
Work-Based Learning Guide of Policies and Procedures

The Background:

This item updates the 2007 Work-Based Learning (WBL) Guide of Policies and Procedures. This guide provides policies and procedures for all high school work-based learning, including internships, clinicals, cooperative education (co-op), apprenticeships, transitional programs, and school-based enterprises meant to give practical experience to secondary students to enhance their chosen focus of study and build necessary skills.

This submission is in accordance with policy. Approval of this guide is found in current requirements of State Board of Education Rules, Regulations and Minimum Standards for the Operation of the Public School System, Chapter 520-01-03, Rule 0520-01-03-.06. (4) Out of School and Work-Based Learning Experiences; (d)

“In order to assure that work-based learning experiences are of high quality, the Department of Education shall develop a Work-Based Learning Guide to be distributed to local boards of education. Prior to distribution, the Work-Based Learning Guide shall be submitted to the State Board of Education for approval; all subsequent revisions shall be approved by the State Board of Education.”

This revision replaces outdated language in the guide that mentions “vocational education” instead of “career and technical education,” (CTE) as well as recommends slight policy changes that will allow more schools to take advantage of work-based learning, such as removing barriers for block scheduling (the current required need for concurrent course and cooperative WBL course in same semester) and adding options for credit for specific high-quality experiences that are aligned to a program of study, in accordance with existing Board policy. The revision also replaces contact information for WBL trainers, as department staff have changed positions since the first guide was approved. These changes reflect the needs of LEAs and are in response to recommendations of a WBL work group that consisted of principals, CTE Directors, academic teachers, CTE teachers, and business and industry employers of student workers.

The Recommendation:

The Department of Education recommends adoption of the Guide revision on final reading. The SBE staff concurs with this recommendation.



TENNESSEE DEPARTMENT OF

EDUCATION

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Work-Based Learning Policies, Procedures, and Resources

Internships, Job Shadowing, Apprenticeships, School-Based Enterprise, Cooperative Education (Co-Op), Clinical Internships (Clinicals), Special Education Transition, Mentoring, and Service Learning

Work-Based Learning Policies, Procedures, and Resources

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WORK-BASED LEARNING OVERVIEW

Work-Based Learning (WBL) opportunities are for all students and can be found in a variety of courses, including academic, career and technical education, special education, and GED+2.

The WBL policies and procedures outlined in this document pertain to all public schools and all students who participate in a WBL activity.

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

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

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

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

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

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

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

1. Students participating in school approved registered apprenticeships, cooperative education (co-op), clinical internships (clinicals), school-based enterprises, or internships for credit must have passed the competency exam(s) or the end-of-course exam(s), or other options for requirements for graduation standards as adopted by the State Board of Education or General Assembly.
2. Students must maintain an attendance rate of not less than 90% while participating in school approved registered apprenticeships, cooperative education, internships, and clinicals.

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

WORK-BASED LEARNING BENEFITS AND ADVANTAGES

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

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

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

Advantages to the Student-Learner

Participating in one of the forms of work-based learning:

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

Advantages to the School

Participating in one of the forms of work-based learning:

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

Advantages to the Employer

Participating in one of the forms of work-based learning:

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

Advantages to the Community

Participating in one of the forms of work-based learning:

1. Develops good community-school relationships.

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

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

WORK-BASED LEARNING GLOSSARY OF TERMS

APPRENTICESHIP (REGISTERED)

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

BUREAU OF APPRENTICESHIP AND TRAINING (BAT)

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

CLINICAL EXPERIENCES AND INTERNSHIPS

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

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

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

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

COOPERATIVE EDUCATION

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

FIELD TRIPS

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

FTE

FTE is an acronym for full time equivalent.

INDUSTRY in the CLASSROOM

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

INTERNSHIP (for students)

Student internships are situations where students work for an employer for a specified period of time to learn about a particular industry or occupation. Non-paid experiences are limited to nine weeks within a specific job title, but students are encouraged to rotate through multiple nine-week placements, which may be at the same work site with different job responsibilities. Students' work-based activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation.

JOB SHADOWING

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

LEA

LEA is an acronym for local education agency.

METHOD

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

OUT-OF-SCHOOL EXPERIENCES

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

PROFESSIONAL MENTOR

An individual who has completed the state approved Work-Based Learning (WBL) training, is listed on the school approved training table, and who is approved by the LEA and Tennessee Department of Education, who is available to assist new teachers who are hired in emergency situations who have not yet completed the WBL training.

PROGRAM OF STUDY

A sequence of courses closely related under the same curricular umbrella that make up your focus of study for graduation. Examples of programs of study are:

- English: English I, II, III, IV & Journalism
- Mathematics: Algebra, Geometry, Calculus
- Marketing: Marketing I, Entrepreneurship, Marketing II
- Foreign Language: Spanish I, II, III & IV

RELATED CLASS

A specific class (course) approved by the State Board of Education in which the student builds foundational knowledge and skills to be practiced and demonstrated in an aligned WBL program. Students may be either concurrently enrolled, and earn credit for the related class and earn additional credit through the WBL method OR the student may earn WBL credit through enrollment in a WBL course code in the semester(s) or academic year(s) directly following successful completion of the

related class. In instances that the student is not concurrently enrolled, the WBL experience **MUST** be directly aligned to the skills and knowledge of the related course (example: a placement at a bank after an accounting course). The IEP/transition plan will determine the related Special Education class and appropriate placement for a student with a disability (examples: Resource Class /CDC Class/Inclusion/Life Skills).

