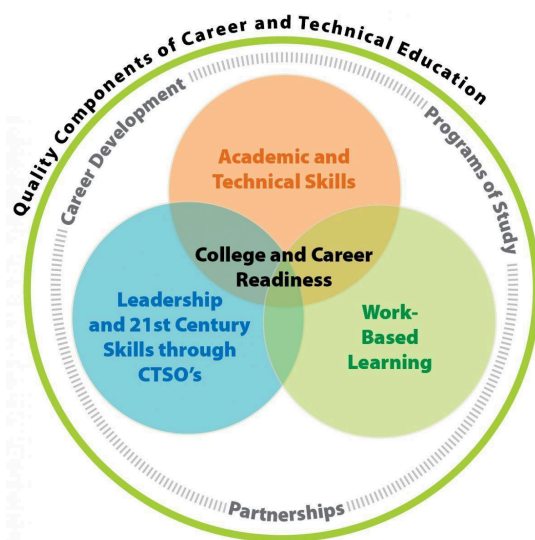
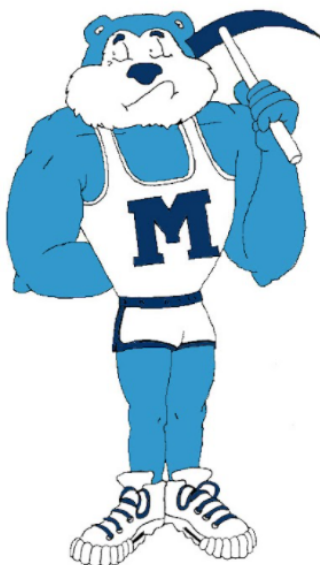


# Mellen Work-Based Learning Manual

## *A Guide For Work-Based Learning Experiences In Secondary Education*



Approved:

### **Nondiscrimination Statement**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

### **Equal Education Opportunity/Anti-Harassment (Policy 2260)**

It is the policy of the District to provide an equal education opportunity for all students. The right of a student to be admitted to school and to participate fully in curricular, extra-curricular, student services, recreational or other programs or activities shall not be abridged or impaired because of a student's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional, or learning disability or other protected characteristics as well as place of residence within District boundaries, or social or economic background.

Students who have been identified as having an impairment or disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act shall be provided with appropriate educational services. Parents/legal guardians who have questions should contact Mrs. Heidi Stricker, Principal at extension 402.

Any person who believes that the Mellen School or any staff person has discriminated against them in violation of this policy may file a complaint. A formal complaint can be made in writing to a School Compliance Officer listed below:

Mrs. Heidi Stricker, Principal  
(715) 274-3601 ext 402  
420 South Main Street  
[hstricker@mellendiggers.org](mailto:hstricker@mellendiggers.org)

The complaint procedure is described in Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity, and on Form 2260F8 and on Form 2260.01B. The policy and forms are available in the District office.

The complaint will be investigated, and a written acknowledgement given to the complainant as-soon-as-possible or will be given within forty-five (45) days of receipt of a written complaint. The determination of the complaint within ninety (90) days, unless the parties agree to an extension, or unless the complaint is within the procedures of Chapter 115 of the Wisconsin Statutes governing exceptional educational needs. Education Department General Administrative Regulations, commonly called EDGAR complaints, shall be referred directly to the State Superintendent.

The School District of Mellen is committed to an educational environment that is free of harassment of any form. The school will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the school district community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students and/or staff.

Harassment means behavior toward a student or group of students based, in whole or in part, on the their sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or any other characteristic protected under State, Federal or local law, which substantially interferes with the student's school or academic performance or creates an intimidating, hostile or offensive school environment. Harassment may occur student-to-student, student-to-staff, staff-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.

#### **TITLE IX REGULATIONS (Policy 2266)**

The Board of the Mellen School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinators are:

Heidi Stricker, Principal  
715-274-3601 ext. 402  
420 S. Main Street  
Mellen, WI 54546  
[hstricker@mellendiggers.org](mailto:hstricker@mellendiggers.org)

Corey Lake, Assistant Principal  
715-274-3601 Ext. 228  
420 S. Main Street  
Mellen, WI 54546  
[clake@mellendiggers.org](mailto:clake@mellendiggers.org)

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Board has adopted a grievance process that provides for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process is included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available on the District's web page or by requesting a copy from the District office. The grievance process specifically addresses how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.

### **Section 504/ADA Prohibition Against Disability Discrimination**

The Board prohibits discrimination against any student based upon his/her disability. As such, the Board will not engage in practices or adopt policies that discriminate on the basis of disability. The District's Section 504 Compliance Officer is Administration. This person is responsible for coordinating the District's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act, as amended ("ADA"). A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the District Compliance Officer. For more information see Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability.

### **Anti-Harassment**

It is the policy of the Board of Education to maintain an educational environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the District or District transportation.

Harassment consists of unwelcome conduct, whether verbal, physical, visual, or of sexual nature that is based on a person's protected status, such as sex, color, race, ancestry, creed, religion, genetic information, national origin, age, handicap, disability, marital status, veteran status, citizenship status, sexual orientation, (Including transgender status, change of sex, or gender identity), arrest record, conviction record, or other protected group status, which affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee-to-employee, student-to-employee, employee-to-student, woman or a man, and the victim and harasser can be the same sex.

The Board will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

For additional information, please refer to Policy 5517 and the Student Handbook.

# INTRODUCTION

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**“Research has indicated that work-based experiences invigorate learning and that students participating in work-based learning were more likely to stay in school, take more difficult courses, and graduate.”**

**- Swail, Watson S. and Kampits, Eva, 2004**

Work-Based Learning provides students with educational opportunities that typically cannot be replicated in the classroom. The *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) emphasizes the necessity of providing students with strong experiences in, and comprehensive understanding of, all aspects of the industry that the student is preparing to enter. This manual provides a framework for meeting this mandate through rigorous, relevant experiences in the classroom and in a work-based learning setting.

The work-based experiences included in this manual are designed to make learning relevant, improve graduation rates, and better prepare students for careers or continued education and to connect information learned in the classroom with skills obtained in an occupational setting. These experiences include Youth Apprenticeship, Occupational Skills Standards, Employability Skills Standards, Youth Leadership Skills Standards, Supervised Agricultural Experiences, Entrepreneurship, School-Based Enterprises, Supervised Local Work Programs (Co-op, Internships, Training, Work for Credit Recovery), Service/Volunteer Learning, and Job Shadow.

This manual contains policies, techniques, and procedures to be used for all work-based learning experiences. It provides instruction, guidance, direction, and the documentation necessary to develop and implement a quality, work-based learning experience. Information contained herein should be used as a guide for teachers, counselors, school administrators, and others involved in providing work-based learning experiences.

## **Benefits of Work-Based Learning**

Work-based learning is a major component of career and technical education. Improved skills lead to higher efficiency and the availability of a better-trained labor pool that encourages business growth and productivity. Well-managed work-based learning experiences build confidence in the school system and have benefits for the student, employer, mentor, school, and community.

The students may be given the opportunity in work-based learning experiences to:

- Receive specific school-based and work-based training in a chosen career while attending high school.
- Earn income and become financially literate in some experiences.
- Reinforce and apply academic competencies.
- Develop, demonstrate, and refine safe work habits.
- Demonstrate responsibility, maturity, job competency, and decision-making skills.
- Gain an understanding of the financial operations, employment opportunities, and organizational structure of business and industry.
- Develop a portfolio of academic, technological, occupational, and work-readiness skills.
- Improve the transition from school to work.
- Participate in Career Technical Student Organizations (CTSOs) related to their career objectives and coursework.

