
Worksite Learning Manual

Office of the
Superintendent of
Public Instruction

Career and Technical
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Learning that works
for Washington

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Table of Contents

| | |
|---|-----------|
| PURPOSE OF THIS MANUAL..... | 1 |
| INTRODUCTION | 2 |
| THE EDUCATIONAL ROLE OF WORK-BASED LEARNING..... | 2 |
| BENEFITS OF WORK-BASED LEARNING | 2 |
| TYPES OF WORK-BASED LEARNING..... | 2 |
| <i>These individuals have expertise in a particular industry, and partner with student's in-person or remotely to support student learning and development. They may critique student work, offer guidance on projects, answer questions, or act as a resource to students interested in pursuing a similar occupation.....</i> | 3 |
| <i>Extended Learning</i> | 3 |
| <i>Guest Speakers.....</i> | 3 |
| <i>Job Shadows.....</i> | 3 |
| SCHOOL-BASED ENTERPRISES | 4 |
| <i>Structured Field Trips</i> | 4 |
| <i>Worksite Learning.....</i> | 4 |
| <i>Instructional Worksite Learning</i> | 4 |
| <i>Cooperative Worksite Learning</i> | 4 |
| <i>Supported Employment</i> | 4 |
| CHECKLIST FOR WORKSITE LEARNING..... | 5 |
| PROGRAM DEVELOPMENT FOR WORKSITE LEARNING..... | 6 |
| PERSONNEL QUALIFICATIONS | 6 |
| <i>CTE Programs</i> | 6 |
| <i>Non-CTE Programs</i> | 6 |
| <i>Instructional Worksite Learning shall be coordinated by a certificated Worksite Learning Coordinator who is also certificated in the CTE program where credit is being offered.....</i> | 6 |
| <i>For non-Career and Technical Education programs the coordinator must successfully demonstrate competencies related to coordination techniques as verified by a Professional Educator Standards Board (PESB) approved program (see Appendix).</i> | 6 |
| CAREER AND TECHNICAL EDUCATION ENHANCED FUNDING..... | 6 |
| WASHINGTON STATE HIGH SCHOOL AND BEYOND PLAN | 7 |
| ACCOUNTING, REPORTING, AND RECORD KEEPING FOR ALL WORKSITE LEARNING PROGRAMS | 7 |
| <i>Reporting Student Hours for Cooperative Worksite Learning</i> | 10 |
| INSURANCE AND STUDENT VOLUNTEER CONSIDERATIONS..... | 11 |
| <i>RCW and WACs Associated with Volunteer Worker's Compensation Insurance through Washington State Labor & Industries.....</i> | 11 |
| <i>WAC 296-17-925: Student Volunteers</i> | 12 |
| <i>Additional Considerations for Non-Paid Experiences (Student Volunteers)</i> | 12 |
| PROGRAM MANAGEMENT | 13 |
| ROLES AND RESPONSIBILITIES OF THE WORKSITE LEARNING COORDINATOR | 13 |
| <input checked="" type="checkbox"/> <i>Ensure the Following is Complete Prior to Student Placement in Worksite</i> | 13 |
| <input checked="" type="checkbox"/> <i>Approve Worksite and Placement of Students</i> | 14 |
| <input checked="" type="checkbox"/> <i>Identify Worksite Supervisor.....</i> | 15 |
| <input checked="" type="checkbox"/> <i>Provide Program Orientation.....</i> | 15 |
| <input checked="" type="checkbox"/> <i>Facilitate Worksite Learning Agreement.....</i> | 16 |
| <input checked="" type="checkbox"/> <i>Assure that there has been an Employee Orientation.....</i> | 16 |
| <input checked="" type="checkbox"/> <i>Safety and Labor Laws Training</i> | 19 |
| WORKSITE LEARNING FOR SPECIAL POPULATIONS (SUPPORTED EMPLOYMENT) | 20 |
| <i>Meeting the Needs of Students from Special Populations</i> | 20 |

| | |
|---|--------------------|
| <i>Defining Special Populations Students</i> | <i>20</i> |
| <i>Assessment of the Worksite Environment</i> | <i>20</i> |
| <i>Evaluating the Student</i> | <i>21</i> |
| <i>Worksite Learning and Behavior Management.....</i> | <i>21</i> |
| <i>Role of the Job Coach and Natural Supports in Supported Employment.....</i> | <i>22</i> |
| APPENDIX | 23 |
| | 24 |
| PROVIDERS OF PROFESSIONAL EDUCATOR STANDARDS BOARD (PESB) APPROVED PROGRAMS | 25 |
| COOPERATIVE COURSE CLASSIFICATION OF INSTRUCTIONAL PROGRAM (CIP) CODES..... | 26 |
| WAC 392-410-315 EQUIVALENCY COURSE OF STUDY—CREDIT FOR WORKSITE LEARNING. | 32 |
| WAC/RCW REFERENCES..... | 35 |
| WRITING LEARNING PLAN OBJECTIVES | 36 |
| INSTRUCTIONAL STRATEGIES FOR WORKSITE LEARNING FOR SPECIAL POPULATIONS STUDENTS..... | 38 |
| <i>General Instructional Strategies for Special Population Students</i> | <i>38</i> |
| <i>Accommodations and Modifications by Specific Handicapping Conditions</i> | <i>38</i> |
| <i>Learning Disabilities</i> | <i>38</i> |
| <i>Attention Deficit Disorder</i> | <i>39</i> |
| <i>Developmental Disabilities.....</i> | <i>39</i> |
| <i>Physically Challenged</i> | <i>40</i> |
| <i>Health Impairments.....</i> | <i>40</i> |
| <i>Hearing Impairment</i> | <i>40</i> |
| <i>Speech/Language Impaired</i> | <i>41</i> |
| <i>Visual Impairments.....</i> | <i>41</i> |
| WEBSITE REFERENCES AND OTHER HELPFUL WEBSITES | 42 |
| GLOSSARY OF ACRONYMS AND TERMS | 43 |
| FREQUENTLY ASKED QUESTIONS FOR WORKSITE LEARNING..... | 46 |
| ACKNOWLEDGEMENTS | 48 |

Purpose of This Manual

This manual is a resource for secondary staff initiating, implementing or improving Worksite Learning. This includes instructors, administrators, Career and Technical Education (CTE) directors, Special Education administrators, coordinators, and support personnel. It is a tool to be used in implementing “Worksite Learning” opportunities for students. The manual can also be helpful to employers and others in the community who are interested in increasing their understanding of Worksite Learning and the components of successful Worksite Learning experiences.

The manual has four objectives:

- To define “Work-Based” learning and its benefit to a student’s educational plan.
- To clarify that *Worksite Learning* is a subset of *Work-Based Learning*.
- To be a detailed reference for districts developing Worksite Learning programs.
- To be a comprehensive resource for individuals already involved in providing Worksite Learning programs.

In this manual, Worksite Learning experiences at a school or district will be referred to as a component of the overall educational process. The intent is that schools and school districts will use this manual to align current policy and procedures with the standards for Worksite Learning.

It should be emphasized that whenever a student participates in any Work-Based Learning activities, safety, liability, and student learning must be addressed. Details on these topics are covered in this manual.

Introduction

According to the Harvard University report, *Pathways to Prosperity* (February, 2011¹), “Work-linked learning should play an especially important role in the new American system of pathways to prosperity. There is mounting evidence that this would be an effective strategy for encouraging young adults to complete both high school and post-secondary degrees. Co-operative education is a tested model that provides students with extensive work experience that’s carefully monitored by the school”

Superintendent Randy I. Dorn supports Work-Based Learning opportunities and has placed Career and Technical Education opportunities as a priority throughout his tenure. “I support getting students more involved in public/private partnerships,” he said. “One way this can happen is through Work-Based Learning Activities. Students who learn in cooperation with employers are able to make connections between classroom learning and the workplace. Work-based learning opportunities expand the support available to student and encourage skill development, which is necessary for success in the 21st Century workplace.”

The Educational Role of Work-Based Learning

Work-Based Learning activities provide extended learning experiences that connect acquired knowledge and skills to a student’s future. Teachers, counselors, administrators, parents, and community partners share responsibility for assisting all students in developing their High School and Beyond Plan.

Washington State Career and Technical Education (CTE) Program Standards define and require Work-Based Learning as a component of all CTE programs. It is an essential element of the total educational system and provides technical skills, knowledge and training necessary to succeed in specific occupations and careers. It prepares students for the world of work by introducing them to workplace competencies in any career.

Benefits of Work-Based Learning

Students who participate in Work-Based Learning connected to their school programs may:

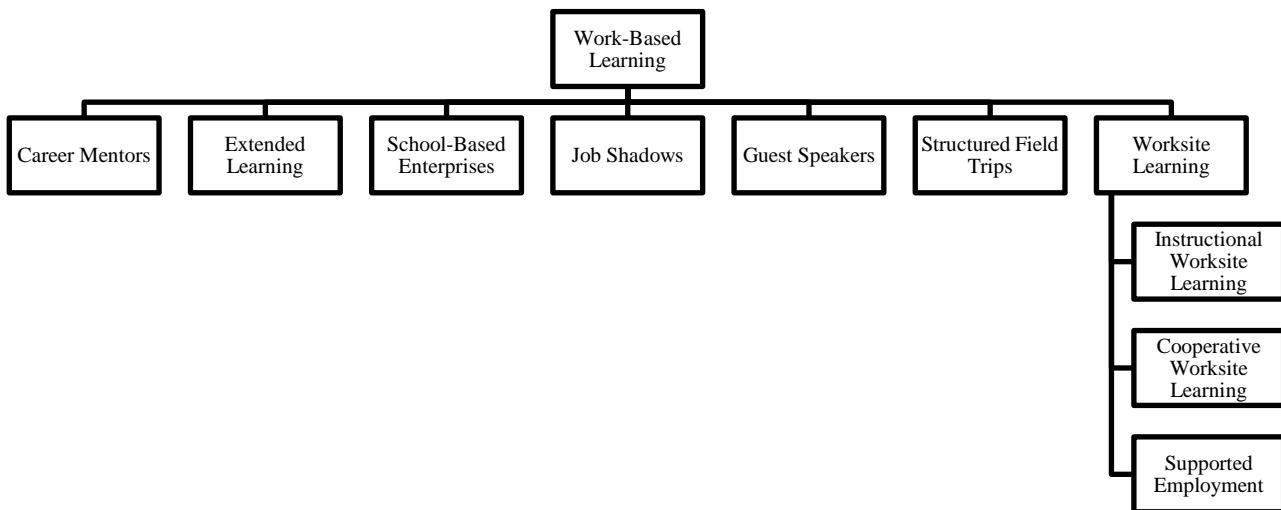
- Show improved academic achievement.
- Realize the relevance of their education and apply acquired knowledge in a meaningful way.
- Have the opportunity to explore career options.
- Increase self-confidence.
- Acquire real workplace experience and employability skills.
- Connect with an adult role model.
- Be more likely to go on to some type of educational training after high school.

Types of Work-Based Learning

Work-Based Learning comprises a wide range of activities that are conducted as an extended learning experience as a part of any school program. Because of the digital world we now live in, both in-person and virtual activities are possible in Work Based learning.

1. William C. Symonds, Robert B. Schwartz and Ronald Ferguson, February 2011. *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*. Report issued by the Pathways to Prosperity Project, Harvard Graduate School of Education.

Work-Based Learning may include the following:



Career Mentors

These individuals have expertise in a particular industry, and partner with student's in-person or remotely to support student learning and development. They may critique student work, offer guidance on projects, answer questions, or act as a resource to students interested in pursuing a similar occupation.

Extended Learning

Learning and teaching activities related to Career and Technical Education course or program competencies which occur beyond the scheduled school day and/or school year under the supervision of a certified CTE teacher.

Guest Speakers

These individuals have expertise in a particular industry, and come into the class and showcase their industry and/or worksite. They are usually scheduled based on a particular interest or unit of instruction unique to their industry. They may showcase the skills needed to be successful in their industry along with necessary employability skills, share information about the particulars of their profession, answer questions, and act as a resource for students interested in pursuing a similar occupation.

Job Shadows

A job shadow is a career exploration activity in which a student follows an employee for one or more days to learn about a particular occupation or industry. Job shadowing can help students explore a range of career opportunities to assist in developing their high school and beyond plan. Classroom exercises conducted prior to and following the job shadow help students connect their experience to their coursework, career interests, related skills requirements, and future educational options.

Characteristics of job shadowing include:

- Varying time commitments from one hour to one full day.
- Providing students with a realistic view of a specific job.
- Allowing students to observe employees on the job.

- Allowing students time to ask questions.
- Requiring students to complete related class assignments (journal, focused questions, etc.).

School-Based Enterprises

A school-based enterprise involves goods and/or services produced by students as part of their educational program. School-based enterprises typically engage students in all aspects of operation and management of a business that may involve the sale of goods and/or services for use by others. Enterprises may be undertaken on or off the school site, but are always part of the school's educational program.

Structured Field Trips

Work-Based Learning activities that are normally done in groups and accompanied by a certified teacher are called Structured Field Trips. The field trip experience is 'front loaded' with a purpose and may be a culmination experience. It is hosted by a representative of the worksite. During a field trip students may observe, ask questions and learn from the experience of being on an actual worksite. Field trips should be followed up with debriefing activities such as class discussion, reports, and follow-up letters to the worksite hosting the experience.

Worksite Learning

Worksite Learning provides students the opportunity to learn in the workplace, while applying skills and knowledge obtained in a qualifying class. Worksite Learning, Instructional or Cooperative, occurs at a qualified worksite outside the classroom in fulfillment of a student's career and educational plan. Worksite Learning is more comprehensive and structured than other types of Work-Based Learning. Worksite Learning may qualify for enhanced funding if all elements of the CTE standards for Worksite Learning defined in WAC 392-410-315 are met. ***All Worksite Learning is categorized as either Instructional or Cooperative. Other terms used by some industries may include internship, clinical experience, youth or pre-apprenticeship. These Worksite Learning programs may also be either Instructional or Cooperative Worksite Learning.***

Instructional Worksite Learning

"Instructional Worksite Learning" means a learning experience that takes place in the community (or school, if the experience is comparable to that in a community setting) as an embedded part of a specific course content where the student performs tasks in order to gain desired skills, competencies, qualifications, or industry certifications through direct instruction.

Cooperative Worksite Learning

"Cooperative Worksite Learning" means a learning experience where students practice in the community (or school, if the experience is comparable to that in a community setting) the skills and knowledge learned in the classroom. An employer/employee relationship must exist if the work performed by the student results in a net increase in productivity or profitability for the business or organization.

To determine a student's eligibility for Instructional or Cooperative Worksite Learning, see flow chart, "Determining Eligibility for Cooperative and Instructional Worksite Learning" in Appendix.

Supported Employment

Supported employment is also a form of Worksite Learning. Supported employment (also referred to as ‘work experience’) requires onsite supervision by trained personnel or employees of the business who receive training and support from school personnel in working with students with significant disabilities. Supported employment may take place in a variety of settings, including food service, industrial, medical, and other field sites. Students with significant disabilities have the opportunity to learn skills in the setting in which the skills are typically used. Unlike many CTE models, supported employment is a place/train/support model rather than a train/place/support model. Supported employment plans are often developed through an IEP process and are frequently administered in conjunction with adult service agencies such as Division of Vocational Rehabilitation.

(The remainder of this manual is dedicated to Worksite Learning.)

Checklist for Worksite Learning

The following elements must be in place for any Worksite Learning in the district (CTE and non-CTE). Please refer to the manual for more explanation of each of these items.

| <u>Needed</u> | <u>Page #</u> |
|--|----------------------|
| <input type="checkbox"/> Qualified Personnel | 7 |
| <input type="checkbox"/> Site Approval (Placement) | 11 |
| <input type="checkbox"/> Evidence of site supervisor Program Orientation | |
| <input type="checkbox"/> Documentation of Site Visits | |
| <input type="checkbox"/> Student Worksite Learning File <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of worksite qualification <input type="checkbox"/> Documentation of a qualifying class (in Cooperative Worksite Learning) <input type="checkbox"/> Worksite Learning Agreement <input type="checkbox"/> Worksite Learning Plan <input type="checkbox"/> Record of student hours <input type="checkbox"/> Record of connection to High School and Beyond Plan <input type="checkbox"/> Evidence of Employee Orientation <input type="checkbox"/> Signed Student Evaluations <input type="checkbox"/> Labor and Industries documents as required <ul style="list-style-type: none"> ▪ Copy of Parent/School Authorization form (if applicable) ▪ Special Variances (if applicable) | 13 |

Program Development for Worksite Learning

Personnel Qualifications

Coordinating Worksite Learning

Worksite Learning is structured as two types: Instructional Worksite Learning and Cooperative Worksite Learning. There are distinct personnel qualification differences between CTE and non-CTE Worksite Learning as described below.

| CTE Programs | Non-CTE Programs |
|---|--|
| Cooperative Worksite Learning for CTE enhanced funding may be coordinated by any certificated Worksite Learning Coordinator. | For non-Career and Technical Education programs the coordinator must successfully demonstrate competencies related to coordination techniques as verified by a Professional Educator Standards Board (PESB) approved program (see Appendix). |
| Instructional Worksite Learning shall be coordinated by a certificated Worksite Learning Coordinator who is also certificated in the CTE program where credit is being offered. | Throughout this manual, Worksite Learning Coordinator means a certificated school district employee responsible for coordinating Worksite Learning experiences. |

Career and Technical Education Enhanced Funding

To qualify for CTE enhanced funding for Cooperative Worksite Learning and Instructional Worksite Learning, a school district's program must first receive approval from a Career and Technical Education Program Supervisor through the OSPI CTE program approval process. A qualified Worksite Learning Coordinator must be identified in accordance with WAC 181-77-068: To obtain a coordinator of worksite learning certificate, a candidate must:

- (1) Possess a valid initial or continuing career and technical education teaching certificate; and
- (2) Successfully demonstrate competencies related to coordination techniques as verified by a professional educator standards board approved program..

For Cooperative Worksite Learning, students need to be enrolled in the specific program area Cooperative Worksite Learning CIP Code which matches their qualifying class and work experience. (See appendix for the list of Classification of Instructional Program (CIP) Codes for CTE Cooperative Worksite Learning .) To receive CTE enhanced funding, the student must have taken or currently be taking a qualifying Career and Technical Education class related to the worksite experience. The qualifying class must be one that has been approved in the local district for CTE funding.

For Instructional Worksite Learning, students are not enrolled in an exclusive worksite learning CIP Code. The Instructional Worksite Learning experience is simply an embedded component of an already existing CTE course. Instructional Worksite Learning can be any length (ie 20 hours, 45 hours, 90 hours) and will be reported for CTE funding through the existing program area CIP Code. For example, students might participate in a 20-hour instructional worksite experience out in the

industry as part of their Health Science course. There is no specific CIP Code or additional course students need to enroll in for the Worksite Learning experience—it will simply happen as part of the Health Science course. Students who participate in a 90-hour Instructional Worksite Learning experience as an advanced experience in the Culinary Arts program will be reported for CTE funding using the same Culinary Arts CIP Code as the initial Culinary Arts course. Districts may also offer a Career Choices program (CIP Code 320107), which may include some degree of Instructional Worksite Learning. For more information on Career Choices, visit OSPI’s Work-Based Learning web page: <http://www.k12.wa.us/careerteched/workbasedlearning.aspx>

Washington State High School and Beyond Plan

WAC 392-410-315 states: “The student shall be placed in the worksite that is appropriate to his or her previous learning experience and educational goals which shall be formalized through a Worksite Learning Agreement and Worksite Learning Plan. The Worksite Learning experience shall be connected to the student’s high school and beyond plan. The student must have taken or be concurrently enrolled in a qualifying class.” Terms within the above quotation may be defined as follows:

- “Appropriate to his or her previous learning” refers to experiences or classes (including the qualifying class) that directly relate to the worksite.
- “Worksite Learning Agreement” is defined within this manual.
- “Worksite Learning Plan” is defined within this manual.
- “High School and Beyond Plan” guidelines are defined by each school district. The Office of the Superintendent of Public Instruction recommends that students include the following elements in their plan:
 - Personal interests and experiences
 - Learning style
 - Goals for high school (classes and extracurricular activities)
 - Goals for after high school
- The Worksite Learning Plan should show evidence that the Worksite Learning experience is connected directly to the student’s high school and beyond plan. This is accomplished through measurable learning objectives (see [Writing Learning Objectives](#)). See <http://www.k12.wa.us/GraduationRequirements/Requirement-HighSchoolBeyond.aspx> for more information on the high school and beyond plan for Washington State.

A vital component in helping a student develop a high school and beyond plan is a fundamental understanding of the Washington State High School Graduation Requirements. (*For more information about the graduation requirements, please go to <http://www.sbe.wa.gov>.*)

Accounting, Reporting, and Record Keeping For All Worksite Learning Programs

Prior to enrolling a student in a Cooperative or Instructional Worksite Learning experience, a number of items need to be addressed, including assuring that the student has taken or is currently enrolled in a

qualifying class, addressing learning objectives, qualifying a worksite, and assuring that all due diligence at the worksite is addressed.

Enrolling a Student

To qualify for **Cooperative Worksite Learning** a student must adhere to requirements as follows:

- The student must be at least 16 years old before the experience starts.
- The student has taken or is currently taking a qualifying class related to the worksite experience. To receive CTE funding, the qualifying class must be one that has been approved in the local district for CTE funding.
- The Worksite Learning experience will be appropriate to his/her educational goals and connected to the student's high school and beyond plan. This can be done with the help of career specialists, guidance counselors, CTE teachers, and by referring to career research evidence recorded in the student's educational portfolio.
- The Learning Agreement has been signed by the employer, student, parent (if not 18), and the Worksite Learning Coordinator.
- A program orientation has been conducted with the employer.
- The employer has agreed the student will participate with the supervisor in a new-Employee Orientation.
- In cooperation with the employer, a learning plan is in place.

To qualify for **Instructional Worksite Learning** a student must adhere to requirements as follows:

- The student must be at least 16 years old before the experience starts (unless directly supervised by a school district employee).
- The Worksite Learning experience will be appropriate to his/her educational goals and connected to the student's high school and beyond plan. This can be done with the help of career specialists, guidance counselors, CTE teachers, and by referring to career research evidence recorded in the student's educational portfolio.
- The student must be enrolled in a related class where the worksite experience is embedded in the class and addresses the specific approved course content.
- The same documentation required for Cooperative Worksite Learning should be in place for Instructional Worksite Learning.
 - The Learning Agreement has been signed by the worksite supervisor, student, parent (if not 18), and the Worksite Learning Coordinator.
 - A program orientation has been conducted with the worksite supervisor.
 - The worksite supervisor has agreed the student will participate with the supervisor in a new-Employee Orientation.
 - In cooperation with the worksite supervisor, a learning plan is in place.

Full-Time Equivalent (FTE) Enrollment for Worksite Learning

WAC 392-121-124: Full-Time Equivalent Enrollment

This WAC defines full-time equivalent enrollment for the Worksite Learning component of Work-Based Learning, and describes when and how to report hours for CTE funding. It refers to both Cooperative and Instructional Worksite Learning and provides the necessary formulas for reporting, the necessary records that need to be kept and what work needs to be completed prior to counting a

student's hours. Administrators, secretaries, and coordinators should have a complete understanding of the information in this WAC.

It is important to note that hours for Cooperative Worksite Learning may not be counted until after the following are in place:

- ☐ Program Orientation (employer).
- ☐ Employee Orientation (employee/student).
- ☐ Learning Agreement signed by student, employer, parent and Worksite Learning Coordinator.
- ☐ Learning Plan signed by student, employer, parent and Worksite Learning Coordinator.

Signatures must be original signatures. Electronic signatures for these documents are not approved with the Washington State Secretary of State.

This WAC refers to the formula used for reporting Worksite Learning but does not restrict the number of credits a student can earn for Worksite Learning except as restricted by the enrollment. It is important that districts consider the learning that takes place during the worksite experience. For each new experience a student must have a new learning plan that shows new learning, growth, and skill development. To review the rules related to credit for worksite learning see WAC 392-410-315

WAC 392-121-124: For Worksite Learning provided pursuant to WAC 392-410-315, a student's full-time equivalent shall be determined as follows: .

- 1) For Cooperative Worksite Learning experience (in accordance with WAC 392-410-315 (1)(g)), divide the student's hours of work experience for the month by two hundred; for example: forty hours of Cooperative work experience equals two tenths of a full-time equivalent ($40 \div 200 = 0.20$). For Instructional Worksite Learning experience (in accordance with WAC 392-410-315 (1)(f) and WAC 296-125-043(4)), divide the students enrolled hours of work experience for the month by one hundred; for example: Twenty hours of Instructional work experience equals two tenths of a full-time equivalent ($20 \div 100 = 0.20$). Enrollment exclusions (in WAC 392-121-108) apply to Instructional Worksite Learning enrolled hours.
- 2) Estimated or scheduled hours of Cooperative Worksite Learning experience may be used in determining a student's full-time equivalent on an enrollment count date, provided that the combined monthly hours reported for the school year shall not exceed the student's actual hours of Cooperative Worksite Learning experience documented on the student's work records, and maintained by the school district for audit purposes. Instructional and Cooperative Worksite Learning experience during June of the regular school year shall be included in the May enrollment count.
- 3) Worksite Learning provided as part of a state-approved Career and Technical Education (CTE) program qualifies for enhanced CTE funding and may be included in determining a student's CTE full-time equivalent enrollment.
- 4) No more than 360 hours of Cooperative Worksite Learning may be claimed for funding for each credit a student pursues as reported on the student's transcript. No more than 180 hours of Instructional Worksite Learning may be claimed for funding for each credit a student pursues as reported on the student's transcript.

- 5) Funding for Cooperative Worksite Learning may be claimed only for Worksite Learning hours that occur after the Worksite Learning Plan, Worksite Learning Agreement, Program Orientation and Employee Orientation are completed.

Student Records Management

The following are the essential elements of a student Worksite Learning file. These are required for audit compliance and connecting the experience to the student's High School and Beyond Plan:

- ☐ Worksite Learning Agreement
- ☐ Worksite Learning Plan
- ☐ Record of student hours
- ☐ Record of connection to High School and Beyond Plan
- ☐ Labor and Industries documents as required
- ☐ Evidence of site supervisor Program Orientation
- ☐ Evidence of Employee Orientation
- ☐ Documentation of worksite qualification, site visits, and student evaluations

Reporting Student Hours for Cooperative Worksite Learning

Students participating in Cooperative Worksite Learning are expected to work a ratio of 360 hours per one credit earned (360:1). Students may earn more than one credit for Cooperative Worksite Learning provided they have new learning plans that show growth and development and rigor. Cooperative Worksite Learning is reported monthly to OSPI.

For audit compliance, student folders must have documented evidence of the number of hours worked, and the time period when the hours were worked. This evidence must be verified and documented by the teacher, the student, and the employer.

Reporting Student Hours for Instructional Worksite Learning Students participating in Instructional Worksite Learning are expected to work a ratio of 180 hours per one credit earned (180:1). Instructional Worksite Learning is an embedded experience that requires that the teacher, in partnership with the Worksite Supervisor, develop learning objectives for the worksite experience that coincide with the course where the student will be receiving credit. The student will be evaluated by the teacher, in partnership with the Worksite Supervisor, based on the student's learning plan. Successful completion of the learning objectives and learning plan elements will entitle the student to credit. The student is included in the monthly reporting process for the course they are enrolled in. Instructional Worksite Learning is reported as the approved course where credit is awarded. In the case of CTE Instructional Worksite Learning, the worksite experience will be part of the approved CTE frameworks where credit is awarded.

Records Retention

All Worksite earning records including student files must be kept in the school district where the student earned credit and be available for auditing purposes. To determine how long to retain student records, refer to Washington State recommendations for Records and Information Management Retention Schedule or local school district policy. (<http://www.secstate.wa.gov/archives>)

Insurance and Student Volunteer Considerations

Worksite Learning opportunities can create liability exposures. It is important that all parties understand, and accept, their own responsibilities and liabilities. For more information, please contact Loss Control Services at the Washington Schools Risk Management Pool <http://www.wsrmp.com>.

Insurance

In paid Worksite Learning experiences, accident insurance is handled the same way it is handled for a regular employee through the Worker's Compensation program, therefore, no additional insurance is required.

Please see the following websites for additional information about teen worker safety:

<http://www.lni.wa.gov/workplacerrights/teenworkers/>.

<http://www.lni.wa.gov/FormPub/results.asp?Keyword=teen+worker>.

Since students in non-paid Worksite Learning experiences are not considered employees, an employer/employee relationship does not exist, and therefore students should provide their own medical or accident insurance. This will provide coverage in the event of an injury at the worksite, or in the event of an injury to or from the worksite. Local district risk management departments should consider issues related to student accident insurance, liability insurance, and other coverage both during the experience and when traveling to and from the worksite and should determine local policies on student insurance requirements for non-paid experiences. Regarding insurance options, students may be covered for medical insurance by their parent's policy, or students may be covered by the State Department of Social and Health Services Benefits for low-income families. There also may be insurance options available to the student through the school district. Student accident insurance is available for purchase by students/parents, which provides medical coverage for injuries sustained during Worksite Learning experiences. School districts can place group coverage for all students, but must charge the cost back to the parents in the form of a fee. (Some school districts have student accident coverage free of charge if participating in the student accident insurance program by virtue of membership in insurance pools, or pay a small amount per student for the coverage. Check with your district's risk manager regarding insurance requirements.) For information on Elective Coverage from the Department of Labor & Industries, see: <http://www.lni.wa.gov/Forms/pdf/F213-112-000.pdf>

The business owner may also provide medical-only (no indemnity, as there are no lost wages) volunteer worker's compensation insurance through the Washington State Department of Labor and Industries (see RCW and WAC statement below). This coverage is an inexpensive way for a business to provide medical coverage for student injuries sustained at the worksite during a non-paid Worksite Learning experience.

RCW and WACs Associated with Volunteer Worker's Compensation Insurance through Washington State Labor & Industries

RCW 51.12.170 Student Volunteers states: "1) An employer covered under this title may elect to include student volunteers as employees or workers for all purposes relating to medical aid benefits under chapter 51.36 RCW. The employer shall give notice of its intent to cover all of its student volunteers to the director prior to the occurrence of the injury or contraction of an occupational

disease.

“(2) A student volunteer is an enrolled student in a public school as defined in RCW 28A.150.010 who is participating as a volunteer under a program authorized by the public school. The student volunteer shall perform duties for the employer without wages. The student volunteer shall be deemed to be a volunteer even if the student is granted maintenance and reimbursement for actual expenses necessarily incurred in performing his or her assigned or authorized duties. A person who earns wages for the services performed is not a student volunteer.

“(3) Any and all premiums or assessments due under this title on account of service by a student volunteer shall be paid by the employer who has registered and accepted the services of volunteers and has exercised its option to secure the medical aid benefits under chapter 51.36 RCW for the student volunteers.”

WAC 296-17-925: Student Volunteers

Any employer electing to insure student volunteers under the authority of chapter [51.12](#) RCW as now or hereafter amended shall give notice in writing on a form prescribed by the department. Any employer having elected to insure student volunteers shall maintain office records of all hours of work performed by student volunteers. Such office records shall include notice in writing as a registration of each student who has been recognized by the school and accepted by the employer to perform or observe the work of the employer. A report of such hours will be included with the employer's regular quarterly report of payroll as prescribed by the department, and will include payment for the premium based on such hours and at such rates per hour as assigned by the department. [Statutory Authority: RCW 51.04.020. 94-24-007, § 296-17-925, filed 11/28/94, effective 1/1/95.]

For additional information regarding coverage for non-paid Worksite Learning experiences, see the publication [Facts About Student Volunteers and Workers' Compensation Coverage](#) from Washington State Labor and Industries (publication number F213-023-000, <http://www.lni.wa.gov/IPUB/213-023-000.pdf>).

For the most current information regarding teen worker safety, reference the Washington State Labor and Industries website at <http://www.lni.wa.gov/WorkplaceRights/teenworkers>

Additional Considerations for Non-Paid Experiences (Student Volunteers)

Unpaid Worksite Learning is appropriate for students learning a task, and not those competent to perform the task independently. The student must remain a learner in the workplace throughout the experience, and as proficiency is demonstrated, learning plans must be revised.

A student enrolled in an approved school Worksite Learning program would not be considered an employee for Fair Labor Standards Act (FLSA) purposes if *all* of the following criteria are met:

- The student receives ongoing instruction at the employer's worksite and receives close, onsite supervision throughout the learning experience so that any productivity is offset; *and*
- The placement of the student at the worksite during the learning experience does not result in the displacement of any regular employee; *and*
- The student is not entitled to a job at the completion of the learning experience; *and*

- The employer, student, and parent/guardian understand that the student is not entitled to wages or other compensation for the time spent in the learning experience.

Program Management

Worksite Learning takes students off campus and in the community to learn, extending the school into the community. There are inherent risks associated with these experiences. The paramount responsibility of the worksite coordinator is to assure student safety.

Roles and Responsibilities of the Worksite Learning Coordinator

The role of the coordinator is to ensure that the following activities occur.

☑ Ensure the Following is Complete Prior to Student Placement in Worksite

- Ensure that students meet the requirements for Worksite Learning. (See Appendix).
- Review all worksite learning program requirements with potential students.
- Assure Cooperative Worksite Learning students are either concurrently enrolled in or have completed a class related to the Worksite Learning experience (“qualifying class”). (See definition in Glossary)
- Identify appropriate sites for individual students.
 - Match student abilities, training and experience to specific worksite.
 - Identify and address the unique needs of special population students.
- Have students complete pre-employment training (i.e., safety on the job, harassment training, etc.). (See Appendix)
 - Leadership and employability skills related to the worksite.
 - General occupational health and safety information (e.g. Health and Safety Awareness for Working Teens curriculum; <http://www.uwworksafe.com/>).
 - The process required by the district for the Worksite Learning experience documentation.
 - *NOTE: The employer is responsible for providing students with specific, worksite Employee Orientation training, including job-specific safety training. Both the school district and the employer are responsible for providing Worksite Supervisors training in student supervision.*
- Be sure students are only placed in occupations that are permitted by Federal and State Child Labor Laws.
- The Worksite Learning Coordinator must provide a program orientation to the Worksite Supervisor.
- There must be a Worksite Learning Agreement on file signed by the student, parent/guardian, coordinator, and Worksite Supervisor.
- There must be a completed Worksite Learning Plan on file signed by the student, coordinator, and Worksite Supervisor.

- Ensure that the student has received an Employee Orientation to the worksite by the Worksite Supervisor.
- Ensure that placement appropriate worksite safety issues have been addressed.

☑ Approve Worksite and Placement of Students

Districts or consortia must approve worksites on an ongoing basis, at least annually. An approved worksite is a workplace in business, industry, agency, or elsewhere in the community where a student pursues learning objectives as outlined in his or her High School and Beyond Plan. It is the school district's responsibility to determine those students and employers that will participate in Worksite Learning.

The screening process will determine the worksites:

- Capacity to provide a relevant occupational learning experience.
- Safety training, procedures, and practices.
- Compliance with all state and federal regulations (child labor laws, minor work permit, fair labor practices, WISHA).
- Appropriate limits of liability.
- Employment policies (sexual harassment, ADA, discrimination).
- Pre-employment requirements for employees.

School districts are responsible for placing students in appropriate worksites where the experience connects to prior or concurrent learning. Employers who agree to participate in the Worksite Learning experience must provide a safe and healthy workplace. Some elements for helping to ensure a safe and healthy worksite include:

- Completing an onsite inspection of the worksite to identify potential hazards such as power machinery, poor housekeeping, or a hazardous location (e.g., gang activity, traffic hazards, inadequate exterior lighting, etc.)
- Informing the employer of any known student disabilities that may require accommodation. *NOTE: Family Educational Rights and Privacy Act (FERPA) requires parental release for medical information of those who are not school staff.*
- Ensuring unpaid student learners are not displacing regular employees as per Fair Labor Standards Act (FLSA).
- Matching suitable students with employers.
- Executing a contractual agreement between all parties that includes the following:
 - Specific responsibilities of all parties.
 - Parental informed consent, medical release (See note above.), and assumption of risk information.
 - Parental consent for student travel.
 - Student volunteer workers' compensation, student accident insurance, or parent medical insurance.
 - Employer general liability insurance certificate (minimum \$1 million limit).
- A nondiscrimination clause for all parties.
- Compliance with all federal and state labor and employment laws, and OSPI Work-Based Learning WACs.
- A clearly written Learning Agreement.
- Mutual Hold Harmless/Indemnification language for all parties.

- Signatures by all parties (school district, employer, student, and parent).

☑ Identify Worksite Supervisor

A “Worksite Supervisor” is a qualified adult employee or volunteer at the worksite responsible for overseeing a student’s Worksite Learning experience and acting as a liaison between the worksite and school district. The Worksite Supervisor should be qualified to work with youth by virtue of skill level, job knowledge, and interest. Volunteer supervisors must be designated, trained, and supervised by a qualified worksite employee.

The identified Worksite Supervisor shall:

- Receive program orientation training prior to placement of the student in the program.
- Supervise students on site.
- Give appropriate instruction/feedback to the student at the worksite.
- Contribute to the development of the student’s learning plan and assessment of the student’s learning.
- Contact the Worksite Learning Coordinator for assistance as needed.

Unsupervised contact between a student and a worksite employee is *highly* discouraged. If such contact is necessary and appropriate for the success of a student’s learning plan, then notice to the parent/guardian and Worksite Supervisor must be given. The Worksite Supervisor contributes to the student’s Worksite Learning Plan, gives appropriate instruction/feedback to the student, contributes to the assessment of the student’s learning, and contacts the district Worksite Learning Coordinator whenever a need for support arises.

☑ Provide Program Orientation

A “program orientation” is conducted by the Worksite Learning Coordinator to give information to a Worksite Supervisor about the Worksite Learning program of the school. The orientation clarifies program objectives, establishes support systems, and delineates the responsibilities and rights of the various parties—school district, worksite, students, and parents/guardians.

This program orientation includes:

- An overview of how the program operates, including benefits to the supervisor for participating in the program.
- Contact information for the Worksite Learning Coordinator.
- An introduction to Learning Plans and Learning Agreements
- Worksite Supervisor signature for the Learning Agreement.
- Assistance in the development of the student’s Learning Plan, and assessment of the student’s learning.
- Relevant information particular to teen worker health and safety issues.
- A review of Department of Labor and Industry employment standards for minors.
- An opportunity to discuss factors for the Worksite Supervisor to consider determining whether a student is progressing on the job; quality of the work, employee productivity, problem-solving skills, and self-direction, etc.
- Establishment of the protocol for follow-up visits.

☑ Facilitate Worksite Learning Agreement

A “Worksite Learning Agreement” is a contract that specifies the terms and conditions under which the Worksite Learning experience shall occur. It is agreed to and signed by the Worksite Learning Coordinator, the Worksite Supervisor, the student, and the student’s parent/guardian.

Suggested items to include in the Worksite Learning Agreement: (see appendix)

Student employee/trainee shall:

- Review and understand school policies.
- Comply with attendance and notification of absence requirements.
- Complete all required forms.
- Document all hours worked.
- Report all injuries promptly.
- Complete a release of student records.
- Understand noncompliance results.

Parent/guardian shall:

- Review and understand school policies.
- Complete all required forms.
- Complete a release of student records.
- Provide transportation.
- Understand noncompliance results.

Employer/supervisor shall:

- Provide legal employment.
- Comply with child labor laws.
- Comply with State Work Based Learning Standards.
- Comply with district policy.
- Communicate and evaluate student performance.

Worksite Learning Coordinator shall:

- Consult with the Worksite Supervisor regarding the Learning Agreement.
- Collaborate with the Worksite Supervisor in the development of the learning plan.
- Collaborate with the Worksite Supervisor to evaluate student performance on objectives stated in learning plan.
- Document all accidents and injuries, and report to district risk manager in timely manner.
- Act as consultant to all parties.
- Inform students of basic worksite safety and child labor laws.

☑ Assure that there has been an Employee Orientation

An “Employee Orientation” is training for the student/learner facilitated by the Worksite Supervisor or designee (e.g. human resources).

An Employee Orientation should include:

- Training on issues of occupational health and safety, discrimination, harassment, worker/employer rights and responsibilities, and work rules for minors.

- General company employee policies and procedures such as dress code, parking, attendance policy.
- On-the-job orientation showing students what they need to know to perform their job assignments.
- A description of the employer's total worksite safety and health program
 - How and when to report on-the-job injuries including instruction about the location of first-aid facilities in the workplace.
 - How to report unsafe conditions and practices.
 - The use and care of required personal protective equipment (PPE).
 - What to do in an emergency, including how to exit the workplace.
 - Sexual harassment and discrimination training, including reporting procedures.
 - A description of the worksite's formal accident prevention program.

Documentation of the student's completion of the Employee Orientation should be in the student's Worksite Learning file.

☑ Develop Learning Plans

A Worksite Learning Plan is a written outline of the learning objectives and the process for evaluating the attainment of the learning objectives. The plan should be signed by the Worksite Learning Coordinator, the Worksite Supervisor, and the student. In the Appendix is an example of a Learning Plan. Please use this or other samples as a guide for your students' Learning Plans.

Worksite Learning Plan should ensure:

- That the worksite is appropriate for the student's learning experience.
- Articulated, clear, measurable learning objectives.
- Occupationally-specific skills.
- Connection between the student's High School and Beyond Plan and the Worksite Learning experience, including:
 - Identification of learning objectives.
 - Identification of duties and tasks.
 - Assessment criteria.
 - Assessment timelines.

Learning objectives, duties, and tasks should be aligned to industry standards. Please contact pertinent program supervisor at OSPI for more information on industry standards.

Writing Learning Objectives

A learning objective answers the question, "What will students need to know, understand, and/or be able to do after the learning experience?" Learning objectives are developed jointly by the coordinator, the student, and the employer or supervisor.

Learning objectives should:

- Include the major concepts to be learned and the knowledge, skills, and abilities to be acquired on the job and in the classroom. These skills should be aligned to appropriate industry standards and/or skill standards.
- Be individualized based on each student's educational and career goals.

- Be specific, achievable, and measurable.
- For a special education student, be directly related to the goals and objectives of an Individualized Education Plan (IEP).

Learning objectives or competencies should be customized for each student and each worksite placement. The competencies should be demonstrated and evaluated on a consistent basis as outlined in this manual. If students are unable to attain workplace standards, modifications and/or accommodations of the learning tasks/learning objectives should be developed for students to master specific competencies.

The learning tasks and objectives in a Worksite Learning Plan should be updated for each evaluation period showing attainment of current learning objectives and growth. Valuing and practicing continuous improvement is the primary purpose of evaluation. Evaluation, including self-evaluation, is a valuable component of the Worksite Learning experience. *Please refer to the appendix for more information on writing learning objectives.*

☑ Instruction, Evaluation, and Feedback to Students

An important part of the student's experience is learning the attitudes and behaviors that employers are looking for in their workers. Setting the expectation from the beginning and following up with clear communication is vital to the learning.

The experience must be monitored by a Worksite Learning Coordinator to assure compliance in all areas. Ongoing communication between all parties is essential to the success of Worksite Learning experiences. The Worksite Learning Coordinator should:

- Make regular visits (at least two per transcripted grading period) to the worksite to observe and consult with students and employers.
- Conduct regular formal evaluations of students and worksites during the experience to measure student growth and assure that students are learning new skills throughout the experience.
- Ensure students perform functions outlined in the learning plan.
- The Worksite Learning Coordinator should meet and confer with the student after each evaluation.
- Assist all parties in resolving any student training-related issue.

Students in Cooperative Worksite Learning experiences are evaluated by a qualified Worksite Supervisor during and at the end of the Worksite Learning experience using a format approved by the district. Evaluation should include assessment of a student's industry-specific learning objectives as well as leadership and employability skills. The teacher should review each evaluation with the student.

Students in Instructional Worksite Learning experiences are evaluated by the teacher in collaboration with the Worksite Supervisor both during and at the end of the Worksite Learning experience. *NOTE: The student should be evaluated at least every 30 hours during the experience.* The teacher should review each evaluation with the student.

Evaluation of Student Progress on the Worksite for all Worksite Learning Experiences:

- The student, coordinator, and Worksite Supervisor determine the learning objectives and shall all participate in the evaluation process.
- Learning objectives shall be evaluated and updated on a regular basis as outlined in the Worksite Learning Plan.
- The completed and signed learning plan will serve as an evaluation tool throughout the student's experience.
- Documentation of progress shall be on file in the district as outlined in the Worksite Learning Agreement.

☑ Safety and Labor Laws Training

The Worksite Learning Coordinator is a resource for both students and employers. It is the Worksite Learning Coordinator's responsibility to understand federal and state Labor and Industry laws and rules, particularly those pertaining to minor workers

(<http://www.dol.gov/dol/topic/youthlabor/index.htm>). The Worksite Learning Coordinator may need to explain laws to both employers and students. The Department of Labor and Industries can provide pamphlets, posters, and the contact information for local Labor and Industries representatives.

Occupational Health and Safety Laws (Title 49.17 RCW) covers students involved in Cooperative and Instructional Worksite Learning placements. Labor and Industries' regional or central office staff from the Consultation and Compliance Division familiar with the Washington Industrial Safety and Health Act (WISHA) can provide specific information on any workplace health or safety standard which might apply. Pamphlets, publications, and forms may be obtained through

<http://www.lni.wa.gov/FormPub>.

Worksite Learning for Special Populations (Supported Employment)

Strategies for Worksite Learning may apply to a wide range of students with special needs. Some students may have multiple disabilities and benefit from a variety of strategies. These need to be determined on an individual basis. Many of the strategies that are used in a school-based setting can be applied to the Worksite Learning situation as well. It is important that the strategies appropriate to the student be shared with Worksite Supervisors and with co-workers/natural supports that work directly with the student(s).

Meeting the Needs of Students from Special Populations

As a Worksite Learning Coordinator for special populations, there are many things to consider. It is important to provide opportunities that will enhance their success in the workplace. Some challenges can be addressed prior to their initial placement while others will need to be addressed as the individuals are working/training at the worksite. Some of these considerations:

- Allow for additional time and effort to match training requirements with student abilities.
- Provide for more onsite supervision and assistance when initially placing a student on a job site.
- Provide reasonable accommodation and strategy information to each business—this will enhance student success.
- Provide information to the employer about student health conditions, behavioral issues, and physical concerns.
- Provide transportation to and from the worksite or facilitate a community transportation plan that will allow for independence.
- The Worksite Learning Coordinator must be aware that some individuals are susceptible to harassment or abuse from co-workers in the workplace, and must provide training and opportunities on how to address these situations.

Defining Special Populations Students

The term “special populations” means:

- 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.
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

***NOTE:** This definition was expanded from the former version of the Carl Perkins law by including single parents and single pregnant women and those individuals preparing for nontraditional career fields.*

Assessment of the Worksite Environment

Before students are placed on worksites in the community, it is important to closely evaluate each worksite. The coordinator should visit the site and talk with supervisors or management regarding employment barriers, application procedures, and the individual workstation. This needs to be in conjunction with the site qualification necessary for all Worksite Learning Coordinators when facilitating any student work placement.

A complete job analysis needs to be performed at this time. A job analysis specifies the job tasks, environmental conditions, and the social/behavioral skills necessary for success on the job. This allows appropriate matching of a student's abilities with the specific duties of the job. It is a time to determine whether any accommodation(s) are necessary, as well. This will also provide assurance to the employer that the student is capable of performing the specific tasks of the worksite.

When evaluating the worksite, it is necessary to look closely at the organizational structure of the business. Businesses differ in their physical environments, management methods, communication, job design, employee training, and employee evaluation. Also, understand the effect that these will have on individuals with special needs. A Worksite Learning Coordinator may want to work with the business to change some of their methods in order to better accommodate student's needs or possibly find a more appropriate job match to enhance the student's abilities.

The President's Committee on Employment of People with Disabilities provides guidelines for appropriate job analysis. These guidelines include:

- The intellectual skills needed for a training site—such as reading, writing, math computation, reasoning and problem solving.
- The work hazards of a training site including noise, air pollution, ventilation, toxic materials, and mobility requirements.
- The specific tools, machinery, and equipment that are used including the necessary dexterity a student needs.
- The physical demands including walking, stooping, bending, reaching, lifting, standing, and carrying.
- The social and behavioral skills necessary to work with others specific to the training situation.
- The stress, stamina, and endurance required to perform the specific job tasks at the training site.

It is important to recognize that a low work performance rate may not necessarily mean that the student cannot perform the specific job tasks or is possibly misplaced. The coordinator must further analyze the organizational structure of the business to determine if the training and evaluation methods are interfering with the individual's productivity.

Evaluating the Student

Frequent, informal assessments are necessary (in addition to required formal evaluations) to evaluate the progress of individuals with special needs at the worksite. It is important to evaluate the students in relation to the state employability (21st Century) and leadership skills as well as evaluating the job specific skills at the worksite. Many students are very capable of performing the specific job skills, but the focus may need to be on social and emotional competence.

Worksite Learning and Behavior Management

A community-based worksite is often a positive experience for students who may have some difficulty in the general school situation. Students who have behavioral and emotional difficulties should have a plan of assistance that addresses behavioral issues that might develop at the worksite. A Plan of Assistance/Behavioral Plan is a set of procedures that address the inappropriate behaviors in the workplace. This plan should be developed prior to the student's placement or employment and should assist the student in maintaining appropriate behavior at the

worksite. This plan should be shared with the student, Worksite Supervisor, and school district personnel and should include:

- An outline of the student's rights and responsibilities.
- A list of the employer's rules and regulations.
- A review of the consequences and termination procedures.
- A statement of the expected appropriate worksite behavior.
- A description of the inappropriate behavior(s) at the worksite.
- The specific consequences for the inappropriate work behaviors.
- A statement describing remediation and corrective strategies.
- A behavioral evaluation method and time limit.
- Signatures of the student, Worksite Supervisor, parent, and Worksite Learning Coordinator.

If inappropriate work behaviors continue, termination of the Worksite Learning experience may occur. These terms for termination must be specific in this behavioral plan of assistance. Hopefully, this plan will be an effective method for dealing with and preventing behavioral problems during the Worksite Learning experience. This plan can assist students in becoming productive and successful employees. Further information from your district's risk management coordinator may be necessary.

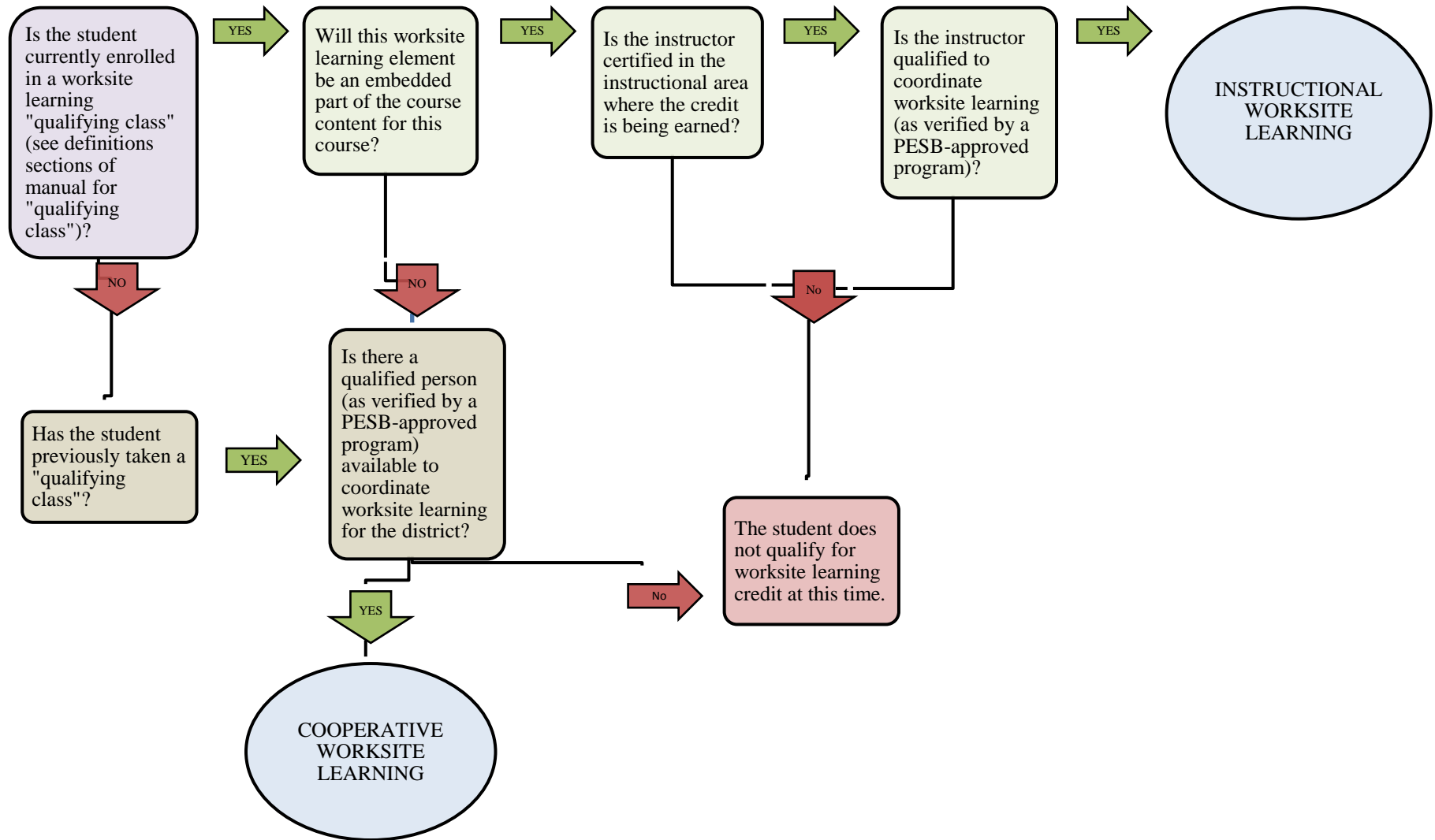
Role of the Job Coach and Natural Supports in Supported Employment

In the past, the role of a job coach was viewed largely as a supporter of the employee with significant disabilities. The job coach's purpose was defined either by design or default dependent upon the independence of the employee. As the further development of natural supports has evolved, job coaches have become facilitators of working environments. The role or job description of the job coach has become one of supporting the environment and supporting co-workers rather than simply supporting the employee with disabilities. Job coaches have become consultants to business in designing jobs and in problem solving. The role of the job coach in each district may vary dependent upon the structure of the programs supporting individuals with special needs. It is important that training opportunities be provided to job coaches so that they can develop the skills necessary for student success. Job coaches are also representative of the school settings and must demonstrate a professional attitude. They are frequently the strongest connection between the business and school communities.

Natural supports have emerged as a representation of the inclusion of employees with disabilities in the same employment training and support structure that benefit other employees in the workforce. Natural supports play an important role as part of the follow-along support necessary for employee success and independence in the workplace. Natural supports are usually discussed in terms of either strategies or support systems. They are defined as formal (dedicated) and informal (voluntary) resources such as policies, practices, and instrumental aid that serve as mechanisms for sustaining the employment viability of all workers, including disabled workers, to varying degrees. The natural support strategies or systems that are developed do not necessarily begin or end at the job site. A variety of resources including financial, interpersonal, transportation, etc., are developed to assist the employee to and from work. Without this system of support, the success of the individual in the workplace can be greatly compromised. The nature and amount of support necessary varies greatly from employee to employee.

Appendix

Determining Eligibility for Cooperative and Instructional Worksite Learning



Providers of Professional Educator Standards Board (PESB) Approved Programs

Bates Technical College (Tacoma, WA) (253) 680-7161
www.bates.ctc.edu/teacherprep/

Central Washington University (509) 963-2304
www.cwu.edu/~fandcs/teched/

Eastern Washington University (Spokane, WA) (509)
825-1234
www.ewu.edu

South Seattle Community College (206) 764-5339
www.southseattle.edu/programs/conted/cte.htm

Southwest Washington Consortium (Clark County, WA)
(360) 604-1050
<http://www.ccskillscenter.com/CTE.html>

Cooperative Course Classification of Instructional Program (CIP) Codes

Student Worksite Learning placement is intended to build on/support the skills and competencies developed in her/his qualifying course. Several qualifying courses may utilize the same Cooperative CIP for the WSL placement.

| CIP CODE | TEACHER CERTIFICATION V-CODE | COURSE NAME | COURSE DESCRIPTION | EXPLORATORY (E) OR PREPARATORY (P) | INDUSTRY CERTIFICATION / ASSESSMENTS | CLUSTER NAME (CODE) | CLUSTER PATHWAY | CTSO | PROGRAM AREA | CONTACT PERSON |
|----------|------------------------------------|---|---|--|--|--|-------------------------------|------|---------------------------|------------------|
| 018888 | V600096 | Agriculture Cooperative Worksite Experience | This course code is designed for students who are enrolled in an agricultural education program and who are involved in a SAEP (Supervised Agricultural Experience Program) Worksite Learning experience. | P | | Agriculture, Food and Natural Resources (1) | All Agriculture Systems | FBLA | Agricultural Education | Wayne Gilman |
| 038888 | V600096 | Natural Resources and Conservation Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their program area education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | E | | | | | | Wayne Gilman |
| 098888 | V600096 | Communication/ Journalism Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their T&I Pathway education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | P | | | | | | Denny Wallace |

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|--------|---------|--|---|---|--|---|--|----------------|-----------------|-----------------|
| 118888 | V600096 | Computer and Information Sciences and Support Services Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their T&I Pathway education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | P | | Information Technology (11) | | FBLA SkillsUSA | T&I/STS Bus. Ed | |
| 128888 | V600096 | Personal and Culinary Services Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their program area education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | E | | | | | | Mary Nagel |
| 138888 | V600096 | Education Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their program area education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | E | | | | | | Mary Nagel |
| 148888 | V600096 | Engineering Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their T&I Pathway education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | E | | Science, Technology, Engineering and Mathematics (15) | | SkillsUSA TSA | STEM | Dennis Milliken |

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|--------|---------|--|---|---|--|---|-------------------------------|---------------|------|-----------------|
| 158888 | V600096 | Engineering Technologies Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their T&I Pathway education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | E | | Science, Technology, Engineering and Mathematics (15) | | SkillsUSA TSA | STEM | Dennis Milliken |
| 168888 | V600096 | Linguistics Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their program area education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | E | | Education and Training (5) | Professional Support Services | | | Mary Nagel |
| 198888 | V600096 | Family & Consumer Sciences Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their program area education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | E | | Human Services (10) | | | | Mary Nagel |
| 218888 | V600096 | Technology Education Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their T&I Pathway education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | E | | Science, Technology, Engineering and Mathematics (15) | | SkillsUSA TSA | STEM | Dennis Milliken |

| | | | | | | | | | | |
|--------|---------|---|--|---|--|--|--------------------|----------------|---|-------------------------|
| 228888 | V600096 | Legal Professions and Studies Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their program area education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | E | | | | | | Venetia Willis-Holbrook |
| 268888 | V600096 | Biology & Biomedical Sciences Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their program area education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | E | | | | | | Wayne Gilman |
| 288888 | V600096 | Government and Public Administration Cooperative Worksite | A learning experience in which the student has completed a Career and Technical Education sequence in JROTC prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in an occupation related to JROTC. The student receives pay for the worksite component and may be eligible to earn high school credit for it as well. (see WAC 392-410-315) | E | | Government and Public Administration (7) | | | Skilled and Technical Sciences formerly T&I | Denny Wallace |
| 318888 | V600096 | Hospitality, Tourism and Recreation Cooperative Worksite | A learning experience in which the student has completed a Career and Technical Education sequence in business education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in an occupation related to hospitality, tourism and recreation. The student receives pay for the worksite component and may be eligible to earn high school credit for it as well. (see WAC 392-410-315) | P | | Marketing Sales and Service (14) | Travel and Tourism | DECA SkillsUSA | Mktg. Ed. | Venetia Willis-Holbrook |

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|--------|----------|--|--|---|--|--|------------------------|-----------|---|---------------|
| 438888 | V600096 | Security and Protective Service Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in business education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in an information technology related occupation. The student receives pay for the worksite component and may be eligible to earn high school credit for it as well. (see WAC 392-410-315) | P | | Law, Public Safety and Security (12) | All within the cluster | SkillsUSA | Skilled and Technical Sciences formerly T&I | Denny Wallace |
| 468888 | V600096 | Construction Trades Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their T&I Pathway education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | P | | Architecture and Construction (2) | | SkillsUSA | Skilled and Technical Sciences formerly T&I | Denny Wallace |
| 478888 | V600096 | Mechanic and Repair Technologies Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their T&I Pathway education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | P | | Transportation Distribution and Logistics (16) | | SkillsUSA | Skilled and Technical Sciences formerly T&I | Denny Wallace |
| 488888 | V4600096 | Precision Production Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their T&I Pathway education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | P | | Manufacturing (13) | | SkillsUSA | Skilled and Technical Sciences formerly T&I | Denny Wallace |

| | | | | | | | | | | |
|--------|---------|---|--|---|--|--|---------------------------|-----------|---|-------------------------|
| 498888 | V600096 | Transportation and Materials Moving Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their T&I Pathway education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a business, management or administrative related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | E | | Transportation Distribution and Logistics (16) | Transportation Operations | SkillsUSA | Skilled and Technical Sciences formerly T&I | Denny Wallace |
| 508888 | V600096 | Visual and Performing Arts Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their T&I Pathway education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | P | | Art's, Audio/Video Technology & Communications (3) | | SkillsUSA | Skilled and Technical Sciences formerly T&I | Denny Wallace |
| 518888 | V600096 | Health Sciences Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in their program area education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a related occupation. WAC 392-410-315 outlines regulations for granting credit for Cooperative Work-Based Learning experiences. | E | | | | | | George Hollingbery |
| 528888 | V600096 | Business & Marketing Education Cooperative Worksite Experience | A learning experience in which the student has completed a Career and Technical Education sequence in business and marketing education prior to the co-op experience or concurrently enrolls in a Career and Technical Education class at school and works in a business, management or administrative related occupation. The student may receive pay for the worksite component and may be eligible to earn high school credit for it as well. (see WAC 392-410-315) | E | | Business, Management & Administration (4) | | FBLA | Bus. Ed. | Venetia Willis-Holbrook |

WAC 392-410-315 Equivalency Course of Study—Credit for Worksite Learning.

School districts may accept Worksite Learning in lieu of either required or elective high school credits if such Worksite Learning meets the standards under subsections (1) through (5) of this section. Comprehensive guidelines are available on the OSPI web site in the Worksite Learning manual.

(1) Definitions:

(a) "Work-Based Learning" means a learning experience that connects knowledge and skills obtained in the classroom to those needed outside the classroom, and comprises a range of activities and Instructional strategies designed to assist students in developing or fulfilling their education plans.

(b) "Worksite Learning" means a learning experience that occurs at a qualified worksite outside the classroom in fulfillment of a student's educational or career plan through the coordination of a Worksite Learning certified teacher. Direct instruction and supervision is provided by a qualified Worksite Supervisor.

(c) "Worksite Learning Coordinator" means a certified school district employee responsible for coordinating Worksite Learning experiences. For Career and Technical Education programs, the coordinator must possess a Worksite Learning certificate (WAC 181-77-068). For non-Career and Technical Education programs, the coordinator must successfully demonstrate competencies related to coordination techniques as verified by a Professional Educator Standards Board approved program.

(d) "Worksite Supervisor" means a qualified adult from the worksite responsible for overseeing the Worksite Learning experience and acting as liaison between the worksite and school district.

(e) "Worksite Learning Agreement" means a contract that specifies the terms and conditions under which the Worksite Learning experience shall occur. It is agreed to and signed by the school district, Worksite Supervisor, student, and the student's parents/guardians.

(f) "Program orientation" means a meeting conducted by a Worksite Learning Coordinator giving information to a Worksite Supervisor about the Worksite Learning program of the school. The orientation clarifies program objectives, establishes support systems, and delineates the responsibilities and rights of the various parties--school/district, worksite, students, and parents/guardians. The Worksite Learning Coordinator qualifies the worksite and the Worksite Supervisor.

(g) "Employee Orientation" means training for the student facilitated by a Worksite Supervisor or designee (e.g., human resources). This is necessary for students in Cooperative Worksite Learning and Instructional Worksite Learning experiences. The orientation includes worksite safety procedures and practices, workers' rights and responsibilities, issues related to harassment, and employer policies, procedures and expectations. The orientation shall also include a description of the formal accident prevention program of the worksite.

(h) "Instructional Worksite Learning" means a learning experience that takes place in the community (or school if the experience is comparable to that in a community setting) as part of a specific course content where the student performs tasks in order to gain desired skills, competencies, qualifications or industry certifications through direct instruction.

(i) "Cooperative Worksite Learning" means a learning experience where a student practices in the community (or school if the experience is comparable to that in a community setting) the skills and knowledge learned in the classroom. An employer/employee relationship

must exist if the work performed by the student results in a net increase in productivity or profitability for the business or organization.

(j) "Qualifying class" means any high school class previously completed (successfully) or concurrently taken that directly connects the knowledge and skills learned in the class to opportunities provided by the Worksite Learning experience. For Career and Technical Education funding, "qualifying classes" mean classes approved for Career and Technical Education in the district offering Worksite Learning credit.

(2) The student shall be placed in a worksite that is appropriate to his or her previous learning experience and educational goals which shall be formalized through a Worksite Learning Agreement and Worksite Learning Plan. The Worksite Learning experience shall be connected to the student's high school and beyond plan (WAC 180-51-061). The student must have taken or be concurrently enrolled in a qualifying class.

(a) The Worksite Learning Plan shall articulate the connection between the education plan of the student and the Worksite Learning experience.

(b) Evaluation of learning progress related to the Worksite Learning Plan shall occur during the Worksite Learning experience.

(c) Evaluation of learning progress related to the Worksite Learning Plan shall occur during the work based learning experience.

(i) Learning objectives shall be evaluated and updated on a regular basis as outlined in the Worksite Learning Agreement.

(ii) Documentation of progress shall be on file in the district as outlined in the Worksite Learning Agreement.

(3) The Worksite Learning experience shall be supervised by the school. A Worksite Learning Coordinator shall be responsible for:

(a) Aligning the Worksite Learning experience to the education plan of the student;

(b) Identifying and developing Worksite Learning sites, establishing Worksite Learning Agreements and Worksite Learning Plans, orienting and coordinating with a Worksite Supervisor on the worksite, and assessing and reporting student progress;

(c) Ensuring that a Worksite Supervisor:

(i) Has received an orientation on the Worksite Learning program of the school prior to placement of the student on the worksite;

(ii) Has provided the student with a new-Employee Orientation upon placement;

(iii) Applies legal requirements of the employment of minors in accordance with chapters 296-125 and 296-131 WAC, particularly on issues of occupational health and safety, discrimination, harassment, worker/employer rights and responsibilities, and work rules for minors; and

(d) Possessing a valid Washington state secondary teaching certificate (chapter 181-79A or 181-77 WAC).

(e) Successfully demonstrating competencies related to coordination techniques as verified by a Professional Educator Standards Board approved program.

(f) Supervising the experience and communicating with the Worksite Supervisor when not onsite.

(4) A 1.0 credit may be granted for no less than one hundred eighty hours for Instructional Worksite Learning experience, and not less than three hundred sixty hours of Cooperative Worksite Learning experience, or one credit may be granted on a competency basis as provided under WAC 180-51-050 (1)(b).

(a) A student participating in an Instructional Worksite Learning experience shall receive instruction supervised by the school. The Worksite Learning Coordinator oversees the experience but does not need to be on-site with the student during the entire experience unless specific accommodations and a plan to address those accommodations are on file with the district requiring direct supervision of the student at the worksite. The student shall be sixteen years of age or older unless under direct supervision of a school district employee...

Career and Technical Education approved Instructional Worksite Learning shall be coordinated by a certificated Worksite Learning Coordinator who is also certificated in the program area where credit is offered.

(b) A student participating in a Cooperative Worksite Learning experience shall be legally employed if the work being performed by the student results in a net increase in productivity or profitability for the business or organization. The student shall be sixteen years of age or older.

(i) Career and Technical Education approved Cooperative Worksite Learning shall be coordinated by a certificated Worksite Learning Coordinator.

(ii) The Cooperative Worksite Learning experience shall be a direct extension of a qualifying class.

(5) The superintendent of public instruction shall report biennially at the state board's fall meeting on the use of the Worksite Learning credit option authorized in this section.

[Statutory Authority: RCW 28A.305.130. 08-04-074, § 392-410-315, filed 2/4/08, effective 3/6/08. Statutory Authority: 2006 c 263. 06-14-009, recodified as § 392-410-315, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.305.130 (8), (9), and 28A.230.100. 03-04-054, § 180-50-315, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.04.120. 00-19-106, § 180-50-315, filed 9/20/00, effective 10/21/00. Statutory Authority: RCW 28A.04.120 (6) and (8) and 28A.05.060. 85-12-037 (Order 13-85), § 180-50-315, filed 6/3/85. Statutory Authority: RCW 28A.04.120 (6) and (8). 84-21-004 (Order 12-84), § 180-50-315, filed 10/4/84.]

WAC/RCW References

Coordinator- Related

| | |
|-----------------|---|
| WAC 181-77-068 | Requirements for coordinator of Work-Based Learning initial or continuing certificates. |
| WAC 392-121-124 | Full-time equivalent enrollment for work based learning. |
| WAC 392-410-315 | Equivalency Course of Study—Credit for Work-Based Learning |

Employer-Related, Labor & Industries

| | |
|---------------------|--|
| RCW 49.12.121 | Wages and Working Conditions of Minors—Special Rules |
| Title 296 WAC | LABOR AND INDUSTRIES, DEPARTMENT OF |
| Chapter 296-125 WAC | NONAGRICULTURAL EMPLOYMENT OF MINORS |
| WAC 296-125-027 | Hours of Work for Minors |
| WAC 296-125-0275 | When I Employ Minors, What Recordkeeping Requirements Must I Satisfy? |
| WAC 296-125-030 | Prohibited and Hazardous Employment—All Minors |
| Chapter 296-126 WAC | STANDARDS OF LABOR FOR THE PROTECTION OF THE SAFETY, HEALTH, AND WELFARE OF EMPLOYEES FOR ALL OCCUPATIONS SUBJECT TO CHAPTER 49.12 RCW |
| Chapter 296-128 WAC | MINIMUM WAGES |
| WAC 296-128-400 | Minors |
| Chapter 296-131 WAC | AGRICULTURAL EMPLOYMENT STANDARDS |
| WAC 296-131-100 | Permits to Employ Minors |
| WAC 296-131-125 | Prohibited and Hazardous Employment; Agricultural |
| WAC 296-131-140 | Variances |

Writing Learning Plan Objectives

Writing a training objective correctly ensures that all parties understand what the student is to be working towards. A well written objective will provide clarity in terms of what the student should be learning and how well they should be performing the task.

Why?

- It is required.
- It outlines what the student will learn.
- It allows you to assess what the student will learn.
- After all, this is Worksite Learning!

How?

Many instructors prefer to use the SMART method for writing training objectives:

- Specific
- Measurable
- