



# **WORK-BASED LEARNING GUIDE FOR SECONDARY EDUCATION**

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## TABLE OF CONTENTS

Nevada Department of Education / Acknowledgements.....	ii
<b>1. Overview of Work-based Learning .....</b>	<b>1</b>
Nevada’s Work-based Learning Continuum .....	1
Definitions .....	2
<b>2. District Application Process .....</b>	<b>4</b>
<b>3. District Responsibilities .....</b>	<b>4</b>
Vetting Employer Hosts.....	4
Transportation.....	5
Liability and Insurance .....	5
Teacher of Record .....	5
Reporting Requirements .....	5
<b>4. Coordinating Work-based Learning .....</b>	<b>6</b>
Program Models .....	6
Role of the Coordinator .....	7
<b>5. Student Learning Plan and Training Agreement.....</b>	<b>7</b>
Student Learning Plan .....	8
Training Agreement.....	8
Student Responsibilities.....	8
Parent/Guardian Responsibilities.....	9
<b>6. Developing Employer Hosts.....</b>	<b>9</b>
Recruitment.....	9
Employer Host Orientation .....	10
Employer Host Responsibilities .....	10
<b>Resources .....</b>	<b>11</b>
WBL Coordinator Check List.....	12
Steps for a Successful Work-based Learning Program.....	13
Job Shadowing Guidelines .....	15
Internship Guidelines .....	17
CTE Work Experience Guidelines .....	19
Nevada Employer Host Vetting Rubric .....	21
Student Learning Plan [Sample] .....	22
Work-based Learning Training Agreement [Sample].....	24

# 1. OVERVIEW OF WORK-BASED LEARNING

Work-based learning is an educational strategy that offers students the opportunity to connect classroom learning to authentic business/industry experiences. Work-based learning in Nevada is described as a continuum of experiences that help prepare students for postsecondary education and careers (Figure 1). The goal of work-based learning is to assist students to be college and career ready through authentic connections to business and industry in a field related to the student’s career interest.

The authority governing work-based learning is NRS 389.167 as amended in Senate Bill No. 66, Statutes of Nevada 2017, on page 4334 and NAC 389.825, 389.562-389.566. Statute covering registered apprenticeships is found in NRS 610 as created in Senate Bill 516 and NAC 610 as well as 29 CFR Part 29 and 30.

Nationally, high-quality work-based learning programs incorporate four critical components: academic alignment, employer engagement, preparation or pursuit of industry-recognized credentials, and connection to employment.

## Nevada’s Work-based Learning Continuum

Figure 1 Continuum of work-based learning

Career Exploration Grades 4-9	Career Preparation Grades 9-11	Career Training Grades 11-12
<ul style="list-style-type: none"> <li>• Guest Speakers from Industry</li> <li>• Career Fairs</li> <li>• Industry Tours</li> <li>• Career Interest Inventories</li> </ul>	<ul style="list-style-type: none"> <li>• School-based Enterprises</li> <li>• Job Shadowing</li> <li>• Simulated Workplace</li> <li>• Supervised Agricultural Experiences (SAE)</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Experiences</li> <li>• Pre-apprenticeships</li> <li>• Internships</li> <li>• CTE Work Experience</li> <li>• Supervised Agricultural Experiences (SAE)</li> <li>• Registered Apprenticeships</li> </ul>

**Career Exploration** activities may begin as early as elementary school and continue through ninth grade. These activities include career fairs, guest speakers from business/industry, and industry tours in order to explore careers and the work-place environment.

**Career Preparation** activities are for the high school student. They provide a more direct experience in a certain career field or industry through job shadowing, school-based enterprises, simulated workplaces, or similar experiences. Students begin to practice employability skills and technical skills in a limited way through school- or employer-based activities.

**Career Training** activities require the advanced high school student to apply technical and employability skills in a work setting through internships, clinical experiences, work experience, and similar activities in a career field of interest at an employer’s site.

## Definitions

**Career Fairs:** This is an event where employers, trade associations, and others exhibit or present on their career or industry. Career fairs may be held at the school or a location central to several schools. Preparation for such an event requires several months of planning and communication between the organizer and participating businesses. Career fairs are most appropriate for middle school or first and second year high school students.

**Career Interest Inventories:** These student friendly questionnaires ask students about their skills, interests, and preferred work environment to produce a list of possible careers that match the student's response. Follow up discussions in the classroom or with the counselor, as well as further career research, helps the student understand what education and training is needed to enter a given career field. This type of career exploration activity should be considered when assisting students with their Academic Plan. *Nevada STEM Hub, Career Cruising, and Nevada DreamIt-DoIT* are just some of the websites with career interest inventories.

**Clinical Experiences:** CTE health science programs often require clinical experience in a medical setting, hospital, or clinic in order to sit for a state licensing exam. Clinical hours are dictated by the state governing board of that profession or by licensing requirements. Emergency Medical Technician and Nursing Assistant are examples of secondary programs of study that have required clinical hours. Clinical experiences are typically imbedded into program courses; therefore, credit is earned through completion of the health science course. Students may elect to take an additional work-based learning course for credit related to their career interest.

**CTE Work Experience:** This has traditionally been referred to as cooperative work experience. Students who are enrolled in a career and technical education (CTE) program of study may take a course in CTE Work Experience. This is a paid position where the student is working in a job related to their CTE program of study. Technical and employability skills learned in the classroom are incorporated into the student's learning plan and applied on the job. A signed training agreement is required. Students earn credit for CTE work experience when the hours worked equal the number of hours required for any other course of that same credit. CTE students must have completed at least two years of a CTE program. (NAC 389.564-389.566). CTE Work Experience course descriptions and naming conventions are outlined in the *Nevada Career and Technical Education Course Catalog*.