The employer or the employer-mentor may be given the opportunity to:

- Be involved in the total school program.

- Participate in the development of a work-based training plan that meets labor market demands.
- Create an awareness of training needs for their business and industry.
- Employ part-time employees that provide more flexible scheduling.
- Develop positive public relations and build goodwill through partnerships with schools.

The school may be given the opportunity to:

- Increase the graduation rate.
- Create broader curricula that encourage students to accomplish their educational goals.
- Allow flexibility of instruction.
- Meet the career goals of a diverse student population.
- Correlate school-based learning with work-based learning.
- Provide valuable industry contacts and opportunities for partnership development.
- Enable students to receive training in a number of occupations in state-of-the-art facilities, utilizing the most current technology with minimal capital expense for the school.

The community may be given the opportunity to:

- Participate in partnership development with the school system.
- Increase the local economy with student earnings.
- Provide awareness of local career opportunities.
- Assist students in appropriate career selection.
- Participate as a member of a local CTE Advisory Council/Committee.

Resources:

<https://dpi.wi.gov/acp/work-based-learning>

[Work-Based Learning Matrix of Experience](#)

# Work-Based Learning

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Work-Based Learning is a structured component of the Career and Technical Education (CTE) curriculum that integrates classroom instruction with productive, progressive, supervised, work-based experiences/apprenticeships (Paid) and internships (Unpaid), related to students' career objectives. Content is planned for students through a cooperative arrangement between the school and employer as a component of work-based learning.

## **Definitions:**

**Work-Based Experiences/Apprenticeships** are paid work experiences for eligible 12<sup>th</sup> grade students where experiences, hours worked, and wages earned are monitored and documented by the employer and the coordinator. (**Paid** work experience herein referred to as *Apprenticeship*)

**Work-Based Experiences/Internships** are unpaid work experiences for eligible 12<sup>th</sup> grade students where experiences and hours worked are monitored and documented by a supervisor/mentor and the coordinator. (**Unpaid** work experience herein referred to as *Internship*)

**WBL Class** *is not* a required component, but can be continued as a local education agency (LEA) decision under the current regulations requiring a once per week meeting for the WBL work-based experiences/apprenticeships or internships. Students enrolled in WBL programs are **not** required to participate in the class. However, they **must report** weekly hours worked or hours acquired through work-based experiences/apprenticeships or internships.

**WBL is supervised by a teacher** who:

- Holds a certificate in CTE
- Has **two years** classroom teaching experience in CTE
- Completes **one (1)** hour of Child Labor Law training annually.

## **Purpose/Objective**

The purpose of WBL is to provide work-based experiences in approved training stations that typically cannot be obtained in the classroom.

## **Prerequisites**

It is recommended, but not required, that a student obtain concentrator status, (two courses within a CTE program) prior to enrollment in cooperative education. Students who have not obtained concentrator status must have successfully completed a minimum of one CTE credit while pursuing a Regular High School Diploma. The **Career Preparedness** course **will count** as a Career Technical course regardless of the instructor's teacher certification. Documentation of Career Preparedness content standards achieved by the student may be used in lieu of course credit for Career Preparedness, while pursuing a Regular High School Diploma. All required reports and/or documentation (See Required Documentation) may be submitted online, in person to the coordinator during regularly scheduled job visits, or in another manner deemed appropriate by the Coordinator and LEA.

## **State Department of Education Requirements**

The following are essential components of on the job training (OJT) that must be in place in order for the work-based learning experiences/apprenticeships or internships to be recognized by the Wisconsin State Department of Education (herein referred to as the Department):

- Administrative support that ensures that instructional activities promote a quality, work-based learning experience.
- Qualified Work-Force Development Teacher-Coordinator (herein referred to as the Coordinator) who manages work-based learning experiences/apprenticeships or internships, in compliance with the Wisconsin Administrative Code, The General Business/Industry Certification Standard, and all federal and state Child Labor Laws.
- Student-learners that meet student selection criteria. (See Selection of Students)
- WBL course offering per LEA discretion or local plan of action.
- Training agreements that stipulate the essential responsibilities and conditions of student employment.
- Training plans that list processes, knowledge, and skills that the student is expected to learn in the work-based experiences/apprenticeships and/or internships.
- Continually supervise work-based experiences/apprenticeships or internships performed in approved training stations under the supervision of a work-place mentor and the Coordinator.
- Student evaluations by the Coordinator and employer/mentor.
- Monthly training station communication, contact, or visits for each student (CCV).

### **Local Education Agency (LEA) Responsibilities**

It is the role of the LEA administration to ensure that instructional activities support and promote quality, work-based learning experiences/apprenticeships or internships. Positive administrative support is vital to the success of WBL and should be demonstrated in the following ways:

- Develop written policies regarding WBL at least every three years in cooperation with the Coordinator to be adopted by the local board of education for use in decision-making situations and to provide guidance in achieving program goals. (See School Regulations/Policies)
- Assure compliance with written state and local boards of education policies.
- Provide facilities and up-to-date equipment to meet Business/Industry Certification standards.
- Facilitate the procurement of instructional materials.
- Schedule students into a regular school schedule until they are placed in work-based experiences.
- Provide opportunities for recruitment of students through assembly programs, meetings, school visits, and other venues to create awareness of cooperative education.
- Ensure the review of student transcripts to verify eligibility for participation in cooperative education.
- Cooperate with the Coordinator and/or career and technical education teachers in the selection of prospective students and in making school records available.
- Provide orientation for students and parents.
- Visit training stations.
- Attend the employer-mentor orientation (recommended). (Example: administrator occasionally accompanies the Coordinator on placement visits)
- Review student and teacher files for required forms: Training Agreement, Training Plan, Application for Enrollment, Teacher Recommendations, Weekly Wage and Hour Sheet, Training Station/Agency Visit Coordinator Summary and Student Evaluations. (See Required Documentation)
- Require and facilitate a monthly meeting of all personnel who supervise WBL to discuss programs, placements, successes, and problems.
- Ensure that the student selection is equitable and addresses the needs of each student.
- Ensure that students accepted have met the application/selection criteria for WBL and has been approved for participation by the Coordinator.
- Ensure that the Coordinator has a coordination period



- Provide the following financial support in order to support cooperative education:
  - Access to Computer Lab and Facilities when needed, classroom space, furniture, and equipment required for Business/Industry Certification.
  - Travel funds for the Coordinator's work-based training supervision.
- Place, when possible, the Coordinator on an extended contract that provides the time to plan and carry out required activities needed to manage the experience. This also allows for the possibility of summer work-based learning experiences/apprenticeships or internships, if desired by the LEA. The Coordinator must be on an extended contract if the student is enrolled in summer school and credit is awarded for summer work-based experience.

