



Work-based Learning Guidance

After consultation with various stakeholder groups, such as business/industry partners, school administration, Workforce Development Council, etc., the overwhelming majority agreed that the state indicator should be work-based learning opportunities.

Based on this feedback, the North Dakota Department of Career and Technical Education has determined the secondary program quality indicator will be the percentage of CTE concentrators graduated from high school having participated in work-based learning.

This guidance has been developed to clarify the components of this secondary program quality indicator. It will provide definitions and examples of work-based learning experiences. An explanation of the use of Career Ready Practices is also included. Data will only be collected once throughout a student's high school years.

Definitions

The term, “work-based learning” means (for the purposes of Perkins V funding):

- Sustained **interactions with industry** or community professionals in real workplace settings, to the extent practicable;

OR

- **Simulated environments at an educational institution** that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

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Sustained Interactions Work-based Learning

Option 1: Sustained interaction should strive for a minimum of 40 hours of one supervised experience on the worksite. As the requirement for a cooperative work experience course, one example of a sustained interaction work-based learning experience, is 75 hours per semester credit. Students completing this course would meet this indicator.

Examples of Sustained Work-based Learning

- **Cooperative work experience** in any approved Career and Technical Education Program Area
- **Immersion Supervised Agricultural Experience Placement (Agriculture Education):** the student is in an employment setting (either paid or volunteer). The student performs the tasks determined by the employer, which are necessary for the operation of the business. Students are evaluated by the employer under the guidance of the agriculture instructor. The placement experience must provide the opportunity for the development and advancement of skills and abilities aligned to AFNR standards
- **Food Service/Culinary Arts (Family and Consumer Science Education):** Depending on the school district, the student may earn up to two full credits to learn about and prepare for a variety of careers within the Restaurant Industry. Must meet MISO3 requirements.
- **Clothing & Textile Services (Family and Consumer Science Education):** Depending on the school district, the student may earn up to two full credits to learn about and prepare for employment in occupations concerned with the design, manufacture, or care of clothing and textile occupations. Must meet MISO3 requirements.
- **Early Childhood Care and Education Services (Family and Consumer Science Education):** Depending on the school district, the student may earn up to two full credits to learn about and prepare for employment in childcare centers under the supervision of a director or for self-employment in home-based childcare. Must meet MISO3 requirements.
- **Occupational Exploration (Family and Consumer Science Education):** Depending on the school district, the student may earn up to one full credit with this experience. This course is designed for students with special needs to develop basic employability skills and explore several occupational clusters in preparation for moving into a more specific training program. Must meet MISO3 requirements.

For additional information about implementing cooperative work experience, contact the specific program area supervisor ([CTE Staff](#)).

Suggested Steps in Planning a Sustained Work-based Learning Program

- The sustained interaction must be preceded by, or concurrent with, classroom instruction related to the work experience, consistent with the students' occupational goals, and related to the CTE program area.
- The cooperative program is to be an integral part of the school's program of studies and be described in the local school catalog.
- On-the-job training must supplement the planned Career Pathway.
- The school can arrange with the employer for on-the-job training utilizing the "Work-based Learning Plan/Agreement" or preferred form (See Appendix A, Forms, for a sample document).
- The school coordinates the training during the on-the-job phases of instruction.

- The parent or guardian agrees to accept responsibility for the student's safety and conduct while traveling to and from school, place of employment and/or home.
- The school-designated personnel will visit the employer's site prior to sending students to ensure the proper safety and training conditions exist.
- Each work site/student should be visited periodically to check student's progress, attendance, appropriate work assignments, safety, etc.
- A Work-based Learning Plan/Agreement is on file for each student.
- Student must be covered by employer's Workers' Compensation Insurance or other approved form of liability insurance.
- An Employer Evaluation Report is on file for each student.
- A Student WBL Experience Evaluation is on file for each student.
- Follow Local School District policy.

Sample Documents and Forms (See Appendix B, Forms)

Simulated Work-based Learning Experiences

Option 2: Simulated environments in an educational setting (which means any CTE-funded course) should strive for a minimum of 40 hours throughout a series of in-class projects/lab work, with each project/lab taking no less than 1 week or 5 successive hours of class time to complete. The entire series of projects/labs should have a goal of equaling 40 hours or more total during enrollment in the program.

Examples of Simulated Work-based Learning Experiences

As **simulated environments** can need clearer definition at times, the following list is provided for ideas as to allowable projects/labs. These projects/labs can include, but are not limited to the following:

- Agriscience Research
- Business Plan Development
- Children's Sleep Deprivation Research
- Concept-Design-Final Product for 3-D Printing; CNC Machining; Laser Engraving
- Career and Technical Student Organization Projects (State CTSO Advisor approved)
- Food Truck Business Model
- Occupational Building Trades, Auto Technology,
- Pre-School Business Simulation
- Recycle, Redesign Projects
- Supervised Agricultural Experience Projects, see appendix for more details
- School Store/School-based Business
- Stock-Market Simulation
- Welding Technology

See Appendix A for more ideas.