RELATED CLASSROOM INSTRUCTION

WBL credit may be awarded through the related class taught concurrently by the WBL coordinator, or through a WBL course code taken directly after successful completion of the related class and supervised by a trained WBL coordinator. It is strongly encouraged for the teacher of the related class to be the WBL coordinator, but it is not required, as long as the WBL coordinator has the appropriate endorsements. WBL related classes should complement the student's on-the-job learning experiences, and should be developed to meet the specific needs of each student. It should be designed to improve personal and social skills, provide needed basic education, and develop relevant academic and occupational skills and knowledge.

SCHOOL-BASED ENTERPRISES

A school-based enterprise is an experience in which students, as part of their school program, produce goods and services. School-based enterprises typically involve students in the management of a project that may involve the sale of goods for use by others. They normally involve students in all aspects of the business to the extent practical. They may be conducted on or off the school site but must be a part of the student's regular school program. Examples of school-based enterprises include a greenhouse nursery managed by an agriculture class, a bookstore managed by an entrepreneurship class, or a school day-care managed by an education and training class.

SELECTED STUDENTS

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

SERVICE LEARNING

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

STUDENT LEARNER

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

STUDENT WORKER

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

TDOE

TDOE is an acronym that stands for Tennessee Department of Education.

TDOL & WD

TDOL & WD is an acronym that stands for Tennessee Department of Labor & Workforce Development.

TRAINING AGREEMENT

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

TRAINING PLAN

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

TRAINING STATIONS

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

TRANSITION WBL ACTIVITIES

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

USDOE

USDOE is an acronym that stands for United States Department of Education.

USDOL

USDOL is an acronym that stands for United States Department of Labor.

WORK-BASED LEARNING (WBL)

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

WORK-BASED LEARNING COORDINATOR

WBL coordinators are educators who are trained and endorsed to coordinate school-based and work-based experiences for students. All students in a WBL program **MUST** be supervised by an appropriate WBL coordinator.

WORKPLACE MENTOR

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

WORK-BASED LEARNING GENERAL POLICIES

The following policies govern all forms of work-based learning in Tennessee.

1. Work-based learning (WBL) is not a stand-alone class. It is a method of instruction that enhances a related class or program of study in which a student is enrolled or has completed successfully. The student may earn additional credit in the related class in which the student is enrolled at the same time as the WBL experience or through a supplemental course code that directly follows the successful completion of a related course. The WBL experience cannot replace regular class instruction time. The WBL experience may not substitute for the required five hours of instruction per week. The IEP/transition plan will determine the related Special Education class, such as a Resource Class, and appropriate placement for a student with a disability.
2. WBL must be coordinated and supervised by a qualified, trained teacher. Refer to coordinator guidelines.
3. WBL coordination/supervision of students may not be assigned as one or two sections outside the teacher's endorsement and training as a WBL coordinator.
4. A WBL coordinator who is not the teacher of the related class must have completed the training in order to supervise WBL. General Education and CTE WBL coordinators may supervise any student who is involved with a WBL activity with the exception of students in careers related to the clusters listed below:
 - a. Students may only be placed in a health related job if they are supervised by a health science teacher and enrolled in a Health Science career cluster course.
 - b. Students may only be placed in jobs related to Architecture and Construction, Manufacturing, Transportation, and Law and Public Safety Career Clusters if they are supervised by that career cluster teacher.
 - c. Only Special Educator WBL coordinators can supervise students in paid and non-paid transition.
5. It is the WBL coordinator's responsibility to assist with securing work-based placements for students. The WBL coordinator shall have final approval of all placements. Students must maintain employment in order to remain enrolled in a WBL course.
6. The coordinator must make an on-site visit to each training agency a minimum of once each grading period.
7. Students may only be placed in health related jobs through the health science program under the direction of the health science teacher due to the liability and dangers of blood borne pathogens. Guidelines to follow when placing students in the health care industry are:

