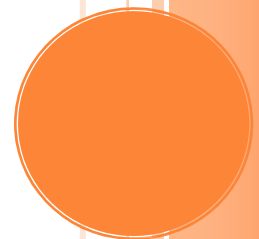


A TOOLKIT & GUIDE TO WORK-BASED LEARNING IN NORTH CAROLINA

“Helping our community prepare the work-force of tomorrow!”

A publication to support career awareness, exploration and preparation for the students of North Carolina.

North Carolina Department of Public Instruction
Career and Technical Education



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PREFACE

**Building the Bridge....
Creating Partnerships...
Connecting the Pieces!**

WORK-BASED LEARNING



Building the bridge for work-based learning and the various pathways for career success involves many facets for many stakeholders.

As we build a useable, interactive roadmap, and guide for our youth, it is the primary goal of this handbook to help all stakeholders; educators, parents, students, business and industry to have resources and tools that are easily navigated and understandable.

The first steps to understanding work-based learning and the many career pathways is to understand how important each aspect of career development is for the stakeholder involved at that precise period of time.

For a student in middle school, merely talking about WORK is extremely overwhelming and daunting in itself. Work for many middle school student involves seeing parents, siblings, and relatives being “housed” logistically in different locations, with differing schedules and roles. Comprehending the organizational structure and skill set required to meet that specific job can be mystical and omnipresent. For many of our middle school

students seeing someone in that specific role that they “proclaim” they want to be “LIKE” involves seeing an actor on a television program be that specific “role” or watching a social icon portraying someone in that career. As adults we know that is not true to life nor an accurate portrayal. Thankfully we have exceptional opportunities, discovery outlets, and resources that help our students become ready for an economy that is every changing and technologically advanced. For a high school student participating in a true work-based learning experience not only reaffirms their chosen selection of careers but also offers the opportunity for re-assessment if the career is not aligned with their expectations or skill set.

John F. Kennedy said *“Change is the Law of life. And those who look only to the past or present are certain to miss the future.”* Today, it is imperative that we begin helping our youth discover careers that give a “true” first-hand understanding and reflection of their selected profession before declaring and investing many years and many dollars in that chosen career pathway. Each of us know someone who unfortunately, dislikes their job/career and see their disgruntlement in their daily life. Via work-based learning opportunities we can showcase current career professions inclusive of the skill set and educational advancement needed to be successful in an every changing and diverse economy. Looking back at the past ten years affirms the need to have a workforce that is; progressive, entrepreneurial, intelligent, creative, inquisitive, collaborative, able to work together in teams, and most importantly be multifaceted and multitasking in an economy that changes each and every day.

Social platforms and devices such as Instagram, Pinterest, Facebook, LinkedIn, and Twitter did not exist ten years ago. Nor did Nanotechnology, the Cloud, Cyber security, YouTube, iPhone, iPad, Iwatch, FitBit. 4G, Google glasses, hybrid cars, biotics engineering, robotic engineering and limb replacement. ***What will tomorrow bring for our students in relation to careers? Our imagination is the limit!***

BENEFITS OF WORK-BASED LEARNING

WORK-BASED LEARNING



Quality work-based learning programs benefit the students, employers, schools, and the community.

Benefits for Students

Students benefit from work-based learning through:

- application of classroom learning (both academic and technical) in real-world setting
- establishment of a clear connection between school and work
- assessment of their interests, aptitudes, and abilities while learning about the career possibilities available to them
- improvement of their post-graduation employment opportunities
- development and practice of positive work-related habits and attitudes including the ability to think critically, solve problems, work in teams, and resolve issues
- assessment and understanding of the expectations of the workplace
- establishment of professional contacts for future employment
- expansion and refinement of their technical skills
- participation in authentic, job-related tasks
- observation of the demeanor and procedures of workplace professionals
- increased motivation/appreciation for staying in school
- awareness of postsecondary education opportunities

Benefits for Employers

Employers benefit from work-based learning through:

- a pool of skilled and motivated potential future employees
- improved employee retention
- reduced training/recruitment costs
- developmental opportunities for a current workforce
- development of new projects with student assistance
- involvement in the curriculum development process
- an opportunity to provide community service

Benefits for Schools

Schools benefit from work-based learning through:

- expanding the curriculum and learning facilities
- exposing students to state-of-the-art equipment, technology, and techniques
- meeting the needs of diverse student populations
- individualizing instruction for students
- promoting and fostering faculty interaction with the business community
- enhancing faculty/staff development efforts
- making education more relevant and valuable to students
- increasing student retention rates in schools
- reducing overcrowding by utilizing off-campus learning sites
- providing an alternative to building additional classrooms and laboratories to accommodate growth

Benefits for the Community

The *community* benefits from work-based learning through:

- creating an environment of collaboration and cooperation among the school, the employers, and the community
- encouraging respect, tolerance, and understanding among different groups
- contributing to building a more productive local economy
- fostering confidence in the school system as practical and beneficial results are observed

CAREER AWARENESS

WORK-BASED LEARNING

CAREER AWARENESS

Students will begin to understand how school relates to the “world of work” through businesses, parents, and adults who “share and tell” their story about their profession and why they love their job.



Middle school students will be given the opportunity to:

- ✓ Understand how school relates to the world of work.
- ✓ Become aware of different careers and career pathways.
- ✓ Experience field trips to various businesses and industries.
- ✓ Participate in community volunteer organizations and service learning projects.
- ✓ Embrace classroom assignments and project based learning around specific industries.
- ✓ Become involved in school based business entrepreneurship projects.
- ✓ Hear guest speakers from industry experts.
- ✓ Visit theme specific high schools that are of interest to them via class tours and open houses.

Students begin to understand how school relates, to he “world of work” through businesses, parents, and adults who “share and tell” their story about their profession and why they love their job. Awareness begins in elementary and continues through middle school with multiple opportunities and experiences to better understand what the working world is all about.

STUDENTS@WORK

Students@Work is a project of the North Carolina Business Committee for Education in partnership with the North Carolina Department of Public Instruction. The goal is for North Carolina businesses to help middle school students in their community see the opportunities that exist in the workplace.

Other opportunities for developing career awareness:

- **JOB SHADOWING**
- **CLASSROOM VISITS**
- **FIELD TRIPS TO VARIOUS INDUSTRY AND BUSINESSES**
- **ASSIGNMENTS ALIGNED WITH CAREER EXPLORATION AND DISCOVERY**
- **PARENT/CHILD DAY**

CAREER EXPLORATION

WORK-BASED LEARNING

CAREER EXPLORATION

GRADES 8-9

Students will develop an in depth understanding of the working world with an understanding of the importance of career discovery. Course work and project based learning support discovery of various careers in numerous occupations as well as the needed educational foundation and prerequisites needed to be successful in a specific career pathway.



Middle and high school students (8-9) will:

- ✓ *Understand how school relates to the world of work.*
- ✓ *Research and design a career interest.*
- ✓ *Take an inventory assessment to help align specific educational courses and career goals.*
- ✓ *Develop an understanding of various occupations within a specific career theme/pathway.*
- ✓ *Become aware of how specific skills are needed to be successful in the work world.*
- ✓ *Research, design and develop a plan for post-secondary training and education for a specific career pathway.*

BUSINESS/INDUSTRY FIELD-TRIP

A field trip is an opportunity for a class to leave the classroom to see class-related experiences away from the school campus. This short-term visit to a business or agency expands the learning opportunities for participating students. The field trip allows students to observe and investigate activities related to a specific subject and career development objective. It extends the learning environment beyond the school facility, thus emphasizing the relationship between school and work.

RATIONALE FOR FIELD TRIPS

The field trip is one strategy for relating up-to-date information on new techniques in a selected field by observing practical application of that information. Students are provided the opportunity to gain knowledge of careers related to a specific subject area and to better understand the community in which they live. Field trips strengthen partnerships with business and industry and reinforce the fact that "what is being learned in school will be needed in the world of work."

STEPS FOR PLANNING AND IMPLEMENTATION

1. Identify and/or establish the goals, policies and procedures for field trips.
 - Goals or objectives for field trips
 - Policies and guidelines to be followed
 - Procedures and steps for implementation
2. List and clarify career development and course objectives for the field trip.
 - Field trips that relate to the subject being taught
 - Specific course objectives to be accomplished
3. Select a destination that will best meet these objectives.
 - Appropriate business or agency
 - Effective host or tour guide
4. Determine any cost that might be incurred in taking the field trip.
 - Expenses to be incurred
 - Source of funds to pay for expenses
5. Obtain administrative approval for the trip.
6. Develop a parental permission form. Review the Parent/Guardian Work-Based Learning Sample Permission Form ([doc, 35kb](#)) or the Parental Permission Agreement ([doc, 34kb](#)) for ideas. Have parents sign form.
7. Have students' list specific objectives for the trip.
8. Contact the host/tour guide for final confirmation.
 - Date of visit and time of arrival
 - Duration of trip
 - Size of group and age of students
 - Number of chaperones needed
 - Objectives of the trip
9. Contact the host/tour guide for final confirmation just prior to the visit.
 - Review date, time, duration of trip.
 - Remind host of audience and objectives to be accomplished.
10. If possible, make a preliminary visit to better understand what the site has to offer to your students.

11. Arrange for transportation.
 - Vehicles
 - Drivers
 - Expense
12. Invite chaperones.
 - Identify capable chaperones
 - Clarify roles
13. Prepare students by:
 - Reviewing objectives
 - Discussing behavior, dress code, safety, expectations, etc.
14. Conduct follow-up discussion and/or assignments upon return to school.
 - Relate field trip to course objectives
 - Determine what students learned from trip
15. Write a thank you note to the host.

JOB SHADOWING

Job Shadowing is a short-term (usually a half day) educational experience that introduces an individual student to a particular job or career by pairing the student with an employee of a business, industry, or agency. By following or "shadowing" the employee, the student becomes familiar with the duties associated with that occupation, the physical setting of the occupation, and the compatibility of the occupation with his or her own career goals.

RATIONALE OF JOB SHADOWING

Shadowing develops an awareness of the educational and technical skills required for entry and advancement in a specific occupation. The student becomes familiar with the work-site environment and the job-related characteristics of the specific job or career. Shadowing provides students the opportunity to discuss areas of interest or concern with the employee in the "real world" occupation they are shadowing. By providing a relevant experience outside the classroom, employers are able to contribute to the education of youth and help prepare students for future career opportunities.

STEPS FOR PLANNING AND IMPLEMENTING

1. Identify the goals and policies of the job shadowing program.
 - Goals or objectives for the shadowing program
 - State and local policies and guidelines to be followed
2. Develop selection criteria for both students and employers.
 - Criteria for participating students
 - Criteria for participating employers
3. Develop application forms for interested students and employers.
 - Student application
 - Employer application
4. Develop an evaluation form/process to monitor the success of the program.
 - Completed by students and employers
 - Evaluates the degree to which goals/objectives of the experience were met.
 - Identifies strengths and weaknesses of the program
5. Obtain approval/permission from administration for the job shadowing activity.