Activities that are **NOT allowable** as **simulated environment hours** include, but are not limited to:

- Career Fairs
- Field Trips
- Guest Speakers
- Industry Tours

Data Collection

Required Documentation

For the purposes of data collection, work-based learning experiences will be collected in PowerSchool, using the Choice Ready Framework. If a student completes an approved Work-based Learning Experience, whether it is a sustained interaction or simulated. *Area career and tech centers will want to develop a plan for gathering the necessary data from member schools.

Data only be collected once throughout a student's high school years.

Assessment for each CTE concentrator having participated in work-based learning, either option, must include the use of the five following Career Ready Practices (CRP):

CRP 1. Responsible Employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them, think about the near-term and long-term consequences of their actions, and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP 2. Technical Skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications and make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP 4. Communication

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP 8. Problem Solving

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur, quickly take action to address the problem, thoughtfully investigate the root cause of the problem prior to introducing solutions, and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP 12. Teamwork

Career-ready individuals positively contribute to every team whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

The five required Career Ready Practices (CRP) must be assessed in their entirety, meaning all individual competencies associated with each CRP, as printed in the CTE Career Ready Practices document. The scores will be recorded at least once during the course of the 40 hours using PowerSchool.

Scoring Scale

The overall, average score is based on a 4.00 scale. (Minimum requirement to meet the indicator is a 2.8 average)

Scores on each individual competency, however, can only be given in whole numbers (i.e., 4, 3, 2, 1). The use of competency scores with decimals does not promote consistency. If the student is thought to be part-way between two numbers, the student has not yet attained the higher score; therefore, the lower, the lower, whole number score should be given.

The average score for each Practice will be determined by tallying each competency score and dividing by the total number of competencies.

Whole numbers are also used for the scores given per **Competency**. Use this chart to interpret these scores into generalized words (other than those specifically used in the rubric) for students, administration, parents and employers:

Score:	Student/Worker... Definition of Score
4.00	exceeds competencies and is extremely career ready with the necessary skills to be highly successful at finding, gaining, and keeping employment over the course of his/her lifetime.
3.00	meets competencies and is career ready with the necessary skills to be successful at finding, gaining, and keeping employment over the course of his/her lifetime.
2.00	meets the rigor of many competencies to be career ready but needs to improve on some in order to have long-term success.
1.00	needs remediation and help in almost all areas of career readiness in order to be successful in finding, gaining, and keeping employment over the course of his/her lifetime.

Average total scores per **Practice** are given using decimals (due to division). Use the following chart to interpret these scores into word for student, administration, parents and employers:

Score Range:	Student/Worker... Definition of Score
4.00 - 3.60	exceeds competencies and is extremely career ready with the necessary skills to be highly successful at finding, gaining, and keeping employment over the course of his/her lifetime.
3.59 - 2.80	meets competencies and is career ready with the necessary skills to be successful at finding, gaining, and keeping employment over the course of his/her lifetime.
2.79 - 2.20	meets the rigor of most competencies to be career ready and needs to improve on some in order to have long-term success.
2.19 - 1.80	is proficient in some competencies but requires remediation in most competencies in order to be truly successful in finding, gaining, and keeping employment over the course of his/her lifetime.
1.79 - 0	needs remediation and help in almost all areas of career readiness in order to be successful in finding, gaining, and keeping employment over the course of his/her lifetime.

Complete Work-based Learning (WBL) Career Ready Practices (CRP) Score (per course or simulation used to meet WBL indicator for CTE)

1. This student/worker score is the summative score in each of the required five CRP in order to document their WBL experience.
2. CRP numbers required are 1, 2, 4, 8, and 12.
3. No matter how many times each CRP is assessed during the WBL experience, the COMPLETE SCORE is determined by averaging the grades from the entire term in that individual Practice.
4. The COMPLETE WBL-CRP SCORE is the average of all FIVE Practices assessed. It is the summation of progress made in the duration of ONE WBL experience.
5. All competencies of those FIVE must be assessed at least ONCE during the duration of the WBL experience.

Appendix A – Examples of Simulated Work-based Learning Experiences

Agriculture Education

Immersion SAE-Entrepreneurship: the student will operate an individual business that provides goods and/or services to the marketplace. The operational and risk management decisions on how goods and/or services are provided are made by the student owner. Some facilities, input resources, and equipment necessary for the business can be provided from outside individuals without expectations of compensation coming from the student by all business decisions will be made by the student.

Immersion SAE-School Based Enterprise: Students lead business enterprises that provide goods or services. These businesses are operated from the school campus utilizing facilities, equipment, and other resources provided by the agricultural education program or the school and are owned by the school or FFA chapter. Examples: greenhouse plant sales, land lab crop and vegetable production, metal fabrication, and design.

Immersion SAE-Research: students will identify the variation of research they would like to pursue as Experimental, Analysis, or Invention. They will determine their research question and work through the scientific method to acquire new knowledge and insights or supporting existing research.

Immersion SAE-Service Learning: is conducted by one or more students in which they plan, conduct, and evaluate a project designed to provide a service to the school, public, entities, or the community. It must provide benefits to an organization, group, or individuals other than the FFA Chapter or Agricultural Education program. The project must be preapproved by a review committee that includes local stakeholders in addition to the instructor. Service Learning is different than a service project as it requires a higher level of commitment and difference of intention. This requires a sustained investment of time for the benefit of the community with an expectation of reflection and evaluation.

Entrepreneurship Business Plan: Complete a business plan for a proposal for a new business. This may include International Business Plan, Entrepreneurship Business Plan, or Franchise Business Plan. Complete the project with financial considerations, including a presentation to the instructor or classroom.

Commodity Marketing: students complete a full simulation using an online simulation platform that provides them “real-time” scenarios on futures, options, basis, and the cash markets. This will allow them to create marketing plans and make trades based on fundamental and technical changes in commodity markets.

Manufacturing and Construction: students will be involved in the design and manufacturing of a large-scale production that is being purchased by an outside entity. The student will be responsible for determining customer needs, budget management and quality control. Projects could include trailers, large sheds, etc.

Business Education

SIMULATED INTERACTIONS IN AN EDUCATIONAL SETTING: should strive for a minimum of 40 hours throughout a series of in-class projects/lab work, with each project/lab taking no less than 1 week or 5 successive hours of class time to complete. These projects can include, but are not limited to:

- **Virtual Business Challenge:** Complete a full simulation using one of the approved Knowledge Matters VBC simulations: Accounting, Entrepreneurship, Management, and Personal Finance for appropriate course standards.
- **Stock Market Game:** Complete the competition in the stock market game, making purchases, selling stock and understanding the stock market. Approved for Personal Finance courses only.
- **Junior Achievement or Junior Achievement Titan:** Complete the 12-week training through Junior Achievement, involving a local businessperson on the classroom, an entrepreneurship experience, and investments. Competition and presentations to businesspeople should be included if available.
- **Creation of a Final Product:** Complete all phases of product development (Ex: brainstorming, design/creation, pricing, production, sales, and distribution). Examples: yearbook, community projects, regularly published newsletter or video broadcast, etc.

- **Youth Entrepreneurs:** Complete team building simulations in the area of entrepreneurship, involving local entrepreneurs through interactive learning.
- **Project Management:** Plan, organize and implement an activity that is beneficial to the business community or a business.
- **Business Plan (FBLA):** Complete a business plan for a new business venture. Students are encouraged to use interviews with industry professionals as part of their research. Complete the project with financial considerations, include a presentation to the instructor or classroom, or submit for FBLA SLC competition.

Partnership with Business Project (FBLA): Develop a partnership between your local FBLA chapter and a local business – the written report should describe the development and implementation of an innovative, creative, and effective partnership plan. The completed project will include a presentation to the instructor or chapter or submit for FBLA SLC competition.

Family and Consumer Science Education

These WBL activities/projects will meet the standards of the WBL requirement for students in family and consumer sciences education programs in North Dakota. Some of these are stand-alone courses that offer continuous work-based learning experiences and others can easily be integrated into the comprehensive year-long FCSE courses or specific activities. Contact the state supervisor for suggestions to add to the list.

Teaching Professional: Depending on the school district, the student may earn up to two full credits to expose students to and train them in classroom management, student behavior, leadership and human relations skills, assessment of student progress, teaching strategies, and various career opportunities in the field of education. Must meet MIS03 requirements.

Educational Methodology: Depending on the school district, the student may earn up to two full credits to prepare students for the career of teaching and other career opportunities in the field of education. Must meet MIS03 requirements.

Health Sciences Education

Students utilizing medical simulation equipment or medical industry equipment that is used in a medical setting and engaging them in scenarios they would encounter in the medical field. While utilizing simulated equipment or simulating a workplace, students should replicate procedures and processes that are found in a medical setting. Examples could include a student run “clinic,” where medical cases are treated in a controlled classroom environment using mannequins or volunteer patients or a clinical practice placement within the community.

Information Technology Education

Students utilizing IT simulation equipment or IT industry equipment that is used at the jobsite and engaging them in scenarios they would encounter in the workplace. While utilizing simulated equipment or simulating a workplace, students should replicate industry procedures and processes. Examples could include a student run “helpdesk” where the projects/tasks are taken from the school or community and completed by the students.

Marketing Education

School Based Enterprise: Work in the school store for a minimum of 1 semester. Duties will vary in each school store. Responsibilities of students should include retail, marketing, finance, and management.

Business Operations Research Project: Work with a local business to complete a (BOR) business operations research project, proposal, and presentation to the business owner/manager.

Integrated Marketing Project: Work with a local business to complete a (IM) integrated marketing projects including, research, a marketing proposal, budget, strategies, and presentation to the business owner/manager.

Entrepreneurship Business Plan: Complete a business plan for a proposal for a new business. This may include International Business Plan, Entrepreneurship Business Plan, or Franchise Business Plan. Complete the project with financial considerations, include a presentation to the instructor or classroom.

Virtual Business Challenge: Complete a full simulation one of the approved Knowledge Matters VBC simulations: Retailing, Marketing, Management, Personal Finance, Restaurant Management, Entrepreneurship, Fashion, or Sports Marketing for appropriate course standards.

Stock Market Game: Complete the competition in the stock market game, making purchases, selling stock and understanding the stock marketing. Approved for Personal Finance courses only.

Stukent: Complete social media marketing activities and prepare plans that involve a local business. Complete a plan of study for that business with a plan, and projected performance.

Junior Achievement or Junior Achievement Titan: Complete the 12-week training through Junior Achievement, involving a local businessperson on the classroom, an entrepreneurship experience, and investments. Competition and presentations to businesspeople should be included if available.

Youth Entrepreneurs: Complete team building simulations in the area of entrepreneurship, involving local entrepreneurs through interactive learning.

Project Management: Plan, organize and implement an activity that is beneficial to the business community or a business.

Technology and Engineering Education

These WBL activities/projects will meet the standards of the WBL requirement for students in technology and engineering education programs in North Dakota. Contact the state supervisor for suggestions to add to the list.

TEE Class Projects: Any project done in a funded class where the students work with a “client” to design and create a prototype for that client would be considered work-based learning. The project must include original design and the prototype could be using a 3-D printer, laser engraver, vinyl sign maker, CNC machining, etc. The projects must fall within the minimum time guidelines outlined in the Work-based Learning document.

Trades, Industry and Technical Education

Students utilizing simulation equipment or industry equipment that is used at the jobsite and engaging them in scenarios they would encounter in the workplace. Utilizing simulated equipment or simulating a workplace replicating industry procedures and processes. Examples could include a student run “company” where the projects/tasks are taken from curriculum and completed while following workplace policies.

Appendix B – Sample Documents and Forms

SAMPLE

Work-based Learning Plan and Agreement

Co-op Internship Entrepreneurship School Enterprise Apprenticeship

Student Information

Student Name:

Last

First

M.I.

Date of Birth:

Location of Birth:

Gender:

Phone #:

Address:

Street Address

City, State

Zip

Parent/Guardian Name(s):

Parent/Guardian Address:

Street Address

City, State

Zip

School Information

School Name:

School Address:

Street Address

City, State

Zip

CTE Program Area:

Career Pathway:

Teacher:

Company/Business Information

Company/Business Name:

Industry/Career Cluster:

Company/Business Address:

Street Address

City, State

Zip

Work-site Mentor Name:

Work-site Mentor Phone Number:

Work-site Mentor Title:

Copy of Background Check - Work-site Mentor: Yes No

Student Work Schedule (Days and Hours):

Total Hours Per Week:

Based on the Work-based Learning type, complete the following:

Career Ready Practices (CRP)									
Score 4 – 3 – 2 – 1									
Responsible Employee		Technical Skills		Communication		Problem Solving		Teamwork	
Behavior Observed	Score	Behavior Observed	Score	Behavior Observed	Score	Behavior Observed	Score	Behavior Observed	Score
Appropriate appearance and behavior		Math skills		Communicating well		Reasoning skills		Engaging actively and respectfully	
Attitude		Using past knowledge		Communicating through presentation		Using information		Respecting other ideas	
Ethical		Reading and interpreting		Communicating new ideas		Understanding the system		Listening well	
Adaptability in position		Writing		Timely listening/speaking		Asking to understand		Sharing and supporting	
Adaptability to change		Problem solving and critical thinking		Listening well		Using multiple techniques		Open to compromise	
Time management in work		Using resources to complete work		Communicating with technology		Using feedback		Participating	
Focusing on a project				Communicating through written form		Learning from the past		Balancing all views	
Responsibility		Sub-Score				Learning from mistakes and success		Understanding culture	
Inspiring other through selflessness		Divide by:	/6	Sub-Score		Seeking solutions		Understanding the larger community	
Leadership		Score		Divide by:	/7				
Appropriate questioning				Score		Sub-Score		Sub-Score	
Understanding the system						Divide by:	/9	Divide by:	/9
						Score		Score	
Sub-Score									
Divide by:	/12								
Score									