- a. Students must be enrolled in a health science program under the supervision of a licensed health care professional who holds an occupational license.
 - b. Students must be taught Universal Precautions and OSHA standards and be able to pass the test to 100% accuracy on Universal Precautions before entering a health care facility.
 - c. Health Science programs should have an exposure plan on file for students.
 - d. Students must be given an opportunity to take or decline Hepatitis B shots. If students decline the shots, they must sign forms to decline.
 - e. Students will complete daily information forms on all WBL experiences.
 - f. Students may be given an opportunity for individual or blanket malpractice insurance. Two companies, which offer coverage for health science students, are Maginnis and Associates at (800) 621-3008 and Cotterell, Michell and Fifter, Inc. at (800) 221-4904.
8. WBL coordinators must be provided release time to supervise students.
 9. Twenty-five (25) is the maximum number of students to be supervised during a supervision period. Coordinators may be scheduled for more than one supervision period during a semester or year.
 10. Internships are intended to be short term and are limited to nine (9) weeks of unpaid experience. If a student remains in an internship course longer than nine weeks, they MUST rotate into another placement for the second nine week period and every nine weeks thereafter. Refer to Legal Issues Guide pages 13-14. Transition non-paid training is to be limited to 215 total hours per job experience.
 11. The state attendance manual allows funding for a maximum of 180 minutes release time for WBL. The IEP team determines the amount of release time for a special education student. The special education funding is limited to 8 hours per week; see code 20 under related services.
 12. Only juniors or seniors (16 years or older) may utilize the WBL method for credit. Students with special needs need to be at least 16 years of age to participate in WBL for credit, but the IEP team will determine the appropriate grade level.
 13. Students may earn up to two (2) additional credits per school year for the WBL method. This is a calendar school year and may include summer instruction if approved by the LEA. On a block schedule, a student may earn one credit for the WBL method plus one class credit in each semester. In example, for the fall term, the student is enrolled in Spanish II for 2 credits (one credit for the course and one for the WBL method). This may be repeated for the spring term. For a student with disabilities the IEP team will determine the maximum number of credits that may be earned through WBL.

14. Students must be assigned to a trained and endorsed WBL coordinator for the appropriate release time for WBL. The code to be used for the release period (see Correlation of Course Codes and Endorsement Codes) is determined by the subject in which the student is enrolled. Students must be accounted for if they are to be funded as in attendance and for liability purposes. WBL is a specialized assignment for teachers and students. If a student is enrolled in a WBL program concurrent with the related course, the additional WBL credit should be awarded through the related course. If a student is enrolled in a WBL program directly following the successful completion of a related course, the credit may be awarded through the WBL coordinator supervision course. The course code for transition WBL is 9498. It is strongly encouraged teachers supervise students in their own endorsed program or subject area.
15. The student-learner shall not be employed in an occupation that is detrimental to the minor's health, well-being and progress in school. The student-learner shall make passing grades in all coursework and WBL training in order to remain in the WBL program. Hours worked should be monitored for the best interest of the student.
16. The student-learner who is sixteen (16) or seventeen (17) years of age enrolled in a WBL program under a written training agreement should be employed, when possible, during school hours for a portion of his/her workweek. Saturday and Sunday hours alone do not qualify for credit. Only exceptions to this would be for summer placements.
17. The law does **not** allow a student under eighteen (18) to be employed in any occupations that involve driving a motor vehicle (exception agriculture); to sell or scan beer, or other alcoholic beverages; or work around hazardous equipment.
18. Students cannot be given WBL education credit when they are paid for other training; i.e. Guard Duty, Reserves, Cosmetology School.
19. Students may work only in a licensed business (except an Agriculture Cooperative Student).
20. An individual training agreement and an individualized training plan will be developed for each student-learner. The training agreement provides:
 - a. That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to this training.
 - b. That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person.
 - c. That safety instructions shall be given by the school and correlated by the employer with on-the-job training and verification of safety instruction must be on file.
 - d. Each written agreement shall contain the name of the student-learner and shall be signed by the employer and the school coordinator or principal.

- e. Copies of each agreement shall be kept on file by both the school and the employer.
 - f. Summary sheets must be filed with the Tennessee Department of Education by school principal, CTE Director, Special Education Coordinator or school designee.
21. Upon enrolling in another class in the same program of study, the student may choose to continue the job obtained for the original class. For example, a job for horticulture could be maintained for landscaping, a job for biology could be maintained for chemistry. The WBL coordinator has final approval for all placements.
 22. The WBL coordinator will reinforce on the job experiences with related classroom instruction.
 23. Students will be accepted into the program and informed of jobs without regard to race, color, national origin, sex, religion, creed or disadvantaging or handicapping conditions.

WORK-BASED LEARNING SECONDARY CREDITS

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

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

WBL PROGRAM	SECONDARY CREDIT
Apprenticeship (Registered)	Maximum of two credits per year (including summer term), in addition to one credit awarded for related class.
Cooperative Education	Maximum of two credits per year (including summer term), in addition to one credit awarded for related class.
Internships	Maximum of two credits per year (including summer term), in addition to one credit awarded for related class.
Health Science Clinicals	Maximum of two credits per program of study.
School-Based Enterprises	Maximum of two credits per year (including summer term), in addition to one credit awarded for related class.
Service Learning Method	As part of course grade - No additional credits.
Job Shadowing	No credit available.
Mentoring	No credit available.
Transition	Determined by IEP.

WORK-BASED LEARNING COORDINATOR/SUPERVISING TEACHER QUALIFICATIONS

WBL Coordinator

The WBL coordinator's duties include recruiting providers, placing students, monitoring placements and coordinating all components of the program. A WBL coordinator is required where students receive compensation and/or credit for WBL experiences. In most cases, although not always required, the WBL coordinator is the teacher of the course for which the student is receiving credit. WBL coordinators are required to have completed the state approved forty-hour training necessary for the operation of successful WBL programs.

Coordinators may have completed the necessary training in their licensure preparation programs or have met the guidelines below. Teachers who have not received the prescribed training must successfully complete the WBL coordinator training provided by the Tennessee Department of Education before assuming the role of WBL coordinator.