**Guest Speakers:** Asking business people to speak in class can be a great way to engage business partners and expose students to a particular job or industry. It is important for the teacher to talk with the speaker in advance to be sure the presentation meets the intended learning objectives. Providing guiding questions to the speaker will help focus the talk. The teachers should also prepare students to have a business person in the classroom.

**Industry Tours:** Students tour or visit a specific industry to learn about what they do and how they conduct business. Both students and the employer host should be well prepared in order to maximize the time on site. Some companies may have dress codes, media restrictions, or other policies that the event organizer will need to communicate to students. Tours to industry conventions and trade shows can also be valuable to students. Industry tours are appropriate for any grade, but most appropriate for middle school or first and second year high school students.

**Internship:** Internships are typically unpaid experiences and last longer than 15 hours. An internship may or may not be for course credit. In order for students to earn credit for an internship, a minimum number of hours that equal class time for an equivalent course must be met. Districts may further define this in their application. Students who demonstrate a true interest in the career field and present good

employability skills are appropriate for internship experiences. This is most appropriate for third and fourth year students.

**Job shadowing:** This is short term experience, usually one to three days, where students go to a place of business related to the student's career interest. The student “shadows” one or more employees to learn what that person does on a daily basis as well as gain an overview of the business’s operations. Job shadowing can be in small groups, but it is different from an industry tour in that one or two jobs are examined in detail. This is most appropriate for second and third year students.

**Pre-apprenticeship:** Pre-apprenticeships align directly to a registered apprenticeship in a partnership arrangement to ensure direct entry into the aligned apprenticeship with advanced credit upon completion of the pre-apprenticeship. Pre-apprenticeships may be available to students while still in high school, or under the age of 18, depending upon the industry and terms of the pre-apprenticeship.

**Registered Apprenticeship:** “Registered apprenticeships are high-quality work-based learning and post-secondary earn-and-learn models that meet national standards for registration with the U.S. Department of Labor (or federally recognized State Apprenticeship Agencies).” – Employment and Training Administration, U.S. Department.

As defined by the U.S. Department of Labor, “Apprenticeship is a combination of on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs can be sponsored by individual employers, joint employer and labor groups, and/or employer associations.”

Apprentices receive pay while in the apprenticeship and typically the pay increases as one progresses through the program. Learning objectives or competencies are set by the employer or sponsoring organization.

In Nevada, the Governor’s Office of Workforce Innovation for the New Nevada (OWINN) serves as the State Apprenticeship Agency recognized by the U.S. Department of Labor and has oversight of the State Apprenticeship Council. The State Apprenticeship Council is responsible for approving apprenticeship programs. OWINN oversees and promotes apprenticeships statewide and works with potential sponsors to develop programs going before the State Apprenticeship Council.

**School-based Enterprise:** Students operate a business from the school/classroom by selling products or services delivered to internal or external customers. This is a business activity where the students are applying their business and/or other technical skills to sell a product or service. A school-based enterprise is not the same as a fund raising activity of short or sporadic duration.

**Simulated Workplace:** The classroom is transformed into an authentic business environment where students develop and practice both technical and professional skills. Industry professionals evaluate programs in the manner of an inspection, through observation. Programs are rated based on adherence to industry standards - similar to an actual business. Implementing this model with fidelity requires a culture shift and buy-in from teachers, industry representatives, and other stakeholder groups, including parents and students. (CCSSO/Advance CTE/NSFY- October 2016). West Virginia pioneered this model and has had success with it in CTE programs.

**Supervised Agricultural Experiences (SAE):** Students in Agricultural Education programs of study apply academic and occupational skills through a variety of SAE experiences. The SAE is a required component of a total agricultural education program and intended for every student. The National Council for Agricultural Education provides clear descriptions and foundational learning outcomes for each type of SAE:

Ownership/Entrepreneurship, Placement/Internship, Research, Exploratory, School-based Enterprise, and Service-Learning.

**Work and Study:** A course of work and study is defined in regulation for a specific student population and the job is not tied to courses of study or a student's career interest. NAC 389.644 to 389.650, inclusive, defines the hours needed for credit and the students who are eligible. Eligible students are those who: 1) are not on schedule to graduate; 2) potential drop outs; 3) qualify for free and reduced lunch; or 4) attend a school eligible for the Community Eligibility Provision program of the USDA. Work and study is **not** considered work-based learning; therefore, work and study students are not to be included in work-based learning reported data.

## ***2. DISTRICT APPLICATION PROCESS***

Districts and charter schools must have their local board of trustees or governing body approve an application to have a work-based learning program. Once approved locally, the application shall be sent to the Nevada Department of Education, CRALEO office, in the spring of each year for approval by the State Board of Education. CRALEO will notify districts of the due date annually.

The application to offer a work-based learning program must contain the following:

1. The fields, trades, or occupations in which work-based learning will be offered
2. Student qualifications for participation (must allow for a majority of students to be eligible)
3. A copy of the student application form
4. A copy of the training agreement form or sample training agreement
5. A description of the process for vetting business/employer hosts and rubric, if applicable
6. Method to evaluate a student's participation and completion of the program

Districts/charter schools will be notified within 30 days after approval by the State Board. If an application is not approved by the State Board, the application may be revised and resubmitted. Work-based learning programs shall not be offered until the application is approved (NAC 389.825).