The student agrees to:

- be courteous and considerate of the employer, co-workers, and others
- keep the employer’s best interest in mind and to be punctual, dependable and loyal
- notify the employer and the coordinator as soon as possible if they are not able to attend work and/or school
- keep such records of work experiences and wages (if applicable) earned as required by the school and to submit them on or before specified deadlines
- conform to the policies, procedures and regulations of the employer and the school
- maintain a satisfactory performance level while on the job
- abide by the WBL Plan/Agreement developed by the teacher, coordinator and employer.

The teacher/coordinator agrees to:

- prepare, with assistance of the training supervisor, a WBL Plan/Agreement
- revise the WBL Plan/Agreement as needed to improve the student’s work experience
- visit the student on the job as often as appropriate to the WBL experience to determine instructional needs and to ensure that the student receives job training and supervision, as well as a variety of job experiences
- maintain confidentiality related to the information gathered from the company/business
- adequately train and prepare the student for success, prior to the work-based learning placement

The parent/guardian agrees to:

- accept responsibility for the student’s safety and conduct while traveling to and from school, place of employment and/or home
- support the concepts of work-based learning experiences
- abide by the WBL Plan/Agreement for hazardous occupations, when applicable

The employer agrees to:

- take an active part in the training and supervision of the student while providing instruction in accordance with the WBL Plan/Agreement
- provide safety training as required by OSHA
- assist the teacher/coordinator in the evaluation of the student’s performance on the job by completing the necessary evaluation forms, when required
- provide close supervision by an experienced and qualified person to avoid subjecting the student to unnecessary or unusual hazards
- give the same consideration to the student as given to other employees in regard to safety, health, general employment conditions and other regulations of the business
- comply with all regulations prohibiting discrimination on the basis of race, color, national origin, sex, disabilities, religion, marital status or age
- comply with all laws regarding wages and hours of minors and student learners
- contact the teacher/coordinator prior to the student’s dismissal from employment
- pay the student/trainee when an employer/employee agreement is negotiated
- ensure that all supervising employees have completed a criminal background check
- maintain confidentiality of student information in accordance with state and federal law

School/CTE Center Name and City:

Signatures	Date
Employer:	
Principal:	
Student:	
Teacher:	
Parent/Guardian:	

Copies of this WBL Plan/Agreement have been sent to:

- Employer
 Principal
 Student
 Teacher
 Parent /Guardian

Summary of Work Opportunities for Students Age 16-17

Young Workers | U.S. Department of Labor (dol.gov)

<https://dol.gov/agencies/whd/youthrules/young-workers>

Students ages 16-17 may work in non-hazardous jobs such as:

Agricultural Jobs ● Office Jobs ● Food Service ● Lifeguards and Swim Instructors
Retail ● Kitchen work involving the preparation of food and beverages

Students ages 16-17 may NOT work in jobs deemed hazardous, as listed on the U.S. Department of Labor Website - [19939 .pdf \(dol.gov\)](#) - Page 8, UNLESS they are part of a Registered Apprenticeship and/or classified as a Student-Learner.

Guidelines for registered Apprenticeship and Qualified Student-Learner are listed on - [Electronic Code of Federal Regulations \(eCFR\)](#). These guidelines are also summarized on page 2.

Student-Learners may participate in the following hazardous occupations as stated in the Child Labor Provisions for Nonagricultural Occupations under the Fair Labor Standards Act – [19939 .pdf \(dol.gov\)](#) - Page 8:

Hazardous Occupation Exemptions for Student-Learners and/or Registered Apprenticeships	Resource 19939 .pdf (dol.gov)
Motor-Vehicle Occupations – Limited Exemptions – Refer to Requirements	Page 10
Fire Fighting services as listed – Limited Exemptions – Refer to Requirements	Page 11
Power-Driven Woodworking Machine Occupations	Page 14
Power-Driven Metal Forming, Punching, and Shearing Machine Occupations	Page 16
Limited Occupations in Mining – Limited Exemptions – Refer to Requirements	Page 17
Occupations in the Operation of Power-Driven Meat-Processing Machines and Occupations Involving Slaughtering, Meat and Poultry Packing, Processing, or Rendering	Page 18
Limited Bakery Machine Occupations – Limited Exemptions – Refer to Requirements	Page 19
Occupations Involved in the Operation of Balers, Compactors, and Paper-Products Machines	Page 20
Occupations Involving the Operation of Circular Saws, Band Saws, Guillotine Shears, Chain Saws, Woodchippers, and Abrasive Cutting Discs	Page 22
Occupations in Roofing Operations and All Work On or About a Roof	Page 23
Occupations in Excavation Operations	Page 23