## **Roles and Responsibilities**

WBL requires time, commitment, and collaboration of the following partners

- **Students** may, at the LEA discretion, meet with the Coordinator one class period per week (WBL Seminar) to maintain all required documentation and coursework and to accommodate student and/or employer needs based on individual circumstances. The LEA may use regularly scheduled visits by the Coordinator to meet with students. The Student must adhere to all policies of the program and training station/agency. Students must maintain transportation to continue with work-based experience.
- **Parents/Guardians** should provide ongoing support to the student. They should support the goals and policies of WBL and assume responsibility for the conduct of the student. Parents/guardians must sign all required forms. Parents/guardians must arrange transportation for the student to and from the training station.
- **Business and community partners** agree to serve as training stations/agencies providing placements for students to complete work-based learning experiences. Training mentors are responsible for evaluating student performance, ensuring that students are scheduled to meet the minimum work hours required as participants in an apprenticeship or internship, as defined in the Training Agreement, and for providing rigorous and progressive employment experiences.
- **Coordinators** will provide ongoing supervision to the student and will manage all requirements of cooperative education. This includes, but is not limited to, collaboration with partners, selection of students, selection of training stations, placement of students, coordination of WBL components, documentation and submission of required reports.

## **Coordination of WBL Components**

Coordination is the process of aligning administrative, organizational, and instructional activities to accomplish the objectives of WBL that requires time released from school as detailed in this manual. The Coordinator must be constantly aware of the student's performance on the job and instructional activities for optimum results. The Coordinator ensures that normal progression takes place and that a complete series of manipulative skills is acquired. These skills are supplemented by technical and general information that will make the student a competent and well-rounded employee.

During the coordination period(s), the Coordinator performs the necessary out-of-school activities including visiting training stations, observing students at work, and consulting business individuals responsible for training the student.

Coordination functions ensure that certain **essential objectives** are attained:

- Prevent any possible exploitation of students.
- Determine progress of students' performance on the job and in instructional activities.
- Help resolve problems that occur on the job.

- Increase the Coordinator's understanding of the employer's viewpoint.
- Check on a student's work performance, progress, habits, and attitudes.
- Evaluate the employer's and the employee's satisfaction with the job placement.
- Promote enforcement of the school's policies and procedures by the employer.
- Collaborate with the employer to determine the student's job performance.
- Make school instruction relevant to the student.

### **Coordinator Responsibilities**

The Coordinator will:

- Create a Training Plan for each WBL participant.
- Complete training agreement with required signatures. It is through this training agreement that the essential functions are outlined and agreed to by the training mentor, student, coordinator, parent, and school administrator (see Training Agreement, page 17).
- Explain to the employer prior to the first written evaluation, the Work-Based Experiences/Apprenticeships or Internships "Evaluation Report" that rates the student on personal qualities and job tasks as defined in the Training Plan. (See Work-Based Learning Training Plan, page 19)
- Secure an evaluation at least once per grading period, at the end of the semester/term, and at other times deemed appropriate.
- Encourage students to become active in a CTSO related to their career objectives, career pathways, and career clusters.
- Prepare students for Work-Based Experiences/Apprenticeships or Internships, expectations.
- Inform all students within the system of the WBL opportunity.
- Conduct an annual follow-up with employers.
- Conduct an annual self-evaluation to facilitate continuous improvement.
- Have communication, contact, or visit (CCV) the training station of each student a minimum of once per month. (More frequent communication, contacts, or visits (CCV) may be required to monitor students experiencing difficulties.)
- The student must have a "minimum" of 180 hours of apprenticeship experience or 180 hours of internship experience. The student will be awarded one credit per 180 hours of WBL experience.
- Complete and submit reports as required by the Department and LEA.

The Coordinator needs adequate time prior to the opening of school to make business/community contacts in order to facilitate the implementation of work-based learning experiences. Making contacts in the community is critical to the success of the work-based learning experience.

The Coordinator will:

- Visit the business and industry leaders in the community to explain the opportunities available, as well as benefits of the work-based learning experiences to the employer.
- Develop a work-based learning brochure/handbook to distribute to business, industry, the school community, and other stakeholders.
- Develop a communication plan to keep the community informed regularly of work-based learning experiences. Suggested forms of media include, but are not limited to, presentations, articles, television programs, billboards, radio spots, etc.
- Facilitate placement of students in employment. (no job is guaranteed)
- Participate in Program Advisory Committee meetings for all school CTE programs.

### **Required Documentation**

Each step in the WBL process has documentation that must be completed. This documentation must be kept on file for a minimum of three years or as directed by LEA policy. Required

documents must be on file (paper or electronic) in the Coordinator's office and must include the following:

- Individual Student Record
- Application for Enrollment
- Resume
- Interview Evaluation form
- Training Plan
- Training Agreement
- Work-Based Learning Evaluation Reports (one per grading period)
- Training Station/Agency Visit Coordinator Summary
- Wage and Hour Reports, apprenticeships and/or internships
- School Regulations and Policies (signed)
- Teacher Recommendation forms (2-minimum) including a recommendation from (2) different subject areas.
- Safety training documentation.
- Emergency Contact Form
- Other forms as required by the LEA or training station.

All coordination communication, contacts, or visits (CCV) must be documented. A written summary is required for each CCV. Each coordination visit must include documentation of a contact with a supervisor to ensure implementation of the Training Plan and Training Agreement. When making the monthly coordination communication, contact, or visit,(CCV) the Coordinator's records may include:

- Duties and tasks relative to the Training Plan.
- Student's performance on assigned responsibilities and work habits including dress, grooming, general appearance, attendance, safety, etc.
- Quality and quantity of work expected and performed.
- Student's attitude toward the job, employer, co-workers, etc.
- Student's reaction to rewards, criticism, and disciplinary action.
- Safety conditions of the training station.
- Validation of the student's work hours for work-based experiences/apprenticeships or internships, including punctuality and regularity of attendance.
- Student's rotation through different job experiences ensuring that they are diverse, rigorous, and progressive.
- Student's preparation for position/job change or advancement.
- Additional opportunities for involvement in work-based learning experiences.

### **Extended Contract Responsibilities**

It is recommended that the Coordinator should be on an extended contract that provides the time to plan and carry out required activities needed to manage the experience. Listed below are a number of activities that must be completed in preparation for the next school year if the student and community needs are to be met:

- Establish relationships with Industry Partners for the LEA.
- Schedule meetings with parents.
- Coordinate summer work-based learning experience.
- Locate and secure prospective training stations.
- Provide summer coordination for students continuing in apprenticeships or internships throughout the summer break.
- Plan the instructional program.
- Assess and counsel students.

Supervision of the extended-contract period is the responsibility of the LEA. The minimum standards for an extended contract for the Coordinator beyond the regular school term require

the submission for LEA approval of a written Program of Work for the extended time period. The LEA shall have on file documentation of appropriate CTE activities with measurable goals, objectives and timelines for each teacher with an extended contract. The Coordinator must file a weekly itinerary in advance with the local CTE administrator or principal to account for time both on and off campus. (This does not exclude the LEA from requiring weekly itineraries for 9 and 10 month Coordinators during the school year.)

### **Selection of Students**

The student is the most important component in work-based learning. In all cases, the Coordinator must ensure that the student has a clearly defined career objective. Students must have the ability, aptitude, and attitude for successful employment.

In situations where students have an IEP, it is required that the Coordinator participates in the development of the Individual Education Plan (IEP) prior to placement in work-based experiences/apprenticeships or internships. It is also strongly recommended that a CTE teacher representing the cluster related to the student's occupational objective is also included in the IEP development process.