WBL Training Guidelines

The following guidelines govern all WBL experiences and the training required by the coordinator to implement WBL in a school setting.

1. Teachers who hold any of the following endorsement numbers: 104, 052, 471, 472, or have taken the specific postsecondary course "Coordination Techniques," are exempt from the full forty-hour WBL coordinator training. Submission of an official transcript is required. They must attend the first day of the training to receive information related to labor laws and state specific guidelines.
2. Teachers who supervise students in WBL, (paid and/or for credit), must have the state approved WBL training if they do not hold one of the following endorsements: 104, 052, 471, 472, or if they have not taken the postsecondary course referenced in guideline number one above.
3. All teachers who are supervising their own students, those serving as academic work-based coordinator and those serving as CTE coordinator, must meet guidelines 1 and 2.
4. Persons who have not participated in the state approved WBL training sessions and who do not hold the appropriate endorsement may not supervise WBL as one or two sections outside their area of endorsement.

Note: Emergency Hiring/Mentoring Procedure is in place to assist LEAs that must, due to unforeseen circumstances, hire non-WBL trained personnel after the fall training. In this situation, a process of formal mentoring is recommended. A new hire has a limit of one semester, or until the next scheduled training, to complete the WBL requirements. The mentor must be a trained WBL coordinator and approved by the Tennessee Department of Education. The mentor shares the responsibilities for program compliance. A professional mentor will co-sign all required forms.

5. In addition to the state approved WBL training, TDOE requires that WBL coordinators meet the following requirements:
 - Have a current and active Tennessee teaching license.

- Complete homework packet and submit to TDOE within 30 days of training. If the initial homework is not received and finalized by TDOE within 60 days of the training, the participant will be required to repeat the training.
 - Provide documentation of previous or concurrent work experience (paid or unpaid) outside of their role as an educator. Internships and Externships will count for this requirement if they are outside the educator's teaching role and may have been completed as part of previous licensure requirements. Written verification is required. If the coordinator has an occupational license, the work experience submitted for that application will be accepted as proof. These coordinators only present occupational license verification.
6. Once all requirements are met, a WBL certificate will be issued that should be on file with principal or system required staff member.
 7. WBL coordinators are required to be up-dated each year on any changes to statutes, rules or regulations regarding WBL experiences for students. This update will be available on-line and provided to each system's Director of Schools, Supervisor of Instruction, CTE Director, and Special Education Director.
 8. Work Based learning Certificates will be valid for a maximum of five years. In order to renew your certification, you must complete state approved updates prior to expiration of certificate.

The WBL coordinators will be trained in the following areas during the state-approved forty-hour training:

1. Legal issues/labor laws relative to WBL
2. Program components and requirements for the variety of WBL options
3. How to recruit employers and select training stations
4. How to select, place, monitor, and evaluate students at the work site
5. Roles and responsibilities of the WBL coordinator
6. Work readiness competencies and expectations
7. Expectations for academic achievement, behavior, and attendance
8. Safety training requirements

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

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

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

The supervising teacher will be trained in the following areas:

1. Legal issues/labor laws relative to WBL
2. Program components and requirements for the variety of WBL options
3. Roles and responsibilities of the supervising teacher
4. Work readiness competencies and expectations
5. Expectations for academic achievement, behavior, attendance, and appropriate dress
6. Safety training requirements

WORK-BASED LEARNING ROLES AND RESPONSIBILITIES

A number of people are involved in the operation of successful WBL education. Roles and responsibilities of all involved are outlined below.

1. Teacher-Coordinator Responsibilities

a. Classroom Instruction

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

b. Guidance

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

c. Coordination

- i. Visit businesses to select appropriate training stations.
- ii. Orient new training sponsor(s).
- iii. Develop training plans.
- iv. Visit training stations to observe students.

- v. Visit training stations to confer with training sponsors concerning student performance and progress.
- vi. Hold conferences with students, employers, and parents.
- vii. Resolve any problems that arise between the student and the training sponsor.
- viii. Arrange for needed adjustment of a misplaced student.
- ix. Ensure that the training supervisor provides consistent, effective guidance and supervision in accordance with the step-by-step training plan.

d. Operation and Administration

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

e. Public Relations

- i. Visit employers to encourage their cooperation in the establishment of the program.
- ii. Participate in community and civic activities.
- iii. Plan an employer/employee function with students during the school year to honor the employers who have provided the workstations for the students.
- iv. Participate in community surveys to determine appropriate types of training

stations.

- v. Develop brochure on WBL program(s) to distribute to the business community.
- vi. Promote WBL within the school using brochures, displays, and articles in the school newspaper.

2. LEA

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

3. Principal Responsibilities

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

4. Student Responsibilities

- a. Be interviewed and meet eligibility requirements.
- b. Complete and sign appropriate forms.
- c. Maintain a good attendance record, not only at school but also on the job.
- d. Maintain up-to-date wage and hour reports.

- e. Cooperate with WBL coordinator in securing appropriate on-the-job placement.
- f. Conform to the rules and regulations of employing company.
- g. Notify the WBL coordinator and employer no later than 10:00 a.m. each day if unable to work.
- h. Dress appropriately, conduct self in a businesslike manner, and be prompt, courteous, and groomed according to the employer's requirements.
- i. Have transportation to and from the work site.
- j. Maintain an acceptable academic record.
- k. Maintain an acceptable work site performance.

5. Parent Responsibilities

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

6. Employer/Training Sponsor Responsibilities

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

WORK-BASED LEARNING SAFETY TRAINING FOR STUDENTS

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

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

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

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

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

SAFETY INSTRUCTION

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

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

Basic safety rules include:

- Instruct students regarding the proper procedures in case of fire.
- Never permit students to operate equipment without first being trained and assessed under the supervision of a work site mentor.
- Comply with all safety rules.
- Report unsafe conditions immediately; wear protective equipment or clothing; use the correct tool for the job; and keep the work area clean and orderly.

At the work site, students must follow the same health and safety rules governing regular employees. To ensure student safety on job sites, coordinators should arrange for student use of any required special safety or health gear such as goggles, welding outfits, hard hats, or safety shoes. Work sites, local businesses, or labor groups may wish to provide these items to students. **Student health and safety measures in health science clinical internships require that students be tested for immunity from tuberculosis and given the choice to be immunized against hepatitis. Health science education instructors in these programs must follow what the health care facilities require of students and the more restrictive requirements of the Department of Education for secondary health science programs.**

In general, students in CTE classes will be taught specific safety procedures through their CTE curriculum. Students not in CTE classes must be provided appropriate safety training **prior** to beginning their WBL experience. Safety training should be thoroughly discussed with the employer to determine appropriate training. It will be the responsibility of the **employer** to assure that the students receive the job or industry specific safety training for their work site. Safety training must be documented and kept on file for five (5) years. Health Science clinical student records must be kept on file for seven (7) years.

APPRENTICESHIP: REGISTERED WITH THE BUREAU OF APPRENTICESHIP AND TRAINING

Definition

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

Student Selection

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

Secondary Credits

A maximum of three credits may be earned in any one year. At least one credit must be earned in the related classroom experience, which shall include a minimum of five periods per week of classroom instruction. The WBL experience cannot replace, supersede, or supplant the classroom instruction. Students must complete a minimum of 10 hours per week to earn one additional credit in a class for the WBL method. To earn a third credit, the student must complete a minimum of 20 hours per week.

Related Classroom Instruction

Students must be either enrolled in the related class concurrently (at the same time) with the WBL experience or must have successfully completed the related class in the academic term directly preceding the WBL experience.

Time Commitments

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

Computation of Grades

Both the classroom performance and the WBL on the job component are to be evaluated in determining a student's composite grade, if the WBL experience and related course are taken together. If the WBL experience is taken following the related course, participation and written deliverables of the student should be evaluated for the grade.

WBL Coordinator

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

Coordination of Students

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

Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools Section 0520-1-7-.04 requires: WBL coordinator will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part-time employment.

Supervision Requirements

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

Job Placement Restrictions or Limitations

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

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

Required Documentation

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

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

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

Summary Sheet

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

Recommended Forms

- Employer evaluations
- Visitation Reports
- Wage and Hour Reports

Safety Training

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

Wages

Minimum wage is required.

Insurance Coverage/Workers' Compensation

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

Transportation

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

COOPERATIVE EDUCATION

Definition

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

Student Selection

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

Secondary Credits

A maximum of three credits may be earned in any one year. At least one credit must be earned in the related classroom experience, which shall include a minimum of five periods per week of classroom instruction. The WBL experience cannot replace, supersede, or supplant the classroom instruction. Students must complete a minimum of 10 hours per week to earn one additional credit in a class for the WBL method. To earn a third credit, the student must complete a minimum of 20 hours per week.

Related Classroom Instruction

Students must be either enrolled in the related class concurrently (at the same time) with the WBL experience or must have successfully completed the related class in the academic term directly preceding the WBL experience.

Time Commitments

The length of the co-op experience matches the duration of the related class or is equal to one course, however defined by the LEA.

Computation of Grades

Both the classroom performance and the WBL on the job component are to be evaluated in determining a student's composite grade, if the WBL experience and related course are taken together. If the WBL experience is taken following the related course, participation and written deliverables of the student should be evaluated for the grade.

WBL Coordinator

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

Coordination of Students

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

Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools Section 0520-1-7-.04 requires: WBL coordinator will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part-time employment.

Supervision Requirements

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

Job Placement Restrictions or Limitations

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

Required Documentation

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

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

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

Summary Sheet

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

Recommended Forms

- Employer evaluations
- Visitation Reports
- Wage and Hour Reports

Safety Training

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

Wages

Minimum wage is required.

Insurance Coverage/Workers' Compensation

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

Transportation

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

HEALTH SCIENCE CLINICALS

Definition

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

Student Selection

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

Secondary Credits

Health Science education students will complete competencies in aligned program of study courses before registering for the one credit class in clinical internship. Each one-credit clinical internship is designed for 137-180 hours. Students may earn up to four (4) credits in the following internships after the rest of their program of study courses are completed:

- Medical Therapeutics – one internship credit
- Rehabilitative Careers – one internship credit
- Diagnostic Medicine – one internship credit
- Health Informatics – one internship credit
- Emergency Medical Services – one internship credit
- Biomedical Applications – one internship credit

All Federal and state guidelines must be followed for Nursing Education. Students must complete 40 hours in theory and 40 hours in clinical and 20 hours in classroom clinical lab to receive the one credit for this course. The 40 hours of clinical must be obtained with a minimum of 24 hours completed in a long-term care facility, 16 hours can be in a long-term care facility or other nursing related clinical sites and documented. Students may take a state test for certification in this course.

Related Classroom Instruction

Please refer to secondary credits above.

Time Commitments

Please refer to secondary credits above.

Computation of Grades

Both the classroom performance and the WBL on the job component are to be evaluated in determining a student's composite grade, if the WBL experience and related course are taken together. If the WBL experience is taken following the related course, participation and written deliverables of the student should be evaluated for the grade.

WBL Coordinator

The WBL coordinator must be a health science endorsed teacher, have the required licensure and have completed the state approved training prior to the supervision of students on a WBL experience. This must be the teacher of the related class for health science clinicals. The coordination may not be assigned as one or two sections outside the endorsed areas. Coordinator to Student ratio is 15:1.

Coordination of Students

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

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

Section 0520-1-7-.04 requires: WBL coordinator will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part-time employment.

Supervision Requirements

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

Job Placement Restrictions or Limitations

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

Jobs in the health care fields have these additional limitations:

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

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

Required Documentation

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

- Training Agreement
- Training Plan/Safety Training Record
- Insurance and Emergency Information Form
- Proof of Safety Training
- Up-to-date Immunization records
- Acceptance or denial of Hepatitis B documentation
- Current Tuberculosis (TB) skin test results
- Physical within past year

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

Summary Sheet

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

Recommended Forms

- Employer evaluations
- Visitation Reports
- Wage and Hour Reports

Safety Training

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

Wages

None for clinical internship.

Insurance Coverage/Workers' Compensation

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

Transportation

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

INTERNSHIPS

Definition

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

Student Selection

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

Secondary Credits

Credit for internships should be awarded based on LEA policy. A maximum of three credits may be earned in any one year. At least one credit must be earned in the related classroom experience, which shall include a minimum of five periods per week of classroom instruction. The WBL experience cannot replace, supersede, or supplant the classroom instruction. Students must complete a minimum of 10 hours per week to earn one additional credit in a class for the WBL method. To earn a third credit, the student must complete a minimum of 20 hours per week.

Related Classroom Instruction

Students must be either enrolled in the related class concurrently (at the same time) with the WBL experience or must have successfully completed the related class in the academic term directly preceding the WBL experience.

Time Commitments

- Students are limited to a maximum of 9 weeks of non-paid internship in one job description.
- Students may be rotated into another placement for following 9 week periods.

Computation of Grades

Both the classroom performance and the WBL on the job component are to be evaluated in determining a student's composite grade, if the WBL experience and related course are taken together. If the WBL experience is taken following the related course, participation and written deliverables of the student should be evaluated for the grade.

WBL Coordinator

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

Coordination of Students

Each student's school experience and work-based activity must be coordinated together if both are to contribute to the student's education and employability. Although structured training plans (see appendix) provide the foundation for this coordination, close supervision is necessary for successful

implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students.

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

Section 0520-1-7-.04 requires: WBL coordinator will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part-time employment.

Supervision Requirements

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

Job Placement Restrictions or Limitations

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

Required Documentation:

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

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

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

Recommended Forms

- Employer Evaluations
- Visitation Reports

Safety Training

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

Wages

Pay is not required for internships. Please refer to Legal Issue Guide.

Insurance Coverage/Workers' Compensation

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

Transportation

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

JOB SHADOWING

Definition

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

Student Selection

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

Secondary Credits: Not applicable.

Related Classroom Instruction

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

Time Commitments

Typically students shadow for 1-5 days in one occupational area.

Computation of Grades: Not applicable.

WBL Coordinator

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

Coordination of Students

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

Supervision Requirements: Not applicable.

Job Placement Restrictions or Limitations: Not applicable.

Required Documentation: None, except for local system required forms.

Recommended Forms:

- Insurance and Emergency Information Form
- Proof of Safety Training
- Evaluation Form

Safety Training: None required.

Wages: Not applicable.

Insurance Coverage/Workers' Compensation: Not applicable.

Transportation: Transportation is the responsibility of the parent/guardian and the student.

MENTORING

Definition

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

Mentoring may also be in place for students that do not hold a paid or unpaid position, and educators are encouraged to find appropriate matches for students based on career interest and community employer availability. Mentoring activities are based on the particular interests and personal and professional development needs of the student.

Student Selection:	Not applicable.
Secondary Credits:	Not applicable.
Related Classroom Instruction:	Not applicable.
Time Commitments:	Not applicable.
Computation of Grades:	Not applicable.
WBL Coordinator:	Not applicable.
Coordination of Students:	Not applicable.
Supervision Requirements:	Not applicable.
Job Placement Restrictions or Limitations:	Not applicable.
Required Documentation:	Not applicable.
Recommended Forms:	Not applicable.
Safety Training:	Not applicable.
Wages:	Not applicable.
Insurance Overage/Workers' Compensation:	Not applicable.
Transportation:	Not applicable.

SCHOOL-BASED ENTERPRISE

Definition

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

Student Selection

Students must be enrolled in the related class.

Secondary Credits

A maximum of three credits may be earned in any one year. At least one credit must be earned in the related classroom experience, which shall include a minimum of five periods per week of classroom instruction. The WBL experience cannot replace, supersede, or supplant the classroom instruction.

Related Classroom Instruction

Students must be either enrolled in the related class concurrently (at the same time) with the WBL experience or must have successfully completed the related class in the academic term directly preceding the WBL experience.

Time Commitments

The length of the school based enterprise matches the duration of the related class or is equal to one course, however defined by the LEA.

Computation of Grades

Both the classroom performance and the WBL on the job component are to be evaluated in determining a student's composite grade, if the WBL experience and related course are taken together. If the WBL experience is taken following the related course, participation and written deliverables of the student should be evaluated for the grade.

WBL Coordinator

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

Coordination of Students

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

Supervision Requirements

Students should be supervised continuously in school-based enterprises.

Job Placement Restrictions or Limitations: Not applicable.

Required Documentation

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

- Training Plan
- Proof of Safety Training

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

Recommended Forms

The only form recommended for this type of WBL is an Evaluation Form.

Safety Training

Training should be provided as pertinent to the school-based enterprise.

Wages: Not applicable.

Insurance Coverage/Workers' Compensation: Not applicable.

Transportation: Not applicable.

SERVICE LEARNING CLASS: SUCCESS SKILLS THROUGH SERVICE LEARNING

Requires a separate training from Work Based Learning

Definition

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

Student Selection

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

Secondary Credits

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

Related Classroom Instruction

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

Time Commitments

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

Computation of Grades

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

Service Learning Coordinator

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

Coordination of Students

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

Supervision Requirements

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

Service Placement Restrictions or Limitations

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

Required Documentation

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

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

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

Summary Sheet

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

Safety Training

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

Wages

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

Transportation

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

SERVICE LEARNING METHOD

Definition

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

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

Student Selection

Participation is open to students enrolled in the related class.

Secondary Credits

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

Related Classroom Instruction

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

Time Commitments

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

Computation of Grades

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

WBL Coordinator

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

Coordination of Students

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

Supervision Requirements

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

Service Placement Restrictions or Limitations

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

Required Documentation

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

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

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

Recommended Forms

- Evaluations
- Visitation reports

Safety Training

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

Wages

Service learning experiences are unpaid.

Transportation

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

TRANSITION ACTIVITIES (NON-PAID)

Definition

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

Student Selection

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

Secondary Credits: Not applicable.

Related Classroom Instruction

The student's participation in non-paid WBL must be documented in the transition plan of the IEP. The IEP/transition plan will determine the related Special Education class and appropriate placement for a student with a disability. The employment and/or community experience areas of the transition plan must include non-paid WBL activities that are addressed in the goals and objectives of the IEP. These activities must relate back to the desired post school outcomes. Non-paid WBL is a method that is embedded in the community based instruction component of the IEP and the course code for Special Education WBL is 9498.

Time Commitments

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

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

Computation of Grades

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

WBL Coordinator

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

Coordination of Students

Each student's school experience and WBL experience must be carefully planned and coordinated with the activities developed by the IEP team if the experience is going to contribute to the student's education and future employability. Although individually designed transition and training plans provide

the basis for this coordination, close supervision is necessary for implementation of the program. Supervising teachers are responsible for the health, safety, welfare and educational progress of their students.

Supervision Requirements

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

Job Placement Restrictions or Limitations

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

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

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

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

Required Documentation

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

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

Summary Sheet

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

Recommended Forms

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

Safety Training

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

Wages: Not applicable.

Insurance Coverage

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

Transportation

The transportation is usually provided by LEA.

TRANSITION ACTIVITIES (PAID)

Definition

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

Student Selection

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

Secondary Credits

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

Related Classroom Instruction

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

Time Commitments

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

Computation of Grades

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

WBL Coordinator

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

Coordination of Students

Each student's school experience and work-based activity must be carefully planned and coordinated with the activities developed by the IEP team if the experience is going to contribute to the student's education and employability. Although structured transition and training plans provide the basis for this

coordination; close supervision is necessary for implementation of the program. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students. Regulations and Minimum Standards for the Governance of Tennessee Public Schools Section 0520-1-7-04 requires a WBL coordinator will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part time employment

Supervision Requirements

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

Job Placement Restrictions or Limitations

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

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

Required Documentation

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

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

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

Summary Sheet

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

Recommended Forms

- Employer Evaluations
- Running Notes from Job Coaches
- Work Behavior Checklist

- Visitation Reports
- Wage and Hour Reports

Safety Training

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

Wages

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

Insurance Coverage/Workers' Compensation

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

Transportation

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

WBL PROCEDURES AND FORMAT

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

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

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

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

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

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

- October 15 – first term
- March 15 – second term

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

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

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

Summary sheets will be checked for specific information and job relation to course. Those that do not contain all the required information will be returned to WBL coordinators for revision. Based on the number enrolled in the work-based component, jobs will be evaluated to ensure that placements are related to the course. If any job is in violation of safety guidelines/laws the school system will be notified and the summary sheet returned with a request for immediate compliance. Summary sheets will be returned to teachers and LEA directors if there are questions and/or concerns.

APPENDIX

The following required forms are found in this Appendix:

- Summary Sheet
- Training Agreement / Program Standards
- Standards



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Work-Based Learning Summary Sheet

This sheet must be completed for each student participating in a work-based learning (WBL) activity. Please send completed forms to the Tennessee Department of Education by October 15 and March 15.

Work-Based Learning Activity (check one)

- | | | |
|---|---|---|
| <input type="checkbox"/> Apprenticeship (Registered) | <input type="checkbox"/> Health Science Clinical | <input type="checkbox"/> Service Learning |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Cooperative Education | <input type="checkbox"/> Transition-Paid |
| | <input type="checkbox"/> School-Based Enterprise | <input type="checkbox"/> Transition-Non-Paid |

Related Class (title and course code) _____ Teacher _____

Coordinator's Name (if different) _____

School Name _____ System _____

School Address _____

City _____ Zip _____ Phone (____) _____

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

Teacher Signature (related course) _____ Date _____

WBL Coordinator Signature (if different) _____ Date _____

Principal Signature _____ Date _____

Name of Student	Employer	Type of Business	Job Title	Course Competencies	Hourly Wage
EXAMPLE: John Doe*	Daily News	Newspaper	Copy Assistant		\$ 6.00
EXAMPLE: Jane Doe	Red Cross	Non-profit	Volunteer		Non-paid
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

*Please insert an asterisk to identify names of students who have changed jobs this school year. Add lines as needed, up to 25 per teacher per supervisory period.



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Work-Based Learning Program Standards

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

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

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

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

STANDARDS

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

1. A qualified WBL coordinator shall manage the program.
2. Jobs and training must relate to the class in which the student is receiving credit or has successfully completed to prepare for placement.
3. Placements that violate child labor laws are not allowed.
4. WBL coordinators will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part-time employment.
5. The student learner shall not displace other workers who perform such work.
6. The student learner shall not be employed in an occupation that is detrimental to the minor's health, well being and progress in school. The student learner shall make passing grades in

his/her regular schoolwork and WBL training in order to remain in the program. Hours worked must be monitored for the best interest of the student.

7. The training sponsor will employ and compensate student learners in conformity with federal, state and local laws and regulations and in a manner not resulting in exploitation of the student learner for private gain.
8. An individualized training agreement and an individualized training plan will be developed for each student learner.
9. The training agreement provides that: (a) the work of the student learner in the occupations declared particularly hazardous, shall be incidental to this training, (b) such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person, (c) safety instructions shall be given by the school and correlated by the employer with on-the-job training and verification of safety instruction must be on file, (d) each written agreement shall contain the name of the student learner and shall be signed by the employer and the school coordinator or principal, (e) copies of each agreement shall be kept on file by both the school and the employer, and (f) Summary sheets must be filed with the state office.
10. The training plan must provide the student learner with the opportunity to progress through the various phases of the occupation/job. The WBL coordinator will work with the employer to develop a training plan for the student learner. The student learner must be supervised on the job.
11. The WBL experience must be conducted in accordance with the requirements of the Tennessee Child Labor Law and Federal Child Labor Provisions and Rules, Regulations, and Minimum Standards.
12. The student learner who is sixteen (16) or seventeen (17) years of age enrolled in a WBL program under a written training agreement must be employed, when possible, during school hours for a portion of his/her work week. Saturday and Sunday hours alone do not qualify for credit. The only exception is summer placements.
13. WBL training programs in schools operating on a twelve (12) month basis may enroll student learners during the summer months (June, July and August) provided that all the provisions and standards of the training agreement are met.
14. Students may not work in jobs in which blood-borne pathogens may be present unless they are health science education students and have been offered the hepatitis series injections and passed the Universal Precautions/Blood-borne Pathogens Test with 100% accuracy (OSHA Standards).

15. The law does not allow a student under eighteen (18) to be employed in any occupations that involve driving a motor vehicle (exception agriculture), to sell or scan beer, or work around hazardous equipment.
 16. Students cannot be given WBL credit when they are paid for other training (i.e., Guard Duty, Reserves, and Cosmetology School).
 17. Students cannot be given credit for baby-sitting unless they are enrolled in a child care class and work in a licensed child care business.
 18. Students cannot be given credit for Home Health Care unless enrolled in Health Sciences.
 19. Students may work only in a licensed business (except certain Agriculture Cooperative Students).
 20. The WBL coordinator must make an on-site visit to each training agency at least once during each grading period.
 21. The WBL coordinator will reinforce on-the-job experiences with related classroom instruction.
 22. Students will be accepted into the program and informed of jobs without regard to race, color, national origin, sex, religion, creed, disadvantaging or handicapping conditions.
 23. Upon enrolling in another class in the same program of study, the student may choose to continue the job obtained for the original class. For example, a job for horticulture could be maintained for landscaping, a job for biology could be maintained for chemistry and the WBL coordinator has final approval for all placements.
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