A Youth Apprenticeship or Student-Learner Program can give a 16 or 17-year-old the opportunity to work in the following situations:

- The youth is employed under a written Registered Apprenticeship agreement with U.S. DOL.
OR
- The youth is in a Student-Learner Program and is employed under a Student-Learner Agreement while enrolled in a course of study and training in a CTE training program under a recognized State or local education authority.

The Youth Apprenticeship must meet the following criteria:

The youth must be employed in a craft recognized as an apprentice-able trade. (12432 of 4 DLR 4/2018)

- The hazardous work is incidental to the youth's training.
- The hazardous work is intermittent and for short periods of time; (less than 20% of time spent in hazardous work)

- The hazardous work is performed under the direct and close supervision of a journeyman
AND
- The youth is:
 - ➔ registered by the Bureau of Apprenticeship and Training of the U.S. DOL as employed in accordance with the standards established by the Bureau.
 - ➔ registered by a State agency as employed in accordance with the standards of the State apprenticeship agency recognized by U.S. DOL, found by U.S. DOL to conform substantially with Federal or State standards.

The Student-Learner Program must meet the following criteria:

- The student-learner is enrolled in a course of study and training in a cooperative CTE training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school.
- Such student-learner is employed under a written agreement which provides documentation that; the hazardous work is incidental to the youth's training.

- ➔ the hazardous work is intermittent and for short periods of time (less than 20% of time spent in hazardous work);
- ➔ the hazardous work is performed under the direct and close supervision of a qualified and experienced person.
- ➔ that safety instruction shall be given by the school and correlated by the employer with on-the-job training.
- ➔ that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

- Each such written agreement shall contain the name of the student- learner and shall be signed by the parent/guardian, employer, and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer.
- This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed there under.

WBL Guidance

Industry Certification or License for students under the age of 18:

- State and federal guidelines do not prohibit industry certification for students under the age of 18. Please contact the related certification or licensing entity for specific age requirements.

SAMPLE - Addendum to Work Based Learning Agreement

**Registered Apprenticeship/Approved Student-Learner Age 16-17
Youth Hazardous Occupation Agreement Template**

Each school is encouraged to present this template to legal counsel for approval.

Youth Apprentices and Student-Learners can be employed in specific occupations declared hazardous by the U.S. Child Labor Law under a written. Registered Apprenticeship agreement, 29 CFR 570.50(b). This agreement only applies to 16 and 17-year-old apprentices employed in the hazardous occupations identified below. Please complete in addition to the Work-Based Learning Plan and Agreement.

This agreement is between: _____ Phone Number: (_____) _____
Youth Apprentice/Student-Learner Name
Address: _____

and: _____ Phone Number: (_____) _____
Employer/Company Name
Address: _____

The undersigned parties agree to enter into a **Youth Apprenticeship/Student-Learner Hazardous Occupation Agreement** for the purpose of educating the Youth Apprentice/Student-Learner named above in the industry area of:

_____ Registered/Approved Program _____ Position Title

HAZARDOUS OCCUPATION

It is understood this position does have hazardous occupation(s) in accordance with **the U.S. Fair Labor Standards Act**. The hazardous occupation(s) for which the exemption is approved are listed below.

Please select all that apply to this work experience.

- In the operation of power-driven woodworking machines.
- On a scaffolding, roof, superstructure, residential building construction or ladder above 6 feet.
- Roofing Operations.
- Limited Motor-Vehicle Operation
- Limited Fire Fighting services
- In the operation of power-driven metal forming, punching, or shearing machines.
- Slaughtering, meat packing, processing, or rendering.
- Limited Bakery Machines
- Operations of balers, compactors, and paper-product machines.
- Excavation operations.
- Power-driven circular, band, chain, or reciprocating saws, guillotine shears, woodchippers, and cutting discs.

*This program will not discriminate in regard to an applicant's marital status, sex, race, national origin or handicap.

**This employer ensures that all students of the _____ High School Cooperative Work Experience Program will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex or handicap.

