions before entering a health care facility.
 - c. Health Science programs should have an exposure plan on file for students.
 - d. Students must be given an opportunity to take or decline Hepatitis B shots. If students decline the shots, they must sign forms to decline.
 - e. Students will complete daily information forms on all WBL experiences.
 - f. Students may be given an opportunity for individual or blanket malpractice insurance. Two companies, which offer coverage for health science students, are Maginnis and Associates at (800) 621-3008 and Cotterell, Michell and Fitter, Inc. at (800) 221-4904.
8. WBL coordinators must be provided release time to supervise students.
9. Twenty-five (25) is the maximum number of students to be supervised during a supervision period.
10. Internships are intended to be short term and are limited to nine (9) weeks of unpaid experience. Students may be rotated into another placement for a second nine weeks. Refer to Legal Issues Guide pages 13-14. Transition non-paid training is to be limited to 215 total hours per job experience.
11. The state attendance manual allows funding for a maximum of 180 minutes release time for WBL. The IEP team determines the amount of release time for a special education student. The special education funding is limited to 8 hours per week; see code 20 under related services.
12. Only juniors or seniors (16 years or older) may utilize the WBL method for credit. Special education students need to be at least 16 years of age to participate in WBL for credit, but the IEP team will determine the appropriate grade level.
13. Credits on a block schedule -Students may earn up to 2 additional credits per school year for the WBL method in a related class. This is a calendar school year. On a block schedule a student may earn 1 credit for the WBL method plus one class credit.

(Ex: For the fall term, the student is enrolled in Spanish II for 2 credits (1 for the regular class and 1 for the WBL method). For a student with disabilities the IEP team will determine the maximum number of credits that may be earned through WBL.

14. Students must be assigned to a trained and endorsed WBL coordinator for the release time for WBL. The code to be used for the release period, (see Correlation of Course Codes and Endorsement Codes) is determined by the subject in which the student is enrolled. Students must be accounted for if they are to be funded as in attendance and for liability purposes. WBL is a specialized assignment for teachers and students. Although students are assigned to a WBL coordinator per class maximums, no separate grade or credit is given. The course code for transition WBL is 9498.
15. The student-learner shall not be employed in an occupation that is detrimental to the minor's health, well-being and progress in school. The student-learner shall make passing grades in his regular schoolwork and WBL training in order to remain in the WBL program. Hours worked should be monitored for the best interest of the student.
16. The student-learner who is sixteen (16) or seventeen (17) years of age enrolled in a WBL program under a written training agreement should be employed, when possible, during school hours for a portion of his/her workweek. Saturday and Sunday hours alone do not qualify for credit.
17. The law does **not** allow a student under eighteen (18) to: drive vehicles to make deliveries; to sell or scan beer, or other alcoholic beverages; or work around hazardous equipment.
18. Students cannot be given WBL education credit when they are paid for other training; i.e. Guard Duty, Reserves, Cosmetology School.
19. Students may work only in a licensed business (except an Agriculture Cooperative Student).
20. An individual training agreement and an individualized training plan will be developed for each student-learner. The training agreement provides:
 - a. That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to this training,
 - b. That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person,
 - c. That safety instructions shall be given by the school and correlated by the employer with on-the-job training and verification of safety instruction must be on file,
 - d. Each written agreement shall contain the name of the student-learner and shall be signed by the employer and the school coordinator or principal,
 - e. Copies of each agreement shall be kept on file by both the school and the employer,
 - f. Summary sheets must be filed with the State Office.
21. Upon enrolling in another class in the same program of study, the student may choose to continue the job obtained for the original class. (Ex: A job for horticulture could be maintained for landscaping, a job for biology could be maintained for chemistry). The WBL coordinator has final approval for all placements.
22. The WBL coordinator will reinforce on the job experiences with related classroom instruction.
23. Students will be accepted into the program and informed of jobs without regard to race, color, national origin, sex, religion, creed or disadvantaging or handicapping conditions.

WORK BASED LEARNING SECONDARY CREDITS

WBL experiences are activities at the high school level that involve actual work experience or connect classroom learning to work. At the highest level, there is full integration of academic and vocational/occupational curriculum with work-site experience. WBL experiences include apprenticeships (registered), clinicals, cooperative education, internships, service learning, school-sponsored enterprises, and transition programs.

Students enrolled in classes that incorporate short-term WBL components, as part of the course requirements shall not be eligible for additional credits for the WBL experience. The teacher of a course, functioning as a WBL coordinator/supervising teacher, shall be responsible for completing the required documentation; providing work-site placement, supervision, and evaluation; and must have completed all the training requirements prescribed for a WBL coordinator or supervising teacher.

WBL PROGRAM	SECONDARY CREDIT
Apprenticeship (Registered)	Maximum of three credits per year (one through related class)
Cooperative Education	Maximum of three credits per year (one through related class)
Internships	As part of course grade - No additional credits
Service Learning Class	Maximum of three credits per year (one through related class)
Health Science Clinicals	Maximum of one credit per sub-cluster
School-Sponsored Enterprises	As part of course grade - No additional credits
Service Learning Method	As part of course grade - No additional credits
Job Shadowing	No credit available
Mentoring	No credit available
Transition	Determined by IEP

WORK BASED LEARNING COORDINATOR/SUPERVISING TEACHER QUALIFICATIONS

WBL Coordinator

The WBL coordinator's duties include recruiting providers, placing students, monitoring placements and coordinating all components of the program. A WBL coordinator is required where students receive compensation and/or credit for WBL experiences. In most cases, the WBL coordinator is the teacher of the course for which the student is receiving credit. WBL coordinators are required to have completed the state approved forty-hour training necessary for the operation of successful WBL programs. Coordinators may have completed the necessary training in their licensure preparation programs or have met the guidelines below. Teachers who have not received the prescribed training must successfully complete the WBL coordinator training provided by the State Department of Education before assuming the role of WBL coordinator.

WBL Training Guidelines

1. Teachers who hold any of the following endorsement numbers: 104,052,471,472, or have taken the college course "Coordination Techniques" which is a specific course, are exempt from the forty-hour WBL coordinator training. Written verification is required.
2. Teachers who supervise students in WBL, (paid and/or for credit), outside their own endorsement area(s) and/or related subject(s), must have the forty-hour training if they do not hold one of the following endorsements: 104, 052, 471, 472, or if they have not taken the college course referenced in guideline number 1.
3. All teachers supervising their own students, those serving as academic work-based coordinator and those serving as vocational coordinator, must meet guidelines 1 and 2.
4. Persons who have not participated in the forty-hour training sessions and who do not hold the appropriate endorsement may not supervise WBL as one or two sections outside their area of endorsement. (NOTE: Emergency Hiring/Mentoring Procedure is in place to assist LEAs that must, due to unforeseen circumstances, hire non-WBL trained personnel after the fall training; a process of formal mentoring is recommended. A new hire has a limit of one semester or until the next scheduled training to complete the WBL requirements. The mentor must be a trained WBL coordinator and approved by the SDE. The mentor shares with the non-WBL trained personnel the responsibilities for program compliance. A professional mentor will co-sign all required forms.
5. In addition to the forty-hour training, the SBE requires that WBL coordinators complete a two-week business and industry internship before they can assume the role of WBL coordinator. During this internship, it is recommended that the coordinators be exposed to a diverse range of occupations. This internship may have been completed as part of previous licensure requirements. Written verification is required.
6. WBL coordinators are required to be up-dated each year on any changes to statutes, rules or regulations regarding WBL experiences for students. This up-date will be available on-line and provided to each system's Director of Schools, Supervisor of Instruction, Vocational Director, and Special Education Director.