6. Develop a parental permission form to be signed by parents.
7. Develop awareness activities for students, parents, and employers.
 - School announcements and newspapers
 - Community news media, flyers, etc.
8. Select instructional staff to work with the shadowing program.
9. Survey employers to locate shadowing sites.
 - Determine which employers are interested.
 - Select sites that will provide a good learning experience.
10. Recruit and select individual students to participate in the program.
 - Determine which students are interested.
 - Select students who will benefit most from the program.
11. Organize an orientation session for students, faculty, and employers.
 - Discuss the goals, objectives, policies, and guidelines
 - Explain the various roles and responsibilities
12. Identify where and when the shadowing will take place for each student.
13. Determine transportation needs and how they will be provided.
14. Review safety precautions to be followed during the experience.
15. Instruct students as to expectations during the shadowing experience.
 - Dress code
 - Promptness
 - Behavior
 - Other expectations
16. Design certificates and/or notes of appreciation for employers.
17. Determine method of rewarding students for successful completion of the shadowing experience.

MENTORSHIP

A mentorship typically involves pairing a student (mentee or protégé) with a community professional (mentor) in a one-to-one relationship with the intent of providing first-hand experience in a career field/cluster of the student's choice. Mentors are encouraged to provide as much hands-on experience as possible and to give learners a view of all aspects of the career, including routine tasks, as well as creative and challenging opportunities. The mentorship differs primarily from an internship experience in that it is a one-to-one relationship and does not require a minimum number of hours. The mentorship can be delivered face to face, online or blended.

The mentorship may be paid or unpaid. School credit CANNOT be earned for mentorships (State Board Policy, GCS-I-003, June 2000). It may be possible to turn the mentorship into an internship in order to receive course credit.

RATIONALE FOR MENTORSHIPS

A mentorship is a deliberate pairing of a more-skilled or experienced person with a lesser-skilled or inexperienced learner with the agreed upon goal of having the lesser-skilled learner (mentee) grow and develop specific occupational competencies. The individualized approach to teaching and learning affords a self-motivated learner opportunity to excel and to become proficient in many skills. The mentor, guided by the learner's teacher coordinator, follows an agreed upon training plan.

STEPS FOR PLANNING AND IMPLEMENTATION

1. Create and/or administer criteria for selection of students (mentees).
2. Determine each student's (mentee's) instructional needs, interests and aptitudes.
3. Create and/or administer criteria for selection of mentors.
4. Approve/select mentor for selected student (mentee).
5. Ensure legal requirements are met.
6. Orient mentor to expectations.
7. Orient student (mentee) to expectations.
8. Create a mentoring agreement (training agreement) with and between school and carrier agency (business/industry).
9. Finalize each student's (mentee's) mentoring plan (training plan) with the student (mentee), parents, and mentor.
10. Supervise on-site mentorships.
11. Conduct progress conferences.
12. Evaluate student (mentee).
13. Evaluate process and outcomes.
14. Submit report(s) to school officials and business/industry.

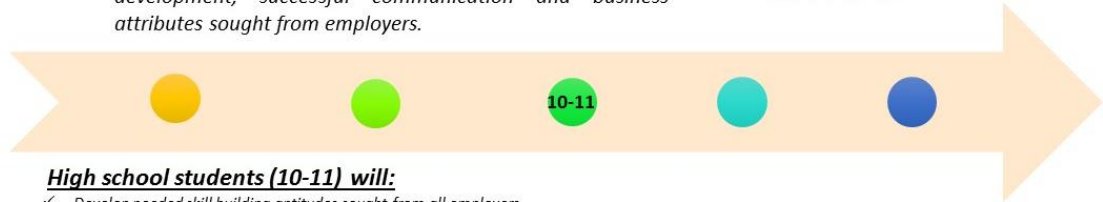
CAREER PREPARATION

WORK-BASED LEARNING

Students will develop and possess the needed skills for college and career readiness via classroom academic and work-based skills needed in the world. Students will develop soft skills, relationship building tools, team work development, successful communication and business attributes sought from employers.

CAREER PREPARATION

GRADES 10-11



High school students (10-11) will:

- ✓ *Develop needed skill building aptitudes sought from all employers.*
- ✓ *Know and understand the function and the skills needed to be successful in a specific career.*
- ✓ *Be able to seek resources to find a specific career/job.*
- ✓ *Have the core knowledge to be successful in a particular career pathway.*
- ✓ *Understand and possess the appropriate work attitude, characteristics and professionalism needed for a successful work placement.*
- ✓ *Develop an understanding of various occupations within a specific career theme/pathway.*
- ✓ *Become aware of how specific skills are needed to be successful in the work world.*
- ✓ *Research and design a career interest inventory that will help align their courses and career goals.*
- ✓ *Develop career and educational goals that align with their selected career pathway.*
- ✓ *Follow and utilize post-secondary training opportunities and education to design their own career pathway*
- ✓ *Apply for a specific job or work-based learning experience via employment protocol methods utilizing the following: cover letters, resumes, interviewing skills, application forms, and thank you/follow-up letters.*

Types of Work-Based Learning

APPRENTICESHIPS

Apprenticeship is a system of skilled occupational training that combines practical work experiences with related academic and technical instruction. An apprentice works on the job for an employer and is taught and supervised by an experienced person in the chosen occupation. The preplanned, progressively challenging work-based learning experience usually extends two to four years.

The apprentice is periodically evaluated and granted wage increases for satisfactory progress. Upon completion of the work and the related instruction, the apprentice is considered "skilled and knowledgeable" and will receive certification as a "journeyman" in the field.

Apprenticeship standards--established by the NC Department of Commerce - Apprenticeship and Training Bureau--are the minimum standards acceptable for any program. Local program standards may vary depending on local needs and should be developed in conjunction with all participating stakeholders.

IMPLEMENTATION

Internships and cooperative education programs should consider utilizing the apprenticeship program so the student can gain not only a great work-based learning experience, but also a certification from the state.

- Students interested in apprenticeships should contact the work-based learning coordinator at his/her school. This position might be called the Career Development Coordinator (CDC).
- The school should contact the local NC Department of Commerce apprenticeship representative. This person will ensure that all paperwork is complete and all procedures are followed.

PRE-APPRENTICESHIP

The Apprenticeship and Training Bureau refers to all high school apprenticeships as *Pre-apprenticeships*. The term *Apprenticeship* used on these web pages encompasses both Apprentices and Pre-apprentices.

- Any work completed by a high school student in a Pre-apprenticeship could transfer to a Registered Apprenticeship upon graduation from high school.
- A Pre-apprenticeship does not require the multi-year commitment that a Registered Apprenticeship requires.

INFORMATION FROM THE NC DEPARTMENT OF COMMERCE

- NCWorks Apprenticeship- Department of Commerce website for all apprenticeships.
- Pre-apprenticeship Information For Students - Department of Commerce Pre-apprenticeship program.

INFORMATION FROM THE US DEPARTMENT OF LABOR

- *21st Century Registered Apprenticeship: A Shared Vision for Increasing Opportunity, Innovation, and Competitiveness for American Workers and Employers* Links to the full report and a two-page executive summary.]

APPRENTICEABLE OCCUPATIONS

- The official list of over 900 occupations that can be apprenticed.

COOPERATIVE EDUCATION

Cooperative education is a method of instruction where technical classroom instruction is combined with paid employment that is directly related to the classroom instruction. The two experiences must be planned and supervised by the school and the employer so that each contributes to the student's career objective/major and employability. Written cooperative agreements showing the instruction to be provided are developed by the school and employer providing the training. School credit is received for both the on-the-job training and the classroom components.

RATIONALE FOR COOPERATIVE EDUCATION

The purpose of cooperative education is the development of occupational competence reinforced by a job training experience. The cooperative method of instruction provides students enrolled in career and technical courses an opportunity to extend their employment preparation beyond the classroom. When students have career objectives that are specific and definite, they can often prepare themselves better for the workplace by being in the workplace.

Frequently schools find that they cannot afford to continuously equip and update labs with state-of-the-art equipment. Schools can build partnerships with local employers to offer training that is specifically designed for a given student using state-of-the-art equipment and requiring the student to perform up to industry standards as they meet the needs of clients on a daily basis.

Critical to the philosophy of the cooperative method is that students must have classroom instruction and on-the-job training directly related to one another. Both the school and businesses assume responsibility for helping a student attain competencies required for a course that utilizes the cooperative method. The school provides related technical instruction in the classroom, and the on-the-job training is provided at the job site. The two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance is planned on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

REQUIREMENTS

GCS-I-003 State School Board Policy for Academic Credit for Work-based Learning.

This document outlines the number of work hours that are required to receive credit.

Connecting Activities

Coordinator File Management

DOCUMENTS AND FORMS

CONTACT RECORD

The Contact Record lists all contacts made with the training station regarding that student. This helps to document the use of coordination time.

Coordinators should keep a Contact Record in the coordinator's notebook as a reference prior to making coordination visits. It is also a good idea to keep notes on individual employers or training stations that may be helpful in the future.

- Contact Record
([doc, 38kb](#))

CUMULATIVE WAGE AND HOUR RECORD

Cooperative education students should use this form monthly to record their wages and hours worked at their training site. Students should be required to update the form each month, prior to turning in wage and hour report. This will help to monitor progress on completing the required hours.

- Cumulative Wage and Hour Record
([doc, 28kb](#))

LOOKING FOR A JOB

These are forms to be used by students to document job search activities while unemployed. Instructors should monitor student progress in getting a job, document removal from the program if necessary, and finally, file all job search forms in a safe place.

- Weekly Job Search Update
([doc, 37kb](#))
- Interview Summary
([doc, 28kb](#))

ORIENTATION TO THE WORKPLACE

Students need to be oriented to the workplace. The orientation can help students understand the differences between the workplace and school. In addition the orientation can help students make a good first impression with an employer.

- Orientation to the Workplace
([doc, 29kb](#))
- Sample interview form for students to use to interview an employer
([doc, 30kb](#))

PLACEMENT REPORT

The placement report is a form that may be required by your LEA to document student placement. Use the contact record to help in completing the report and complete it when requested by your LEA (usually in mid-October)

- Placement Report
([doc, 46kb](#))
- Internship Worksite Confirmation Notice - shared by the Catawba Technology Education Consortium, Catawba County, North Carolina.
([doc, 25kb](#))

REQUEST FOR A JOB CHANGE

This form should be completed by a student who wants to change a job. Coordinators should make sure that students are aware that the form must be completed and approved prior to giving notice at current job. The form also may be used in discussions with students and/or parents about a potential job change.

- Request for a Job Change
([doc, 32kb](#))

STUDENT WAGE AND HOUR RECORD

A student wage and hour record documents the hours worked and wages earned on a monthly basis. Students should be required to complete a form on a monthly basis and maintain a running total of wages and hours throughout the year. Coordinators should file completed wage and hour records in a secure place at schools.

Tips to ensure that wage and hour records are completed by students:

1. Set a due date for the wage and hour form. Suggested date is no later than the 5th of each month.
2. Give a grade for completing the wage and hour form.
3. Verify continued student employment by employer signature on Wage and Hour Record, or by periodically checking students' pay stubs.
4. Simplify your job by maintaining wage and hour totals using a spreadsheet or database program.
 - Wage and Hour Record
([doc, 58kb](#))
 - Summer Wage and Hour Report
([doc, 27kb](#))

TRAINING AGREEMENTS/PARENT PERMISSIONS

Training agreements outline the rules and responsibilities of students, parents, employers, teacher-coordinators and school administration. Coordinators should obtain signatures of all parties involved in cooperative education before the end-of-schedule change period. In addition, students should be required to obtain signatures of parents and employers to ensure that all parties are aware of their involvement in the program. Once all signatures have been obtained, students and employers should receive a signed copy and a signed copy should be kept on file at a student's school.

- Parental Permission Agreement - shared by the Job Ready Work Based Learning Guide
([doc, 34kb](#))
- Cooperative Education Training Agreement
([doc, 34kb](#))
- Apprenticeship Training Agreement - shared by Charlotte-Mecklenburg Schools
([pdf, 440kb](#))

TRAINING NEEDED BEFORE WORKING

Certification from the employer that the student has received certain training prior to beginning a work program. Coordinators should talk to the employer to find out what training is necessary and ensure that a student is prepared for work.

- Verification of Safety Training shared from the Southern Regional Education Board.
([doc, 23kb](#))

TRAINING PLANS

Training plans provide a list of competencies that a student is expected to demonstrate (learn) while in the workplace. Connecting activities may be used to create a training plan. Coordinators should follow the process outlined below when creating training plans for students:

1. Obtain samples from local school district for your subject area.
2. Develop a plan for each student.
3. Discuss with employer, make necessary adjustments and obtain signature.
4. Discuss with student and obtain signature.
5. At end of grading period, have employer review plan, evaluate student, and update plan for next grading period.

- Work-Based Learner's Personal Goals -shared from McHenry County, South Carolina
([doc, 23kb](#))
- Work-Based Learning - Educational Plan and Progress Report - shared from the South Carolina Department of Education.
([doc, 48kb](#))
- Project at Job Site - shared by the Southern Regional Education Board.

ENTREPRENEURIAL EXPERIENCES

Through an entrepreneurial work-based learning experience students apply classroom learning to organization and operation of a business as an entrepreneur. They assume all risks in expectation of gaining profit and/or further knowledge.

School credit CANNOT be earned for entrepreneurial experiences (State Board Policy, GCS-I-003, June 2000). It may be possible to turn the Entrepreneurial Experience into an Internship in order to receive course credit.

Entrepreneurship includes organizing, managing, and assuming the risk of a business or enterprise. In this type of work-based learning, the student owns and operates a small business.

RATIONALE OF ENTREPRENEURIAL EXPERIENCES

The ultimate outcome is to increase the level of knowledge and proficiency in running a business and to provide an opportunity for potential profit. An entrepreneurial work-based experience should be a capstone experience for a student who has developed career and technical skills that he/she desires to use in a personal business venture. The student may have developed the business plan for their business in an entrepreneurship course. This entrepreneurial experience should complement the student's career objective.

- The entrepreneurial experience must be planned and supervised by the school and an adult mentor so that the experience contributes to the student's career objective/major and employability. Written business plans showing the business to be developed and the training opportunities to be gained must be in place prior to the experience beginning and should be updated periodically.
- The entrepreneurial experience may fulfill requirements for a senior exit/graduation project that is done to demonstrate how the student is applying the academic preparation for his/her future. Some career and technical student organizations (CTSO) allow students to gain recognition for entrepreneurial efforts. It may be a supervised occupational experience, or it may be an entrepreneurial effort that is reported within the guidelines of the CTSO.
- The entrepreneurial experience may be short term by concentrating on one or a small number of learning competencies, or it may be a long-term experience that includes additional competencies that are learned over a period of a year or more.

- The entrepreneurial experience should be planned so that there is adequate time for the effort and time to interact with a business mentor in order to maximize the benefits of the entrepreneurial experience. Some examples of entrepreneurial experiences in high schools include a gift boutique, a catering service, a placement project, a pet sitting service, lawn care service, a shirt silk-screening service, a productive enterprise project, and a personal shopper's service.
- Entrepreneurship, where the student actually owns an enterprise, is a valuable work-based learning strategy. The student gains not only work-place skills, but develops an understanding of how to actually manage a small business enterprise as he/she assumes all of the risks and is responsible for all decisions.

STEPS FOR PLANNING AND IMPLEMENTING

1. Determine the goals of the learning experiences that can be accomplished through entrepreneurial experiences.
2. Determine under what conditions a student will be allowed to organize an entrepreneurial venture to meet work-based learning requirements.
 - Will students be allowed this option or must a student's career plan indicate that he/she has been pursuing preparation to become an entrepreneur?
 - Must the student be enrolled in a complimentary course or will a school advisor be assigned to work with a student's entrepreneurial experience that may not be one of the student's instructors?
3. Determine the components of entrepreneurial experience.
 - Will the student have to develop a business plan as a part of the experience, or will the student develop the business plan prior to the entrepreneurial work-based learning experience?
 - Must the business plan development come in a course such as Entrepreneurship, or can it be developed independently of a course?
 - Must the business plan be reviewed by a business mentor as part of the planning for the experience?
 - Must the student find a business mentor, or will the school select the entrepreneurship mentor?
4. Design a system for evaluating the experience.
 - Which partners - business mentor, school, and/or student will evaluate the experience?

- How will students be rewarded for successful completion of the entrepreneurship experience? (course credit is not allowed)
 - Will a standard evaluation form be used to monitor the success of each students' entrepreneurial experience?
5. Develop a written agreement with all partners, to include but not limited to student, parents, business mentor, and the teacher coordinator.
 6. Work with the school's legal counsel to ensure that the student's experience is conducted in compliance with all legal requirements.
 7. Determine which school staff members have the broad knowledge of business and business management skills to assist students as they venture into an entrepreneurial experience.
 8. Develop the application process for interested students to follow in getting their entrepreneurial experience approved and started.

SAMPLE DOCUMENTS AND RESOURCES

STUDENT PARTICIPATION REQUESTS/APPLICATIONS

Students and mentors need to apply to be part of the work-based learning program.

- "I want to enter the internship program because..." - shared by the Southern Regional Education Board
(doc, 24kb)
- Internship Program - Student Approval Notice - Shared by the Catawba Technology Education Consortium
(doc, 24kb)
- Mentor Application - Shared from the Job Ready Work-based Learning Guide
(doc, 39kb)
- Work-Based Learning Student Application Form - shared from McHenry County, South Carolina
(doc, 39kb)
- Apprenticeship Application - Charlotte-Mecklenburg Schools
(pdf, 435kb)
- Apprenticeship Application - Guilford County Schools
(pdf, 431kb)

TRAINING AGREEMENTS/PARENT PERMISSIONS

Training agreements outline the rules and responsibilities of students, parents, employers, teacher-coordinators and school administration. Coordinators should obtain signatures of all parties involved in cooperative education before the end-of –schedule change period. In addition, students

should be required to obtain signatures of parents and employers to ensure that all parties are aware of their involvement in the program. Once all signatures have been obtained, students and employers should receive a signed copy, which should be kept on file at a student's school.

- Parental Permission Agreement - shared by the Job Ready Work Based Learning Guide
([doc, 34kb](#))
- Parent/Guardian Work-Based Learning Sample Permission Form - shared from the South Carolina Department of Education
([doc, 35kb](#))
- Sample Training Agreement/Training Plan - shared from the Nebraska Department of Education.
([doc, 40kb](#))
- Apprenticeship Training Agreement - shared by Charlotte-Mecklenburg Schools
([pdf, 440kb](#))
- Cooperative Education Training Agreement
([doc, 34kb](#))
- Work-Based Learning Agreement - shared by McHenry County, South Carolina
([doc, 43kb](#))

INTERNSHIPS

An internship is a work-based learning experience where a student participates in the daily operations of a work site under the direct supervision of a business mentor. The internship provides a realistic environment within which a student intern learns about a particular industry or occupation and applies knowledge and skills learned in the classroom.

The work experience should contribute to the student's career pathway helping the student to narrow their career choices. Internships can be paid or un paid and can be compensated in various manners.

DOCUMENTS AND FORMS

CONTACT RECORD

This form is a record of individual student training station information and all contacts made with the training station regarding that student. The form documents the use of coordination time. Coordinators should keep a Contact Record in the coordinator's notebook as a reference prior to making coordination visits. It is also a good idea to keep notes on individual employers or training stations that may be helpful in the future.

- Contact Record
([doc, 38kb](#))

CREATING A WORK-BASED LEARNING PROGRAM

Several examples have been provided that instructors can use to create and market a work-based learning program. Instructors should learn about work-based programs, build a work-based learning program, then market the program to students, parents and businesses.

- Organizing Student Internship Experiences - Shared by the Catawba Technology Education Consortium.
([pdf, 32kb](#))
- Apprenticeship Program Guidelines - Share by Catawba County Schools.
([pdf, 431kb](#))
- Apprenticeship Program Credit Guidelines -Charlotte
([pdf, 419kb](#))

CUMULATIVE WAGE AND HOUR RECORD

Students should use this form monthly to record their wages and hours worked at their training site. Students should be required to update the form each month, prior to turning in wage and hour report. This will help to monitor progress on completing the required hours.

- Cumulative Wage and Hour Record
([doc, 28kb](#))

EMPLOYER AND STUDENT INFORMATION

These forms can be used to collect information about employers and students

- Employer and Student Information Sheet
([doc, 37kb](#))
- Sample Form For Insurance And Emergency Information – shared from the South Carolina Department of Education.
([doc, 49kb](#))
- Charlotte/Mecklenburg Schools Apprenticeship Application
([pdf, 435kb](#))
- Guilford County Apprenticeship Application
([pdf, 431kb](#))

LOOKING FOR A JOB

These are forms to be used by students to document job search activities while unemployed. Instructors should monitor student progress in getting a job, document removal from the program if necessary. File all job search forms in a safe place.

- Weekly Job Search Update
([doc, 37kb](#))
- Interview Summary
([doc, 28kb](#))

ORIENTATION TO THE WORKPLACE

Students need to be oriented to the workplace. The orientation can help students understand the differences between the workplace and school. In addition the orientation can help students make a good first impression with an employer.

- Orientation to the Workplace
([doc, 29kb](#))
- Sample interview form for students to use to interview an employer
([doc, 30kb](#))

PLACEMENT REPORT

The placement report is a form that *may* be required by your LEA to document student placement. Use the contact record to help in completing the report and complete it when requested by your LEA (usually in mid- October)

- Placement Report
([doc, 46kb](#))
- Internship Worksite Confirmation Notice - shared by the Catawba Technology Education Consortium, Catawba County, North Carolina.
([doc, 25kb](#))

REQUEST FOR A JOB CHANGE

This form should be completed by a student who wants to change a job. Coordinators should make sure that students are aware that the form must be completed and approved prior to giving notice at current job. The form also may be used in discussions with students and/or parents about a potential job change.

- Request for a Job Change
([doc, 32kb](#))

STUDENT WAGE AND HOUR RECORD

A student wage and hour record documents the hours worked and wages earned on a monthly basis. Students should be required to complete a form on a monthly basis and maintain a running total of wages and hours throughout the year. Coordinators should file completed wage and hour records in a secure place at schools.

Tips to ensure that wage and hour records are completed by students:

1. Set a due date for the wage and hour form. Suggested date is no later than the 5th of each month.
 2. Give a grade for completing the wage and hour form.
 3. Verify continued student employment by employer signature on Wage and Hour Record, or by periodically checking students' pay stubs.
 4. Simplify your job by maintaining wage and hour totals using a spreadsheet or database program.
- Wage and Hour Record
([doc, 58kb](#))
 - Summer Wage and Hour Report
([doc, 27kb](#))

STUDENT PARTICIPATION REQUESTS/APPLICATION

Students and mentors need to apply to be part of the work-based learning program.

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([doc, 24kb](#))
- Internship Program - Student Approval Notice - shared by the Catawba Technology Education Consortium, Catawba County, North Carolina.
([doc, 24kb](#))
- Mentor Application - shared from the Job Ready Work-based Learning Guide
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- Work-Based Learning Student Application Form - shared from McHenry County, South Carolina
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- Parental Permission Agreement - shared by the Job Ready Work Based Learning Guide.
([doc, 34kb](#))
- Work-Based Learning Agreement - shared by McHenry County, South Carolina.
([doc, 43kb](#))
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([pdf, 440kb](#))
- Cooperative Education Training Agreement
([doc, 34kb](#))

TRAINING NEEDED BEFORE WORKING

Before students begins working, the coordinator should obtain certification from the employer that the student has received certain training. Coordinators should talk to the employer to find out what training is necessary and ensure that a student is prepared for work.

- Verification of Safety Training shared from the Southern Regional Education Board.
([doc, 23kb](#))

TRAINING PLANS

Training plans provide a list of competencies that a student is expected to demonstrate (learn) while in the workplace. Connecting activities may bused to create a training plan. Coordinators should follow the process outlined below when creating training plans for students:

1. Obtain samples from local school district for your subject area.
 2. Develop a plan for each student.
 3. Discuss with employer, make necessary adjustments and obtain signature.
 4. Discuss with student and obtain signature.
 5. At end of grading period, have employer review plan, evaluate student, and update plan for next grading period.
- Work-Based Learner's Personal Goals -shared from McHenry County, South Carolina
([doc, 23kb](#))
 - Work-Based Learning - Educational Plan and Progress Report - shared from the South Carolina Department of Education.
([doc, 48kb](#))
 - Project at Job Site - shared by the Southern Regional Education Board.
([doc, 23kb](#))

MENTORING/MENTORSHIP

A mentorship typically involves pairing a student (mentee or protégé) with a community professional (mentor) in a one-to-one relationship with the intent of providing first-hand experience in a career field/cluster of the student's choice. Mentors are encouraged to provide as much hands-on experience as possible and to give learners a view of all aspects of the career, including routine tasks, as well as creative and challenging opportunities. The mentorship differs primarily from an internship experience in that it is a one-to-one relationship and does not require a minimum number of hours.

The mentorship may be paid or unpaid. School credit CANNOT be earned for mentorships (State Board Policy, GCS-I-003, June 2000). It may be possible to turn the mentorship into an internship in order to receive course credit.

RATIONALE FOR MENTORSHIP

A mentorship is a deliberate pairing of a more-skilled or experienced person with a lesser-skilled or inexperienced learner with the agreed upon goal of having the lesser-skilled learner (mentee) grow and develop specific occupational competencies. The individualized approach to teaching and learning affords a self-motivated learner opportunity to excel and to become proficient in many skills. The mentor, guided by the learner's teacher coordinator, follows an agreed upon training plan.

STEPS FOR PLANNING AND IMPLEMENTATION

1. Create and/or administer criteria for selection of students (mentees).
2. Determine each student's (mentee's) instructional needs, interests and aptitudes.
3. Create and/or administer criteria for selection of mentors.
4. Approve/select mentor for selected student (mentee).
5. Ensure legal requirements are met.
6. Orient mentor to expectations.
7. Orient student (mentee) to expectations.
8. Create a mentoring agreement (training agreement) with and between school and carrier agency (business/industry).
9. Finalize each student's (mentee's) mentoring plan (training plan) with the student (mentee), parents, and mentor.
10. Supervise on-site mentorships.
11. Conduct progress conferences.
12. Evaluate student (mentee).
13. Evaluate process and outcomes.
14. Submit report(s) to school officials and business/industry.

DOCUMENTS AND RESOURCES

EMPLOYER EVALUATION

The suggested resources enable an employer to evaluate a student's job performance as well as general work habits and personal traits. Instructors should meet with each employer during each grading period and have them complete the evaluation. In addition, the instructor should review the evaluation with the student and discuss ways of improving job performance.

- Employer Evaluation
([doc, 29kb](#))
- Mentor Evaluation - shared from McHenry County, South Carolina.
([doc, 37kb](#))
- Work-Based Learning: Participating Company Evaluation Form - shared from McHenry County, South Carolina.
([doc, 38kb](#))

ORIENTATION IN THE WORKPLACE

Students need to be oriented to their workplace. An orientation helps students understand the difference between school and the workplace, and it helps them make a good first impression.

- Orientation to the Workplace
([doc, 29kb](#))
- Sample interview form for students to use to interview an employer
([doc, 30kb](#))

PROGRAM IMPROVEMENT

These surveys are a way to learn about how your work-place learning program is functioning. Instructors should give the survey to students and businesses that have participated in the program and use the results to help improve the program

- Survey of Business Sponsors – shared from Alamance Burlington Schools
([pdf, 465kb](#))
- Student Survey – shared from Alamance Burlington Schools
([pdf, 459kb](#))

TRAINING AGREEMENTS/PARENTAL PERMISSIONS

- Parental Permission Agreement - shared by the Job Ready Work Based Learning Guide
([doc, 34kb](#))
- Parent/Guardian Work-Based Learning Sample Permission Form - shared from the South Carolina Department of Education
([doc, 35kb](#))
- Sample Training Agreement/Training Plan - shared from the Nebraska Department of Education.
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- Apprenticeship Training Agreement - shared by Charlotte-Mecklenburg Schools
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Training plans provide a list of competencies that a student is expected to demonstrate (learn) while in the workplace. Connecting activities [[link to Connecting Activities](#)] may be used to create a training plan. Coordinators should follow the process outlined below when creating training plans for students:

- Work-Based Learner's Personal Goals -shared from McHenry County, South Carolina.
([doc, 23kb](#))
- Work-Based Learning - Educational Plan and Progress Report - shared from the South Carolina Department of Education.
([doc, 48kb](#))
- Project at Job Site - shared by the Southern Regional Education Board.

SCHOOL-BASED ENTERPRISES

A school-based enterprise is a simulated or actual business conducted by a school. It replicates a specific business and is a learning experience that provides direct links between classroom learning and the world of work.

RATIONALE FOR SCHOOL-BASED ENTERPRISE

A school-based enterprise can fill the void where many communities may not have the business and industry base to provide sufficient opportunities for students to gain work-based learning experiences.

The school-based enterprise should be designed to lead a student to a productive career; and the school programs of study must have the course capacity to provide the learning needed by the student to become successfully employed. In a school-based enterprise, the student's career courses and academic courses integrate around the school-based enterprise.

Developing a school-based enterprise can be a creative challenge to a school, department, teachers, and students. Large-scale endeavors will probably need the input and assistance from more than one person to be successful. A collaborative agreement with local business/industry, or well organized advisory committees would be helpful. The school-based enterprise must be oriented and run by students. Teachers serve as advisors, but not chief executive officers.

Some school-based enterprises operate much like regular small businesses, letting students apply the academic and career/technical content they have learned in school. A school-based enterprise can also give students real practice in entrepreneurship, accounting, budgeting, cash-flow management, marketing, inventory control, and business/industry/technical skills. Students in school-based enterprises develop skills in problem solving, communication, interpersonal relations, and learning how to learn in the context of work.

STEPS FOR PLANNING AND IMPLEMENTATION

1. Assess community needs
 - ✓ Characteristics of the community
 - ✓ Related business opportunities
 - ✓ Potential customers
 - ✓ Possible products/services

2. Define the product or service
 - ✓ Student and teacher interest
 - ✓ Possible ventures and their feasibility
 - ✓ Decide and commit
3. Build the Support of Key People
 - ✓ Teachers o Students o Parents
 - ✓ School administrators
 - ✓ Business/Industrial community
4. Establish a Structure for the school-based enterprise
 - ✓ Basic organization
 - ✓ Curriculum
 - ✓ Training and education of students and teachers
 - ✓ Scheduling
 - ✓ Facilities, equipment, and supplies
 - ✓ Finances
5. Develop a Written Business Plan
 - ✓ Executive summary
 - ✓ Description of the industry
 - ✓ The market
 - ✓ Plan of operation
 - ✓ Financial plan
 - ✓ Organizational structure
 - ✓ Schedule
 - ✓ Community benefits
 - ✓ An education and training plan
 - ✓ Appendices
6. Implement production and services
 - ✓ Equipment and supplies
 - ✓ Workforce and their role
 - ✓ Produce products or services
 - ✓ Sales force and sales strategies
 - ✓ Marketing the products/services
 - ✓ Channel/methods to distribute the products or services
 - ✓ Maintain budgets

- ✓ Maintain inventory
- ✓ Deliver products and/or services

7. Design and implement curriculum activities

- ✓ Requiring integration of academic and career/technical courses
- ✓ Encouraging all students to participate in school-based enterprise and related courses
- ✓ Involving counselors in the school-based enterprise and programming of students
- ✓ Deciding what students should know and be able to do
- ✓ Bringing business/industry experts in to advise on curriculum
- ✓ Incorporating cooperative learning and team work activities
- ✓ Teaching problem solving

PRODUCTION WORK HANDBOOK

The Production Work Handbook was developed to provide leadership and direction to local education agencies (LEAs). This publication contains definitions, rules, regulations, guidelines, and administrative and instructional suggestions that are intended to be of assistance to LEAs planning, implementing, and evaluating, production work activities as part of their educational programs.

The information in this document is not offered as, and should not be cited as legal advice. It is also not intended to substitute for the advice of attorneys who advise or represent individuals or institutions with an interest in participating in work-based learning activities. The information in this handbook is based upon laws that were current at the time of its development and revision.

- Handbook
([pdf, 175kb](#))

LAWS AND REGULATIONS

Related North Carolina General Assembly statutes.

- [GS. 115C-160\(2\)](#) - Definition of the term production work.
- [GS. 115C-159](#) - Part 2 Vocational and Technical Education Production Work Activities. -- Statement of purpose.
- [GS. 115C-161](#) - Duties of the State Board of Education towards production work.
- [GS. 115C-162](#) - Use of proceeds derived from production work.
- [GS. 115C-165](#) - Advisory committee on production work activities.

SERVICE LEARNING

Service learning is a work-based learning strategy that combines community service with career and technical learning goals. Students provide volunteer service to public and non-profit agencies, as well as to civic, charitable, and governmental organizations in the local community. There are three types of service learning activities: indirect, direct, and advocacy. Who is served and how the service is rendered distinguish the different types.

Indirect service involves students working behind the scene. Students channel resources to the problem without working directly with a service recipient. Generally, indirect service projects are done by groups and promote teamwork and organization skills. Examples include collecting food for disadvantaged families or landscaping a public park.

Direct service activities require contact with the people being served. They teach students to take responsibility for their actions and provide immediate feedback in the process of service. Students learn that they can make a difference. Examples include reading to small children or working with senior citizens.

Advocacy requires students to use their voices and skills to help eliminate the causes of identified problems. Not only do students work to correct problems, they also make the public aware of problems. Students learn to present their concerns clearly and concisely and to propose feasible solutions. Examples include establishing health care for migrant families or increasing literacy among incarcerated youth.

RATIONALE FOR SERVICE LEARNING

Through service learning, students can make a difference in their communities, and by making a difference, they grow and learn. They learn best when they apply their knowledge to real tasks. Such application makes the knowledge more valuable and interesting. Service learning balances the student's need to learn with the recipient's need for service. Students benefit by acquiring skills and knowledge. They realize personal satisfaction and learn civic responsibility, while the community benefits by having a local need addressed.

Service learning promotes personal, social, and intellectual development, as well as civic responsibility and career exploration. Its focus on developing human service skills makes it unique from other work-based learning strategies.

SCHOOL CREDIT

Service learning, as a work-based learning experience, does not earn the student course credit. It might be possible to turn the service learning into an internship.

STEPS FOR PLANNING AND IMPLEMENTATION

A well-organized service learning activity has four phases: preparation, service, reflection, and celebration. The following are suggestions for initiating those phases.

1. Determine community needs.
 - Conduct survey.
 - Consult community agency representatives.
 - Read/listen to local media.
2. Determine student vision.
 - Create personal world visions.
 - Build on student expertise.
 - Create a community/school vision.
 - Set expectations.
3. Propose the project.
 - Identify and analyze key public issues.
 - Select and plan the project.
 - Collaborate with people in existing programs.
 - Train and orient students and service recipients.
4. Develop a training plan.
 - Write standards, expectations, and responsibilities.
 - Secure agreements with student, teacher/coordinator, school, service recipient, and parent/guardian.
5. Carry out the project.
 - Engage the students in a challenging, meaningful experience.
 - Fulfill a real need in the community.
 - Provide adequate supervision and student ownership.
6. Provide time for reflection.
 - Allow students to think critically about their service experiences.
 - Structure a learning experience of discussion, reading, writing, and/or projects.
7. Recognize students for their contributions.
 - Provides closure.
 - Demonstrate the value of the service.
 - Celebrate the service through certificates, assemblies, or special media coverage.
 - Ensure the continual involvement of students and clients.

LINKS

Connecting the Classroom and Community

- Character Matters - Character Matters is a collaboration between NCDPI and Capitol Broadcasting.

ROLES AND RESPONSIBILITIES

Understanding the roles and responsibilities ensures that the work-based learning experience will be a quality learning experience.

- Students
- Business /Mentors
- Teacher Coordinators
- School Administrators
- Parents

WHAT EMPLOYERS NEED FROM AN EMPLOYEE?

What do employers expect of a work-based learning student?

The role and responsibility of the student includes the following

- Maintain a good attendance record (on time, every day), not only at school but also on the job.
- Complete and sign appropriate forms.
- Obtain a work permit when appropriate.
- Complete all requirements of the training plan.
- Participate in the career and technical student organization.
- Maintain up-to-date wage and hour reports.
- Cooperate with teacher coordinator in securing an appropriate on-the-job placement.
- Conform to the rules and regulations of training station.
- Notify the teacher coordinator and employer if unable to work, according to school guidelines and the policies of the training station.
- Dress appropriately; conduct self in a businesslike manner; be prompt, courteous, and groomed according to the training supervisor's requirements.
- Have transportation to and from the training station.
- Participate in employer recognition activities.

21st century skills that are required in the workplace

- **Good Communication Skills.** Good communication skills are the single most important factor in workplace success after having an understanding of one's job.
- **Good Attitude.** A good attitude about one's job and motivation to take initiative on important issues and ideas are key to being successful in any job.
- **Creative thinking and problem-solving skills.** People who can recognize and define problems, come up with new approaches and solutions, and put them into action help a company stay competitive.
- **The ability to learn.** With technology changing so rapidly, more than ever employers are searching for employees who can acquire, process, and apply new information.
- **Strong reading, writing, and math skills.** Companies are increasingly demanding that their new employees have these basic skills.

ROLES AND RESPONSIBILITIES OF BUSINESS MENTORS

The *business mentor* is the employee who coordinates the student learning at the worksite. The mentor should do the following:

- Assist the student in setting realistic, obtainable goals.
- Keep personal discussions to a minimum. The mentor is the student's coworker, not parent.
- Understand that the process of the relationship is just as important as guiding the student through a job task
- Try to actively engage the student in the workplace.
- As the relationship progresses, try to refrain from selling your student on doing something and concentrate more on encouraging them to want to do it on their own.
- Become a great listener. The best way to establish a good relationship with your student is to encourage them to talk, to draw them out, and to ask questions that require more than a "yes" or "no" response.

MENTOR RESPONSIBILITIES

- Interview and select student(s) for employment without regard to gender, race, color, national origin, creed, or disability.
- Provide early and thorough orientation of the student to job duties and responsibilities.
- Work with the teacher-coordinator and student in developing a training plan.
- Provide feedback to the teacher-coordinator on job performance through telephone calls and/or on-site visits of the teacher-coordinator.
- Provide adequate supervision on the job.
- Provide an appropriate and safe work environment.
- Pay progressive wages if paid internship or cooperative education.
- Complete a written evaluation jointly with the teacher-coordinator each grading period.

EFFECTIVE MENTORING STRATEGIES

- **Positive Attitude:** Encourage the student to examine beliefs and ideals in an effort to establish personal values and goals.
- **Open-mindedness:** Encourage the student to keep an open mind to different ideas.

ROLES AND RESPONSIBILITIES OF BUSINESS MENTORS continued

- ***Interrelations:*** The interactions between mentor and the student should be situations of sharing, caring, and empathizing.
- ***Creative Problem Solving:*** Encourage the student to use creative problem-solving processes.
- ***Effective Communications:*** Encourage the student to be an attentive listener and an assertive inquirer.
- ***Discovery:*** Encourage the student to be an independent thinker.
- ***Strengths and Uniqueness:*** Encourage the student to recognize individual strengths and uniqueness and to build upon them.
- ***Confidence:*** Assist the student in developing self-confidence.
 - ***Awareness:*** Stress that the student must be aware of the environment, be intuitive, be problem-sensitive, and be ready to make the most of opportunities.
- ***Risk-taking:*** Encourage the student to be a risk-taker and to be an active participant, not a spectator.
 - ***Flexibility:*** Share with the student the importance of being flexible and adaptable in attitudes and actions, looking for alternatives, and seeing situations/persons from different perspectives.

INSTRUCTIONAL BEHAVIORS OF A MENTOR

- ***Explain how to perform a task correctly:*** Explanation may accompany demonstration or be provided separately. It sets performance criteria, points out what problems are likely to occur, and identifies possible problem-solving strategies.
- ***Demonstrate task performance by doing the task while the student observes.*** While performing the task, the mentor points out important features and checks the student understanding by asking questions and encouraging the student to ask questions.
- ***Explain why a task is performed a certain way.*** A mentor must explain why the task is performed according to certain specifications, provide information about the business management or scientific principles underlying the procedures, and explain how the task relates to other tasks.
- ***Monitor and critique the student's attempts to do the task.*** While monitoring the student's performance, the mentor gives clear and immediate feedback. Although monitoring and feedback are continual, the interval between instances increases as the student gains competence, and the mentor encourages the student to monitor his/her own performance and to seek help when difficulties arise.
- ***Modeling problem solving by thinking aloud and demonstrating problem-solving strategies.*** Modeling includes

ROLES AND RESPONSIBILITIES OF BUSINESS MENTORS continued

explaining what questions the student can ask him/herself when problems arise, identifying the kinds and sources of information the student might need to find a solution, and pointing out important information or cues that the mentor is relying on to guide problem solving.

- **Initiate the student to the workplace culture.** The WBL program brings adolescences into an adult social system, a new culture with its own rules.
- **Advise the student on career directions and opportunities.** Career advice may be information about education and training requirements for a particular field, introducing students to others who can share their experiences, or expanding the student's conceptions of career domains.
- **Help resolve problems.** A good mentor helps the student resolve problems encountered in the workplace.

LISTENING TIPS FOR MENTORS

- **Avoid being judgmental:** Concentrate on the message and not the person.
- **Do not be insincere in your listening:** If you fake attention, it will be evident.
- **Listen for ideas and not just facts:** Look for the big meaning in what is said.
- **Avoid communication killers:** Analyze your responses and be sure to avoid action words that will cut off communication.
- **Put what you are hearing into words:** After you have listened closely, try to put what the other person is saying and feeling into words and see how they react.
- **Get agreement:** Communication involves knowing when and how to listen as well as how to use words.

PRAISING IDEAS FOR MENTORS

- **Be immediate:** Catch them doing something right, right now!!
- **Be sincere:** If you cannot be sincere, say nothing.
- **Be specific:** Concentrate specifically on what was done, not on generalities.
 - **Show the benefit:** Ask yourself, "How does this effort help the student?"
- **State your own reaction:** People want to know how you really feel.
- **Ask if you can help:** Offer your assistance. Do not order it!
- **Praise in public:** Correct in private. This will encourage a repeat of good behavior.

ROLES AND RESPONSIBILITIES OF BUSINESS MENTORS continued

A FEW FINAL THOUGHTS

- ***Keep a watchful eye:*** Watch for signs of boredom or indifference. Try to create opportunities and experiences that foster discovery of new ideas and development of new skills.
- ***Ask open-ended questions:*** Check periodically to see how well and how much the student is learning. Ask open-ended questions such as, "What has been most challenging to you this past week?"
- ***Provide support without rescuing:*** Too often mentors say "Let me show you how to do that," when they should be asking, "What do you think you should do next?" It takes patience and courage to stand back and let a student risk failure. However, the most significant growth happens through the discomfort of grappling with a new situation.
- ***Avoid messages of perfection:*** The greatest gift a mentor can give students is to be authentic. When you make a mistake, you can show how you learn from that mistake and are more competent as a result. Make sure that the student understands that you are still a learner yourself.

ROLES AND RESPONSIBILITIES OF TEACHER COORDINATORS

These roles and responsibilities apply to internships, cooperative education, and possibly other forms of work-based learning.

QUALIFICATIONS OF THE TEACHER COORDINATOR

The teacher coordinator is a certified educator on staff at the student's school who regularly communicates with the student to check on progress and helps emphasize the connections between what is learned in the classroom with what is learned at the work site.

EXPECTATIONS OF THE TEACHER COORDINATOR

The teacher coordinator will do the following:

- Help students find appropriate training stations based on their career objective.
- Orient new training supervisors and business mentors.
- Review and complete training agreement and training plan with each student, training supervisor, and parent.
- Observe students at work.
- Hold conferences with students, employers, and parents.
- Ensure that the training supervisor provides consistent, effective guidance and supervision in accordance with the student's training plan.
- Use appropriate evaluation instruments to measure student achievement of competencies on the job.
- Resolve any problems that arise between the student and the training supervisor.
- Arrange for needed adjustment of any misplaced students.
- Follow all policies and laws relating to work-based learning.

DOCUMENTS AND FORMS

COORDINATION RECORD

This is a form that may be required by your school or LEA to document coordination activities. Instructors should update the record on a daily basis as necessary and submit it on a monthly basis. The coordination record should correspond with the Contact Record.

[\(doc, 39kb\)](#)

ROLES AND RESPONSIBILITIES OF TEACHER COORDINATORS *continued*

COORDINATOR SIGN-OUT SHEET

The Coordinator Sign-out Sheet provides notification and documentation of a coordinator-related absence from the school site. Instructors should use the sheet if the school does not currently have a staff sign-out process. The sheet should be completed each time the coordinator leaves the school for coordination-related reasons.

[\(doc, 42kb\)](#)

MILEAGE REPORT - USE YOUR LOCAL LEA MILEAGE FORM

Mileage Reports are used to request reimbursement of mileage accumulated in the performance of coordination activities. Coordinators should obtain a copy of the local LEA mileage form, obtain required signatures prior to submitting and submit it based on LEA guidelines.

Tips to remember when filing a mileage report:

1. Use trip odometer to track mileage.
2. Have form handy in car to record mileage daily.
3. Many schools require a MapQuest printout for each part of the trip rather than relying on odometer reading.

ROLES AND RESPONSIBILITIES OF ADMINISTRATORS

The role of the administrator, both school-based and LEA-based is important to ensure quality student learning through work-based learning. The following key areas should be monitored to assure compliance to federal and state laws, as well as state and local policies.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

- Assure high quality programs by monitoring the alignment of students' career development plans with their work-based learning experiences.
- Respond to the needs of students, teacher-coordinators, and businesses.
- Assign appropriate facilities for classroom and office use for teacher-coordinator.
- Provide telephone within teacher-coordinator's office area.
- Provide adequate time for teacher-coordinators to perform coordination activities. This might include additional summer hours.
- Review coordinator's itinerary and monitor coordination activities.
- Review student files for required forms (training agreement, training plans, documentation of conferences, employer contacts, etc.).
- Review required records and documentation maintained by the teacher-coordinator.
- Provide input on strengths and weaknesses to the teacher-coordinator and the Career and Technical Education Director.

RESPONSIBILITIES OF THE CAREER AND TECHNICAL EDUCATION DIRECTOR

- Assure compliance with the policies of the local and state boards of education.
- Assure compliance with all state policies and procedures.
- Provide appropriate facilities, equipment, and materials.
- Support principals by informing them of their role in maintaining quality work-based learning programs.
- Maintain system for required reports.
- Require documentation of student placements and travel for coordination purposes.
- Determine the need for and development of in-service training for local staff.
- Provide leadership in establishing and maintaining advisory committees.
- Publicize successful work-based learning programs.

ROLES AND RESPONSIBILITIES OF PARENTS

The role and responsibility of the parents includes the following:

- Provide guidance in career selection.
- Approve the student's involvement in the cooperative education component.
- Support the policies of the program.
- Sign appropriate forms for student to enroll in cooperative on-the-job training.
- Provide support and encouragement for student success in school and on the job.
- Work cooperatively with teacher-coordinator and student in solving school, work, and home problems.

CREDIT AND GRADING

GCS-I-003 State School Board Policy for Academic Credit for Work-based Learning. This document outlines which forms of work-based learning earn academic credit and the number of work hours that are required.

ADDITIONAL REQUIREMENTS

- A training agreement is a written statement of commitment from the training supervisor, school, student trainee and parents. The training agreement must be signed by each party, with a copy kept by each.
- A training plan (program of work) must be developed for each student, outlining the goals of the work-based learning experience, the competencies to be mastered, and the strategies to be employed to achieve the goals. The training plan should incorporate a grading rubric describing how the student's grade will be determined.
- Students should keep a journal of their work experiences, discuss their work with the teacher mentor, submit a written report documenting their experience, and do a formal presentation to their peers at the conclusion of their work-based learning experience.
- Schools and districts may have additional requirements.
- The cooperating teacher and the business mentor should collaborate on assigning a grade to the student.

Students participating in cooperative education will earn separate academic credit for the instructional component and the work-based component. These two components should occur simultaneously, or as least within the same school year. Separate grades are issued for the instructional component and the work-based component. Students must pass the instructional component in order to receive a grade in the work-based component.

DOCUMENTS AND FORMS

DAILY LOG/JOURNAL

Students need to reflect on what they experienced and record what they learned. How do I use it? Instructors should require students to keep logs/journals and write in them every day.

- Internship and Shadowing Daily Log - What Did I Learn Today? - shared by Charlotte Mecklenburg Schools, North Carolina. ([doc, 28kb](#)).
- Work-Based Learning Work Experience Log - shared from McHenry County, South Carolina ([doc, 72kb](#))

- Journal: Academic Internship Program - shared by Charlotte Mecklenburg Schools, North Carolina.
([doc, 49kb](#))
- Mentor Activity Log – shared from McHenry County, South Carolina.
([doc, 36kb](#))

EMPLOYER EVALUATION

The suggested resources enable an employer to evaluate a student's job performance as well as general work habits and personal traits. Instructors should meet with each employer during each grading period and have them complete the evaluation. In addition, the instructor should review the evaluation with the student and discuss ways of improving job performance.

- Employer Evaluation
([doc, 29kb](#))
- Mentor Evaluation - shared from McHenry County, South Carolina.
([doc, 37kb](#))
- Work-Based Learning: Participating Company Evaluation Form - shared from McHenry County, South Carolina.
([doc, 38kb](#))
- Employer's Evaluation of Apprentice – shared from Charlotte-Mecklenburg Schools.
([pdf, 485kb](#))

STUDENT SELF -EVALUATION

A Student Self-Evaluation helps students identify their competencies and skills. Instructors should use the self-evaluation to help students explore career options, and especially when a student does not have a career direction.

- Student Performance Appraisal Instrument
([doc, 48kb](#))
- Internship Self-evaluation Report - shared by Iredell-Statesville Schools, Iredell County, North Carolina
([doc, 28kb](#))
- Work-Based Learning Interview Evaluation -shared from McHenry County, South Carolina.
([doc, 34kb](#))
- Work-Based Learning Parent Evaluation Form - shared from McHenry County, South Carolina.
([doc, 37kb](#))

PLANNING A WORK-BASED LEARNING PROGRAM

- [Planning a work-based learning program](#)
- [Legal Issues](#)
- [Insurance](#)
- [Student orientation program](#)
- [Contacting employers](#)
- [Promoting work-based learning programs](#)

DOCUMENTS AND FORMS

The Survey of Business Sponsors and Student Survey are tools to learn about how your work-based learning program is functioning. Instructors should give the survey to students and businesses that have participated in the program, and use the results to help improve the program.

- Survey of Business Sponsors – Alamance Burlington Schools
([pdf, 465kb](#))
- Student Survey – Alamance Burlington Schools
([pdf, 459kb](#))

PLANNING A WORK-BASED LEARNING PROGRAM continued

Planning a work-based learning program should begin at least a year in advance. Administrative approval must be obtained for initiating a new program as well as the adoption of necessary local policies.

Some essential activities that should be accomplished as a school progresses toward the decision to offer work-based learning include the following.

ORGANIZE AN ADVISORY COMMITTEE

- Contact key community individuals among employers, employees, school, service organizations, trade organizations, chambers of commerce, and other agencies.
- Appoint a planning committee or advisory committee to guide the process to ensure that all important steps are taken and to give the effort credibility.

CONDUCT SURVEYS

- Conduct a student survey to determine student needs and interests and simultaneously to determine businesses that already employ students as part-time workers.
- Conduct a local occupational survey to determine the number and types of training stations available in the school service area.
- Determine employer interest in participation.

CREATE A PLAN

- Devise a tentative written plan to include philosophy, objectives, policy formation, control procedures, responsibilities of personnel, organizational structure, and general supervision, broad advisory functions, and an estimated total cost and budget.
- Present the plan to the school principal and the LEA CTE Director.
- Select and/or hire teacher coordinator(s).

DEVELOP LOCAL GUIDELINES FOR PARTICIPATING STUDENTS TO INCLUDE, BUT NOT LIMITED TO THESE ISSUES.

- If cooperative method - courses that can be connected to on-the-job training.
- Transportation to job sites and parking at the job site.
- Hours worked that will count toward course credit (school days, weekends, holidays, summertime).
- Will the school increase requirements for issuing credit or use state adopted guidelines?
- Methods of computing and reporting grades.

PLANNING A WORK-BASED LEARNING PROGRAM continued

- Student's school and job responsibilities.
- Background checks for the employers.
- Insurance coverage for each student.
- Work Schedules (whether students will alternate half-days, full days, weeks etc. at the job site).
- Criteria for school attendance and attendance at the training station.
- If students are released early from school to participate, where will they go in the afternoons prior to being placed for employment?
- What happens if the student loses/quits his/her job because of personal fault?
- What if a student loses his/her job through no fault of his/her own?
- Should students be expected to attend employer appreciation events?

DEVELOP A CRITERIA FOR TRAINING STATIONS

- Develop criteria for selecting on-the-job training stations that will be followed by the teacher(s) placing students for training at the job sites.
- Involve the advisory committee to be a part of the training station approval on an annual basis.

DEVELOP TRAINING AGREEMENT AND TRAINING PLAN GUIDELINES

- A teacher licensed in the content area coordinates classroom instruction and on-the-job training.
- A signed training agreement is on file at the school and the training station of each student.
- Training plans are developed and followed for each student.
 - These guidelines should ensure that a training agreement is signed within the week that the student is placed, or the training plan is developed within two to three weeks of the student trainee beginning work at the job site.
- Determine the location for the official school copy of the training agreement and training plan.

DEVELOP POLICIES AND PROCEDURES

- Develop policies regarding the number of training hours to be completed in order to receive school credit. Will half unit, 1 unit, or 2 units be provided based on training hours, or will some other standard of competence be used?
- Determine time schedules and responsibilities of those involved to coordinate the school instruction with the training conducted at the job site. Outline the responsibilities with the employers of the

PLANNING A WORK-BASED LEARNING PROGRAM continued

training to be done at the job site and the evaluation and grading processes to be coordinated between the trainer at the job site and the school coordinator.

- Develop procedures for accumulating student payroll information, and ensure that students are paid in compliance with the North Carolina and/or federal wage and hour legislation.
- Develop a procedure that supports the reporting and recording of student participation.

PROVIDE PROFESSIONAL DEVELOPMENT

- Design the training experiences for the entire school staff to ensure uniform understanding of the proper usage of work-based learning in meeting the needs of students and employers.
- Develop a training program for the employers who will be on-the-job training partners. This may become a function of the planning or advisory committee to train partners on an annual basis (especially new training sites).

LEGAL ISSUES AND WORK-BASED LEARNING

UNDER AGE WORKERS (UNDER 18)

Under certain controlled circumstances, high school students may be involved in paid work-based learning experiences. In North Carolina, these circumstances are determined and specified by the North Carolina Wage and Hour Act and the Fair Labor Standards Act. Special provisions are allowed for student learners and apprentices under the current law.

The state restricts the employment of minors under age 18. There are restrictions on the number of hours worked within a day or week, and the specific evening hours that can be worked. Some occupations have job duties that are considered to be too hazardous for minors to perform. And all minors are required to have a current work permit in order to work.

Information about youth employment certificates (worker's permit) for underage workers can be found on the North Carolina Department of Labor [website](#).

Child Labor information can be found on the Youth & Labor web page from the US Department of Labor as well as the Youth in the Workplace website from the US Department of Labor.

- Fair Labor Standards Act
- Wage & Hour Bureau - NC Department of Labor
- North Carolina Wage and Hour Act (pdf, 150kb)
- Child Labor Requirements in Nonagricultural Occupations in North Carolina

CRIMINAL BACKGROUND CHECKS

It is recommended that school/district policies determine the need for a criminal background check for the individual who will serve as a work site mentor for students participating in work-based learning.

WORK-BASED LEARNING INSURANCE

Various forms of insurance should be considered in a student work-based learning program. Schools and LEAs often have someone who coordinates insurance needs.

LIABILITY INSURANCE

The NC Department of Public Instruction contracts with an insurance agency each year to provide liability insurance for students in work-based learning. This insurance covers the student if he/she causes personal or property damage while at the worksite.

For more information about this liability insurance, please contact:
Eileen Townsend
NCDPI Section Chief for School Insurance eileen.townsend@dpi.nc.gov
919.807.3521

STUDENT HEALTH AND ACCIDENT INSURANCE

It is recommended that all students participating in work-based learning be covered by adequate medical and accident insurance.

STUDENT ORIENTATION TO WORK-BASED LEARNING

A good student orientation program ensures that all students enrolled in work-based learning understand the responsibilities and expectations of the program.

The student orientation program should occur as soon as possible after the school year begins, but prior to the end of the schedule change period. Announce the place and time of the orientation meeting beginning on the first day of class.

ORIENTATION FORMAT

Administrative

- Check attendance
- Have students' list place of employment and job title.

Purpose and Expectations of Work-based Learning Program

- Stress that job performance and behavior are both a reflection of the student as an individual, as well as the coordinator, program, school, and district.
- Stress that this is not just a part-time job, but a learning situation for which students are held accountable.
- Discuss what jobs are appropriate.
- Inform students of appropriate times to discuss work-based learning issues with you, their coordinator.
- Review school policy for work-based learning students remaining on campus during their release period.

TRAINING AGREEMENT

- Cover all items under Student Responsibilities section.
- Stress the number of hours required and the training plan to be completed to receive academic credit.
- Stress consequences of dishonesty, being fired, quitting, and class failure.
- Stress importance of remaining with the original job placement.
- Review the Request for Job Change form (doc, 32kb).
- Explain signatures required and provide deadline for returning signed Training Agreement (pdf, 440kb).

STUDENT ORIENTATION TO WORK-BASED LEARNING continued

TIP: Give students your business card to leave with employer when obtaining signature on Training Agreement.

Evaluation

- Explain grading system/rubric (what will be graded and by whom).
- Explain employer visits by coordinator.
- Explain EVALUATION FORMS (DOC, 29KB).
- Explain how to complete the monthly Wage and Hour Record (doc, 58kb)
- Explain how to complete the Cumulative Wage and Hour Record (doc, 28kb).
- Explain due dates.
- Address the importance of having students in appropriate job/career placements
- Release students if they are inappropriately placed.
- Explain deadline for securing an appropriate position and consequences for not meeting deadline.
- Explain job search process and required documents such as the Weekly Job Search Update and Interview Summary.

STUDENT ORIENTATION TO WORK-BASED LEARNING continued

FREQUENTLY ASKED QUESTIONS

After I work the required number of hours, can I quit working?

No. Remember, this is an educational experience designed to provide you with skills and competencies, not just work experience. The required number of hours is a minimum and serves as a guideline, not a limit. To receive credit, you must work continuously throughout the term and must record all hours worked on the Wage and Hour Record. This information is needed by the coordinator for their reports.

What happens on days with schedule changes due to testing, assemblies, or bad weather?

School and classes are always your first priority. You must attend your classes. Be sure to contact your employer as soon as you are aware of impending schedule changes and make necessary arrangements. You must report to work on holidays and school days canceled because of bad weather, according to the requirements of your employer.

I want to change jobs. What do I need to do?

Before you make any job changes, you must complete the [Request for Job Change form](#) (doc, 32kb) and talk to your coordinator. To avoid having your grade penalized, you must have your coordinator's permission before changing jobs. The work-based learning program is a learning experience, not just a part-time job. Changing jobs will limit the effectiveness of the experience.

CONTACTING WORK-BASED LEARNING EMPLOYERS

Good communication with the employer is essential to a good work-based learning program.

WHEN?

At the beginning of the school year contact each employer and do the following:

- Introduce yourself, establish rapport
- Review program expectations
- Discuss student progress to date
- Give a copy of school calendar
- Discuss ways for employer to be involved in your program (guest speaker, CTSO judge, sponsor, etc.)
- Leave business card and copy of Training Agreement (pdf, 440kb) and Employer Evaluation (doc, 29kb)

A minimum of once per grading period:

- Discuss student progress to date
- Obtain employer evaluation of student performance (pdf, 485kb)

HOW?

Personal Visits

- Visit at least once per quarter
- Always attempt to set appointment, stating reason for visit
- Keep length of visit to a minimum -- employers are busy people!

Phone Contact

- Use to set appointments
- Use for follow-up contact
- Use when personal visit is inconvenient for employer

Mail Contact

- Use to secure evaluation if employer cannot complete during visit
- Use to send greeting cards for public relations reasons

PROMOTION AND RECRUITING

Integral to the success of a work-based learning program is the plan for promotion and recruiting. This plan should incorporate strategies for identifying and contacting prospective employers, students, and their parents.

Local school boards are required to encourage work-based learning - North Carolina General Statutes: Chapter 115C-47 (34a) To Encourage High School to Work Partnerships. (Scroll down the page to find 115C-47 (34a))

EMPLOYERS

Strategies for reaching potential employers include:

- Mailing brochures or flyers explaining the high school work-based learning program. Several examples can be found in the “Sample Documents” section below.
- Attending and/or presenting at meetings of local industry groups or professional organizations.
- Meeting individually with prospective employers.
- Networking through current employers or advisory groups contacts.
- Utilizing local media to promote the program and give contact information.

ADVISORY GROUPS

One strategy for maintaining direct contact with the local business community and soliciting their input in program evaluation is to form an advisory group. An advisory group may take different forms depending on the needs in the LEA, but generally consists of individuals representing the key players in the work-based learning process. The group may also be referred to as an advisory board, committee, or council.

The most essential members of an advisory group are representatives from the local business community. Some LEAs have a single advisory group that includes members from the various industries. Others prefer to form several industry councils, each of which consists of members from a specific industry.

Regardless, the input of these individuals is invaluable in the decision-making process affecting the high school work-based learning program. Other members of an advisory group may include the local NC DOL Apprenticeship representative, community college staff, and a school-based work-based-learning coordinator, which is often the Career Development Coordinator. Advisory groups should meet regularly, but only as necessary. Let the business persons plan and run the meetings. Minutes should be taken so those who were unable to attend are kept current on the status of the program and any decisions that were made.

STUDENTS AND PARENTS

Strategies for reaching potential students and their parents include:

- Distributing brochures or flyers explaining the high school work-based learning program through targeted classes. Several samples can be found in the “Sample Documents” section below.
- Attending and/or presenting at PTSA meetings.
- Meeting individually with prospective students.
- Giving presentations to students in Career and Technical Education classes.
- Utilizing local media to promote the program and give contact information.
- Writing articles for the school newspaper and PTSA newsletters.
- Developing a section for the LEA's or for individual schools' web sites.
- Organizing a special event to distribute program information and to bring students, parents, and potential employers together.

RECOGNITION ACTIVITIES

Recognition activities play a dual role in a high school work-based learning program. First, these activities are a reward for students who have completed a rigorous training program and for employers who have participated in the program. Second, these activities also serve as a vehicle for promoting the program.

Local recognition activities may include the following:

- Presentation at school-based honors and awards programs.
- District-wide work-based learning recognition banquet or program.
- Articles in the school newspaper, PTSA newsletter.
- Promotion in the local media.
- Leadership seminars for current students.

WORK-BASED LEARNING RECRUITMENT TIPS

WHY WORK-BASED LEARNING?

- Implements the cultural and institutional changes needed to ensure continuing economic prosperity
- Prepares the workforce for now and for the future
- Demonstrates the willingness of the community in meeting the workforce challenge so profit-making companies will look to relocate or establish new industries for their economic needs
- Demonstrates to other communities the importance placed on education in the community and business and industry
- Economic prosperity is directly linked to the skill, knowledge, and ingenuity of its citizens
- Creates pathways for students to get good jobs
- Helps students see the relationship between school and work
- Boosts productivity

KEY LINKS

- Know your community, businesses and industries' employment practices and the economic development policies
- Build relationships with the NC Department of Labor to assist with recruitment purposes
- Understand the Child Labor Laws and have a copy of these laws with you when you are recruiting
- Keep a copy of the 900-plus Apprenticeshipable Occupations list recognized by the state
- Establish new relationships but build on what you have
- Know and use companies and students that are in, or have been in, work-based learning programs
- Utilize companies that will give you strong company support in your endeavors--companies that understand training programs and are supportive
- Develop attractive, promotional materials--brochures, fliers, videos, etc.
- Establish an advisory board consisting of people in various career fields

WORK-BASED LEARNING RECRUITMENT

TIPS continued

SAMPLE DOCUMENTS

Please see the various sample documents from across the state that LEAs can use to craft their own apprenticeship program.

- Sample letter to business association
(pdf, 467kb)
- Sample flyer to attract business and industry
(pdf, 425kb)
- Sample flyer to attract students
(pdf, 419kb)

STUDENT RECRUITMENT AND ENROLLMENT

Two important tasks of the teacher-coordinator are recruiting and enrolling students. Although individual schools and LEAs may operate under different schedules, the following steps should be undertaken during the recruitment and enrollment period.

- Publicize the various work-based learning programs. Publicity should include purposes, career opportunities, and enrollment procedures.
- Distribute application forms to homeroom teachers, CTE teachers, counselors, and students.
- Review the applications. Follow established local admission policies. Priority is given to those students who meet the following criteria:
 - Completion of any prerequisites identified for the work-based learning.
 - Verification of Safety Training - Shared from the Southern Regional Education Board.
(doc, 24kb)
 - Present career objectives in an occupation related to the identified work-based learning.
- Interview students to discuss practices and procedures.
- Hold follow-up conferences with those choosing to participate in work-based learning.
- Notify those students that are not accepted. Local school systems must develop non-discriminatory policies for determining admission or rejection.

WORK-BASED LEARNING RECRUITMENT

TIPS continued

- Hold orientation meetings and/or workshops in the spring with the accepted students. Encourage parents to attend.
 - Encourage students to affiliate with the appropriate career-technical student organization (CTSO), explaining why such an organization forms an integral part of the total training experience.
 - Make certain that both the student and parent(s) sign the student's Training Agreement and understand the need to comply with all school and company policies.
 - Cooperative Education Training Agreement
([doc, 34kb](#))
 - Parental Permission Agreement - Shared by the Job Ready Work Based Learning Guide
([doc, 34kb](#))
 - Work-Based Learning Agreement - Shared by McHenry County, South Carolina
([doc, 43kb](#))
 - Parent/Guardian Work-Based Learning Sample Permission Form - Shared from the South Carolina Department of Education
([doc, 35kb](#))
 - Sample Training Agreement/Training Plan - Shared from the Nebraska Department of Education
([doc, 40kb](#))
 - Apprenticeship Training Agreement - Charlotte-Mecklenburg Schools
([pdf, 440kb](#))

STATE POLICIES AND LABOR LAWS

STATE POLICIES

- [North Carolina General Statutes: Chapter 115C-47 \(34a\) To Encourage High School to Work Partnerships](#) (scroll down the page to find 115C-47 (34a) Local school boards are required to encourage work-based learning.
- [School Board Policy GCS-I-003](#) (updated 06/10/2000, formerly HSP-I-003)
Defines the policy for receiving academic credit for Work-Based Learning.
- [School Board Policy CGS-M-001](#) (updated 10/01/2009, formerly HSA-M-001) Defines what courses may be counted as credit towards high school graduation. Line 11 reads "Credit may not be awarded for school bus driving, office assistance, teacher assistance, or laboratory assistance." This means that credit earned for work-based learning (internship, cooperative education, apprenticeship) should occur away from the student's school.

LABOR LAWS

The following documents include labor laws, the implementation of the Fair Labor Standards Act, and the North Carolina Wage and Hour Act as they apply to work-based learning and the employment of children under 18 years of age.

[Fair Labor Standards Act](#)

[Wage & Hour Bureau - NC Department of Labor](#)

[North Carolina Wage and Hour Act \(pdf, 150kb\)](#)

[Child Labor Requirements in Nonagricultural Occupations in North Carolina](#)

[Youth Rules!](#) Website for working youth from the US Department of Labor

LOCATION OF WORK-BASED LEARNING

Internships and the work component of Cooperative Education should occur away from the student's school.

School-based work experiences are a great way to learn about work. This might include lab techs, office assistants, media assistants, etc. However, one essential aspect of the work-based learning experience is to place the student in a real-work setting. The NC State Board of Education (Board Policy GCS-M-001) states that internships and cooperative education experiences should occur at a location other than the student's school in order to receive course credit.

LEAs and schools should determine if it is appropriate for students to:

- Work with a professional who works out of his/her home.
- Work for their own family business or for a family member.

Entrepreneurial experiences, school-based enterprises, and similar forms of work-based learning often occur at the school. Care must be taken to conduct these work-based learning experiences in a business-like environment different from the typical classroom environment.

DOCUMENTS AND RESOURCES

CREATING A WORK-BASED LEARNING PROGRAM

- Organizing Student Internship Experiences - shared by the Catawba Technology Education Consortium.
(pdf, 32kb)
- Apprenticeship Program Guidelines - shared by Catawba County Schools.
(pdf, 431kb)
- Apprenticeship Program Credit Guidelines - shared by Charlotte-Mecklenburg Schools
(pdf, 419kb)
- Business Marketing Flyer
(pdf, 425kb)
- Student Marketing Flyer
(pdf, 419kb)

EVALUATION FORMS AND PROCESS/PROGRAM IMPROVEMENT

- Survey of Business Sponsors - Alamance Burlington Schools
(pdf, 465kb)
- Student Survey - Alamance Burlington Schools
(pdf, 459kb)

JOB SHADOWING FORMS, RELEASES AND REPORTS

- Job Shadowing Processes with Students - adapted from the Roosevelt Renaissance 2000 Project
(pdf, 8kb)
- Shadowing Site Proposal - adopted from Henderson County Schools, North Carolina
(doc, 30kb)
- Parent-Child Day: Release Form - adopted from West Iredell High School, Iredell County Schools, North Carolina
(doc, 30kb)
- Confirmation Letter Sent to Business for Agreeing to Host Student - adopted from the Job Ready Work Based Learning Guide
(doc, 25kb)
- Postshadowing Report - shared by the Job Ready Work-Based Learning Guide
(doc, 28kb)

STUDENT PARTICIPATION REQUESTS/APPLICATION

- "I want to enter the internship program because..." - shared by the Southern Regional Education Board
(doc, 24kb)

DOCUMENTS AND RESOURCES continued

- Internship Program - Student Approval Notice - Shared by the Catawba Technology Education Consortium (doc, 24kb)
- Mentor Application - Shared from the Job Ready Work-based Learning Guide (doc, 39kb)
- Work-Based Learning Student Application Form - shared from McHenry County, South Carolina (doc, 39kb)
- Apprenticeship Application - Charlotte-Mecklenburg Schools (pdf, 435kb)
- Apprenticeship Application - Guilford County Schools (pdf, 431kb)

TRAINING AGREEMENTS/PARENTAL PERMISSIONS

- Parental Permission Agreement - shared by the Job Ready Work Based Learning Guide (doc, 34kb)
- Parent/Guardian Work-Based Learning Sample Permission Form - shared from the South Carolina Department of Education (doc, 35kb)
- Sample Training Agreement/Training Plan - shared from the Nebraska Department of Education. (doc, 40kb)
- Apprenticeship Training Agreement - shared by Charlotte-Mecklenburg Schools (pdf, 440kb)
- Cooperative Education Training Agreement (doc, 34kb)
- Work-Based Learning Agreement - shared by McHenry County, South Carolina (doc, 43kb)

TRAINING BEFORE WORKING/SAFETY PRECAUTIONS

- Verification of Safety Training - shared from the Southern Regional Education Board

DOCUMENTS AND RESOURCES continued

EMPLOYER EVALUATION

The suggested resources enable an employer to evaluate a student's job performance as well as general work habits and personal traits. Instructors should meet with each employer during each grading period and have them complete the evaluation. In addition, the instructor should review the evaluation with the student and discuss ways of improving job performance.

- Employer Evaluation
([doc, 29kb](#))
- Mentor Evaluation - shared from McHenry County, South Carolina.
([doc, 37kb](#))
- Work-Based Learning: Participating Company Evaluation Form - shared from McHenry County, South Carolina.
([doc, 38kb](#))

ORIENTATION IN THE WORKPLACE

Students need to be oriented to their workplace. An orientation helps students understand the difference between school and the workplace, and it helps them make a good first impression.

- Orientation to the Workplace
([doc, 29kb](#))
- Sample interview form for students to use to interview an employer
([doc, 30kb](#))

PROGRAM IMPROVEMENT

These surveys are a way to learn about how your work-place learning program is functioning. Instructors should give the survey to students and businesses that have participated in the program and use the results to help improve the program

- Survey of Business Sponsors – shared from Alamance Burlington Schools
([pdf, 465kb](#))
- Student Survey – shared from Alamance Burlington Schools
([pdf, 459kb](#))

DOCUMENTS AND RESOURCES continued

TRAINING AGREEMENTS/PARENTAL PERMISSIONS

- Parental Permission Agreement - shared by the Job Ready Work Based Learning Guide
([doc, 34kb](#))
- Parent/Guardian Work-Based Learning Sample Permission Form - shared from the South Carolina Department of Education
([doc, 35kb](#))
- Sample Training Agreement/Training Plan - shared from the Nebraska Department of Education.
([doc, 40kb](#))
- Apprenticeship Training Agreement - shared by Charlotte-Mecklenburg Schools
([pdf, 440kb](#))
- Cooperative Education Training Agreement
([doc, 34kb](#))
- Work-Based Learning Agreement - shared by McHenry County, South Carolina
([doc, 43kb](#))

TRAINING PLANS

Training plans provide a list of competencies that a student is expected to demonstrate (learn) while in the workplace. Connecting activities [[link to Connecting Activities](#)] may be used to create a training plan. Coordinators should follow the process outlined below when creating training plans for students:

- Work-Based Learner's Personal Goals -shared from McHenry County, South Carolina.
([doc, 23kb](#))
- Work-Based Learning - Educational Plan and Progress Report - shared from the South Carolina Department of Education.
([doc, 48kb](#))
- Project at Job Site - shared by the Southern Regional Education Board.

DOCUMENTS AND RESOURCES continued

PRODUCTION WORK HANDBOOK

(revised March 1997)

The Production Work Handbook was developed to provide leadership and direction to local education agencies (LEAs). This publication contains definitions, rules, regulations, guidelines, and administrative and instructional suggestions that are intended to be of assistance to LEAs planning, implementing, and evaluating, production work activities as part of their educational programs.

The information in this document is not offered as, and should not be cited as legal advice. It is also not intended to substitute for the advice of attorneys who advise or represent individuals or institutions with an interest in participating in work-based learning activities. The information in this handbook is based upon laws that were current at the time of its development and revision.

- Handbook
([pdf, 75kb](#))

LAWS AND REGULATIONS

Related North Carolina General Assembly statutes.

- GS. 115C-160(2) - Definition of the term production work.
- GS. 115C-159 - Part 2 Vocational and Technical Education Production Work Activities. -- Statement of purpose.
- GS. 115C-161 - Duties of the State Board of Education towards production work.
- GS. 115C-162 - Use of proceeds derived from production work.
- GS. 115C-165 - Advisory committee on production work activities.

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Our hope is that it will be of benefit to all our stakeholders in North Carolina.

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