Youth Hazardous Occupation Agreement Template

In addition to the requirements listed on the Work-Based Learning Plan and Agreement employer agrees to:

- Ensure that the work declared hazardous is incidental to the training received.
- That the hazardous work will be intermittent and for short periods of time (less the 20% of time spent in hazardous work.)
- Safety instructions will be provided to the youth by a qualified employer with working knowledge of the safety concerns for specific activities.
- The hazardous work will be completed under close supervision of a journey level worker representing the employer.
- Document hours performed in the hazardous occupation.

_____	_____	____/____/____
Student Name	Student Signature	Date
_____	_____	____/____/____
Parent/Guardian Name	Parent/Guardian Name Signature	Date
_____	_____	_____
Employer/Company	Employer Representative Name	Title
	_____	____/____/____
	Employer Representative Signature	Date

THIS AGREEMENT IS VALID ONLY WHEN SIGNED BY ALL PARTIES.

Log of Work-based Learning Contacts

Co-op
 Internship
 Entrepreneurship
 School Enterprise
 Apprenticeship

Student Information	
Student Name:	Grade Level:
School:	Program:
Employer:	Work-site Mentor:
WBL Start Date:	WBL End Date:

Purpose of Visit:

- Observation of student
 Visit with work site mentor
 Evaluation
 Problem situation
 Other, explain _____

1. It is recommended that each site be visited at least one time before the student is placed to ensure the safety and proper training of the student.
2. Each student should be visited periodically at the work site to check progress, attendance, appropriate work assignments, safety, etc. A minimum of one visit per nine weeks is recommended for all students.
3. Please document visitation below:

Date of Visitation:	Person Making the Visit:
Observations/Suggestions/Recommendations:	

Date of Visitation:	Person Making the Visit:
Observations/Suggestions/Recommendations:	

Date of Visitation:	Person Making the Visit:
Observations/Suggestions/Recommendations:	

Date of Visitation:	Person Making the Visit:
Observations/Suggestions/Recommendations:	

SAMPLE

Work-based Learning Employer Evaluation

- Co-op
 Internship
 Entrepreneurship
 School Enterprise
 Apprenticeship

Student Information	
Student Name:	Grade Level:
School:	Program:
Employer:	Work-site Mentor:
WBL Start Date:	WBL End Date:

Student Responsibility: Turn this form in to your teacher at the end of each week of employment.

Employer Responsibility: Please complete the table below; share your ratings with the student; give this form to the student to return to the teacher.

Career Ready Practices (CRP)									
Score 4 – 3 – 2 – 1									
Responsible Employee		Technical Skills		Communication		Problem Solving		Teamwork	
Behavior Observed	Score	Behavior Observed	Score	Behavior Observed	Score	Behavior Observed	Score	Behavior Observed	Score
Appropriate appearance and behavior		Math skills		Communicating well		Reasoning skills		Engaging actively and respectfully	
Attitude		Using past knowledge		Communicating through presentation		Using information		Respecting other ideas	
Ethical		Reading and interpreting		Communicating new ideas		Understanding the system		Listening well	
Adaptability in position		Writing		Timely listening/speaking		Asking to understand		Sharing and supporting	
Adaptability to change		Problem solving and critical thinking		Listening well		Using multiple techniques		Open to compromise	
Time management in work		Using resources to complete work		Communicating with technology		Using feedback		Participating	
Focusing on a project				Communicating through written form		Learning from the past		Balancing all views	
Responsibility		Sub-Score				Learning from mistakes and success		Understanding culture	
Inspiring other through selflessness		Divide by:	/6	Sub-Score		Seeking solutions		Understanding the larger community	
Leadership		Score		Divide by:	/7				
Appropriate questioning				Score		Sub-Score		Sub-Score	
Understanding the system						Divide by:	/9	Divide by:	/9
						Score		Score	
Sub-Score									
Divide by:	/12								
Score									

Attendance

	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
Date											
Hours Worked											
Signature of Supervisor:									Date		

SAMPLE

Work-based Learning Evaluation by Student

- Co-op
 Internship
 Entrepreneurship
 School Enterprise
 Apprenticeship

Student Information	
Student Name:	
Employer:	Work-site Mentor:
WBL Start Date:	WBL End Date:

Student Responsibility: Return this completed form to the teacher at the end of the work-based learning experience.

Evaluation of Work-based Learning Experience

Scale: 1 – Poor 2 – Needs Improvement 3 – Average 4 – Good 5 - Excellent

Work-based Learning Experience	Rating				
Related to my career goal	1	2	3	4	5
Helped in planning my career	1	2	3	4	5
Still interested in this career	1	2	3	4	5
Received guidance and direction from work site mentor	1	2	3	4	5
Used time wisely	1	2	3	4	5
Assigned appropriate amount of work expected; appropriate quality of work	1	2	3	4	5
Emphasized work ethics	1	2	3	4	5
Provided work-based learning experience as outlined in agreement	1	2	3	4	5
Was of sufficient length	1	2	3	4	5
Was a positive experience overall	1	2	3	4	5

Remarks:	
Signature of Supervisor:	Date

SAMPLE

_____ High School Cooperative Work Experience Program Application

Thank you for your interest in the Cooperative Work Experience (CWE) Program. The CWE Program partners with local businesses to teach students basic job skills to become a successful adult in the workplace.