The WBL coordinators will be trained in the following areas:

1. legal issues/labor laws relative to WBL;
2. program components and requirements for the variety of WBL options;
3. how to recruit employers and select training stations;
4. how to select, place, monitor, and evaluate students at the work-place;
5. roles and responsibilities of the WBL coordinator;
6. work readiness competencies and expectations;
7. expectations for academic achievement, behavior, and attendance; and
8. safety training requirements.

SUPERVISING TEACHER TRAINING - FOR UNPAID AND/OR NON-CREDIT WBL EXPERIENCES

A teacher is required to have received training prior to supervising students in unpaid or non-credit WBL experiences. These experiences include job shadowing, school-sponsored enterprises, mentoring, non-paid transition, and service learning method (not the service learning class).

The training a supervising teacher receives does not qualify them to be a coordinator of WBL experience, for credit. The DOE will provide Train the Trainer sessions for at least one representative of the LEA. It is the responsibility of the LEA to train the supervising teacher. State approved training for supervising teachers will be implemented in a one-day session.

The supervising teacher will be trained in the following areas:

1. legal issues/labor laws relative to WBL;
2. program components and requirements for the variety of WBL options;
3. roles and responsibilities of the supervising teacher;
4. work readiness competencies and expectations;
5. expectations for academic achievement, behavior, attendance, and appropriate dress; and
6. safety training requirements.

WORK BASED LEARNING ROLES AND RESPONSIBILITIES

A number of people are involved in the operation of successful WBL education. In the section that follows the roles and responsibilities of these people are outlined.

1. Teacher-Coordinator Responsibilities

Classroom Instruction

- a. Organize classroom/lab for instructional activities.
- b. Explain course goals and purposes to students.
- c. Use program area competencies and guides as a basis for planning instruction.
- d. Plan instructional strategies for individual training needs.
- e. Continually evaluate classroom instruction and on-the-job training for the student related learning experience.
- f. Select and/or develop appropriate materials for related instruction.
- g. Create a library of technical information.

Guidance

- a. Cooperate with guidance counselors in determining student enrollment in the course.
- b. Interview prospective students for entry into the program.
- c. Assist students in making other course selections related to career goals.
- d. Assist in determining appropriate placement.
- e. Counsel students regarding job orientation, interview techniques, and how to complete an application.
- f. Hold regular conferences concerning progress in class and on the job.

Coordination

- a. Visit businesses to select appropriate training stations.
- b. Orient new training sponsor(s).
- c. Develop training plans.
- d. Visit training stations to observe students.
- e. Visit training stations to confer with training sponsors concerning student performance and progress.
- f. Hold conferences with students, employers, and parents.
- g. Resolve any problems that arise between the student and the training sponsor.
- h. Arrange for needed adjustment of a misplaced student.
- i. Ensure that the training supervisor provides consistent, effective guidance and supervision in accordance with the step-by-step training plan.

Operation and Administration

- a. Ensure that students electing job placement are employed in a job directly related to course competencies and tentative career objective.
- b. Complete training agreement and training plan with student, training sponsor, and parent.
- c. Assure that all legal requirements for the training have been met.
- d. Record coordination visits and conferences with training sponsor and students.
- e. Maintain teacher-coordinator records.
- f. Maintain student files.
- g. Use appropriate evaluation instruments to measure student achievement of competencies on the job.
- h. Continually evaluate the job market to secure additional training stations.
- i. File itinerary in principal's office.
- j. Submit a list of students' names, career objectives, places of employment, and job titles.

Public Relations

- a. Visit employers to encourage their cooperation in the establishment of the program.
- b. Participate in community and civic activities.
- c. Plan an employer/employee function with students during the school year to honor the employers who have provided the workstations for the students.
- d. Participate in community surveys to determine appropriate types of training stations.
- e. Develop brochure on WBL program(s) to distribute to the business community.
- f. Promote WBL within the school using brochures, displays, and articles in the school newspaper.

2. LEA

- a. Assure compliance with *Standards for Approval of Vocational Education Programs*.
- b. Provide appropriate facilities, equipment, and materials.
- c. Maintain system for required reports.
- d. Determine need for and develop/provide in-service for local staff.
- e. Provide leadership in establishing and maintaining advisory committees and resource persons.
- f. Publicize successful results of WBL.

3. Principal Responsibilities

- a. Assure compliance with WBL policies.
- b. Respond to the needs of the students, teacher-coordinator, and business involved.
- c. Provide leadership within the school to maintain quality programs.
- d. Assign appropriate facilities for classroom and office use.
- e. Provide telephone within teacher-coordinator's office area.
- f. Provide input on strengths and weaknesses of the programs to vocational director.
- g. Attend advisory committee meetings when possible.
- h. Review coordinator's itinerary and evaluate coordination activities.

4. Student Responsibilities

- a. Be interviewed and meet eligibility requirements.
- b. Complete and sign appropriate forms.
- c. Maintain a good attendance record, not only at school but also on the job.
- d. Maintain up-to-date wage and hour reports.
- e. Cooperate with teacher-coordinator in securing appropriate on-the-job placement.
- f. Conform to the rules and regulations of employing company.
- g. Notify the teacher-coordinator and employer no later than 10:00 each day if unable to work.
- h. Dress appropriately, conduct self in a businesslike manner, be prompt, courteous, and groomed according to the employer's requirements.
- i. Have transportation to and from the work site.
- j. Maintain an acceptable academic record.
- k. Maintain an acceptable work-site performance.

5. Parent Responsibilities

- a. Provide guidance in career selection
- b. Sign appropriate forms for student to enroll in program.
- c. Provide support and encouragement for student success in school and on the job. Work cooperatively with the teacher-coordinator and student in solving school, work, or home problems.

6. Employer/Training Sponsor Responsibilities

- a. Be aware of the objectives of the WBL program.
- b. Interview and select student(s) for employment without regard to sex, race, color, national origin, creed, or disability condition.
- c. Provide early and thorough orientation of the student to job duties and responsibilities.
- d. Work with the teacher-coordinator and student in developing a training plan.
- e. Provide feedback to the teacher-coordinator on job performance through telephone calls or on-site visits of the teacher-coordinator.
- f. Provide adequate supervision on the job.
- g. Complete a written evaluation jointly with the teacher-coordinator each grading period.
- h. Offer equal opportunities for all employees.

WORK BASED LEARNING SAFETY TRAINING FOR STUDENTS

Tennessee Occupational Safety Health Administration (TOSHA), by adoption, enforces the standards established by Federal OSHA to insure a safe and healthy workplace for all Tennessee Citizens, regardless of age.

Employers participating in WBL programs should place special emphasis on the following conditions:

- Maturity to accomplish the job
- Physical ability to perform the task
- Safety training on any equipment to be operated
- Proper supervision
- Proper personal protective equipment

While TOSHA does not distinguish workers by age, it is obvious that age plays an important part when evaluating whether an individual can be expected to perform certain tasks in a safe and healthful manner.

Questions regarding standards enforced by TOSHA can be answered by calling (800) 249-8510. Consultative services are available at no charge on a statewide basis. For more information on how to develop a health and safety plan, please contact: DOL, Consultative Services, 3rd Floor Andrew Johnson Tower, 710 James Robertson Parkway, Nashville, TN 37243-0659, (800) 325-9901.

SAFETY INSTRUCTION: Every precaution must be taken to ensure a student's safety. It is imperative that work-site selection includes a commitment to activities that are educationally sound and not injurious to the student and his/her well being.