### **Determination of Student Eligibility**

The Coordinator will ensure that all requirements for WBL are met. The Coordinator ensures that the student:

- Is at least 16 years of age.
- Is classified as a 12<sup>th</sup> grader.
- Is on track for graduation.
- Has a clearly defined career objective.
- Possesses the knowledge, skills, behavioral qualities, and abilities required for successful employment.
- Is physically and mentally capable of performing the "essential functions" of the desired work-based experience. (Essential functions are responsibilities that must be performed by the position as identified by business and industry professionals. This list should be discussed with all students and/or at all IEP meetings).
- Has successfully completed the required prerequisite course, career preparedness, or documentation of course content objectives achieved for students on a regular diploma track.
- Has an acceptable attendance, grade, and discipline record as validated by the Coordinator.
- Has completed an Application for Enrollment.
- Has provided the names of a minimum of three educators that know, and are not related to, the student and will complete recommendation forms including the teacher of the career cluster course, if applicable.

The steps for selection are:

#### **1. Recruitment by Coordinator**

A planned recruitment campaign is appropriate and necessary. Support is needed from teachers, counselors, administrators, parents, and students. Activities should be planned well in advance to articulate with overall school calendars and to have adequate time to visit feeder schools. Publicity should include purposes, career opportunities, and enrollment procedures. Designate a specific time frame for recruitment activities. The following are suggested recruitment activities:

- Classroom Visits
- Posters/Flyers/Brochures
- Awareness Presentations
- CTSO Presentations

- Assembly Programs
- Advisory Committee Presentations and participation for all CT Program areas
- Distribution of Enrollment Information and Applications
- Personal and Parental Contact
- Other

## **2. Application by students**

- To be considered for acceptance in cooperative education, the student must submit a completed application. The application provides information relative to the student's interests, abilities, and adaptability in relation to the chosen career objective. (See Application for Enrollment)
- A minimum of three completed recommendation forms must be submitted to the Coordinator. These forms must be submitted by the current/former course teachers. Other teachers, counselors, or administrators may submit additional forms. (See Teacher Recommendation Form)

## **3. Evaluation**

The Coordinator will accept or reject an application based on:

- Documentation and record review, such as attendance, academic and discipline.
- Student interview.
- Specified career objective.
- Interest in learning the skills for a chosen career.
- Incomplete forms

## **Placement of Students**

The Coordinator will ensure that all placements enhance the student's career objective and adhere to Federal and Wisconsin Child Labor Laws.

Students may be employed at businesses or industries where immediate family members will be acting as their supervisor. A student may not be employed in any hazardous occupation, as defined by Federal and Wisconsin Child Labor Laws.

The Coordinator could send the training mentor more than one applicant or trainee, if appropriate. If an employer wants to train a specific student, they must agree to abide by the work-based learning policies. The student's career objective should align with the training placement and the Coordinator must approve it.

## **Selection of Training Stations**

Appropriate training stations meet the following criteria:

- Comply with Office for Civil Rights regulations.
- Provide worker compensation insurance when applicable.
- Provide on the job experiences.
- Understand the goals and objectives of work-based learning.
- Collaborate with the Coordinator to identify the student's additional training and teaching needs.
- Provide rigorous and progressive occupational training and educational opportunities.
- Participate in the development of the student's training plan. (See Work-Based Learning Training Plan, page 19)
- Allocate time to work with the Coordinator to monitor the implementation of the training plan and evaluate the progress of the student in meeting the goals and objectives of the work-based experiences.
- Provide the required hours for work-based experiences/apprenticeships or internships for course credit.

- Provide compensation information.
- Ensure a safe work environment and complies with local, state, and federal labor regulations related to minors.
- Exemplify high ethical standards.
- Meet geographic requirements as defined by the LEA.
- Assign Interns a mentor who is willing and able to:
- Assist the student in establishing goals relative to career development, provide training to develop skills for the immediate task and future opportunities, reinforce the value and relevance of academic skills, advise the student in terms of job performance, growth opportunities, and networking.
- Coach the student on specific job skills. Reinforce the health and safety requirements in the workplace.

### **Student Information and Reporting**

- **Student Grading:** The Coordinator must set high standards for students and expect high-quality work. A complete record of all grades earned must be maintained. Grades for work-based experiences/apprenticeship or internship are determined by the Coordinator through utilization of written evaluations of the students' job performance and consultation with the employment supervisor. Written employment evaluations are given at least once per grading period, and at other times deemed appropriate. It is the responsibility of the Coordinator to secure ratings from the employer on the student's personal qualities, job performance and incorporate this information into the final grades for each student. Evaluations must be reflective of progress on skills, knowledge, and processes identified in the Training Plan. Reports are to be included in the student's portfolio.
- **Student Attendance:** If it is necessary for a student to be absent from the job, the students must contact the employer and the Coordinator prior to the absence to provide notification and/or secure permission.
- **Weekly Wage and Hour Report:** Compliance with all Federal and Wisconsin Child Labor and minimum wage laws is required. Students may not work in a training station that would pay a lower training wage for hours worked. Each student must keep a record of hours worked each day and wages earned in an apprenticeship or internship. These records are checked weekly by the Coordinator and verified with the training station. (See Weekly Wage and Hour Report, pages 30-32)

**WORK-BASED LEARNING  
SCHOOL REGULATIONS/POLICIES**

1. Student acknowledges that the primary purpose of Work-Based Learning is educational and, therefore, agrees to abide by the Work-Based Learning (WBL) program policies and decisions of the WBL Teacher-Coordinator, including those regarding specific job placements.
2. Student acknowledges that the school, through the WBL Teacher-Coordinator, is acting as an intermediary between the training mentor and student and that the WBL Teacher-Coordinator has a legitimate right to know and a significant role in determining the outcome of any placement issues including, termination, scheduling, assignments, and all other aspects of student placement.
3. Work-Based Learning students who fail to perform satisfactorily in all subject areas during any grading period and who fail to improve during the next grading period should be asked to resign from his/her placement.
4. A student suspended from school should not be allowed to attend their WBL placement during the suspension. On the second offense he/she may be dropped from the Work-Based Learning program with a loss of all credit.
5. A student must comply with the LEA attendance policy to participate in the program.
6. A student losing his/her WBL placement due to any action deemed unacceptable by the school and WBL Teacher-Coordinator will be dropped from the program with possible loss of all credit.
7. A student whose WBL placement is terminated for any reason is to report to the WBL Teacher-Coordinator. Failure to do so may result in the student being dropped from the WBL program.
8. A student not attending regular school classes, and/or the WBL Seminar class (per LEA decision) cannot work at the WBL placement on the day(s) he/she is absent.
9. In case of absence, the student is required to call the WBL Teacher-Coordinator and his/her training mentor before class or working period.
10. Personal business handled at the WBL placement is prohibited.
11. Friends or family are not to visit the student at the WBL placement.
12. A student is to be on time at school as well as the WBL placement.
13. Parents should understand the student's responsibility to the training WBL placement and not interfere with the performance of his/her duties.
14. Business rules for dress and personal hygiene will be observed.
15. Since training is the primary objective, a student is expected to remain with the WBL placement to which he/she is assigned. Students may resign or change placements only with the express written permission of the WBL Teacher-Coordinator and following business practices for resignation. Students who fail to follow these procedures are subject to being dropped from Work-Based Learning.
16. The student organization is an integral part of a student's Career and Technical Education program. Therefore, all students are expected to participate in and actively support the Career and Technical Education student organization that relates to their career objective.
17. When Work-Based Learning students honor their training mentors with a banquet, reception, etc., all students are expected to attend with their training mentors as their guests.
18. Students are placed to train and are under the supervision of the WBL Teacher-Coordinator and training mentor where they are placed.
19. Students must abide by all school rules and regulations for other students and consider themselves under the jurisdiction of the school while at the WBL placement.
20. Transportation to and from the WBL placement is to be arranged by the student/parent/guardian. Transportation problems do not justify absence from the WBL placement.
21. Students will leave the campus immediately following the last scheduled class. If for any reason a student needs to remain on campus, permission must be obtained from the WBL Teacher-Coordinator, School Administrator, or CTE Instructor.

I have read the foregoing rules for Work-Based Learning students and agree to follow them.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

## **WORK-BASED LEARNING TRAINING AGREEMENT**

Student's Name \_\_\_\_\_ Birth Date \_\_\_\_\_ Age \_\_\_\_\_  
Student's Address \_\_\_\_\_  
Telephone \_\_\_\_\_ Cell Phone \_\_\_\_\_ E-mail \_\_\_\_\_  
Current Career Objective/Pathway \_\_\_\_\_ Job Title \_\_\_\_\_  
School Name \_\_\_\_\_ System \_\_\_\_\_  
Work-Based Learning Site \_\_\_\_\_ Telephone \_\_\_\_\_  
WBL Site Address \_\_\_\_\_  
WBL Supervisor \_\_\_\_\_ Mentor \_\_\_\_\_  
Date Training Period Begins \_\_\_\_\_ Ends \_\_\_\_\_

This training agreement briefly outlines the responsibilities of the student, parents, employer, and the WBL Teacher-Coordinator. The second part of this document is entitled "Training Plan" and consists of tasks and competencies for the specific student's career objective/pathway.

### **Parent/Guardian**

1. Approves and agrees that the student may participate in Work-Based Learning.
2. Encourages the student to effectively carry out the work experience requirements in all components of the program.
3. Assumes responsibility for the conduct of the student.
4. Arranges transportation for the student to and from the Work-Based Learning site.
5. Holds school and WBL Teacher-Coordinator harmless for risks associated with transportation and indirectly monitored activities (e.g., work-based experience).

### **Student**

1. Complies with the rules and regulations of the Work-Based Learning site.
2. Observes the same regulations that apply to other employees.
3. Adheres to all policies and regulations as set forth by school administration and the WBL Teacher-Coordinator.
4. Works an average of 15 hours each week.
5. Will not pursue additional part-time employment while enrolled in Work-Based Learning.
6. Will not displace adult workers who can perform such work as assigned in the work-based experience.
7. Attends an annual employer appreciation if required by the WBL Teacher-Coordinator.

### **WBL Teacher-Coordinator**

1. Assists in securing an appropriate work-based experience based on the student's career objective/pathway.
2. Works with the supervisor/mentor in developing a training plan for the student.
3. Communication/Contacts/Visits the Work-Based Learning site at least once per month to contact the employer and student; verify that student's duties correlate with job description; observe working conditions; help develop progressive skill-building activities; observe and evaluate student progress; and/or resolve questions, issues, concerns, etc.
4. Counsels the student about his/her job progress, behavior, attitude, academics, etc.
5. Terminates employment/participation when it serves the best interest of the student as determined in collaboration with the employer.
6. Determines the student's final grade with input from the OJT mentor/supervisor for the Work-Based Learning experience.
7. Reinforces work-based learning experiences with related classroom instruction.



## WORK-BASED LEARNING TRAINING AGREEMENT

### Employer/Training Mentor

Recognizes that the student is enrolled in a Work-Based Learning experience designed to prepare for a career in \_\_\_\_\_.

1. Provides supervision and instruction in each of the applicable tasks listed on the Training Plan to assist the student in acquiring those competencies necessary for success in the career objective.
2. Evaluates and documents student progress.
3. Employs a non-discrimination policy with regard to race, color, handicap, sex, religion, national origin, creed, or age.
4. Adheres to wage and hour, child labor, and all other federal, state, and local laws pertaining to student employment and safety.
5. Employs/interns the student for an average of 15 hours per week. (140 hours per Credit)
6. Completes the Work-Based Experience Evaluation and returns it to the WBL Teacher-Coordinator by the required date.

**The (*Name of Recipient/LEA*) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:**

**Heidi Stricker, Principal/Title IX Coordinator**  
420 S Main St  
Mellen, WI 54546  
715-274-3601  
hstricker@mellendiggers.org

**Corey Lake, WBL Coordinator**  
420 S Main St  
Mellen, WI 54546  
715-274-3601  
clake@mellendiggers.org

\_\_\_\_\_  
(Parent/Guardian)

\_\_\_\_\_  
(Employer/Training Mentor)

\_\_\_\_\_  
(Student)

\_\_\_\_\_  
(Co-Op Teacher/Coordinator)

\_\_\_\_\_  
(School Administrator)

\_\_\_\_\_  
(Date)

## WORK-BASED LEARNING TRAINING PLAN

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Career Objective/Pathway: \_\_\_\_\_ Job Title: \_\_\_\_\_

Employer's Name: \_\_\_\_\_ Supervisor/Mentor: \_\_\_\_\_

**Directions:** List each task (processes, knowledge, and skills) that will be performed by the student under the supervision/guidance of a work-place mentor. The student should rotate through different job experiences, ensuring that they are diverse, rigorous, and progressive. Throughout the training period, check the appropriate number in the rating column below to indicate the degree of competency for each task. The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below. *This document will be used for discussion during monthly communication/contacts/visits and to prepare the work-based experience evaluation.*

### **Employer's Rating Scale**

4 - Skilled--can work independently with no supervision.

3 - Moderately Skilled--can perform job completely with limited supervision.

2 - Limited Skill--requires instruction and close supervision.

1 - No Exposure--no experience or knowledge in this area.

Tasks	Task Progress		Rating			
	Learning Status On-Going	Date Objective Reached	1	2	3	4

**WORK-BASED LEARNING  
DUTIES AND RESPONSIBILITIES  
FOR WBL TEACHER-COORDINATOR**

1. Conduct and/or update the Business/Community Survey to ascertain number and type of employment opportunities available and/or anticipated Work-Based Learning (WBL) placements.
2. Process individual application forms for each student planning to enroll in the Work-Based Learning programs. Develop tentative training agreements and training plans. Process appropriate documents. (Business/Industry Certification)
3. Contact new students' parents/guardians; explain the WBL program and discuss responsibilities of school, student, parent, and training placement. Establish purpose of training agreement and training plan. (Business/Industry Certification)
4. Plan employability skills training, leadership development, and skill enhancement as an integral part of instruction. (Business/Industry Certification)
5. Place students in WBL sites for paid work experience to develop their career objective. (Business/Industry Certification)
6. Conduct monthly communication/contacts/visits to the work site to determine student progress and changes needed in Work-Based Learning programs. (Business/Industry Certification)
7. Visit new and expanding industries and businesses to identify new skills, equipment, and materials that may be incorporated into the curriculum. Solicit materials from related industries and other agencies to be used in classroom and laboratory activities.
8. Adapt classroom instruction (if applicable) to conform to the course of study and changes in business and industry. (Business/Industry Certification)
9. Conduct safety checks of all equipment, hazardous materials, and facilities as appropriate. (Business/Industry Certification). (if applicable)
10. Facilitate the repair of equipment and classroom maintenance to ensure students' safety and maximum use of the equipment. (Business/Industry Certification). (if applicable)
11. Prepare Career and Technical Education Implementation Plan for students with disabilities who have previously been identified for the program. (Business/Industry Certification,)
12. Assess and inventory equipment, facilities, materials, and supplies and initiate orders as necessary before beginning of school year (if applicable).
13. Work with the counselor for the purpose of interpreting test results of pre-registered students to determine learning needs of students and appropriate placement of students. (Business Industry Certification)
14. Participate in appropriate in-service programs, technical conferences, and workshops/seminars to improve teaching techniques and enhance professional development. (Business/Industry Certification)
15. Ensure that the classroom is clean and orderly. Arrange for safe storage of hazardous materials and equipment (if applicable). (Business/Industry Certification)
16. Prepare appropriate public relations materials when meeting with business, industry, and community organizations.
17. Update all files, enrollment forms, student records, etc. (Business/Industry Certification)
18. Develop and update community resource lists of business and industry personnel who can provide assistance with Work-Based Learning programs.

Quality Factors (QF) are taken from *Career and Technical Education General Program Business/Industry Certification Checklist*.

**WORK-BASED LEARNING  
COOPERATIVE EDUCATION REPORT**  
Due: November 1 and March 1

Coordinator's Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

School: \_\_\_\_\_

School System: \_\_\_\_\_

Submission date: \_\_\_\_\_

Standalone Program: \_\_\_\_\_

Combination Program: ☐ (Part-time)

Approved: \_\_\_\_\_  
(Local Career and Technical  
Education Administrator)

Signed: \_\_\_\_\_  
(WBL Teacher-Coordinator)

Date: \_\_\_\_\_

**All Students participating in Work-Based Experiences must be on track for graduation.**

Student Name	Age	Sex	Grade	IEP	Apprenticeship or Internship	Title of Career and Technical Education Eligibility Course	Student's Career Objective (Program Cluster Area)	Student's Specific Job Title	Name of Training Station
1. John Doe	17	M	11	N	A	Career Preparedness	Architecture and Construction	Welder	Widget Fabricators, Inc.
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									

**WORK-BASED LEARNING  
COOPERATIVE EDUCATION REPORT**  
Due: November 1 and March 1

Coordinator's Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

School: \_\_\_\_\_

School System: \_\_\_\_\_

Submission date: \_\_\_\_\_

Standalone Program:

Combination ☐ (Part-time)  
Program:

Approved: \_\_\_\_\_

(Local Career and Technical  
Education Administrator)

Signed: \_\_\_\_\_

(WBL Teacher-Coordinator)

Date: \_\_\_\_\_

**All Students participating in Work-Based Experiences must be on track for graduation.**

Student Name	Age	Sex	Grade	IEP	Apprenticeship or Internship	Title of Career and Technical Education Eligibility Course	Student's Career Objective (Program Cluster Area)	Student's Specific Job Title	Name of Training Station
1. John Doe	17	M	11	N	A	Career Preparedne ss	Architecture and Construction	Welder	Widget Fabricators, Inc.
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									

# Work-Based Learning Evaluation Report

Trainee \_\_\_\_\_ Supervisor/Mentor \_\_\_\_\_  
 Job Title \_\_\_\_\_ Agency \_\_\_\_\_

**Directions:** Evaluate the personal qualities below for your trainee. Rate the student's performance by using the numerical key below to mark the appropriate space. List the specific job tasks that are performed by the student each grading period. Your report will be used in determining a grade and for counseling the trainee. Careful attention should be given so as to present a true picture of your trainee's work and progress each grading period.

**Essential Skills/Job Tasks Key:** Excellent (9-10) Good (6-8) Fair (3-5) Poor (1-2) Unacceptable (0)

Rating of Trainee for Year _____ - _____						
Essential Skills	Grading Period					
	1	2	3	4	5	6
<b>Attendance:</b> Present and on time, begins work promptly						
<b>Appearance:</b> Work dress, grooming, lean, and general appearance, etc.						
<b>Dependability:</b> Able to work with little supervision, follows instructions, consistent, etc.						
<b>Leadership:</b> Initiative, eager to learn, resourceful, good judgment, able to inspire others, etc.						
<b>Thoroughness:</b> Accurate, careful, completes work, etc.						
<b>Ability To Get Along With Others:</b> Tactful, friendly, cooperative, etc.						
<b>Transferable Job Skills:</b> Good attitude, self-control, honesty, etc.						
<b>Work Ethics:</b> Works overtime, performs extras, etc.						
Progressive Job Tasks (List specific job tasks performed from Training Plan.)	Grading Period					
	1	2	3	4	5	6
<b>TOTAL (Personal Qualities + Job Tasks)</b>						
<b>Average: Total ÷ Total Possible Points</b>						

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# TEACHER RECOMMENDATION FORM

\_\_\_\_\_ has applied for enrollment in the \_\_\_\_\_ (Activity Name) Work-Based Learning program. Students in this program may receive classroom instruction in workplace practices and procedures, and are placed in training stations where they develop skills and obtain valuable experience under supervision. The cooperation of business and industry will **continue only if the students they employ have the proper attitude and interest to profit from on-the-job training toward a career objective/pathway.** Using your knowledge of the student, please rate the student on the characteristics indicated.

Rate qualities by checking the proper right-hand column.	Poor	Below Average	Average	Above Average	Superior
<b>Dependability:</b> Able to work with little supervision, prompt, sincere, consistent, truthful, follows instruction, etc.					
<b>Cultural Refinement:</b> Courteous, considerate, good manners, appreciative, etc.					
<b>Leadership:</b> Resourceful, able to inspire others, etc.					
<b>Industriousness:</b> Persistent, good work habits, makes wise use of time, etc.					
<b>Thoroughness:</b> Accurate, completes work carefully, etc.					
<b>Appearance and Grooming:</b> Clean, neat appearance, orderly, etc.					
<b>Ability to Get Along With People:</b> Adaptable, friendly, tactfully, cooperative, respectable, etc.					
<b>Social Habits:</b> Good attitude, self-control, honesty, not inclined to argue or complain, etc.					
<b>Attendance:</b> Present and on time, begins work at once without delay, etc.					
<b>Mental Alertness:</b> Attentive, interested, observing, eager to learn, etc.					
<b>Academic Performance:</b> Completes assignments, follows instructions, meets deadlines, masters content, etc.					

**Other Comments:** (use the back of this page for additional comments if need)

## **Employability**

If you were an employer or job supervisor, would you want this student working for you? ( ) Yes ( ) No  
Would you be willing for this student to represent the school on the job? ( ) Yes ( ) No

Signature\_\_\_\_\_ (Evaluating Teacher)

Date\_\_\_\_\_

# Emergency Contact Form

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## Emergency Contact Information

Please provide the name, address, and telephone number of two persons who may be contacted in the event of an emergency:

Name and Relationship: \_\_\_\_\_

Home Street Address: \_\_\_\_\_

\_\_\_\_\_

Home Telephone : \_\_\_\_\_ Cell: \_\_\_\_\_

Business Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Name and Relationship: \_\_\_\_\_

Home Street Address: \_\_\_\_\_

\_\_\_\_\_

Home Telephone : \_\_\_\_\_ Cell: \_\_\_\_\_

Business Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_



# APPLICATION FOR ENROLLMENT

PLEASE PRINT OR KEY ALL INFORMATION REQUESTED EXCEPT SIGNATURE.

				Date	
Name					
Last		First		Middle	
				Maiden	
Present Address					
Number		Street		City	
				State	
				Zip	
Telephone ( )		Cell Phone ( )		e-mail:	
Age		Date of Birth [ - - ]			
Do you have a driver's license? <input type="checkbox"/> Yes <input type="checkbox"/> No Do you have access to a car/other mode of transportation? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Career Objective: 1 <sup>st</sup> Choice 2 <sup>nd</sup> Choice 3 <sup>rd</sup> Choice					
Parent/Guardian Name(s)				Parent Cell Phone ( )	
				e-mail:	
Parent/Guardian Address					
Number		Street		City	
				State	
				Zip	
Indicate the type of business in which you prefer to work: (Example: bank, dental, retail store, legal, manufacturing, insurance, automotive, medical, etc.)					
First Choice			Second Choice		
Do you intend to further your formal education after high school? Technical training <input type="checkbox"/> 2 yr. <input type="checkbox"/> 4yr <input type="checkbox"/> military <input type="checkbox"/> work full-time <input type="checkbox"/>					
Are you under a doctor's care? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Do you have any health problems that would interfere with your regular attendance on a job? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain					
<b>Current or Previous Work Experience</b>					
(List most recent position first.)					
Employer		Type of Work		Employment Dates	

## Current Class Schedule

	Class	Teacher	Grade Point Avg.
1 <sup>st</sup> Period			
2 <sup>nd</sup> Period			
3 <sup>rd</sup> Period			
4 <sup>th</sup> Period			
5 <sup>th</sup> Period			
6 <sup>th</sup> Period			
7 <sup>th</sup> Period			

List as references the names of three teachers who can attest to the quality of your work.

1. \_\_\_\_\_ (Career and Technical Education Teacher if applicable )
2. \_\_\_\_\_
3. \_\_\_\_\_

To the Student:

Work-Based Learning provides an opportunity **to be considered** for **apprenticeship/internship** in business and industries in our area. You further understand that **NO apprenticeship or internship is guaranteed. You must apply, interview and compete for the placement based on your skill, your abilities and your aptitude.** When you enroll in Work-Based Learning, you indicate that you are sincerely interested in putting forth your best efforts to receive work-based experience. If you accept this responsibility, please sign in the space provided.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

To the Parent/Guardian:

Do you consent to your child entering Work-Based Learning, arranging transportation, and agree to cooperate with the school and the training agency in making the training and education of the greatest possible benefit to your child? If so, please indicate your support and approval with your signature.

Parent/Guardian Signature: \_\_\_\_\_ Date \_\_\_\_\_

---

**To Be Completed by the WBL Teacher-Coordinator.**

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On Track for Graduation: \_\_\_\_ Yes \_\_\_\_ No    Successful completion of Career Preparedness: \_\_\_\_ Yes \_\_\_\_ No  
Current Attendance Record:    No. Absences \_\_\_\_\_    No. Tardies \_\_\_\_\_  
Current Disciplinary Record:    Total Reports \_\_\_\_\_    Cumulative GPA: \_\_\_\_\_

**List Career and Technical Occupational Courses or Career Objective that determine student's potential placement:**

- |          |          |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

Verified By \_\_\_\_\_  
Counselor/School Administrator/WBL Teacher-Coordinator

Status of Application:                      ☐ Pending                      ☐ Approved                      ☐ Not Approved

---

**The (Name of Recipient/LEA) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:**

**Heidi Stricker, Principal/Title IX Coordinator**  
**420 S Main St**  
**Mellen, WI 54546**  
**715-274-3601**  
**hstricker@mellendiggers.org**

**Corey Lake, WBL Coordinator**  
**420 S Main St**  
**Mellen, WI 54546**  
**715-274-3601**  
**clake@mellendiggers.org**

**WORK-BASED LEARNING QUESTIONS FOR STUDENT INTERVIEW  
(For Student Selection)**

1. What do you believe is the purpose of Work-Based Learning?
2. Why do you want to enroll in Work-Based Learning?
3. Have you ever been employed before? If so, describe your job.
4. What are your plans following high school? Have you considered additional training?
5. In what ways will Work-Based Learning help you?
6. Is there any reason why you could not work fifteen (15) to twenty (20) hours weekly next year? What are your plans to participate in activities during your final year at high school?
7. Are you currently a member of a student organization? Why? Why not?
8. What subjects do you find most enjoyable?
9. What special training would you expect to receive from your Apprenticeship/Internship?
10. Where did you first hear about Work-Based Learning?
11. What do you want to do to earn a living?
12. How do you learn outside of the classroom?
13. What courses do you plan to take next year?
14. What are your arrangements for transportation?
15. Would you change your appearance to become employed or be retained in employment?  
(Cut hair, no nail color, short nails, no miniskirts, remove piercings, cover tattoo etc.)
16. Do you have a preference of where you would like to work?
17. Other

# **WORK-BASED LEARNING INTERVIEW EVALUATION FORM**

Student Interviewed: \_\_\_\_\_ Career Objective: \_\_\_\_\_

	Above Average	Average	Poor
Appearance			
Personality			
Desire to be enrolled in the program			
Concept of program's purpose			

Summary of student's interests, abilities, and adaptability relative to career objective:

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Student's plans following high school:

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Work experience:

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Reaction when asked if he/she would *change personal appearance* in order to become employable or keep employment: (JMR note: company dress, hygiene, beards & particle mask etc.)

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Discussion of student organization (CTSO):

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---

Current Employment if any:

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Comments:

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(SAMPLE)  
 WORK-BASED LEARNING  
 WEEKLY WAGE AND HOUR REPORT

Student \_\_\_\_\_ Job Title \_\_\_\_\_ Training Station \_\_\_\_\_ Supervisor \_\_\_\_\_

Month \_\_\_\_\_ Year \_\_\_\_\_ Supervisor's Initials \_\_\_\_\_

Month \_\_\_\_\_ Year \_\_\_\_\_ Supervisor's Initials \_\_\_\_\_

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Month \_\_\_\_\_ Year \_\_\_\_\_ Supervisor's Initials \_\_\_\_\_

Month \_\_\_\_\_ Year \_\_\_\_\_ Supervisor's Initials \_\_\_\_\_

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Student\_\_\_\_\_

Month\_\_\_\_\_ Year\_\_\_\_\_ Supervisor’s Initials \_\_\_\_\_

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Month\_\_\_\_\_ Year\_\_\_\_\_ Supervisor’s Initials \_\_\_\_\_

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Month\_\_\_\_\_ Year\_\_\_\_\_ Supervisor’s Initials \_\_\_\_\_

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Month\_\_\_\_\_ Year\_\_\_\_\_ Supervisor’s Initials \_\_\_\_\_

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Student \_\_\_\_\_

Month\_\_\_\_\_ Year\_\_\_\_\_ Supervisor’s Initials \_\_\_\_\_

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Month\_\_\_\_\_ Year\_\_\_\_\_ Supervisor’s Initials \_\_\_\_\_

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

CUMULATIVE RECORD

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Hrs. Fwd												
Hrs. This Month												
Hrs. Y-T-D												
Wages Forward												
Wages This Month												
Wages Y-T-D												

# ORIENTATION TO BUSINESS (JMR note: benefit to employer)

STUDENT'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

TRAINING STATION/AGENCY \_\_\_\_\_ SUPERVISOR \_\_\_\_\_

**Instructions:** Please provide the following information to your student employees. Check each item as it is completed. Return the completed form to the WBL Teacher-Coordinator.

