



Work-Based Learning (WBL) Resource Document

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Work-Based Learning (WBL) Glossary of Terms

All students	The term <i>all students</i> means both male and female students from a broad background including disadvantaged; diverse racial, ethnic, or cultural backgrounds; disabled; limited English proficiency; migrant children; school dropouts; and academically talented students.
Apprenticeship	A combination of on-the-job training (OJT) and related classroom instruction under the supervision of a journey-level craft person or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation. After completing an apprenticeship program, the worker's journey-level status provides an additional benefit of nationwide mobility at the journey level scale.
Assessment	The process of measuring performance against a set of standards (through examination, practical tests, performance observation, and/or the completion of profiles of work and assignments).
Basic skills	Academic and personal abilities that are necessary for success in school and in the workplace.
Bureau of Labor Statistics (BLS)	The principal fact-finding agency for the federal government in the broad field of labor economics and statistics. The BLS is an independent national statistical agency that collects, processes, analyzes, and disseminates essential statistical data to the American public, the U.S. Congress, other federal agencies, state and local governments, business, and labor. The BLS also serves as a statistical resource to the Department of Labor.
Business simulation	A scenario-based program or game that allows students to apply business concepts in a simulated workplace environment. Learning objectives typically include: strategic thinking, decision making, problem solving, financial analysis, market analysis, operations, teamwork, and leadership.
Career academy	A school-within-a-school that offers students academic programs organized around broad career themes.
Career awareness	A focus on activities that help students develop a general awareness of themselves, as well as the world of work and its connection to education. These activities should begin as early as kindergarten. Activities may include: <ul style="list-style-type: none"> • Career Fair/Career Day • Classroom guest speakers • Field trips (business/industry tours)

Career clusters	A group of jobs and industries that are related by skills or products. Within each cluster, career “pathways” correspond to a collection of courses and training opportunities to prepare students for a given career.
Career development continuum	Most people experience four overlapping stages in their career selection and preparation process: career awareness, career exploration, school-site career preparation, and work-site career applications.
Career exploration	Activities that provide an opportunity for individual examination of career options that match a student’s interests and aptitudes. They provide an opportunity for students to learn about what people do for a living and to observe and interact with work-based staff to learn more about the demands of the work place. Activities may include: <ul style="list-style-type: none"> • Career guidance and counseling services • Career interviews • Job shadowing • Research papers/projects
Career fair	An activity designed to expose students to multiple career pathways and help them match their interests and abilities to potential career options.
Career focused field trips	Students take tours of local businesses to learn about career opportunities and pathways within career clusters.
Career guidance & counseling	Programs that (1) provide career awareness, career planning, and career decision-making information; (2) assist individuals in making and implementing informed educational and occupational choices, and (3) help students to develop career options with regard to equity.
Career pathway	A series of structured and connected education programs and support services that enable students, often while they are working, to advance over time to better jobs and higher levels of education and training.
Career preparation	Activities that integrate academic and occupational skills learned in the classroom with skills learned on the job to prepare students for transitioning from school to a career. Emphasis is on skill building; understanding the concept of transferable skills; learning to work as a team member; establishing relationships, ethics and honesty; and relating personal interests and abilities to real world career opportunities.

Career-related student competitions	Activities that require students to demonstrate mastery of career-related skills through juried presentations or competitions. Presentations that are a component of these competitions represent culminations of student effort, often conducted through teams. Competitions are typically sponsored by career and technical student organizations (CTSOs).
Career speakers	Career awareness activities that provide opportunities for students to learn first-hand about the skills required in various industries or career areas; the career paths taken by those in the field; the tools, materials, and equipment used; and the work environment and expectations for performance in various industries.
Certification	The provision of a certificate or award to individuals, indicating the attainment or enhancement of a skill, certain skills, or knowledge, usually as a result of a training system that features modular components that build upon one other, and a competency-based assessment process.
Community service/volunteering	In community service, students participate in volunteer experiences that teach them responsibility, community involvement, and an awareness of the needs of others. Community service does not directly connect the knowledge and technical skills learned in the classroom.
Competency	Indicates the ability to perform the activities within an occupation to the set standard. It may incorporate the ability to apply the relevant skills and knowledge, as well as generic skills, to new situations within the occupational area.
Core competencies	Indicate capabilities for performing activities that are common across occupational areas and can be built upon during the span of career development.
Credential	A verification of an individual's qualification or competence issued by a third party with the relevant authority to issue.
Curriculum integration	A method of teaching academic and career/technical occupational subjects showing the relationships among the disciplines.
Disability	Any individual meeting qualifications under the 1990 Americans with Disabilities Act.
Dropout	A student who leaves school before graduating.