Each student must have a training plan that identifies all safety instruction to be provided by the school, the employer, or any other party. A written checklist for the identified safety training shall be part of the training plan and shall indicate when such safety training was provided and by whom. (See attached sample.)

Basic safety rules include:

- instruct students regarding the proper procedures in case of fire;
- never permitting students to operate equipment without first being trained and checked out under the supervision of a work-site mentor;
- comply with all safety rules;
- report unsafe conditions immediately; wear protective equipment or clothing; use the correct tool for the job; and keep the work area clean and orderly.

At the work-site, students must follow the same health and safety rules governing regular employees. To ensure student safety on job sites, coordinators should arrange for student use of any required special safety or health gear such as goggles, welding outfits, hard hats, or safety shoes. Work-sites, local businesses, or labor groups may wish to provide these items to students.

Student health and safety measures in the health sciences require that students be tested for immunity from tuberculosis and immunized against hepatitis. Health science education instructors in these programs must follow what the health care facilities require of students and the more restrictive requirements of the Department of Education for secondary health science programs.

In general, students in vocational/technical classes will be taught specific safety procedures through their vocational curriculum. Students not in vocational classes must be provided appropriate safety training **prior** to beginning their WBL experience. Safety training should be thoroughly discussed with the employer to determine appropriate training. It will be the responsibility of the **employer** to assure that the students receive the job or industry specific safety training for their work-site. Safety training must be documented and kept on file for 5 years.

APPRENTICESHIP (REGISTERED APPRENTICESHIPS - BUREAU OF APPRENTICESHIP AND TRAINING (BAT))

Definition:

Registered apprenticeships describe those programs that meet specific federally approved standards designed to safeguard the welfare of apprentices. These programs are registered with the Bureau of Apprenticeship and Training, United States Department of Labor. Apprenticeships are relationships between an employer and employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations.

Student Selection:

Students should be 16 years of age or older and in the 11th or 12th grade.

Secondary Credits:

A maximum of three credits may be earned in any one year (block schedule - one WBL method credit plus one class credit). At least one credit must be earned in the related classroom experience, which shall include a minimum of 5 periods per week of classroom instruction. The WBL experience cannot replace, supersede, or supplant the classroom instruction. Students must complete a minimum of 10 hours per week to earn one additional credit in a class for the WBL method (the same applies on block scheduling). To earn a third credit (this is not applicable on block schedule), the student must complete a minimum of 20 hours per week.

Related Classroom Instruction:

Students must be enrolled in the related class concurrently (at the same time) with the WBL experience. The WBL experience may not substitute for the required 5 hours of instruction per week.

Time Commitments:

The length of the apprenticeship experience may last from 1 to 6 years (for persons 16 years of age or older) involving between 1,000 and 12,000 hours of continuous classroom and work-based instruction.

Computation of Grades:

Both the classroom performance and the WBL on the job component are to be evaluated in determining a student's composite grade. One grade should be given for both methods, not two separate grades.

WBL Coordinator:

The WBL coordinator must have the required licensure or have completed the state approved training prior to the supervision of students on a WBL experience. This may be the teacher of the related class or a teacher assigned to supervise the WBL experience. The coordination may not be assigned as one or two sections outside the endorsed areas.

Coordination of Students:

Each student's school experience and work-based activity must be coordinated together if both are to contribute to the student's education and employability. Although structured training plans (see appendix) provide the foundation for this coordination, close supervision is necessary for successful implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students.

Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools Section 0520-1-7-.04 requires:

WBL coordinator will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part-time employment.

Supervision Requirements:

The WBL coordinator must make an on-site visit to the employer a **minimum** of one time per grading period, (i.e. twice/semester w/9 week periods or three/semester w/6 week periods). More frequent visits may be required in the monitoring of students experiencing difficulties.

Job Placement Restrictions or Limitations:

Jobs must relate to the class in which the student is earning the additional credit for the WBL experience. All placements will be reviewed for child labor infractions and linkage to the related course. Students cannot receive credit for WBL experiences by providing school services.

Jobs in the health care fields have additional limitations. Please refer to general policies.

Required Documentation:

The following documentation **must** be completed and on file for each participating student prior to beginning the WBL experience:

- *Training Agreement
- *Training Plan/Safety Training Record
- *Insurance and Emergency Information Form
- *Proof of Safety Training

***NOTE: These forms must be kept on file a minimum of 5 years. Forms may be found in the appendix.**

Summary Sheet:

A summary sheet listing all WBL students must be submitted by the WBL Coordinator. Summary sheet and instructions for submission may be found in the appendix.

Recommended Forms:

- Employer evaluations
- Visitation Reports
- Wage and Hour Reports

Safety Training:

Safety training is required to be completed prior to the student's placement. Proof of the safety instruction must be maintained for 5 years.

Wages:

Minimum wage is required.

Insurance Coverage/Workers' Compensation:

Businesses are required to carry workers' compensation insurance if they have more than five (5) employees. Paid student learners are covered under this. Insurance coverage must be obtained if students are employed at businesses not carrying workers' compensation (See Legal Issues Guide).

Transportation:

Transportation to and from the job is the responsibility of the parent/guardian and the student.

COOPERATIVE EDUCATION

Definition:

Cooperative Education (Co-op) is a method that connects school-based and paid work-based learning. Students are enrolled in a related class, which is a part of their focused course of study. Students are also placed in employment related to their course of study and career goal. The school coordinates both experiences so they contribute to the preparation of the student for post-secondary study or to meet immediate career goals. Co-op is designed to meet the needs of students in the university and technical paths. Students receive course credit for their in-class instruction and work component.

Student Selection:

Students must be 16 years of age or older and in the 11th or 12th grade.

Secondary Credits:

A maximum of three credits may be earned in anyone year (block schedule - one WBL method credit plus one class credit). At least one credit must be earned in the related classroom experience, which shall include a minimum of 5 periods per week of classroom instruction. The WBL experience cannot replace, supersede, or supplant the classroom instruction. Students must complete a minimum of 10 hours per week to earn one additional credit in a class for the WBL method (the same applies on block scheduling). To earn the additional credit (this is not applicable on block schedule), the student must complete a minimum of 20 hours per week.

Related Classroom Instruction:

Students must be enrolled in the related class concurrently (at the same time) with the WBL experience. The WBL experience may not substitute for the required 5 hours of instruction per week.

Time Commitments:

The length of the co-op experience matches the duration of the related class.

Computation of Grades:

Both the classroom performance and the WBL on-the-job component are to be evaluated in determining a student's composite grade. One grade should be given for both methods, not two separate grades.

WBL Coordinator:

The WBL coordinator must have the required licensure or have completed the state approved training prior to the supervision of students on a WBL experience. This may be the teacher of the related class or a teacher assigned to supervise the WBL experience. The coordination may not be assigned as one or two sections outside the endorsed areas.

Coordination of Students:

Each student's school experience and work-based activity must be coordinated together if both are to contribute to the student's education and employability. Although structured training plans (see appendix) provide the foundation for this coordination, close supervision is necessary for successful implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students.

Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools Section 0520-1-7-.04 requires:

WBL coordinator will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part-time employment.

Supervision Requirements:

The WBL coordinator must make an on-site visit to the employer a minimum of one time per grading period. More frequent visits may be required in the monitoring of students experiencing difficulties.

Job Placement Restrictions or Limitations:

Jobs must relate to the class in which the student is earning the additional credit for the WBL experience. All placements will be reviewed for child labor infractions and linkage to the related course. Students cannot receive credit for WBL experiences by providing school services. Jobs in the health care fields have additional limitations. Please refer to general policies.