## Company Orientation

- \_\_\_\_ 1. Give student copies of printed materials (handbook, brochures, etc.).
- \_\_\_\_ 2. Explain the company's history.
- \_\_\_\_ 3. Describe the company's service/product line(s).
- \_\_\_\_ 4. Discuss company policies and procedures regarding:
  - ☐ Hours of operation/work
  - ☐ Overtime policies
  - ☐ Pay time period
  - ☐ Vacation policy
  - ☐ Holiday policy
  - ☐ Appropriate dress and grooming
  - ☐ **Safety rules/Regulations**
  - ☐ Emergency procedures
  - ☐ Absentee procedures
  - ☐ Parking
  - ☐ Arrival procedures
  - ☐ Departure procedures
- \_\_\_\_ 5. Describe employee benefits such as:
  - ☐ Discounts
  - ☐ Educational assistance
- \_\_\_\_ 6. Describe the relationship of the department to the company (if applicable).
- \_\_\_\_ 7. Discuss specific company/departmental rules including:
  - ☐ Breaks
  - ☐ Work schedules
  - ☐ Days off
  - ☐ Presence of food at workstation
- \_\_\_\_ 8. Introduce co-workers
- \_\_\_\_ 9. Explain job responsibilities of co-workers
- \_\_\_\_ 10. Identify training sponsor/mentor

## Job Orientation

- \_\_\_\_ 11. Show student her/his workstation.
- \_\_\_\_ 12. Describe student's responsibilities.
- \_\_\_\_ 13. Explain the importance of the student's responsibilities to the organization.
- \_\_\_\_ 14. **Explain Safety Procedures and Emergency Situations.**

\_\_\_\_\_  
(Employer/Mentor)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Student)

\_\_\_\_\_  
(Date)





# GENERAL SAFETY EXAM

1. T or F Personal protective equipment (PPE) is only made for the head, face and eyes.
2. T or F A hard hat should provide a one-inch space between your head and the outer shell.
3. T or F Hair clips, earrings, eyeglasses, and even your own hair can reduce the effectiveness of earmuffs.
4. T or F Earplugs fit over the entire ear.
5. T or F Respirators are only necessary if you are working in an oxygen-deficient work environment.
6. T or F Gloves should not be worn when working with or around machinery with moving parts.
7. T or F Pulling a heavy load is easier on your back than pushing it.
8. T or F You can help prevent slips, trips, and falls with good housekeeping practices.
9. T or F Wet entrances and exits can increase the risk of slips and falls.
10. T or F Trip hazards, such as uneven surfaces, curled or loose carpeting, or extension cords across a traffic area, should be reported at your next employee evaluation meeting.
11. T or F Labels will always list what type of PPE to wear while handling that particular material.
12. T or F If you remove a label, you should replace it with an accurate label immediately.
13. T or F Although the format of MSDS may vary, they all contain the same basic information.
14. T or F You should avoid getting blood or other potentially infectious body fluids from an injured co-worker directly on you skin, eyes, nose, or mouth.
15. T or F Blood and body fluids can carry viruses like HIV and the hepatitis B virus.
16. T or F Applying a lock or tag to an energy source is only one step in the standard six-step lockout/tagout procedure.
17. T or F You can remove someone else's tag and restore power to a machine if you check to make sure that nobody is currently working on it.
18. T or F Always stay and fight a fire with an extinguisher until the fire department arrives.
19. T or F Keeping fuel or flammable materials away from ignition sources can help prevent fires.
20. T or F When you practice basic safety procedures, you are helping to make your work environment a safe place for everyone.

# TRAINING STATION/AGENCY CONTACT COORDINATOR SUMMARY

Student's Name \_\_\_\_\_ Job Title \_\_\_\_\_  
 Training Station/Agency \_\_\_\_\_ Supervisor \_\_\_\_\_  
 Contact Person (*today's visit*) \_\_\_\_\_ Date: \_\_\_\_\_

Purpose of Visit: ☐ Student Observation ☐ Student Evaluation ☐ Counseling  
☐ Problem Resolution ☐ Other \_\_\_\_\_

This form must be completed each month for training station/agency visits. Record observations, actions to be taken, and recommendations. Identify specific strengths and needed improvements.

General Observations:       Student Activity During the Observation:
Student Conference/Comments:
Training Mentor Conference/Comments:
WBL Teacher-Coordinator's Overall Comments On This Visitation:

<p><b>During the visit, the WBL Teacher-Coordinator confers with the employer or trainer to discuss one or all of the following items:</b></p> <ol style="list-style-type: none"> <li>1. Duties and tasks relative to the agreed training plan.</li> <li>2. Student's performance on assigned responsibilities and work habits.</li> <li>3. Quality and quantity of work expected and performed.</li> <li>4. Student's attitude toward the job, employer, co-workers, etc. rewards, criticism, and disciplinary action.</li> <li>5. Safety conditions.</li> </ol>	<ol style="list-style-type: none"> <li>6. Validation of the student's work hours including punctuality and regularity of attendance.</li> <li>7. Student's rotation through different job experiences, ensuring that they are diverse, rigorous, and progressive.</li> <li>8. Student's preparation for position/job change or advancement.</li> <li>9. Additional opportunities for involvement in the WBL program.</li> <li>10. Additional opportunities for partnering with Career and Technical Education, i.e. competition judge, resource speakers.</li> </ol>
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Signature: \_\_\_\_\_  
 (WBL Teacher-Coordinator)

## WBL TEACHER-COORDINATOR'S PROGRAM OF WORK (Local Use Only)

[illegible]

# WORK-BASED LEARNING EXTENDED CONTRACT ITINERARY FOR WBLTEACHER-COORDINATOR

Name \_\_\_\_\_

School \_\_\_\_\_

Itinerary for week of \_\_\_\_\_  
(Month)
(Date)
(Year)

Day		Places/Persons	Work To Be Done
Monday	AM		
	PM		
Tuesday	AM		
	PM		
Wednesday	AM		
	PM		
Thursday	AM		
	PM		
Friday	AM		
	PM		

**Note:** Make three copies - One for principal/CT Administrator, one for local supervisor (if applicable), and one for personal files. **For local use only.**

**(SAMPLE)**  
**WBLTEACHER-COORDINATOR'S**  
**BUSINESS/COMMUNITY VISITATION LOG**

Month \_\_\_\_\_

Date	*	Name of Business	Person Contacted and Position	Response

**\*Check if first time contacted.**

\_\_\_\_\_  
WBL Teacher-Coordinator's Signature

**WBL TEACHER and COORDINATOR  
MONTHLY TRAVEL LOG**

Name \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_

DATE	FROM	TO	PURPOSE OF TRAVEL	CONTACT PERSON	MILEAGE

Submit this form monthly to the designated LEA official

# Bibliography

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Swail, Watson S. and Kampits, Eva. (2004). *Work-Based Learning and Higher Education: A Research Prospective*. Washington, DC: Educational Policy Institute.

Handbook adapted from Alabama Work-Based Learning Manual

## **Revision Committee Members**

Rhonda Elmhorst-Friemoth, Superintendent

Heidi Stricker, Principal

Corey Lake, Teacher