

Division of Career and Technical Education

WORK-BASED LEARNING *(Internship, Career Practicum, and Pre-Apprenticeship)* **EMPLOYER MANUAL**



2021 - 2022

Work-Based Learning

Work-Based Learning is defined as a structured learning experience at the worksite for a specific timeframe that leads to a career path (Workforce Innovation and Opportunity Act). WBL programs contain three key components: the alignment of classroom and workplace learning; application of academic, technical, and employability skills in a work setting; and support from classroom and worksite mentors (cte.ed.gov/wbltoolkit/).

The Division of Career and Technical Education offers three credit bearing work-based learning opportunities:

1. Internship
2. Career Practicum
3. Pre-Apprenticeship

Internship is experiential learning that can be paid or unpaid which integrates knowledge and theory learning in the classroom with practical application and skills development in a professional setting. Students in grades 10 - 12 are eligible to enroll in this course. It will not count toward concentrator status.

Career Practicum is a paid or unpaid work experience designed to assist students in grades 11 – 12 in their specific CTE program of study where students earn an industry recognized credential in one of many high-demand occupations. A student must be at least 16 years of age. The student must have completed at least two courses in a chosen CTE program of study to be eligible for this course.

Pre-Apprenticeship is defined as a program or set of strategies designed to provide instruction or training to increase math, literacy, and other vocational and prevocational skills in order to prepare individuals to enter and succeed in a Registered Department of Labor Apprenticeship (DOL) program and has a documented partnership with at least one, if not more, Registered DOL Apprenticeship Programs. It may be an unpaid or paid Pre-Apprenticeship. A student must be at least 16 years of age. Completers of this program may be given special consideration for entry into a DOL apprenticeship program and/or applied time served, or credits earned toward fulfilling program requirements.

For any questions, call the Office of Career Readiness/Work-Based Learning at (501) 682-4834.

The Purpose of Work-Based Learning

The objective of Work-Based Learning (WBL) is to give high school students the opportunity to connect with industry professionals to help mentor and guide them in real world experiences. The Internship option is for any high school student in grades 10-12 to gain valuable soft skills and skill development in a professional setting. Career Practicum is a work-based learning experience which for students in a specific CTE Program of Study to help them successfully transition from high school to a future career. The Pre-Apprenticeship option is designed to prepare students for entry into a Department of Labor registered apprenticeship program.

These options integrate interdisciplinary learning experiences that develop problem-solving, critical-thinking, skill development, and communication skills. Linking student's classroom learning with the challenges they will face in post-secondary education and the workplace. WBL has been shown to reinforce the value of work, as well as, the critical employability skills Arkansas employers want most. By matching young talent with workplace mentors and positive employment through WBL, young people receive a beneficial and rich work experience. WBL can lead to positive future employment and improved lifelong earnings.

Benefits to Learners

Work-based learning opportunities can help students to:

1. Strengthen academic skills.
2. Realize the relevance of a rigorous education and understand the need for academic success.
3. Gain real workplace experience and an understanding of career and educational options.
4. Build motivation to expand learning through the hands-on approach of applying knowledge and gaining skills.
5. Work with positive adult mentors.
6. Expose students to unfamiliar careers/businesses/industries.
7. Expose students to the needs and expectations of a business.

Benefits to Employers to Participate in a Work-Based Learning Program

Employers play an active role in shaping the quality of their future workforce when they participate in work-based learning opportunities. Work-Based learning can help business and industry in the following ways:

1. Create a sustainable workforce pipeline for a business.
2. Save time and money by investing in local talent who have interest and related technical skills.
3. Improve the skill level of workers through their mentoring of students.
4. Improve community relations by helping local youth with employment and education.
5. Reduce employee training costs and turnover.
6. Improve management skills of employees by having to lead and set examples for work-based learning students.
7. Work-Based Learning has the potential to turn entry-level work experiences into full-time potential employees.
8. Companies benefit from increased brand awareness and their status as locally preferred employers thanks to the relationships they develop with students, families, and the community.

Employer Qualifications for Paid Work-Based Learning Tax Exemptions

Please refer to Arkansas Code 26-51-509 by clicking the link: [Arkansas Code 26-51-509](#).

Per the dfa.arkansas.gov website:

Apprenticeship Program (ACA §26-51-509) as amended [Applicable to tax years 2018 and thereafter]

Act 1042 of 2017 and Act 213 of 2019 provides for an income tax credit for each qualified apprentice who is at least 16 years of age and is employed to learn an apprenticeable occupation or is in an apprenticeship or work-based learning program. To claim the benefits, a taxpayer must obtain a certification from the Office of Apprenticeship of the U.S. Department of Labor certifying to the Department of Finance and Administration that the taxpayer has met all the requirements and qualifications.

A taxpayer who employs an apprentice is allowed an income tax credit in the amount of \$2,000 or 10% of the wages earned by the apprentice, whichever is less, for each apprentice. The amount of the income tax credit claimed in a taxable year may not exceed the individual or corporate income tax otherwise due. Any unused credit may be carried forward for a maximum of two (2) consecutive taxable years.


To claim the tax credit, contact Tax Credits/Special Refunds Section at (501) 682-7106 or tax.credits@dfa.arkansas.gov for the appropriate forms or notify your tax accountant for completion of the form.

Responsibility Guidelines

Worksite Supervisors for Work-Based Learning students will be responsible for the following:

1. Meet with Work-Based Learning Coordinator and student to develop a student training which outlines the goals and expectations for the student.
2. Provide safe conditions.
3. Complete and sign a site agreement within the Seamless WBL platform or other method approved by the WBL Coordinator. (Alternative methods of site agreements must be uploaded into the Seamless WBL platform.)
4. Provide safety instructions to the student for all tasks and duties to be performed.
5. Meet and/or communicate with the WBL Coordinator at periodic intervals to discuss the student's progress.
6. Mentor students in developing their job skills and knowledge.
7. Monitor intern's attendance.
8. Complete evaluation and/or improvement plan for students:
 - a. Mid-October, Mid-December, Mid-March, and Mid-May

AR SEAMLESS WBL & Example Work-Based Learning Documents.



Dear James Johnson,

Thank you for your interest in working with our students! Information on this activity is provided below; you will need to approve it using the link at the end of this email in order to confirm.

Start Date/End Date: 06/26/2020 9:00 AM to 06/26/2020 10:00 AM

Location: Smith High School, 123 Smith High Lane, Johnson City, Tennessee, 32339,

Activity Description: Come in and speak to our Freshman Academy students on careers in programming.

Activity Objectives: Help students understand the opportunities available to them in technology.

Number of Students Served: 6

Student Description:

In order to confirm your participation in this activity, please click the link below:

[Accept](#) [Decline](#)

I have attached some additional information for your reference.

[Seamless WBL Intern Multiparty Agreement.docx](#)

[Seamless WBL Intern Student Only Agreement.docx](#)

If you have any further questions, please let me know with an email to brett2@nc3t.com. Finally, please note that you can add this event to your calendar by [clicking here](#).

[Add to Calendar](#)

Remember that you can log in to Seamless to see all of your activities [here](#).

We look forward to working with you on this!

Best Regards,
Brett
Smith High School

SITE AGREEMENT & AR SEAMLESS WBL Platform:

The Site Agreement is a required document for all work-based learning experiences. Starting with the 2021-2022 school year, all Arkansas WBL Coordinators will use the AR Seamless WBL Platform to manage all student experiences. Site agreements can be sent through this platform digitally or presented in paper format for signatures.

Employers can receive the site agreement via email. The email will look similar to this example email.

Employers should click "Accept" to review and virtually sign the site agreement.

Once you "Accept," you'll also be able to do the following in the Seamless Platform:

- approve student hours
- add the activity to your calendar through the Add to Calendar button
- upload comments and documents for the educator hosting the activity
- review documents posted by the WBL Coordinator
- post opportunities to the Job Board which must be approved by school staff before going live
- run a report detailing all of the work-based learning activities in which you have been involved

TRAINING PLANS & EVALUATION REPORTS:

The following pages are examples of documents that could be used during a work-based learning experience.

Work-Based Learning Coordinators have access to these documents as fillable forms and may send to you for input:

- Site Agreement Template Example
- Student Training Plan
- Training Site Supervisor Evaluation Report Version 1
- Training Site Supervisor Evaluation Report Version 2

Some districts require other documentation that will be sent on a district-by-district basis. Please contact the WBL Coordinator in your area for more information.



02/01/2021

Arkansas School Name

School Address

Site Agreement -EXAMPLE-

Following is an agreement for ___**Student Name**___ to participate in a work-based learning activity in participation with ___**Employer Name**___. This agreement is effective once student, parent or guardian, worksite supervisor, and WBL coordinator signatures have been added to this document.

Student Information

Student Name:

Student Address:

Student Phone Number:

Student Email Address:

Parent/Guardian Name:

Parent/Guardian Phone Number:

Parent/Guardian Email Address:

If Parent/Guardian is NOT the emergency contact, please list here:

Employer Information

Employer Name:

Employer Address:

Employer Phone Number:

Supervisor Name:

Supervisor Phone Number:

Supervisor Email Address:

Details on Work Experience

Type of Placement:

Compensation:

Start Date:

End Date:

Work Hours Per Week:

Safety Training

Safety of the student learner is a top priority. Therefore, we ask employers to help us insure that

safety procedures and policies are adhered to. As a school district, we will provide basic work placesafety instruction, including instruction on safe work habits and safety training on program equipment. As a part of that instruction, we ask that the student learner use the following safety devices (safety glasses, face masks, vinyl gloves, safety boots, work gloves, ear protection or respirators) when requested by their employer. The student's initials below attest that training has been provided and received.

Student Learner Initials:

Hazardous Occupations

Hazardous Occupations Orders Nos. 5, 8, 10, 12, 14, 16 and 17 (as stated by the US Department of Labor, Child Labor Provisions) contain exemptions for 16- and 17-year old student learners, provided they are employed under the following conditions:

- The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school; and
- Such student-learner is employed under a written agreement which provides:
 - that the work of the student-learner in the occupations declared particularly hazardous shall be incidental to the training,
 - that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person,
 - that safety instruction shall be given by the school and correlated by the employer with on-the-job training, and
 - that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

Reference <https://www.dol.gov/general/topic/youthlabor/hazardousjobs> to see if a student occupation is considered hazardous for students under the age of 18.

Student Learner Responsibilities

The student learner agrees to do the following:

- Meet all academic and attendance requirements of the school and program. Be
- responsible for transportation to and from the worksite.
- Arrive on time, or inform school and business of any absence or tardiness as soon as possible. (Students who are absent from school may not work that day and must notify the employer.) Follow
- all the host company's policies and procedures, including dressing appropriately and adhering to all safety rules and procedures.
- Meet the objectives set forth in the training plan.
- Complete a weekly record of hours worked, and submit it to the WBL coordinator. Complete
- the designated minimum hours of supervised training at assigned worksite as directed by the school program.
- Will have employment with the first two weeks of school or be removed from the program. Be
- removed from the program if released from the worksite for a justified reason.
- Given two weeks to obtain another job if the student quits, or the student will be removed from the program with administration approval.
- Remain at the worksite unless a request to transfer is approved by the work-based learning

(WBL) coordinator. All worksites must be approved by the WBL coordinator.

- Report a worksite related injury to the WBL coordinator immediately.
- Students must follow all confidentiality rules of the training site.

Employer Responsibilities

The employer agrees to do the following:

- Provide a work-based learning experience for the student for the full length of time in this agreement.
- Structure learning by assigning a variety of tasks and by giving the student an opportunity to work in a variety of areas consistent with the objectives set forth in the training plan.
- Provide the student with specific instruction related to any assigned task or to the use of any specific equipment.
- Ensure that the student's work is supervised by an experienced and qualified person. Ensure
- that the worksite meets all safety regulations and is free from obvious hazards. Report a
- worksite related injury to the WBL coordinator immediately.
- Ensure that the student's work conforms to all laws and regulations governing minors in the workplace and conforms to the federal child labor laws and regulations and conforms to the federal child labor laws and regulations.
- Record hours worked.
- Complete evaluations of the student's work as requested by the WBL coordinator.

School Responsibilities

The WBL Coordinator/school agrees to do the following:

- Support the student in deriving the most benefit from the work-based learning experience. Provide
- all necessary training to prepare the student for the work-based learning experience. Monitor the
- academic progress of the student.
- Perform a worksite visit to ensure a safe work environment.
- The WBL coordinator will visit and contact the training site supervisor four times (one per quarter) to assess the student's learner, to discuss the student's progress, and find out what related instruction is needed.
- The teacher will provide weekly instruction in the classroom. May
- remove a student due to lack of attendance.
- May remove student if he/she does not have another job within two weeks of quitting a job with administration support and approval.
- Will ensure all existing rules and regulations of the program are followed. The worksite supervisor and/or WBL coordinator may remove students immediately that are not following the guidelines of the program. Ensure that all laws and regulations related to work-based learning are followed.
- Ensure that credit is received for successful completion of the experience.
- Provide guidance and counseling to the student to support his or her career-planning decisions.

Performance Elements Occupation:

Occupation Title

Occupation Description:

Description

Tasks:

1. .
2. .
3. .

Skills:

- 1. .
- 2. .
- 3. .

Work Activities:

- 1. .
- 2. .
- 3. .
- 4. .

Student:

School:

Parent/Guardian:

Parent/guardian Phone:

Parent/Guardian Email:

I have read the above training agreement and understand my responsibilities and relationship to the program as outlined by the agreement.

Student Signature: _____ Date: _____

I have read the above training agreement and understand the responsibilities assigned to my child and the relationship to the program.

Parent/Guardian Signature: _____ Date: _____

I have read the above training agreement and understand my responsibilities and relationship to the program as outlined by the agreement.

Worksite Supervisor Signature: _____ Date: _____

I have read the above training agreement and understand my responsibilities and relationship to the program as outlined by the agreement.

WBL Coordinator Signature: _____ Date: _____

CAREER PRACTICUM STUDENT TRAINING PLAN

Student Name			
Career Practicum Position			
Employer/Host			
Supervisor Title			
E-mail		Phone Number	

<p>Career Clusters</p>	<ul style="list-style-type: none"> o Agriculture, Food and Natural Resources (AG) o Architecture and Construction (STEM) o Architecture and Construction (T&I) o Arts, A/V Technology and Communications (FCS) o Arts, A/V Technology and Communications (T&I) o Business Management & Administration (BUS) o Education and Training (FCS) o Government & Public Administration (T&I) o Finance (BUS) o Health Science (STEM) o Health Science (T&I) o Hospitality and Tourism (BUS) o Hospitality and Tourism (FCS) o Human Services (FCS) o Information Technology (STEM) o Manufacturing (T&I) o Marketing, Sales, & Service (BUS) o Law, Public Safety, Corrections, & Security (T&I) o STEM o Transportation, Distribution, & Logistics (T&I) o Transportation, Distribution, & Logistics (BUS)
<p>List the Program of Study AND the two courses in the previously taken or currently enrolled that aligns to this Youth Apprenticeship / Career Practicum placement.</p>	<p>POS:</p> <p>Previous Course(s) in POS:</p> <p>Current Course(s) in POS:</p>
<p>Continuing Education Goals</p>	<ul style="list-style-type: none"> o Business and Industry Training Program o Two-year college o Four-year college o Branch of the military o Apprenticeship o Employment
<p>Continuing Education Goals</p>	<p>When:</p> <p>Where:</p> <p>Program:</p>

CONTINUED STUDENT TRAINING PLAN

The student completes the following portion of the content standards based training plan in collaboration with the supervisor and Work-Based Learning Coordinator. Each standard should be related to the content of the chosen CTE career pathway. Standards from related course frameworks in the chosen program of student can be utilized. For each standard, please list methods to develop the skill at the worksite along with how the supervisor and WBL Coordinator will assess the skill. Supervisors and WBL Coordinators need to initial to approve.
 Rank 4- Excellent; 3- Good; 2-Average; 1-Fair; 0-Poor

Goal #1	
Ranking	

What can I do at the work site to develop this skill?
 1.

 2.

Goal #2	
Ranking	

What can I do at the work site to develop this skill?
 1.

 2.

Goal #3	
Ranking	

What can I do at the work site to develop this skill?
 1.

 2.

Goal #4	
Ranking	

What can I do at the work site to develop this skill?
 1.

 2.

Goal #5	
Ranking	

What can I do at the work site to develop this skill?
 1.

 2.

CONTINUED STUDENT TRAINING PLAN

The student completes the following portion of the content standards based training plan in collaboration with the supervisor and Work-Based Learning Coordinator. Each standard should be related to the content of the chosen CTE career pathway. Standards from related course frameworks in the chosen program of student can be utilized. For each standard, please list methods to develop the skill at the worksite along with how the supervisor and WBL Coordinator will assess the skill. Supervisors and WBL Coordinators need to initial to approve.

Rank 4- Excellent; 3- Good; 2-Average; 1-Fair; 0-Poor

Goal #6

Ranking

What can I do at the work site to develop this skill?

1.

2.

Goal #7

Ranking

What can I do at the work site to develop this skill?

1.

2.

Goal #8

Ranking

What can I do at the work site to develop this skill?

1.

2.

Goal #9

Ranking

What can I do at the work site to develop this skill?

1.

2.

Goal #10

Ranking

What can I do at the work site to develop this skill?

1.

2.

CONTINUED STUDENT TRAINING PLAN

Hazardous Equipment – Training Plan

Equipment	Use or purpose of equipment

Required Signatures

Student Name (Printed): _____

Student Signature: _____ Date: _____

Supervisor Name (Printed): _____

Supervisor Signature: _____ Date: _____

Work-Based Learning Coordinator Name (Printed): _____

Work-Based Learning Coordinator Signature: _____ Date: _____

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

TRAINING SITE SUPERVISOR EVALUATION REPORT (EXAMPLE 1)

Student Name _____ Completion Deadline _____

Employer Name _____ Training Supervisor _____

Grading Period _____ Work-Based Learning Coordinator _____ Phone _____

Please indicate, on the scale from 1 to 10, your estimate of the student in each area. Omit any traits that do not apply or cannot be properly evaluated at this time. It is suggested that you take time to discuss the evaluation with the student after it is completed.

PERFORMANCE ON THE JOB:

Quality of Work for Job		Speed		Care of Working Area		Job Learning	
10	Very accurate and thorough	10	Very Fast	10	Very clean and orderly	10	Learns exceptionally well
9		9		9		9	
8	Careful, rarely inadequate	8	Fast	8	Keeps area clean	8	Learns with ease
7		7		7		7	
6	Usually accurate	6	Average	6	Average	6	Learns adequately
5		5		5		5	
4	Careless	4	Slow	4	Careless	4	Learns with difficulty
3		3		3		3	
2	Makes many errors	2	Very Slow	2	Very untidy	2	Little or no learning
1		1		1		1	

Use of Working Time		Initiative		Use of Job Materials		Attendance	
10	Very busy	10	Self-motivated	10	Very careful	10	Always prompt and present when scheduled
9		9		9		9	
8	Busy	8	Needs little direction	8	Above average	8	Seldom off – valid reasons only
7		7		7		7	
6	Average	6	Performs as instructed	6	Acceptable	6	Absent occasionally
5		5		5		5	
4	Needs to improve	4	Not a self-starter	4	Careless	4	Above average absences
3		3		3		3	
2	Very wasteful	2	Must always be told what to do	2	Wasteful	2	Excessive absences
1		1		1		1	

ATTITUDES TOWARD WORK

Attitude Toward Fellow Workers		Attitude Toward Superiors		Customer Contact	
10	Very cooperative and friendly	10	Very respectful, helpful, accepts criticism	10	Very courteous
9		9		9	
8	Cooperative and friendly	8	Respectful, helpful, accepts criticism	8	Pleasant and helpful
7		7		7	
6	Cooperative	6	Average	6	Average
5		5		5	
4	Has a negative attitude	4	Does not accept criticism	4	Needs improvement
3		3		3	
2	Unable to get along	2	Disrespectful	2	Discourteous
1		1		1	

Enthusiasm		Responsibility		Dress and Grooming	
10	Very eager to learn	10	Accepts readily and handles well	10	Always good
9		9		9	
8	Enjoys work	8	Accepts willingly	8	Most often good
7		7		7	
6	Average	6	Accepts	6	Occasionally poor
5		5		5	
4	Shows little interest in job	4	Needs to improve	4	Often poor and inappropriate
3		3		3	
2	Does not seem to like work	2	Unsatisfactory	2	Always inappropriate
1		1		1	

TRAINING SITE SUPERVISOR EVALUATION REPORT (EXAMPLE 2)

Internship

Career Practicum

Pre- Apprenticeship

Student's Name:	Grade Level:
Place of Employment:	Supervisor's Name:
Supervisor's Telephone #:	Evaluation Date:

Supervisor Responsibilities: Please complete the table below, share the rating with the student; give the form to the Work-Based Learning Coordinator.

Evaluation

Scale: 1 - Poor 2 – Needs Improvement 3 – Average 4 - Good 5 – Excellent

Attendance/Punctuality	1	2	3	4	5
Appropriate Dress	1	2	3	4	5
Attitude	1	2	3	4	5
Dependability	1	2	3	4	5
Initiative	1	2	3	4	5
Following Directions	1	2	3	4	5
Cooperation	1	2	3	4	5
Adaptability/Flexibility	1	2	3	4	5
Teamwork with Co-workers	1	2	3	4	5
Time Management	1	2	3	4	5
Quality of Work	1	2	3	4	5
Quantity of Work	1	2	3	4	5
Specific Skills for Job	1	2	3	4	5

Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

WBL Coordinator Signature: _____ Date: _____