Required Documentation:

The following documentation must be completed and on file, both at school and at the work-site for each participating student prior to beginning the WBL experience:

- *Training Agreement
- *Training Plan/Safety Training Record
- *Insurance and Emergency Information Form
- *Proof of Safety Training

***NOTE: These forms must be kept on file a minimum of 5 years. Forms may be found in the appendix.**

Summary Sheet:

A summary sheet listing all WBL students must be submitted by the WBL Coordinator to the State Department of Education. Summary sheet and instructions for submission may be found in the appendix.

Recommended Forms:

- Employer evaluations
- Visitation reports
- Wage and hour reports

Safety Training:

Safety training is required to be completed prior to the student's replacement. Proof of the safety instruction must be maintained for 5 years.

Wages:

Minimum wage is required.

Insurance Coverage/Workers' Compensation:

Businesses are required to carry workers' compensation insurance if they have more than five (5) employees. Paid student learners are covered under this. Insurance coverage must be obtained if students are employed at businesses not carrying workers' compensation (See Legal Issues Guide).

Transportation:

Transportation to and from the job is the responsibility of the parent/guardian and the student.

HEALTH SCIENCE CLINICAL

Definition:

Clinical experiences are school-based or work-based placements in the health science area in which students are taught academic and occupational skills from school or employee instructors who supervise and evaluate their work. Students are supervised by health science education teachers who monitor placements to ensure that appropriate instruction occurs. Students successfully completing a clinical experience program may qualify for industry certification or may receive credits that may be applied toward a professional degree.

Student Selection:

Students must be 16 years of age or older and in the 11th or 12th grade.

Secondary Credits:

Health Science education students will complete competencies in the sub cluster courses before registering for the one credit class in clinical internship. Each 1 credit clinical internship is designed for 137-180 hours. Students may earn up to four (4) credits in the following internships after the sub cluster courses are completed: Medical therapeutics - 1 internship credit, Rehab therapies - 1 internship credit, Diagnostic Medicine - 1 internship credit, Health Management - 1 internship credit, or Environmental Services - 1 internship credit.

All Federal and state guidelines must be followed for Nursing Education. Students must complete 40 hours in theory and 60 hours in clinical to receive the 1 credit for this course. The sixty hours of clinical must be completed in a long-term care facility and documented. Students may take a state test for certification in this course.

Related Classroom Instruction:

Please refer to secondary credits above.

Time Commitments:

Please refer to secondary credits above.

Computation of Grades:

Both the classroom performance and the WBL on the job component are to be evaluated in determining a student's composite grade. One grade should be given for both methods, not two separate grades.

WBL Coordinator:

The WBL coordinator must have the required licensure or have completed the state approved training prior to the supervision of students on a WBL experience. This must be the teacher of the related class for health science clinicals. The coordination may not be assigned as one or two sections outside the endorsed areas.

Coordination of Students:

Each student's school experience and work-based activity must be coordinated together if both are to contribute to the student's education and employability. Although structured training plans (see appendix) provide the foundation for this coordination, close supervision is necessary for successful implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students.

Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools Section 0520-1-7-.04 requires:

WBL coordinator will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part-time employment.

Supervision Requirements:

The WBL coordinator must make an on-site visit to the employer a **minimum** of one time per grading period. More frequent visits may be required in the monitoring of students experiencing difficulties.

Job Placement Restrictions or Limitations:

Jobs must relate to the class in which the student is earning the additional credit for the WBL experience. All placements will be reviewed for child labor infractions and linkage to the related course. Students cannot receive credit for WBL experiences by providing school services.

Jobs in the health care fields have these additional limitations:

Students may only be placed in health related jobs by the health science program under the direction of the health science teacher due to the liability and dangers of blood borne pathogens. Guidelines to follow when placing students in the health care industry are:

- a. Students must be enrolled in a health science program under the supervision of a licensed health care professional who holds an occupational license.
- b. Students must be taught Universal Precautions and OSHA standards and be able to pass the test with 100% accuracy on Universal Precautions before entering a health care facility.
- c. Health Science programs must have an exposure plan on file for students.
- d. Students must be given an opportunity to accept or decline Hepatitis B shots. If students decline the shots, they must sign forms stating they decline.
- e. Students will complete daily information forms on all WBL experiences.
- f. Students may be given an opportunity for individual or blanket malpractice insurance. Two companies, which offer coverage for health science students, are Maginnis and Associates at (800) 621-3008 and Cotterell, Michell and Fitter, Inc. at (800) 221-4904.

Required Documentation:

The following documentation must be completed and on file for each participating student prior to beginning the WBL experience:

- *Training Agreement
- *Training Plan
- *Insurance and Emergency Information Form
- *Proof of Safety Training

***NOTE: These forms must be kept on file a minimum of 5 years. Forms may be found in the appendix.**

Summary Sheet:

A summary sheet listing all WBL students must be submitted by the WBL Coordinator. Summary sheet and instructions for submission may be found in the appendix.

Recommended Forms:

- Employer evaluations
- Visitation reports
- Wage and hour reports

Safety Training:

Safety training is required to be completed prior to the student's replacement. Proof of the safety instruction must be maintained for 5 years.

Wages:

Minimum wage is required if paid experience.

Insurance Coverage/Workers' Compensation:

Businesses are required to carry workers' compensation insurance if they have more than five (5) employees. Paid student learners are covered under this. Insurance coverage must be obtained if students are employed at businesses not carrying worker's compensation (See Legal Issues Guide).

Transportation:

Transportation to and from the job is the responsibility of the parent guardian and the student.

INTERNSHIPS

Definition:

A student internship provides a student the opportunity to study a program directly related to his or her career interest and to participate in a workplace setting by performing duties related to the occupation being studied. Internships, as a component of a related class, are intended to be short-term activities and are designed to meet the needs of students in both the university and technical path. Long term for credit experience must be pursued through cooperative education. The major purpose of the internship learning experience is for the intern to receive broad instruction in workplace expectations, confirm, narrow, or expand choices of career interest; develop an understanding of the connection between school-based theory and content and work-based application; and increase awareness of the workplace, career opportunities, and community resources.

Student Selection:

Students may participate in internships starting at age 14; however, stricter Child Labor Laws apply.

Secondary Credits:

Not applicable

Related Classroom Instruction:

Students must be enrolled in the related class concurrently (at the same time) with the WBL experience. The internship experience may not substitute for the required 5 hours of instruction per week.

Time Commitments:

Students are limited to a maximum of 9 weeks of non-paid internship.
Students may be rotated into another placement for a second 9 weeks.

Computation of Grades:

Not applicable

WBL Coordinator:

The WBL coordinator must have the required licensure or have completed the state approved training prior to the supervision of students on a WBL experience. This may be the teacher of the related class or a teacher assigned to supervise the WBL experience. The coordination may not be assigned as one or two sections outside the endorsed areas.

Coordination of Students:

Each student's school experience and work-based activity must be coordinated together if both are to contribute to the student's education and employability. Although structured training plans (see appendix) provide the foundation for this coordination, close supervision is necessary for successful implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students.

Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools

Section 0520-1-7-.04 requires:

WBL coordinator will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part-time employment.

Supervision Requirements:

The WBL coordinator must make an on-site visit to the employer a **minimum** of one time per grading period. More frequent visits may be required in the monitoring of students experiencing difficulties.

Job Placement Restrictions or Limitations:

All placements will be reviewed for child labor infractions and linkage to the related class. Jobs in the health care fields have additional limitations. Please refer to the general policy.

Required Documentation:

The following documentation **must** be completed and on file for each participating student prior to beginning the WBL experience:

- *Training Agreement
- *Training Plan/Safety Training Record
- *Insurance and Emergency Information Form
- *Proof of Safety Training

***NOTE: These forms must be kept on file a minimum of 5 years. Forms may be found in the appendix.**

Recommended Forms:

- Employer Evaluations
- Visitation Reports

Safety Training:

Safety training must be completed prior to the student's placement.
Proof of the safety instruction must be maintained for 5 years.

Wages:

If paid, the pay must meet minimum wage standards. Please refer to Legal Issue Guide.

Insurance Coverage/Workers' Compensation:

Businesses are required to carry workers' compensation insurance if they have more than five (5) employees. Paid student learners are covered under the workers' compensation insurance. Insurance coverage must be obtained if students are employed at businesses not carrying worker's compensation (See Legal Issues Guide).

Transportation:

Transportation to and from the job is the responsibility of the parent/guardian and the student. In some cases the school system or school may make arrangements for younger students.

JOB SHADOWING

Definition:

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

Student Selection:

Middle school to early high school is appropriate for shadowing experiences.

Secondary Credits:

Not applicable

Related Classroom Instruction:

Shadowing may be a part of a class activity or a school activity.

Time Commitments:

Typically students shadow for 1-5 days.

Computation of Grades:

Not applicable.

WBL Coordinator:

The WBL supervising teacher must have received the state approved training prior to placing students in shadowing experiences.

Coordination of Students:

Each student's school experience and work-based activity must be coordinated together if both are to contribute to the student's education and employability. Although structured training plans (see appendix) provide the foundation for this coordination, close supervision is necessary for successful implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students

Supervision Requirements:

Not applicable.

Job Placement Restrictions or Limitations:

Not applicable.

Required Documentation:

None, except for local system required forms.

Recommended Forms:

None.

Safety Training:

None required.

Wages:

Not applicable.

Insurance Coverage/Workers' Compensation:

Not applicable.

Transportation:

Transportation to and from the job is the responsibility of the parent/guardian and the student.

MENTORING

Definition:

A workplace mentor is defined as an employee or other individual, approved by the employer at a workplace, who possessed the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with the classroom teacher and employer of the student.

Student Selection:

Not applicable.

Secondary Credits:

Not applicable.

Related Classroom Instruction:

Not applicable.

Time Commitments:

Not applicable.

Computation of Grades:

Not applicable.

WBL Coordinator:

Not applicable.

Coordination of Students:

Not applicable.

Supervision Requirements:

Not applicable.

Job Placement Restrictions or Limitations:

Not applicable.

Required Documentation:

Not applicable.

Recommended Forms:

Not applicable.

Safety Training:

Not applicable.

Wages:

Not applicable.

Insurance Overage/Workers' Compensation:

Not applicable.

Transportation:

Not applicable.

SCHOOL-SPONSORED ENTERPRISE

Definition:

A school-sponsored enterprise is an experience in which students as part of their school program produce goods and services. School-sponsored enterprises typically involve students in the management of a project that may involve the sales of goods for use by others. They normally involve students in all aspects of the business to the extent practicable. They may be conducted on or off the school site but must be a part of the student's regular school program.

Student Selection:

Students must be enrolled in the related class

Secondary Credits:

Not applicable. There are no additional credits available.

Related Classroom Instruction:

Students must be enrolled in the related class concurrently (at the same time) with the WBL experience. The WBL experience may not substitute for the required 5 hours of instruction per week.

Time Commitments:

School sponsored enterprise may last the duration of the related class.

Computation of Grades:

Both the classroom performance and the WBL on the job component are to be evaluated in determining a student's composite grade. One grade should be given for both methods, not two separate grades.

WBL Coordinator:

The WBL supervising teacher must have received the state approved training prior to implementation of the school sponsored enterprise.

Coordination of Students:

Each student's school experience and work-based activity must be coordinated together if both are to contribute to the student's education and employability. Although structured training plans (see appendix) provide the foundation for this coordination, close supervision is necessary for successful implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students.

Supervision Requirements:

Not applicable.

Job Placement Restrictions or Limitations:

Not applicable

Required Documentation:

The following documentation **must** be completed and on file for each participating student prior to beginning the WBL experience:

*Training Plan

*Proof of Safety Training

***NOTE: These forms must be kept on file a minimum of 5 years. Forms may be found in the appendix.**

Recommended Forms: Evaluation

Safety Training: Training should be provided as pertinent to the school sponsored enterprise.

Wages: Not applicable.

Insurance Coverage/Workers' Compensation: Not applicable.

Transportation: Not applicable.

SERVICE LEARNING CLASS

SUCCESS SKILLS THROUGH SERVICE LEARNING

Definition:

The Success Skills through Service Learning class is designed to provide a comprehensive approach focusing on ethical, social and intellectual skill development. Mastering the standards will enable students to learn citizenship in schools and community.

Student Selection:

The class is open to students in grades 9-12.

Secondary Credits:

A maximum of three credits may be earned in any one school year. At least one credit must be earned in the related classroom experience.

Related Classroom Instruction:

Students must be enrolled in Success Skills through Service Learning class concurrently with the service learning experience.

Time Commitments:

The length of service learning experience matches the duration of the class.

Computation of Grades:

Both the classroom performance and the service learning component are to be evaluated in determining of student's composite grade. One composite grade should be given for both, not two separate grades.

Service Learning Coordinator:

The service learning coordinator must have the required licensure and have completed the state approved training prior to the supervision of students in a service learning experience. Completion of the WBL training is accepted as having met training requirements for the teacher of record in service learning. This may be the teacher of the related class or a teacher assigned to supervise the WBL experience.

Coordination of Students:

Each student's school experience and service learning activity must be coordinated together if both are to contribute to the student's education. Although structured training plans provide the foundation for this coordination, close supervision is necessary for successful implementation. Service learning coordinators are responsible for the health, safety, welfare, and educational progress of their students.

Supervision Requirements:

The service learning coordinator must accompany students to service learning activities involving the entire class. In addition, the coordinator must make an on-site visit to the sites of student's placed individually a minimum of one time per grading period. More frequent visits may be required in the monitoring of students experiencing difficulties.

Service Placement Restrictions or Limitations:

Placements must relate to the class content. Service placements must be confined to non-profit endeavors. All placements will be reviewed for child labor in fractions and linkage to the class. Service experiences in the health care fields have additional limitations (see General Policies).

Required Documentation:

The following documentation must be completed and on file for each participating student prior to beginning the service experience:

- *Training Plan (must be on file with the training station).
- *Insurance and Emergency Information Form
- *Proof of Safety Training

***NOTE: These forms must be kept on file a minimum of 5 years. Forms may be found in the appendix.**

Summary Sheet:

A summary sheet listing all service learning students must be submitted.

Safety Training:

Safety training is required and must be completed prior to the student's placement. Proof of the safety instruction must be maintained for 5 years.

Wages:

Service learning experiences are unpaid. Credit cannot be awarded for paid experiences.

Transportation:

Transportation to and from the job is the responsibility of the parent/guardian and the student.

SERVICE LEARNING METHOD

Definition:

Service learning is an instructional method that combines community service with a structured school-based opportunity for reflection about the service, emphasizing the connections between service experiences and academic learning. Although most service learning activities vary by educational purpose, most programs balance students' needs to learn with recipients' needs for services. Students benefit by acquiring skills and knowledge, realizing personal satisfaction and learning civic responsibility, while the community benefits by having a local need addressed.

Service learning is the methodology used to deliver a portion of the curriculum and requires a reflection component. The teacher must be able to visualize skills to be learned through service. Documentation of outcomes will be determined based on reflection, which can include evaluations, journals, Power Point presentations, video productions, plays and portfolios. In the case of small groups, it is recommended that reflection include a seminar format.

Student Selection:

Participation is open to students enrolled in the related class.

Secondary Credits:

No additional credits beyond those earned in the related class are awarded.

Related Classroom Instruction:

Service learning projects and activities should be an extension of, and complement to, the content of the related class.

Time Commitments:

The use of the service learning method occurs as assigned for the duration of the related class.

Computation of Grades:

Both the classroom performance and the WBL service learning component are to be evaluated in determining a student's composite grade. One grade should be given for the class.

WBL Coordinator:

The WBL coordinator must have the required licensure or have completed the state approved training prior to the supervision of students on a WBL experience.

Coordination of Students:

Each student's school experience and service learning activity must be coordinated together if both are to contribute to the student's education. Although structured training plans provide the foundation for coordination, close supervision is necessary for successful implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students.

Supervision Requirements:

The WBL coordinator must make an on-site visit to the service learning site a minimum of one time per grading period. More frequent visits may be required in the monitoring of students experiencing difficulties.

Service Placement Restrictions or Limitations:

Activities must be confined to non-profit endeavors. All placements will be reviewed for child labor infractions and linkage to the related class. Service in the health care fields has additional limitations (see general policies).

Required Documentation:

The following documentation must be completed and on file for each participating student prior to beginning the WBL experience:

- *Training Plan
- *Insurance and Emergency Information Form
- *Proof of Safety Training

***NOTE: These forms must be kept on file for a minimum of 5 years. Forms may be found in the appendix.**

Recommended Forms:

- Evaluations
- Visitation reports

Safety Training:

Safety training is required to be completed prior to the students placement. Proof of the safety instruction must be maintained for 5 years.

Wages:

Service learning experiences are unpaid.

Transportation:

Transportation to and from the service learning site is the responsibility of the parent/guardian and the student.

TRANSITION ACTIVITIES (NON-PAID)

Definition:

Under the Individual with Disabilities Act, students with disabilities (until the age of 22) are entitled to a free, appropriate public education that is designed to meet their unique individual needs. By the age of 14, the Individualized Education Plan (IEP) team develops a transition plan and by the age of 16 it must include activities designed to promote movement from school to post school outcomes with an emphasis on employment and other areas of independent living. Specific activities and strategies often include the participation of students with disabilities in WBL experiences in the community. The transition WBL method includes both paid and non-paid training activities for both credit and/or completion of the IEP goals and objectives. The transition WBL activity is designed to facilitate community-based instruction, employment experiences, and socialization skills for the student with disabilities.

Student Selection:

Students must be at least 16 years of age, and participating in school and WBL through an (IEP). Transition non-paid WBL should be reserved for those students with moderate to severe disabilities.

Secondary Credits:

Not applicable.

Related Classroom Instruction:

The student's participation in non-paid WBL must be documented in the transition plan of the IEP. The IEP/transition plan will determine the related Special Education class and appropriate placement for a student with a disability. (Examples: Resource Class or CDC Class). The employment and/or community experience areas of the transition plan must include non-paid WBL activities that are addressed in the goals and objectives of the IEP. These activities must relate back to the desired post school outcomes. Non-paid WBL is a method that is embedded in the community based instruction component of the IEP and is not assigned a specific course code.

Time Commitments:

The length of the transition experience is determined by the needs of the students as documented in the IEP/transition plan. Students can spend a maximum of 215 hours on any given job type with the following breakdown:

- Up to 5 hours per business for vocational exploration
- Up to 90 hours per job type for vocational assessment, and
- Up to 120 hours per job experience for vocational training

Computation of Grades:

Not applicable. Non-paid WBL is a method to accomplish the goals and objectives related to community based instruction in the IEP.

WBL Supervising Teacher:

The WBL supervising teacher must have received the supervising teacher training prior to implementation of the non-paid job-training program.

Coordination of Students:

Each student's school experience and WBL experience must be carefully planned and coordinated with the activities developed by the IEP team if the experience is going to contribute to the student's education and future employability. Although individually designed transition and training plans provide the basis for this coordination, close supervision is necessary for implementation of the program. Supervising teachers are responsible for the health, safety, welfare and educational progress of their students.

Supervision Requirements:

The transition non-paid work based program is an extension of the classroom and a method to facilitate the goals and objectives of the IEP. In essence, the community based job site becomes the classroom with instruction taking place on a daily basis. To accomplish this teaching principle it becomes necessary for a LEA staff person to be on the non-paid job-training site 100% of the time that the students are there. The school staff should be teaching, collecting data and re-teaching. Data should be collected on both a task analysis of the job skills and the work behaviors necessary to be successful.

Job Placement Restrictions or Limitations:

Non-paid job training sites must relate directly to the IEP/transition plan. Community based non-paid work based learning must be documented on the transition plan as an activity necessary to meet the needs of the students with disabilities. As a part of the goals and objectives of the IEP, delineation must be made of the following hours:

- Up to 5 hours per business for vocational exploration
- Up to 90 hours per job experience for vocational assessment
- Up to 120 hours per job experience for vocational training

In addition to the preceding documentation of allowable hours, the following criteria must also be met:

- The business derives no immediate advantage from the work of the student
- The student does not displace any regular employee
- The student was placed according to his or her IEP
- The amount of time per week at the work site is limited to meeting the requirements of the IEP
- School officials supervise the students on the work site.
- The parents/guardians and students are in agreement that the student is not entitled to wages or a paid job at the end of the training period.

Required Documentation:

- *Training Agreement
- *Training Plan/Safety Training Record
- *Insurance and Emergency Information Form

***NOTE: These forms must be kept on file a minimum of 5 years. Forms may be found in the appendix.**

Summary Sheet:

Not applicable

Recommended Forms:

- Work Behavior Checklist
- Task Analysis Form
- Vocational Summary Sheet

Safety Training:

Safety training is required to be completed prior to the student's placement. Proof of the safety instruction must be maintained for 5 years.

Wages:

Not applicable

Insurance Coverage:

Non-paid work based learning participants will not be covered under Worker's Compensation insurance. The LEA must verify that these students have insurance or provide it.

Transportation:

The transportation is usually provided by LEA.

TRANSITION ACTIVITIES (PAID)

Definition:

Under the Individual with Disabilities Act, students with disabilities (until the age of 22) are entitled to a free, appropriate public education that is designed to meet their unique individual needs. By the age of 14, the Individualized Education Plan (IEP) team develops a transition plan and by the age of 16 it must include activities designed to promote movement from school to post school outcomes with an emphasis on employment and other areas of independent living. Specific activities and strategies often include the participation of students with disabilities in WBL experiences in the community. The transition WBL method includes both paid and non-paid training activities for both credit and/or completion of the IEP goals and objectives. The transition WBL activity is designed to facilitate community-based instruction, employment experiences and socialization skills for the student with disabilities.

Student Selection:

Students must be at least 16 years of age, and participating in school through an IEP.

Secondary Credits:

The maximum number of credits that may be earned in a given year for a student with a disability participating in transition WBL is determined by the IEP team. The number of credits should be documented in the IEP.

Related Classroom Instruction:

The student's participation in WBL must be documented in the transition plan of the IEP. The IEP/transition plan will determine the related Special Education class and appropriate placement for a student with a disability. (Examples: Resource Class or CDC Class). The employment and/or community experience areas of the transition plan must include WBL activities that are addressed in the goals and objectives of the IEP. These activities must relate back to the desired post school outcomes. The course code for Special Education WBL is 9498.

Time Commitments:

The length of the transition experience is determined by the needs of the students as documented in the IEP/transition plan.

Computation of Grades:

A student's grade will be based upon the data collected from the work site as it relates to the goals and objectives of the student's IEP.

WBL Coordinator:

The WBL coordinator for transition students must have the required special education licensure and have completed the state approved WBL training prior to the supervision of students on a WBL experience. Students participating in the transition experience must be supervised by a special education WBL coordinator and cannot be supervised by a coordinator other than a special education teacher if the student is participating through the IEP/transition plan.

Coordination of Students:

Each student's school experience and work-based activity must be carefully planned and coordinated with the activities developed by the IEP team if the experience is going to contribute to the student's education and employability. Although structured transition and training plans provide the basis for this coordination; close supervision is necessary for implementation of the program. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students. Regulations and Minimum Standards for the Governance of Tennessee Public Schools Section 0520-1-7-04 requires a WBL coordinator will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part time employment.

Supervision Requirements:

The WBL coordinator must make an on-site visit to the employer a **minimum** of one time per grading period. More frequent visits may be required in the monitoring of students experiencing difficulties. Vocational rehabilitation counselors, vocational rehabilitation case managers, adult service provider and job coaches can assist in monitoring the work site and in completion of the required documents, but ultimately the WBL coordinator is responsible for the student and his/her program.

Job Placement Restrictions or Limitations:

Jobs must relate directly to the IEP/transition plan. WBL must be documented on the transition plan as an activity that is necessary to meet the needs of the student with disabilities. Best practices across the nation and numerous bodies of research from prominent educational leaders indicate that many students with disabilities greatly benefit from full day job placements in their exit year. Students with more severe disabilities as determined by the IEP team, may participate in full day WBL placements. This includes placement in adult service programs, adult training programs, and in community placements when a job coach is provided. This full day programming should be limited to a select number of students as decided by the IEP team planning process.

Jobs in the health care fields have additional limitations. Please refer to the general policies.

Required Documentation:

The following documentation must be completed and on file, both at school and at the worksite for each participating student prior to beginning the transition WBL experience:

- *Training Agreement
- *Training Plan/Safety Training Record
- *Insurance and Emergency Information Form
- *Proof of Safety Training

***NOTE: These forms must be kept on file a minimum of 5 years. Forms may be found in the appendix.**

Summary Sheet:

A summary sheet listing all WBL students must be submitted by the WBL Coordinator to the State Department of Education. Summary sheet and instructions for submission may be found in the appendix. Transition must be checked as the WBL activity, if the student is participating in WBL through the IEP. The IEP/Transition Plan will determine the related special education class (Examples: Resource Class or CDC Class).

Recommended Forms:

- Employer Evaluations
- Running Notes from Job Coaches
- Work Behavior Checklist
- Visitation Reports
- Wage and Hour Reports

Safety Training:

Safety training is required to be completed prior to the student's placement. Proof of the safety instruction must be maintained for 5 years.

Wages:

Minimum wage is required except for those students participating with an agency possessing a federally approved sub-minimum wage certificate. The wage of the student is then determined based upon production standards.

Insurance Coverage/Workers' Compensation:

Businesses are required to carry workers' compensation insurance if they have more than five (5) employees. Paid transition learners are covered under this. Insurance coverage must be obtained if students are employed at businesses not carrying workers' compensation (See Legal Issues Guide).

Transportation:

Transportation to and from the job may be the responsibility of the parent/guardian, student and/or school system.

WBL PROCEDURES AND FORMAT

It is a requirement of the State Board of Education and Department of Labor and Workforce Development (DOL&WD), that training agreements be complete for all students enrolled in, or receiving credit, in WBL.

All teachers/coordinators are to complete two (2) copies of the training agreements for each student. These are filed as follows: 1 copy to Employer; 1 copy to School File

All teachers/coordinators are to complete and submit a summary sheet and direct any questions to:

Sheila Carlton, Consultant
Tennessee Department of Education
4th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0383
(615) 532-2839

Individual training agreements are **not** submitted to the state.

All summary sheets are due in to the state consultant before:

October 15 - first term
March 1 - second term

In an effort to more effectively process summary sheets, a common format for submitting these forms must be utilized. The format is as follows:

1. Alphabetize names on summary sheets by students' last name.
2. There must be a training agreement on file at the school and with the employer for every name on the summary sheet. These files are subject to audit.
3. The appropriate activity section must be checked.
4. Related course in which credit is earned must be listed.
5. All required signatures must be on the training agreements and summary sheets.
6. The new jobs or job changes must be indicated.

With the tremendous number of WBL students, it is imperative that consistency is developed and maintained.

Summary sheets will be checked for specific information and job relation to course. Those that do not contain all the required information will be returned to you for revision. Based on the number enrolled in the work-based component, jobs will be evaluated to ensure that placements are related to the course. To allow some flexibility, programs with ten (10) or more placements will be allowed to have a minimum of eighty-percent (80%) related placements, with a maximum of twenty-percent (20%) of placements non-related. All non-related placements will still be noted. If any job is in violation of safety guidelines/laws the school system will be notified and the summary sheet returned with a request for immediate compliance. Summary sheets will be returned to teachers and LEA directors if there are questions and/or concerns.

Your assistance and cooperation is greatly appreciated.

Copy to State Office
 October 15
 March 1

**WORK-BASED LEARNING
 SUMMARY SHEET**

Date Received By
 SDE

Work-Based Activity: (check one)

Apprenticeship (Registered)

Clinical

Cooperative Education

Service Learning

Transition

Related Class: _____
 (Course Title)

_____ (Course Code)

Teacher Name: _____

Coordinator's Name (if not teacher of related class): _____

School Name: _____ System: _____

School Address: _____

City: _____ Zip: _____ Phone: () _____

We do hereby certify that training agreements are on file at the training agency and school for each WBL student listed below. (Files are subject to audit).

Teacher Signature (related course): _____ Date: _____

WBL Coordinator Signature (if not related class teacher): _____ Date: _____

Principal Signature: _____ Date: _____

Name of Student	Employer	Type of Business/Classification	Job Title	Competency performed at the WBL experience that relates to classroom instruction	Hourly Wage (if applicable)
<u>EXAMPLES</u>					
John Doe	Dillards	Department Store	Sales person	Balance cash draw at end of work shift	\$ 5.25
John Doe	Daily News	Newspaper	Copy Assistant	Demonstrates correct use of proofreader marks	\$ 6.00
John Doe	Red Cross	Non-profit	Volunteer	Use problem solving techniques to interact with others	Non-paid
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*Please insert an asterisk to identify names of students who have changed jobs this school year.

WORK BASED LEARNING PROGRAM / STANDARDS (TN)

WBL

It is essential that students in both the university and technical paths have access to a system of such experiences to allow them to apply classroom theories to practical problems and to explore career options at the work-site. Structured WBL experiences may include registered apprenticeship, transition programs, cooperative education, internships, clinicals, school-sponsored enterprises, and service learning. Structured learning experiences must be related to the student's career goals and must provide close student supervision.

Structured WBL experiences may be paid or unpaid, may occur in a public, private, or non-profit organizations and may result in the attainment of elective credit. Internships and clinicals, cooperative education, and registered apprenticeships provide structured WBL experiences at the work-site. Service learning is an option for providing structured WBL experiences as special projects in the community where students provide a service and simultaneously develop skills related to their career goals. Work-site training stations may be limited in many communities; and school-sponsored enterprises may be utilized to simulate the workplace by providing WBL experiences at the school-site.

Units of high school credit per year may be granted for the combination (related instruction in the school and the on-the-job training) phases of WBL programs in accordance with Rules, Regulations and Minimum Standards, Tennessee State Board of Education, 0520-1-7.04 COORDINATION AND SUPERVISION OF STUDENT WORK EXPERIENCE.

Statutory Authority T.C.A. 49-5302 and 49-11-101

STANDARDS

Each WBL Program, in providing on-the-job training, will meet the following standards:

1. A qualified teacher/coordinator shall head up the program.
2. Jobs and training must relate to the class in which the student is receiving credit.
3. To allow some flexibility, programs with ten (10) or more placements (except for health science programs and special education transition) shall have a minimum of eighty-percent (80%) related placements with a maximum of twenty-percent (20%) non-related placements. All non-related placements will still be noted. Placements that violate child labor laws are not allowed.
4. WBL coordinators will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part-time employment.
5. The student learner shall not displace other workers who perform such work.
6. The student learner shall not be employed in an occupation that is detrimental to the minor's health, well being and progress in school. The student learner shall make passing grades in his/her regular schoolwork and WBL training in order to remain in the program. Hours worked must be monitored for the best interest of the student.
7. The training sponsor will employ and compensate student learners in conformity with federal, state and local laws and regulations and in a manner not resulting in exploitation of the student learner for private gain.
8. An individualized training agreement and an individualized training plan will be developed for each student learner.
9. The training agreement provides that: (a) the work of the student learner in the occupations declared particularly hazardous, shall be incidental to this training, (b) such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person, (c) safety instructions shall be given by the school and correlated by the employer with on-the-job training and verification of safety instruction must be on file, (d) each written agreement shall contain the name of the student learner and shall be signed by the employer and the school coordinator or principal, (e) copies of each agreement shall be kept on file by both the school and the employer, and (f) Summary sheets must be filed with the state office.
10. The training plan must provide the student learner with the opportunity to progress through the various phases of the occupation/job. The WBL coordinator will work with the employer to develop a training plan for the student learner. The student learner must be supervised on the job.
11. The WBL experience must be conducted in accordance with the requirements of the Tennessee Child Labor Law and Federal Child Labor Provisions and Rules, Regulations, and Minimum Standards.
12. The student learner who is sixteen (16) or seventeen (17) years of age enrolled in a WBL program under a written training agreement must be employed, when possible, during school hours for a portion of his/her work week. Saturday and Sunday hours alone do not qualify for credit.
13. WBL training programs in schools operating on a twelve (12) month basis may enroll student learners during the summer months (June, July and August) provided that all the provisions and standards of the training agreement are met.
14. Students may not work in jobs in which blood-borne pathogens may be present unless they are health occupation students and have taken the hepatitis series shots and passed the Universal Precautions/Blood-borne Pathogens Test with 100% accuracy (OSHA Standards).
15. The law does not allow a student under eighteen (18) to drive vehicles to make deliveries, to sell or scan beer, or work around hazardous equipment.
16. Students cannot be given WBL credit when they are paid for other training (i.e., Guard Duty, Reserves, and Cosmetology School).
17. Students cannot be given credit for baby-sitting unless they are enrolled in a childcare class and work in a licensed child caring business.
18. Students cannot be given credit for Home Health Care unless enrolled in Health Sciences.
19. Students may work only in a licensed business (except certain Agriculture Cooperative Students).
20. The WBL coordinator must make an on-site visit to each training agency at least once during each grading period.
21. The WBL coordinator will reinforce on-the-job experiences with related classroom instruction.
22. Students will be accepted into the program and informed of jobs without regard to race, color, national origin, sex, religion, creed, disadvantaging or handicapping conditions.
23. Upon enrolling in another class in the same program of study, the student may choose to continue the job obtained for the original class. (Ex. A job for horticulture could be maintained for landscaping, a job for biology could be maintained for chemistry and the WBL coordinator has final approval for all placements).

Using the flowing scale, assess student's progress for each grading period.

Grading
Scale

4=Skilled

3=Moderately Skilled

2=Limited
Skilled

1=Unsuccessful

0=No Exposure

GRADING PERIODS

WORK-BASED COMPETENCIES	1	2	3	4	5	6	7	8
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Child Labor Law Hazardous Occupation Student Learner Exemption Agreement

_____ Last Name	_____ First Name	_____ Mi	_____ Social Security No.	_____ Date of Birth
_____ District	_____ School		_____ Training Program #	

CHECK THE HAZARDOUS OCCUPATION FOR WHICH THE EXEMPTION APPLIES:

- Work using power-driven woodworking machines, including the use of saws on construction sites.
- Work using power-driven metal forming, punching, and shearing machines (but HO8 permits the use of large group of machine tools used on metal, including lathes, turning machines, milling machines, grinding, boring machines, and planning machines.)
- Work involving slaughtering or meatpacking, processing, or rendering including the operation of power-driven meat slicers in retail stores.
- Work using power-driven paper-products machines, including the operation and loading of paper balers in grocery stores.
- Work involving the use of circular saws, band saws, and guillotine shears.
- All work in roofing operations.
- All work in excavating operations, including work in a trench as a plumber.

In accordance with T. C. A., & 50-5-107 (10), (11) and (12), the undersigned attest to the following:

1. The student learner is enrolled in a youth vocational training program under a recognized state or local educational authority.
2. The work of the student learner in the occupation declared particularly hazardous is incidental to the training received.
3. That the work performed shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person.
4. That the safety instructions shall be given by the school and correlated by the employer with on-the-job training.
5. That the student has a schedule of organized and progressive work processes to perform on the job.

Student's Name (type or print)

Student's Signature

Parent's or Guardian's Name (type or print)

Parent's or Guardian's Signature

Employer's Name (type or print)

Employer's Signature

Coordinator's Name (type or print)

Coordinator's Signature

Principal's Name (type or print)

Principal's Signature

Each program is evaluated through:

- 1) a formal five-year monitoring cycle;
- 2) an annual follow-up;
- 3) and/or an individual program evaluation.

A representative sample for individual program evaluation follows:

Student Evaluation of the Work-Based Learning Activity

Student Name: _____

WBL Activity: _____

Employer: _____

Place a check in the space beside each rating which best describes your WBL experience.

1. How would you rate the experience? Excellent____ Good____ Average____ Poor____

2. Did the experience meet your expectations? Explain. _____

3. Do you feel the employer exposed you to a variety of responsibilities related to the occupation you were experiencing? Explain. _____

4. Did the experience change your mind about your career plans? Yes____ No____
If yes, explain. _____

5. What was the most valuable activity you experienced? _____

6. How can the program be improved? _____

Additional Comments: _____

Note: Return to coordinator and/or teacher.

Employer Evaluation of the Work-Based Learning Activity

Student Name: _____

WBL Activity: _____

Employer: _____

Place a check in the space beside each rating which best describes your WBL experience.

1. How would you rate the student's learning experience? Excellent ___ Good ___ Average ___ Poor ___

2. Were the WBL and school-based learning competencies identified in the training plan accomplished?

Explain. _____

3. Were the work-sit visits by the coordinator regular and systematic? Explain. _____

4. Were you provided appropriate opportunity for input for determining learning competencies and in evaluating the student? Explain. _____

5. What were the advantages of this program to your business? _____

6. How can the program be improved? _____

Additional Comments: _____

Note: Return to coordinator and/or teacher.

WORK-BASED LEARNING TASKFORCE

ACKNOWLEDGMENTS

Several people representing state departments of government and divisions within the Department of Education and practitioners from local systems worked together to develop the Work-Based Learning Manual. The department of Education wishes to acknowledge these people who gave up personal and professional time to develop an outstanding manual.

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