Students will earn 1 school credit throughout the entire school year and may receive work wages from working. The program depends on strong individuals that are trustworthy and honest because of the off-school setting. As a requirement and acceptance into the program, the completion of this application is necessary. If approved, you will attend the CWE Fair on _____ to begin contacting businesses and set up an interview. You have until _____ to turn in a CWE Agreement signed by an approved supervisor at a business. After that date, placement will be determined by the CWE Coordinator and CTE teachers based on availability. Attach a current resume to this application.

Please return this application to _____ by _____.

Application does not guarantee acceptance into program.		Today's Date	
Name			
Address			
City/State/Zip			
Phone	Program Area (Choose One):		
Cell Phone	<input type="checkbox"/> Agricultural Education	<input type="checkbox"/> Information Technology Education	
	<input type="checkbox"/> Business Education	<input type="checkbox"/> Marketing Education	
	<input type="checkbox"/> Family & Consumer Sciences Education	<input type="checkbox"/> Technology & Engineering Education	
	<input type="checkbox"/> Health Sciences Education	<input type="checkbox"/> Trade, Industry & Technical Education	

Please write a brief paragraph why you believe you should be considered for Cooperative Work Experience program and include three businesses you are interested in for employment. (Use a separate sheet if necessary.)	

Employment History. Begin with present or last position.		
Employer		
Address		
Supervisor	E-mail	
Position	From:	To:
Responsibilities:		

References: Please list two (2).			
Name	Title	Phone	
Address		City	State
			Zip
Name	Title	Phone	
Address		City	State
			Zip

Signatures

I certify that information contained in this application is true and complete. I understand that false information may be grounds for not hiring me or for immediate termination from the _____ High School Cooperative Work Experience Program. I authorize the verification of any or all information listed above. I also agree to abide by all the rules, policies and requirements set forth by the Career & Technical Education Department and the _____ School District.

Student _____ Date _____

Parent _____ Date _____

SAMPLE

_____ High School Cooperative Work Experience Program Agreement

Student will begin working on the first day of school and end the week before finals. The student will work every school day during the school year for _____ minutes (list any exceptions: _____.)

Communication is key to resolve any issues or concerns. Once a station is agreed to, students may not choose to change jobs and businesses must follow through with their agreement to supervise a student. If either party wishes to terminate this agreement, written documentation must be provided stating the reason for this termination of contract. The CWE Coordinator & CTE Department will meet with school administration to make a final decision and will be evaluated on a case-by-case basis.

Business: _____

Supervisor: _____

Student: _____

Parents: _____

Address: _____

Phone: _____

Working hours will be: _____

Wage: _____

Signed and Accepted by:

Student: _____ Date: ____/____/____

Parent: _____ Date: ____/____/____

Employer: _____ Date: ____/____/____

CWE Coordinator: _____ Date: ____/____/____

*This program will not discriminate in regard to an applicant’s marital status, sex, race, national origin or handicap.

**This employer ensures that all students of the _____ High School Cooperative Work Experience Program will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex or handicap.

SAMPLE

_____ **High School**
Intent of Interest Form for Businesses

Thank you for your interest in the Cooperative Work Experience (CWE) Program. The CWE Program partners with local businesses to teach students basic job skills to become a successful adult in the workplace.

Students earn 1 school credit throughout the entire school year and may receive wages from working. Students must work at your business a minimum of 1.5 hours during the school day (usually the afternoon) and may work more hours, depending on the schedules of both the student and the business. Students must be at least 16 years old and be able to provide transportation to and from your workplace. We start placing students as early as February and try to have all students placed by the end of May. (The student may or may not begin working for you before the school year begins in the fall.)

If you are interested in partnering with _____ High School for the CWE program, please complete the form below to provide more information about your business. A school official will contact you to discuss potential participation and answer any questions you may have.

Business Name: _____

Business Address: _____

Contact Person/ Potential Supervisor Name: _____

Contact number: _____

Contact email: _____

Brief description of business:
Brief description of potential CWE position(s):

Do you background check your employees? Yes No

Mail form to:	Or email form to:
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Resources

Employability skills

- <https://www.careeressentials.org/>
- <https://www.dol.gov/agencies/odep/program-areas/individuals/youth/transition/soft-skills>