<p>Mississippi Educator Externship Program</p>	<p>The purpose of this program is to provide educators the opportunity to explore business and industry operations, to experience the strong and viable connection between the two, to gain firsthand knowledge of current workplace trends, and to develop relationships between schools and businesses that will advance teacher instruction and student learning to empower students with the knowledge and skills for a successful future.</p> <p>The goals of the Educator Externship Program include:</p> <ol style="list-style-type: none"> 1. Give educators the opportunity to observe the skills and specific knowledge required of employees at a local company. 2. Inspire new ideas for connecting the classroom to the jobs beyond the classroom through applied, career-oriented learning activities. 3. Give industry professionals an opportunity to interact with an educator one-on-one and learn about today’s educational challenges and opportunities. 4. Create connections between educators and the potential partners capable of providing them with expertise and resources for their classrooms and work-based learning (WBL) experiences for their students. 5. Make an industry-based professional development experience feasible for all school districts and accessible to a large number of educators. <p>Interested educators should contact the MDE Office of Career and Technical Education’s Work-Based Learning personnel.</p>
<p>Embedded activities</p>	<p>Non-credit bearing work-based learning activities may be embedded into existing courses or the school day and should be used by the Local Education Agency (LEA) to:</p> <ul style="list-style-type: none"> • facilitate the development and updating of the student’s Plan of Study • promote postsecondary and career awareness • prepare students for increasingly independent work-based learning experiences • provide students with a valuable professional skill set and documented evidence of their abilities
<p>Entrepreneurship</p>	<p>Students plan a start-up company or product idea involving the design of a business plan, financial planning, and marketing strategy as an activity or class project.</p>

High performance workplace	A workplace that empowers workers to participate and fully utilize their skills and knowledge. Such workplaces are characterized by flexible and decentralized production techniques; employee empowerment; a strong emphasis on continuously improving work performance; continual training to upgrade skills and employees' ability to function effectively in a problem-oriented environment; and increasing integration of tasks through work teams and workers' familiarity with their products and services.
Individual Success Plan (ISP)	An education plan detailing the courses necessary for a high school student to successfully prepare for graduation and transition into a profession or postsecondary educational experience. Each student in Mississippi schools must have an Individual Success Plan (ISP) that is personalized to meet each learner's educational and career goals.
Industry-driven project-based learning	Provides complex, multi-week projects implemented in classrooms with ongoing, technical input from industry representatives to ensure the projects are producing results that meet industry standards. The regular presence of industry representatives provides a culture of high expectations in the classrooms and allows industry to impart workplace norms and knowledge to the students in addition to technical skills. Industry-driven projects are enhanced further when the classrooms are designed as simulated industry "laboratories." These experiences offer an important form of work-based learning when students do not otherwise have access to actual workplaces. This strategy can be used for credit through a career practicum course.
Industry sector	A group of companies that operate in the same segment of the economy or share a similar business type.
Informational interviewing	A career exploration activity in which the student makes contact with a business/industry representative for a telephone or in-person interview, lasting approximately 15 minutes to an hour. The student is expected to prepare questions in advance to explore opportunities in a given career area or occupation, the skills and education required for entry and success, the long-term growth potential, and, often, the career path taken by the representative prior to arriving at his/her current position. Informational interviewing benefits students by giving them direct contact with an employer, offering them an opportunity to practice their interview skills, display their interest, and gather valuable information.
Internship	Students working for an employer for a limited period of time to learn about a particular industry or occupation that provides students with a learning opportunity of value to the student. This opportunity can be paid or unpaid.

Job rotation	A periodic transfer through a wide variety of positions and tasks requiring different skills and responsibilities (e.g. all aspects of the industry).
Job shadowing	A career exploration activity for late middle school or early high school. The student follows an employee at a workplace for 1-8 hours to learn about an occupation or career pathway of interest. No credit is granted to the student.
Labor Market Information (LMI)	The body of knowledge that reports information on the number of people employed or unemployed, unemployment rates, average wages, population, income, occupational projections, and other economic variables. Mississippi Department of Employment Securities (MDES)
Local Workforce Development Area (LWDA)	State workforce areas designated to carry out the implementation of the Workforce Innovation & Opportunity Act (WIOA). Factors considered in designating these LWDA's include geographic location, population, and commonality of labor market areas.
Mentors	School site mentors are professionals employed by the school designated as a student advocate working in consultation with teachers, counselors, and employers. Workplace mentors are employers or designated employees at a workplace who direct the student in mastery of employment skills.
Mississippi Department of Employment Security (MDES)	The goal of the Mississippi Department of Employment Security is to help Mississippians get jobs by matching qualified, prospective employees with employers. MDES also administers the unemployment benefits program that provides payments to Mississippians who have lost their jobs through no fault of their own.
National employment matrix	Crosswalk between industry sectors and occupations . Developed by the Bureau of Labor Statistics (BLS) as part of its ongoing Employment Projections program. Data from the matrix underlie information on occupational employment growth presented in the Occupational Outlook Handbook.
North American Industry Classification System (NAICS)	The standard used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy.

O*NET	Program that is the nation's primary source of occupational information. Central to the project is the O*NET database, containing information on hundreds of standardized and occupation-specific descriptors.
Occupational Outlook Handbook (OOH)	On online publication that has information on hundreds of occupations in the United States. Updated every 2 years by the Bureau of Labor Statistics (BLS), the OOH is a rich resource for those seeking career guidance.
On-the-job-training	Hands-on training in an occupational skill in the work based curriculum.
Postsecondary education	Normally refers to formal education and training available at two-and four-year colleges, technical institutes, corporate training programs and apprenticeship training, as well as other union-related educational opportunities.
Problem-solving skills	Skills that enable individuals to analyze problems, identify problem severity, and assess the impact of alternative solutions.
Profile (portfolio)	A collection of work documenting a student's mastery of work-related competencies.
Project-Based Learning (PBL)	PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. The Buck Institute for Education provides guidance on the elements of a "gold standard" PBL.
Program standards	The minimum program requirements which must be met by secondary career and technical education programs. Formerly called base components, the program standards for each career and technical education programs can be found in the State Plan for Career and Technical Education.
School-Based Enterprise (SBE)	A school-based business enterprise exists within the school to provide services for students and/or staff. No additional credit is awarded for participation in this experience; the credit exists within the related course. Examples of a school based enterprise are a store and a credit union.
Senior project	The senior project and career research paper are designed for students to research a topic or career interest in a specific career pathway. They serve as to guide the student in learning about the college preparation and skills training needed to be successful in that pathway. No additional credit is awarded for participation in this experience; the credit exists within the related course.

Service learning	Students learning and developing through integrated classroom and service activities. Students utilize the skills and knowledge they are acquiring in their classes to make a positive difference in their schools or communities. Service learning provides real life application of academic knowledge and skills to real life community or school needs. Service Learning must be carefully differentiated from volunteerism and/or community service. Service learning is community service that directly connects to the knowledge and skills learned in classrooms.
Simulated workplace	Classroom that has been transformed into a real-world workplace by emulating business structures, processes, and expectations. Simulated workplaces give students the opportunity to take ownership of their individual performance as it impacts the overall success of their education, while thriving in an authentic workplace culture. Simulated workplaces also encourage local business and industry experts to join onsite review teams to assist schools in meeting their workforce needs and expectations.
Skill	A combination of perceptual, motor, manual, intellectual, and social abilities. The nature of tasks usually requires the application of cognitive and psychomotor functions in conjunction with appropriate knowledge. Skill is cumulative (it is built up gradually with repeated practice) and sequential (each part is dependent upon the previous part and influences the next).
Skill certificate	An industry recognized credential certifying that the holder has demonstrated mastery of a core set of content and performance standards related to a specific occupational cluster.
Skill standard	The identification of the knowledge, skill, and level of ability needed to satisfactorily perform a given job. These standards may be specific to a given occupation, cross occupational lines, or apply to groupings of occupations. This concept of skill standards can be tailored to any industry to reflect its particular needs and economic environment.
Special populations	Individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional training and employment, single parents (including single pregnant women), displaced homemakers, and individuals with other barriers to educational achievement (including individuals with limited English proficiency).
Standard Occupational Classification System (SOC)	System used by Federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. Occupations with similar job duties, skills, and education or training are categorized together.

Student engagement	Refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.
Student reflection	A method for students to make meaning of what they are learning, as well as a way for instructors to give them feedback.
Student skills assessment rubric	Instrument used to measure student's level of proficiency in employability skills.
Training stations	Job placements for students that provide on-the-job experiences that are directly related to students' career needs and goals. The work-based learning coordinator is responsible for coordinating training stations with employers.
Virtual work-based learning experiences	Cost-effective work-based learning experiences that allow students to virtually interact with an online community of industry professionals without leaving the classroom. For example, videoconferencing can allow for professional input on student work and establish mentoring relationships. Virtual experiences can also broaden work-based learning options for students whose local or regional economies are limited, enabling many more to engage in experiences that match their interests.
<u>Workforce Innovations and Opportunity Act (WIOA)</u>	The Workforce Innovation and Opportunity Act (WIOA) is landmark legislation that is designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers while assisting employers in hiring and retaining skilled workers.
Work-based learning	A learning initiative that takes place at both the work site and school site and is designed to make lifelong career development easier and more natural by linking learning at school to application at the work site.
Work-based learning coordinator	An individual who oversees components of a work-based learning system, including school-based learning, work-based learning, and connecting activities.

Workers' compensation	<p>Essentially a no-fault insurance plan mandated by state law, supervised by the Workers' Compensation Commission, and paid for entirely by employers. The Workers' Compensation Law guarantees the payment of certain medical and wage loss benefits to persons injured on the job. The Mississippi Workers' Compensation Commission supervises and monitors claims. An employer covered by the law is required to secure the payment of workers' compensation benefits to its employees by purchasing workers' compensation insurance from an insurance company or by obtaining approval from the commission to self-insure from negligence.</p>
<p>Youth apprenticeship</p>	<p>A multi-year program combining school- and work-based learning in a specific occupational area designed to lead directly into either a related postsecondary program or entry level job.</p>

Work-Based Learning (WBL) Opportunities

Apprenticeship	<p>A combination of on-the-job training (OJT) and related classroom instruction under the supervision of a journey-level craft person or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation.</p> <p>After completing an apprenticeship program, the worker's journey-level status provides an additional benefit of nationwide mobility at the journey level scale.</p>
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Student Learning Outcomes

Collaboration and Teamwork

Builds effective collaborative working relationships with colleagues and customers; is able to work with diverse teams, contributing appropriately to the team effort; negotiates and manages conflict; learns from and works collaboratively with individuals representing diverse cultures, ethnicities, ages, gender, religions, lifestyles, and view-points; and uses technology to support collaboration.

Communication

Comprehends verbal, written, and visual information and instructions; listens effectively; observes non-verbal communication; articulates and presents ideas and information clearly and effectively both verbally and in written form; and uses technology appropriately for communication.

Creativity and Innovation

Demonstrates originality and inventiveness in work; communicates new ideas to others; and integrates knowledge across different disciplines.

Critical Thinking and Problem Solving

Demonstrates the following critical-thinking and problem-solving skills: exercises sound reasoning and analytical thinking; makes judgments and explains perspectives based on evidence and previous findings; and uses knowledge, facts, and data to solve problems.

Information Management

Is open to learning and demonstrates the following information-gathering skills: seeks out and locates information; understands and organizes information; evaluates information for quality of content, validity, credibility, and relevance; and references sources of information appropriately.

Initiative and Self-Direction

Takes initiative and is able to work independently as needed; looks for the means to solve problems; actively seeks out new knowledge and skills; monitors his/her own learning needs; learns from his/her mistakes; and seeks information about related career options and postsecondary training.

Professionalism and Ethics

Manages time effectively; is punctual; takes responsibility; prioritizes tasks; brings tasks and projects to completion; demonstrates integrity and ethical behavior; and acts responsibly with others in mind.

Quantitative Reasoning

Uses math and quantitative reasoning to describe, analyze, and solve problems; performs basic mathematical computations quickly and accurately; and understands how to use math and/or data to develop possible solutions.

Technology

Selects and uses appropriate technology to accomplish tasks; applies technology skills to problem solving; uses standard technologies easily; and is able to quickly access information from reliable sources online.

Workplace Context and Culture

Understands the workplace's culture, etiquette, and practices; knows how to navigate the organization; understands how to build, utilize, and maintain a professional network of relationships; and understands the role such a network plays in personal and professional success.

Work-Based Learning: MYTH vs FACT

The Mississippi Department of Education (MDE) is revitalizing work-based learning (WBL) to build a stronger pipeline of talent into growing industries. Local employers play a critical role in ensuring the quality of WBL by helping young people gain relevant experience and strengthen their employability skills. Understandably, many employers hesitate to participate in WBL because of concerns about child labor laws and liability. The purpose of this document is to help correct misconceptions about students under the age of 18 in the workplace.

MYTH: I can't work with minors. They must be at least 18 years old.

FACT: WBL is an experience for talented and motivated young people, and companies have final say regarding which students are qualified. WBL programs require that students be at least 16 years of age and demonstrate readiness attitudes and skills prior to participation. Minors may legally work in Mississippi at the age of 14 or 15, see M.C.A. § 71-1-21 regulating hours of labor.

MYTH: There's too much liability at stake for our company to work with minors.

FACT: Workers' compensation protects every legitimate employee equally, regardless of age (M.C.A. § 71-3-107). Workers' compensation is calculated in the same way for all workers regardless of age and is based on (a) salary and (b) the classification of the actual job the WBL student is hired to do. As a result, actual costs are low for hiring WBL students and existing protections are sufficient. Unpaid internships also allow students to gain work experience without being considered an "employee," if the internship program is structured around a classroom or academic experience as opposed to the employer's actual operations (see Department of Labor [Wage and Hour Division Fact Sheet #71](#)).

MYTH: My industry/workplace is too dangerous for minors.

FACT: Only a few occupations are prohibited for minors who are 16 or older that are outside standards that you already have in place within your workplace or industry as a whole. In most cases, OSHA requirements ensure that you're already protecting your employees to the same extent that you would need to protect a minor. Young people can fill many roles that would give them valuable exposure to your workplace and potentially spark an interest in long-term employment in your industry. More information on federal child labor laws can be found at: <https://www.dol.gov/whd/childlabor.htm>.

MYTH: Minors are prohibited from working in our jobs.

FACT: Students enrolled in CTE programs who are participating in WBL are exempt from certain hazardous occupations. A list of these exemptions can be found at https://www.dol.gov/whd/regs/compliance/childlabor101_text.htm#11.

MYTH: HR says we can't even bring minors on the floor of our facility!

FACT: Many times, company policy is the only real barrier to allowing students to engage in WBL learning experiences. The following are some ways your company can still provide valuable WBL experiences for high school students:

- Work with CTE students with between 360 and 720 hours of safety/skills-based training in your industry
- Create an internship/part-time position to complete educational/special projects and allow experience in various roles or departments
- Draft a contract that defines your company's responsibility for non-employees, such as unpaid interns
- Provide an umbrella accident policy to protect non-employees (interns, job shadow students, or tour groups)

Steps to Developing & Sustaining Advisory Boards and Program Partnerships

STEP 1: DEFINE YOUR POTENTIAL PARTNERS

Assemble a team (teachers, counselors, administrators) and develop answers to the questions below. This will take some time and research.

- How do you define your industry? Keep your definition as broad and inclusive as possible to include many different partners.
- What are the types of companies/agencies/organizations that are a part of this industry?
- What are some leading companies in your city/county associated with this industry?
- What associations serve these companies/agencies?
- What local postsecondary education institutions are associated with this industry?
- Who do you or your colleagues know who is associated with this industry (parents, friends, school board members, and/or current school business partners in other fields)?

STEP 2: RECRUIT YOUR FIRST FEW PARTNERS

It is important that administrators, including the principal and even the superintendent, be involved with partner recruitment. The higher the level of contact from the school, the likelier you will find a committed partner.

- Define the partner as an organization, not an individual. Pick the top ten partners you would like to have. Ask colleagues if they have a personal contact in any of the organizations. Make phone contacts and set up appointments to meet personally.
- Design and produce a recruitment letter and a brochure that describes your program. Print multiple copies so that you and your colleagues can distribute them wherever and whenever you meet possible partners. Be aware of any community activities or special events that provide an opportunity for recruitment.
- Invite the potential partner(s) to be a member of the advisory board that will make the decisions regarding curriculum, budget, calendar, activities, and so on. Stress how your program will provide students with knowledge about the industry and encouragement to enter the industry. For those partners who cannot commit to serving on the advisory board, keep a list and include them in for activities and events of interest to them or their organization. The Advisory Board is “key” to long term success; however, other partners can also support your program.

Example: A partner may not be able to commit to regular attendance at board meetings, but he or she can host a once-a-year field trip.

Before an organization commits to a partnership, it may be necessary to obtain the approval of a high-ranking executive. This individual will then, more than likely, assign another person to assume primary responsibility for the program, who may in turn select others or request volunteers for particular assignments (e.g., advisory committee members, mentors, speakers, coordinators of internships).

STEP 3: ORGANIZE AND USE YOUR ADVISORY BOARD

Hold an organizational meeting to determine place, time and frequency of meetings and who will serve as chair. If possible, have a board member serve as the co-chair with you. Set up a steering committee

calendar for the year.

Example: quarterly meetings, rotating among the high school, supporting organizations, and the local community college, from seven to nine am with a continental breakfast and the host serving as chair.

- The partner decides which employee(s) will represent it on the board. In addition to your partners, you should include faculty, a counselor, and administrators.
- Define the responsibilities to be handled by the advisory board so that meetings are productive for everyone. Use the expertise of your members. For example, do not focus on small decisions better left to administrators or teachers. Use the group to discuss and establish the topics that will be brought before the Board for review and approval.

Example: The board can choose to review technical course sequence, identify possible dual enrollment subjects, identify/provide needed equipment, plan speakers and field trips, identify mentors, approve the annual budget, recruit additional partners, evaluate completed activities (e.g., speaker program, summer internships), and solve problems that develop.

- Provide time for brainstorming during your meetings.
- Develop a process to keep the advisory board informed. Someone must be responsible for taking notes, distributing them, sending reminder notices, and developing agendas. Someone must also be responsible for responding to phone calls and emails from partners.

Suggestion: At the conclusion of the meeting, develop the agenda for the next meeting with input from all participants.

STEP 4: DEFINE THE PARTNERS' ROLES AND RESPONSIBILITIES

At the initial meeting, discuss the expectations for the board.

- Explain that you are asking for the valuable contribution of the time and talents of individuals.
- Lead a discussion of the group so that each member participates in developing the roles and responsibilities of the Board.
- Prepare a brief handout with the different needs of your program and the ways in which the board can assist you and your students

Individuals who volunteer as partners have varied talents to share with students. Try to learn about these talents during the meetings and match them with your student interests and needs. One partner may be willing to come to the classroom and talk about his or her job. Another partner may volunteer to host a field trip. A trio of business partners may agree to work together and mentor students. One or two partners may be willing to take on the responsibility for organizing and hosting your meetings. Be sure everyone is involved and engaged. Follow up with partners who miss regularly scheduled board meetings.

All members of the board should be involved in helping to ensure student attainment of standards. Some board members might work with teachers to help improve alignment of activities with intended learning outcomes.

Others might review student assessment data together with teachers and school leaders to determine areas of program strength and areas needing improvement. Others might review student work and provide feedback in relation to the standards.

Example: One of your goals should be to expand the partner base to include a variety of resource people who can assist in all aspects of the program. Partners can help with this expansion in using their contacts in the community and the industry.

- Revisit roles and responsibilities during the last meeting of the year. Review what has been accomplished and have Board members develop a new plan for expanded roles and responsibilities.

STEP 5: DEVELOP AN ACTIVITIES CALENDAR

Develop a calendar to organize not only the board meetings, but also the activities your board plans. Organization is critical for the success and maintenance of your partners.

- The activities calendar can be electronic and should include not only the advisory board meetings, but also dates and times for field trips, classroom presentations, mentor activities, due dates for semester projects, parent meetings, student celebrations, and industry events.
- The calendar is fluid, updated monthly, and reviewed at each advisory board meeting. Sharing student and school activities with the partners helps them to learn about the needs of students and the culture of the school.
- Work on the calendar is continuous because dates change and new opportunities emerge. The calendar can also be used at the end of the school year for a board discussion of program improvements.

STEP 6: RECRUIT CLASSROOM ACTIVITIES

Partners bring the industry, postsecondary education, and the “real world” into the classroom. They provide general information about their industry, support for the academic disciplines, or offer specialized training. Ideas for classroom presentations frequently come from the advisory boards, other partners, colleagues, and friends. Ideas often emerge during informal discussions at industry functions or on field trips or working with mentors.

Often, a partner will recommend contacting a colleague who has particular expertise to share.

STEP 7: RECRUIT FIELD TRIP SITES

The field trip experience is a major component in the success of work-based learning.

- Develop a brief handout for your advisory board that includes sample times for field trips and the kinds of activities that they might include: tours, demonstrations, brief presentations, and hands-on opportunities, etc.
- Share the kind of classroom lesson and follow up assignment you will use to tie the field trip to the students’ academic learning. Discuss the different opportunities various board members can offer.
- With the board, develop a calendar of field trips that include a variety of experiences sequenced to a continuum of academic expectations.

STEP 8: RECRUIT MENTORS

The advisory board is an excellent resource for the recruitment of mentors. Develop your own plan for mentor activities and share it with the board. Be prepared to discuss the different ways in which mentors work with students at other schools.

- Work with your advisory board members to develop a well-planned, structured mentor experience for your students.
- Ask members to help you recruit additional mentors. Use an application for both the mentor and the student with clear expectations and outcomes.

- Evaluate those experiences and share that evaluation with board members as they assist in recruiting additional mentors and refining the experience.
Suggestion: Having mentors work in pairs or groups of three works well; if one person cannot attend the meeting or event, others can take his/her place.

Example Mentor Activities:

- *Participate in a luncheon or group activity with students*
- *Meet with a student once a month either at the school or at the partner site*
- *Mentor small groups of students at school as tutors*
- *Participate in group mentoring activities*
- *Act as an email mentor answering a pre-determined set of questions related to the industry*
- *Provide advice and resources as a mentor for a student project*

STEP 9: DEVELOP FORMAL PARTNERSHIPS

A great way to gain partners and financial support is to be formally partnered with a company or related organization. This is particularly important if your school is located in a large city and competes with other schools for support.

Formal partnerships may be developed with a specific business, an industry association, an intermediary organization such as a school-business alliance, or a Chamber of Commerce, or any other group that interfaces with that industry. A formal partnership may be logical and productive for both your program and the partner.

Potential advantages to formal partnerships include:

1. Access to all the employees and/or the roster of members so that you can then recruit individual partners
2. Specified annual commitments of personnel time and talent
3. Grants, used equipment, instructional materials, and attendance at industry functions
4. Status, as your partnership is publicized by the company

Affiliate memberships in organizations may assist also. You may want to become an affiliate member of an organization that can provide your students with specialized knowledge or assistance.

STEP 10: MAKE YOUR POSTSECONDARY ORGANIZATIONS PARTNERS

Postsecondary organizations are important to your Advisory Board and should have representatives from departments related to your industry and/or involved in the dual credit process for your students. These partners can offer advice about curriculum development, particularly in technical classes. They can assist in clarity about requirements and enrollment, and they may provide college courses for students to take through dual enrollment. They can also introduce staff to other sources of information related to the industry and possible sources of funding.

Students should have a field trip to one or more of the postsecondary partner sites each year to learn about the opportunities that they provide and the necessary academic experiences/achievement required to enroll.

STEP 11: VIEW COMPANIES AND POSTSECONDARY ORGANIZATIONS, NOT INDIVIDUALS, AS YOUR PARTNERS

Change happens. Individuals are transferred, get new responsibilities, develop new community interests, and your program may no longer be a high priority. Individual partners may vary from year to year. Let your partners know early in the process that you understand.

Suggestion: As you recruit partners for your advisory board, suggest that they designate a substitute from their organization who will attend meetings when they cannot.

STEP 12: RESPOND TO PARTNER CONCERNS

Participating on an advisory board and working with teachers and students may be a new role for partners. They will have questions about how to successfully manage their roles and responsibilities.

- Develop an opening and on-going process for answering questions and dealing with uncertainty and problems. Deal with issues immediately.
- As often as possible, have written guidelines for activities involving students.

Concerns often focus on the scheduling. Every activity should be assigned to a specific teacher who will organize it, contact the partner, and maintain contact until the activity is completed.

Example: For a job shadowing event at a local company, develop a handout for the hosts that includes specific information including:

- Students' full names
- Responsible school staff
- Mode of transportation and arrival/departure time
- Copy of pre-job shadow academic or technical assignment
- Copy of questions students may ask
- Copy of assignment students will complete after the job shadow
- Reminders about logistics: restroom, lunch, etc.
- Phone numbers to call in emergency

STEP 13: PUBLICIZE PARTNER ACTIVITIES

Partners agree to serve on the advisory board and work with students for many reasons. These include wanting to help young people to succeed, wanting to recruit young people to enter the industry, wanting to give back to the community, wanting approval from their company, or a company wanting approval from the community and/or its national headquarters.

- Provide your partners with positive publicity about the support that they are giving you and your students. While maintaining strong relationships with individuals, this also encourages other employees to volunteer. Company image in the community is enhanced. If the company is national, it helps the local office to impress national headquarters with their volunteer spirit and industry promotional efforts.
- Ask students to write stories for the school newspaper and parent newsletter and have them make presentations to the school board. Public relations representatives from your industry partners are also useful and have ideas for publicizing your board's work; they can write stories for their industry newsletters.
- Try to involve your local newspaper or television stations in student events—a field trip to an industry site or student presentations to your partners. These stories provide human interest, showing students interacting with industry representatives, and give your partners recognition within the community and with their peers.
- Host a career day or partner day to generate positive publicity. This is an opportunity to not only recognize your current partners, but also to recruit potential partners.

Examples:

- *The district holds an annual Principal Partners Day, and each school hosts 15 to 20 business leaders. During the day, partners talk with students and teachers and visit classrooms where students are presenting about their work-based learning experience. This provides an informal opportunity to recognize current partners and also recruit additional partners.*
- *The energy industry has mixed reactions from the general public. Working with students, providing mentors and internships, as well as serving on the advisory committee, gives the energy industry an opportunity to demonstrate their value and service. Newspaper articles about field trips present the industry favorably, quoting positive student reactions while explaining what the students have seen and learned.*

STEP 14: CONTINUALLY EXPAND PARTNER CONTACTS

New partners bring in new ideas and activities. You may begin with ten business partners that you already know. As your program grows and you add students, you need to expand your advisory board.

Example: One program began the first year with an emphasis on the energy industry and contacts in that field. During the second year the board expanded to include partner connections with the local Parks and Recreation Department, the Bureau of Land Management, and other environmental groups. When the energy industry encountered a cyclical downturn, the environmental partners stepped in and provided increased field trip sites, mentors, and service learning opportunities.

STEP 15: VALUE YOUR PARTNERS

Show your advisory board members and other partners that you value their time, effort, and commitment. How much you value partners can be demonstrated in many ways:

- an end-of-year celebration
- a formal certificate of appreciation or a plaque
- thank you letters from the students, parents and school staff
- letters of appreciation sent to employers who have provided employee support
- formal commendations to employers from your school board

Provide opportunities for your partners to learn about student success. The goal is to use work-based learning to guide your students to graduation, postsecondary education, and successful careers. Your partners support these goals. Without violating student privacy, devise ways to highlight student improvement in grades, attendance, and attitude, and share this information with your partners. They want to know that their efforts are producing positive results.

The greatest compliment that you can give to your partners is to use the information that they provide you. They see what is happening in your program in different ways than the faculty or administration. Sometimes partners are more positive about an event than the faculty, and sometimes they have concerns. Value this information and adjust your next activity to reflect this input. When partners know that you respect their opinions and ideas, they feel like a vital part of student achievement and success.