## ***3. DISTRICT RESPONSIBILITIES***

Districts and charter schools who wish to have work-based learning (WBL) programs must do the following:

1. Apply to the local Board of Trustees or governing body to have a WBL program
2. Have the local board apply to the State Board for approval of the program
3. Designate a WBL coordinator
4. Ensure interested employers are vetted
5. Establish and maintain a list of approved employers
6. Ensure that site visits and reviews are conducted at least once a semester for credit bearing internships, apprenticeships, or CTE Work Experiences
7. Prepare an annual report for the local board of trustees and the State Board of Education

### **Vetting Employer Hosts**

Each district/charter school is required to have a method to vet employers. This process is part of the application approved by the local and State Board. The vetting process should be the same for all

businesses, agencies, and organizations. For a large corporation with different divisions or multiple locations, each unit may need to be vetted. Working with a central contact, such as a community outreach person or human resources, is helpful when dealing with large companies.

Coordinators are required to maintain a database of employers they have vetted. Students should not be placed in businesses with only one employee or any situation that puts the student at undue risk.

## **Transportation**

Students may need to provide their own transportation to business sites. However, districts should plan to support students who may not have transportation available to them to ensure equal access to work-based learning opportunities. It is highly recommended that students have a primary and contingency transportation plan worked out prior to committing to a work-based learning experience.

## **Liability and Insurance**

It is recommended that districts establish policies around liability and insurance requirements for students who are off-site doing WBL. This may include policies to cover damage or liability for the employer host caused by a student.

If a student is in an unpaid work-based learning experience, he/she is not covered under the host site's worker's compensation insurance, similar to a student's participation in a school field trip. Any injury that occurs at the work site should be covered under the student's own health insurance. If a student does not have health insurance, the district may recommend that the student get student health insurance through the district if available.

For any paid work-based learning (paid internship, CTE Work Experience, or apprenticeships), employers should provide coverage as they would for any other employee doing the same level of work and provide documentation to the teacher of record (NAC 389.650). Employers may also leverage staffing agencies when employing students. Coordinators are required to keep a copy of evidence of employer insurance.

## **Teacher of Record**

The WBL Coordinator may serve as or designate a teacher of record who holds a valid Nevada teaching license for the purpose of supervising, evaluating, and assigning grades to students when the WBL is for course credit. For CTE Work Experience and apprenticeships, if the teacher of record is not endorsed in the field of study where the student is employed, they must communicate not less than twice during the semester with the CTE teacher to ensure instruction provided supports the need of the student and employer.

## **Reporting Requirements**

Districts/charter schools must report to the Nevada Department of Education (NDE), annually, the following information:

1. The number of students who earned course credit for work-based learning
2. The number of students who participated in work-based learning that was not for credit, (e.g., job shadowing, internships outside of a work-based learning course or less than the number of hours required to earn credit, school-based enterprises, school-based SAEs , etc.)
3. A list of participating businesses, agencies, and organizations

NDE will establish a calendar of due dates for applications and reporting. They will also review the reports and submit them to the State Board. If a report is not approved, the district/charter school must revise and resubmit the report within six weeks of receiving such notice.

- ✧ **District WBL Coordinator:** The district designee, state point of contact, and the one responsible for ensuring WBL activities are carried out according to regulations
- ✧ **Site Facilitator:** School-level person designated to coordinate WBL at the school; may also be the District WBL Coordinator
- ✧ **Department Facilitator:** District or school level staff who coordinates WBL for a specific group such as Special Education or Gear Up; responsible for reporting numbers to the District WBL Coordinator
- ✧ **Teacher of Record:** Licensed personnel responsible for training agreements and evaluating the student if WBL is for course credit

## **4. COORDINATING WORK-BASED LEARNING**

### **Program Models**

1) **Single district coordinator:** In this model, the district designated coordinator manages WBL for the district. This should be a licensed staff, but it is not required. If the designated WBL coordinator is not a licensed teacher, a teacher of record will need to be identified for the purpose of evaluating students if credit is given for the WBL experience.

The coordinator works closely with each student and/or student's teacher or counselor to place the student with an employer host that best matches the student's career interest. This model depends on collaboration and clear roles and responsibilities, but gives the school the advantage of developing relationships with key businesses, agencies, or organizations that can also support and advise the program area.

The coordinator is responsible for ensuring that the employer is prepared, training agreements are in place, information is communicated to all parties, and that the student knows what is expected. Small and medium sized districts can benefit from this approach.

2) **District coordinator with department and/or school-site facilitators:** In larger districts, a dedicated full time coordinator works best and coordinates activities with school-site facilitators and other agencies or organizations that have work-based learning initiatives. The central coordinator may manage partnerships that encompass the entire district, such as coordinating with regional development authorities or employers who have multiple locations. This central coordinator also ensures the development of the district application process and approval, as well as coordinates communications, reporting, and training for school-site and/or department facilitators.

Facilitators develop WBL opportunities by working with local employers in their area. They work in collaboration with teachers to identify students and ensure successful placement and proper evaluation.

Employer host orientation can be done at the school level or in a coordinated district wide effort. The details of each student placement, training agreements, and other record keeping would be the responsibility of the school-site facilitator.

## **Role of the Coordinator**

The district coordinator, whether a dedicated staff, part-time assigned staff, or assisted by school-site facilitators, is responsible for ensuring each party has all the information they need to help the student have a successful experience. Time should be set aside in the work day for the designated coordinator to do this work if it is not a full time position. Attention to detail and clear communication is essential.

In addition to the district responsibilities listed above, other duties of the coordinator include:

- Promote ongoing interaction between pupils and businesses to strengthen the relationship between schools and community
- Ensuring the student is academically and technically prepared to go into industry, and learning objectives are identified
- Educate the student on his/her rights as an employee, including but not limited to sexual harassment, whistleblower policies, and procedures to report incidents on the job
- Knowledge of state and federal youth employment regulations
- Site selection in collaboration with the CTE or subject teacher
- Ensuring that necessary coursework has prepared the student for the level of WBL planned
- Developing the student plan and setting expectations for WBL in collaboration with the content teacher
- Employer host orientation and preparation
- Maintain training agreements
- Communicating with school administration and/or school-site facilitators, as appropriate
- Conduct employer site visits prior to and during student experience
- Evaluation of the student with input from business host and content teacher
- Follow up with business hosts, including evaluation of program and thank you

For career and technical education (CTE) placements:

- Promote ongoing interaction between the student, business partner, and school/district
- Collaborate with the CTE teacher for appropriate placement, learning objectives, and evaluation at least twice per semester, if the coordinator does not hold an endorsement in the field of study of the work-based learning
- For CTE Work Experience and apprenticeships, retain performance evaluations and records of hours worked for one year after the student completes or stops the work-based learning
- Maintain a copy of evidence of insurance by the employer if a student is in a paid experience

## **5. STUDENT LEARNING PLAN AND TRAINING AGREEMENT**

Each student participating in a work-based learning experience that is longer than 30 hours should have a learning plan and training agreement in place (NAC 389.825). The term “learning plan” is used to describe the student’s learning objectives, planned activities, and their relationship to state standards. The term “training agreement” refers to the formal signed document required by NAC 389.825 and NAC 389.562. These may be incorporated into one document or a packet, at the discretion of the school/district.

## **Student Learning Plan**

The student learning plan should consider the student's strengths, weaknesses, and career interests, as well as the opportunities available at the host site. The coordinator or site facilitator and the student will develop a learning plan based on agreed upon goals and the student's career interest. It should be reviewed with the employer host before a training agreement is put into place.

The student learning plan should contain the following elements:

- Learning objectives
- Evaluation rubric to assess student performance
- Technical skills the student has learned applicable to the position
- State standards and performance indicators to be addressed
  - Technical standards
  - Employability Skills for Workplace Readiness standards

## **Training Agreement**

The coordinator, employer host, and student will agree upon a learning plan and a signed training agreement is put into place.

The training agreement should contain the following:

- Student name and date of birth
- Student email and/or cell number
- School name and coordinator name and contact
- Employer host company name, location, and contact with email
- Description of job activities/duties student will engage in
- Hours/days/times to be worked
- Expectations of the student, which may include attendance policies, company dress policy, etc.
- Responsibilities of each party: Employer host, student, parent/guardian, and coordinator/facilitator
- Signature lines for coordinator/facilitator, student, employer, and parent

## **Student Responsibilities**

Students must be committed to participating and understand the responsibilities of a work-based learning program. If the WBL is in a course for credit, the student will need to be able to work independently, submit documentation of hours worked, and fulfill any other requirements outlined by the district/charter school. Districts/charter schools may prescribe qualifications or prerequisites to participate, however, qualifications should not be overly restricted so that a majority of students can access work-based learning opportunities.

Districts may choose to provide students the option to identify their own employer host for work-based learning. In this situation, the coordinator is still required to verify and approve the employer. Students should not be placed with family members, home-based businesses, or businesses with only one employee. Hours can be independently scheduled and managed, particularly in a paid internship, CTE work experience, or apprenticeship.

Students may be required to meet certain requirements of the employer host, such as submit to a background check, sign a confidentiality/non-disclosure form, present government issued identification, or conform to a specific dress code.

Students should understand their rights as an employee verses that of the employer.

## **Parent/Guardian Responsibilities**

Parents/guardians can play an important role in the success of a student's work-based learning experience. Internships and CTE Work Experience are agreements between the employer and the student; therefore, the student should be allowed to manage his/her own work-based learning. Students must accept the responsibility of managing challenges in this forum for themselves. Below are some ways that parents/guardians can be involved:

- Encourage the student to effectively carry out the duties and responsibilities of the internship
- Use contacts and networks to help identify an employer host
- Reinforce an expectation of appropriate conduct while at work
- Assist the student in arranging dependable transportation to and from their work site
- Understand that their student may be terminated from an internship or CTE work experience if he/she violates the terms of the training agreement and/or the policies of the employer
- Read and sign all permission slips and training agreement

## **6. DEVELOPING EMPLOYER HOSTS**

Developing a good work-based learning employer host takes time and dedication to do right. Attention to detail and good communication will pay off in the end. It is about building a relationship with that employer and ensuring they have a positive experience with the student that will build a solid work-based learning program. Positive experiences with the student and school/district will encourage employers to host students again and potentially expand their involvement with the school or district.

- ✧ **Employer Host:** Company, agency, or organization who volunteers to have students on site for work-based learning or who agrees to participate in career fairs or speaks to classes about their industry.

## **Recruitment**

Before recruiting begins, the coordinator or teacher should be clear about what they expect of the employer and what is being asked of them. Information flyers or packets should be ready to send out once interest from the employer is established. It is best to provide information specific to the type of WBL being requested. For example, a one day job shadowing requires different preparation by an employer than a semester internship or paid work experience. Clearly communicating to the employer host what will happen when the student is on site is vital to a successful experience for everyone.

Below are networks to consider when looking for businesses, agencies, or organizations to host students in any type of work-based learning:

- Student identified businesses
- Advisory committee members

- Career and technical student organization judges or business partners
- City, county, or state offices
- Community organizations such as Rotary, Kiwanis, etc.
- Chambers of Commerce
- School district services departments (i.e., grounds keeping, IT support, accounting, etc.)
- CTE or content area teachers' contacts
- Personal friends and neighbors

## **Employer Host Orientation**

Providing an orientation for employers can be accomplished in different ways, but it is a very important step for a smooth WBL program. Virtual meetings, where documents can be viewed, can be the most effective for a group of employers. In some cases, like for a large employer, a face to face meeting may be most appropriate.

Each employer host should be contacted personally prior to students being placed in that business, agency, or organization. Developing a good relationship with the employer will ensure continued participation and a positive experience.

It is important to remember that employers are not accustomed to working with schools and students. Take time to explain things in language they can understand, avoiding education acronyms. It is a good idea to assume they do not know district policies and things that may seem obvious to educators, such as rules about driving in a car with a student or leaving the designated work-site without prior approval. Information for the employer host may include the following:

1. Purpose of WBL
2. What to expect from the student and coordinator/school contact
3. What is expected of the host
4. District policies that are applicable (e.g. driving students in their car, etc.)
5. Statement of liability
6. Training plan and agreement

## **Employer Host Responsibilities**

Employers who host students on their company site should be aware and willing to fully participate in the program. For any type of WBL, the employer should complete a program feedback and student evaluation as appropriate. Safety rules and applicable policies should be reviewed as necessary whenever students are on site at a place of business.

For WBL that is for course credit, employers should provide an employee orientation including company policies, safety procedures, and employee rights and responsibilities. If it is a paid experience, students are covered under the employer's worker's compensation in the same manner as other employees of the same position (NAC 389.650). Employers will need to provide the coordinator, facilitator or teacher of record with documentation of worker's compensation insurance.

# RESOURCES

## WBL COORDINATOR CHECK LIST

1. Apply for program approval
2. Develop a timeline or calendar
3. Create a student recruitment announcement - what types of WBL will be offered and why students should participate
4. Send out applications to recruit students
5. Review and sort applications by career interest and type of WBL (if applicable)
6. Selected students to participate
7. Work with counselors and teacher of record (when students are enrolled in a course of WBL) to ensure the student is enrolled in the most appropriate course
8. Communicate with school-site facilitator, content teacher, school administrators, and/or counselors as needed about applicants and placements
9. Work with content teacher to develop a follow up/reflection assignment for student, as appropriate
10. Prepare information packets for students accepted into the program:
  - a) Learning plan form and training agreement form
  - b) Permission forms
  - c) What to expect on site
  - d) Instructions to call business host (find out address, where to park, dress requirements, lunch arrangements, etc.)
  - e) Sample thank you note
11. Send parent notice of student's acceptance
12. Create list of potential business hosts
13. Recruit potential employers to match student needs or, if student identifies an employer, verify their consent to participate
14. Contact all potential business sites in order to vet them according to a set rubric
15. Plan and conduct an employer orientation
16. Place students with employers based on career interest or CTE program of study
17. Once host has confirmed student placement, send detailed confirmation to host, teacher of record, and student at least three weeks out. Send a reminder to all parties a few days in advance.
18. Collaborate with student, teacher and employer to develop learning plan and training agreement (not required for job shadowing)
19. Develop a student learning plan, complete a training agreement and distribute copies to student and employer, if applicable
20. Develop communications for school staff and administration
21. Follow up within 3 weeks with a "thank you" to the business host from both the coordinator and the student. An end of year celebration for employers is another way to thank them and continue the relationship building.
22. Prepare end of year report

## **STEPS FOR A SUCCESSFUL WORK-BASED LEARNING PROGRAM**

### **STEP 1: IDENTIFICATION OF A POTENTIAL SITE & INITIAL CONTACT**

Students should be matched to an employer host based on career interest and/or CTE program of study.

Whether the coordinator, teacher, or student identifies a potential employer host; the coordinator must vet the employer through the established process and confirm with the employer their commitment to host students. The coordinator will summarize the requirements of the program, confirm interest, and forward the student information to the employer host.

### **STEP 2: EMPLOYER HOST ORIENTATION**

A general orientation to work-based learning can serve as a recruitment tool prior to an employer commitment to host students, or it can occur after a commitment. For efficiency, this can be a group meeting via web based or phone conferencing.

If the employer agrees to act as host to students, the coordinator will set up a second meeting to include him/herself, the student, content teacher (if applicable), and the employer point of contact to discuss specific expectations, site requirements, and desired learning objectives of the assigned student. During this meeting, any specific job duties and/or learning opportunities will be identified, as well as working hours, expectations for success, and a system to resolve conflicts.

### **STEP 3: JOB SITE VISIT**

When possible, it is best to visit the employer site prior to the student's arrival. This can be part of the vetting process early on, or just prior to the student's report date. The coordinator (or content teacher) should check for safety conditions, company culture, and other environmental concerns that could impact a student negatively. Any concerns should be discussed with administration and the site evaluated for appropriateness for students.

### **STEP 4: STUDENTS BEGIN SITE WORK**

Once an employer host is established, the student should also make contact with the employer host to confirm start day and time and get all logistical details. The student should notify the coordinator, in writing, of the start day and subsequent work days. The student is responsible for submitting any required documentation of hours worked to the designated person at school.

For internships over 30 hours, CTE Work Experience and apprenticeships, a training agreement will be given to each party which must be signed and returned to the coordinator prior to the student beginning his/her work at the site. All district required permission slips must be signed and returned also. Appropriate copies should be provided to each party.

For any experience requiring a training agreement, the teacher of record will maintain a file for each student throughout the completion of the experience and keep records for one year after the completion.

## **STEP 5: STUDENT PLACEMENT AT EMPLOYER HOST SITE**

Once a student is accepted into a work-based learning program, it is the student's responsibility to know the rules of the site and follow them, understanding that non-adherence could result in termination or removal. The coordinator or teacher should not attempt to mediate in cases of obvious student non-compliance with the rules of the work place.

To maintain good communications and understanding among all parties, coordinators will facilitate joint conferences among content teacher, employer host, and others whenever any party feels it may be beneficial for the success of the student and program.

Districts may want to develop policies about terminating a work-based learning experience. Generally speaking, a work-based learning experience may be terminated at any time by any of the involved parties. However, sufficient notice should be given, as befits professional expectation.

## **STEP 6: EVALUATION**

Evaluation should take place on a few different levels: a) student's performance, b) the program itself, and c) the employer host as a future site.

It is the employer host's responsibility to evaluate the student on the job. An evaluation checklist or rubric should be provided to the employer host by the WBL coordinator with an agreed upon schedule of evaluation until the work experience concludes.

The teacher of record should also observe and evaluate the student on site (as applicable) and evaluate the employer host for the potential of future WBL. Student feedback of the program and employer host is also important and can include reflective journals, presentation, or capstone report.

Grades for courses in work-based learning should be based on established criteria such as:

1. Meeting learning objectives
2. Completion of the required hours
3. Completion of reflection assignment and/or evaluation
4. Employer's rating of the student's performance
5. Coordinator/teacher's observation and evaluation of student (if applicable)

## **JOB SHADOWING GUIDELINES**

A job shadow is an unpaid, one to three day exposure to a job, career field, or industry. As such, students do not do work that benefits the company or displaces another employee. It is an opportunity for students to ask questions, be exposed to a variety of positions in that field, receive training, or perform simple tasks/operate equipment under direct supervision for educational purposes only.

Job shadowing can be a special one-day event, only during a designated period, or ongoing as students request or the need arises.

### **STUDENT EXPECTATIONS:**

- ✧ Contact the employer host to confirm all logistics (date/time, parking, lunch arrangements, etc.)
- ✧ Report to the employer site promptly; notify employer and coordinator immediately if illness or emergency prevents reporting to work
- ✧ Observe the employer's rules and regulations, as well as demonstrate good employability skills including cooperative attitude, appropriate dress, and a willingness to learn
- ✧ Attend all related classroom instruction and/or orientation; and complete all required forms and assignments
- ✧ Be evaluated by employer host
- ✧ Notify the WBL coordinator or teacher of any problems that would prevent him/her from job shadowing

### **PARENT/GUARDIAN EXPECTATIONS:**

- ✧ Allow the student to manage his/her own job shadow experience. This is part of the transitional education that is necessary for postsecondary success.
- ✧ Encourage the student to be an active participant and make the most of job shadowing
- ✧ Reinforce an expectation of appropriate conduct at the work site
- ✧ Assist the student in arranging dependable transportation to and from their work site if district/school transportation is not available
- ✧ Authorize school and/or work site personnel, via district permission slips and policies, to utilize emergency or common-sense medical procedures, as judged prudent by school officials or work site personnel, to respond to any on-the-site injury your student may sustain

### **EMPLOYER HOST EXPECTATIONS:**

- ✧ Attend an orientation with the coordinator to establish communication, expectations, and evaluation procedures
- ✧ Collaborate with the coordinator and student to determine a schedule that meets the needs of the job site, as well as the student
- ✧ Prepare an agenda for the day and share with company staff
- ✧ Inform student of company rules, regulations, and policies that might affect them during the job shadowing
- ✧ Provide logistical information such as point of contact upon arrival, where to park, and lunch accommodations

- ✧ Provide direct supervision of student while on site
- ✧ Notify and consult with the coordinator regarding any difficulties
- ✧ Provide program and student feedback through evaluations

## INTERNSHIP GUIDELINES

An internship can be a paid or unpaid experience in the area of the student's career interest that is more than 15 hours in length. Students conduct actual work under supervision and are permitted to operate any equipment allowed by the U.S. Department of Labor, Youth Rules as appropriate to the employer. Both the student and the employer benefit by actual work the student does.

### INTERNSHIP REQUIREMENTS TO EARN CREDIT:

To earn credit for an internship, hours must equal the same number of hours for any other course of that credit value. For example, if a student is in an academic course for 70 hours in a semester to earn a half (.5) credit, then the internship course must equal the same number of hours. A combination of time on-site and coursework is allowable as long as the time at the work site exceeds that of the coursework. A complete description of internship requirements should be outlined as part of the district's application for a work-based learning program.

### STUDENT EXPECTATIONS:

- ✧ Contact the employer host to confirm all logistics (date/time, parking, lunch arrangements, etc.)
- ✧ Report to work promptly and regularly; notify employer and coordinator or teacher immediately if illness or emergency prevents reporting to work
- ✧ Observe the employer's rules and regulations, as well as demonstrate good employability skills including cooperative attitude, appropriate dress, and a willingness to learn
- ✧ Attend all related classroom instruction; provide the coordinator or teacher with all necessary documentation of hours worked; and complete all required forms and assignments
- ✧ Arrange for transportation to and from worksite
- ✧ Be evaluated by coordinator or teacher and job site supervisor
- ✧ Notify the job site supervisor and coordinator/teacher of any problems in school or on the job which could affect performance
- ✧ Notify the coordinator/teacher, in advance, of intent to resign and **immediately** if dismissed from the job site

### PARENT/GUARDIAN EXPECTATIONS:

- ✧ Allow the student to manage his/her own internship. An internship is a contract between the employer and the student. The student must accept the responsibility of managing challenges in this forum for him/herself.
- ✧ Encourage the student to effectively carry out the duties and responsibilities of the internship
- ✧ Reinforce an expectation of appropriate conduct while at work
- ✧ Assist the student in arranging dependable transportation to and from their work site
- ✧ Understand that your student may be terminated from the internship if he/she violates the terms of the training agreement and/or the policies of the employer. This may result in a failing grade and lack of school credit.
- ✧ Authorize school and/or work site personnel, via district permission slips and policies, to utilize emergency or common-sense medical procedures, as judged prudent by school officials or work site personnel, to respond to any on-the-site injury your student may sustain

## **EMPLOYER EXPECTATIONS:**

- ✧ Attend an initial meeting/orientation with the coordinator to establish communication, expectations, and procedures
- ✧ Collaborate with the coordinator and student to prepare and implement a training plan and training agreement
- ✧ Communicate with the student on logistics, company policies, and exact expectations duties, and responsibilities of an internship
- ✧ Provide supervision of student's work
- ✧ Give student progressive and challenging work activities that aids in acquiring competencies necessary to advance in the occupational field
- ✧ Notify and consult with the coordinator regarding any difficulties and seek possible intervention strategies for resolution
- ✧ Periodically evaluate student performance, verify student's work hours, and inform the coordinator prior to terminating student

## CTE WORK EXPERIENCE GUIDELINES

This is a paid work experience whereby the student works a job closely related to the student's CTE program of study. The student must have completed at least the second year of the CTE program. To earn credit for CTE Work Experience, hours worked must equal the same number of hours for any other course of that credit value. For example, if a student is in an academic course for 70 hours in a semester to earn a half (.5) credit, then the internship course must equal the same number of hours. A complete description of CTE Work Experience requirements should be outlined as part of the district's application for a work-based learning program.

CTE Work Experience course descriptions and naming conventions are outlined in the Nevada Career and Technical Education Course Catalog.

### STUDENT EXPECTATIONS:

- Assist in identifying an employer host
- Contact the employer host to confirm all logistics (date/time, parking, lunch arrangements, etc.)
- Report to work promptly and regularly; notify employer and coordinator or teacher immediately if illness or emergency prevents reporting to work
- Observe the employer's rules and regulations, as well as demonstrate good employability skills including cooperative attitude, appropriate dress, and a willingness to learn
- Provide the coordinator or teacher with all necessary documentation of hours worked; and complete all required forms and assignments
- Arrange for transportation to and from worksite
- Be evaluated by coordinator or teacher and job site supervisor
- Notify the job site supervisor and coordinator/teacher of any problems in school or on the job which could affect performance
- Notify the coordinator/teacher, in advance, of intent to resign and ***immediately*** if dismissed from the job

### PARENT/GUARDIAN EXPECTATIONS:

- Allow the student to manage his/her own work experience. The student must accept the responsibility of managing challenges on the job for him/herself
- Encourage the student to effectively carry out the duties and responsibilities associated with holding a job
- Reinforce an expectation of appropriate conduct while at work
- Assist the student in arranging dependable transportation to and from their work site
- Understand that your student may be terminated from the work experience if he/she violates the terms of the training agreement and/or the policies of the employer. This may result in a failing grade and lack of school credit.
- Authorize school and/or work site personnel, via district permission slips and policies, to utilize emergency or common-sense medical procedures, as judged prudent by school officials or work site personnel, to respond to an on-the-site injury your student may sustain

### **EMPLOYER EXPECTATIONS:**

- Attend an initial meeting/orientation with the coordinator to establish communication, expectations, and procedures
- Collaborate with the coordinator and student to prepare and implement a training plan and training agreement
- Communicate with the student on logistics, company policies, exact expectations, duties, and responsibilities of the job
- Provide supervision and evaluation of student's work
- Give student progressive and challenging work activities that aid in acquiring competencies necessary to advance in the occupational field
- Notify and consult with the coordinator regarding any difficulties, seek possible intervention strategies for resolution, and inform the coordinator prior to terminating student

### **CTE TEACHER EXPECTATIONS:**

- Collaborate with the WBL coordinator to establish roles and responsibilities
- Assist in student placement to maximize students abilities and reach desired learning objectives
- Assist coordinator as determined by district's model of WBL

## NEVADA EMPLOYER HOST VETTING RUBRIC

**Date:**

**Contact Name:**

**Phone:**

**Company Name:**

**Email:**

**Address:**

**Type(s) of WBL available:**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Industry Tour              | <input type="checkbox"/> Job Shadowing      | <input type="checkbox"/> Internship (paid or unpaid) |
| <input type="checkbox"/> CTE Work Experience (paid) | <input type="checkbox"/> Pre-apprenticeship | <input type="checkbox"/> Registered Apprenticeship   |
| <input type="checkbox"/> Educator Externship        |   |  |

**Nevada Industry Sector:**

- |   |  |
|---|--|
| <input type="checkbox"/> Aerospace and Defense            | <input type="checkbox"/> Mining and Materials              |
| <input type="checkbox"/> Construction                     | <input type="checkbox"/> Natural Resources                 |
| <input type="checkbox"/> Health Care and Medical Services | <input type="checkbox"/> Tourism, Gaming and Entertainment |
| <input type="checkbox"/> Information Technology           | Other:   |
| <input type="checkbox"/> Manufacturing and Logistics      |  |

**Type(s) of job(s) available:**

**Are there any requirements to participation?** (ID, CPR, background check, etc.):  Yes  No

If Yes, name:

### CRITERIA

*All criteria must be in place to approve an employer host*

- Yes  No Site is not a home based business and has more than one employee
- Yes  No Environment is culturally diverse and appropriate for students
- Yes  No Environment appears safe and safety appears to be a priority with policies in place and practiced
- Yes  No Sexual harassment and whistle blower policies are in place
- Yes  No Facility is accessible to students
- Yes  No Employer host agrees to follow a training plan and agreement (if applicable)
- Yes  No Employer host will designate a supervisor for the student
- Yes  No Employer host agrees to evaluate the student and program
- Yes  No If a paid experience, student will be compensated and covered under worker compensation like other employees in the same job

## STUDENT LEARNING PLAN [SAMPLE]

Student Name:

Placement Date:

Placement Site:

WBL Coordinator/Site Facilitator:

### GOALS AND LEARNING OBJECTIVES

Consider your interests, skills, past experiences, and future career and education goals to answer the questions below.

1. What is your career and technical program of study or elective course focus?
  
2. What are your plans after high school? If college, specify area of study.
  
3. Describe your career goals:
  
4. What do you hope to gain from this work-based learning experience?

### ACADEMIC AND EMPLOYABILITY KNOWLEDGE AND SKILLS

Mark all of the skills that you are proficient in:

#### Personal Qualities and People Skills:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Reliable and honest   | <input type="checkbox"/> Take initiative           | <input type="checkbox"/> Work ethic          |
| <input type="checkbox"/> Teamwork              | <input type="checkbox"/> Appropriate work behavior | <input type="checkbox"/> Conflict resolution |
| <input type="checkbox"/> Work well with others |  |  |

#### Professional Knowledge and Skills:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Safe use of internet | <input type="checkbox"/> Communicate effectively | <input type="checkbox"/> Resolving problems |
| <input type="checkbox"/> Safety skills        | <input type="checkbox"/> Math                    | <input type="checkbox"/> Customer service   |
| <input type="checkbox"/> Reading and writing  | <input type="checkbox"/> Computer applications   |   |

## TECHNICAL SKILLS

What course have you taken, or are currently enrolled in, that is relevant to this placement?

List any industry certifications you have earned or prepared for (including CPR, Serve Safe, etc.):

What safety trainings have you had related to this industry?

List the skills and experiences you have related to this placement, including specific equipment you have used:

## STANDARDS AND PERFORMANCE INDICATORS

**Technical Standards:** List the standards and indicators to be addressed in WBL

**Employability Skills Standards:** List the standards and indicators to be addressed in WBL

## EVALUATION

**Students will be evaluated on the following topics:**

- Attendance and punctuality
- Adherence to work place policies and regulations
- Appropriate and clear communication
- Acceptance of assignments and responsibilities
- Willingness and ability to learn new skills
- Management of time
- Collaboration/team work skills
- Technical skill ability/performance of job duties

## WORK-BASED LEARNING TRAINING AGREEMENT [SAMPLE]

**Student Name:**  
**DOB:**  
**Email:**  
**Phone:**  
**School Name and Contact:**

**Employer Host:**  
**Supervisor:**  
**Job Title:**  
**Address:**  
**City/Zip:**  
**Phone:**

**Start Date:**

**Mark the type of WBL Experience:**

- |  |  |
|--|--|
| <input type="checkbox"/> CTE Work Experience         | <input type="checkbox"/> Pre-apprenticeship        |
| <input type="checkbox"/> Internship (paid or unpaid) | <input type="checkbox"/> Registered Apprenticeship |

**Work Schedule (hours/days):**

**Hours Required for Credit:**

**Job Description/Duties:**

### RESPONSIBILITIES

The **employer host** recognizes that a student learning plan is being followed and agrees to:

1. Provide close supervision of the student in a work experience that meets the objectives of the learning plan
2. Provide training for at least the minimum number of hours required for course credit
3. For paid WBL, provide worker's compensation coverage as you would for other employees in a similar position
4. Adhere to all federal and state Child Labor laws and regulations
5. Consult with the WBL Coordinator, teacher and/or site facilitator to discuss any challenges the student is encountering
6. Assign jobs to the student and otherwise treat the student without regard to race, color, gender, national origin, or handicap
7. Provide a company orientation and safety training appropriate to the job

The student understands this training is for course credit, following the student's learning plan and agrees to:

1. Be in regular attendance both in school and on the job
2. Conform to the rules and regulations of the employer host
3. Demonstrate appropriate work behaviors, including punctuality and willingness to learn
4. Communicate with the teacher of record, site facilitator and/or WBL coordinator as requested and necessary, submitting all necessary documentation in a timely manner

The parent/guardian, realizing the importance of work-based learning, agrees to:

1. Encourage the student to carry out the requirements of the training in a professional demeanor
2. Accept responsibility for the safety and conduct of the student while traveling to and from school, employer site, and home
3. Assist the student to develop a plan for transportation to and from the employer site

The WBL coordinator or site facilitator/teacher or record representing the school or district, agrees to:

1. Vet all employer hosts and ensure they receive an orientation to work-based learning
2. Ensure that the employer host is providing training that meets the student learning plan
3. Conduct site visits to observe the student and address any issues with the supervisor
4. Evaluate the student in relation to the goals of the student learning plan

We, the undersigned, give permission for the above-named student to participate in the WBL program, and we understand and agree to meet the requirements of the WBL.

**SIGNATURES**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent or Guardian:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Endorsed Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**WBL Coordinator or Site Facilitator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Employer Host Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_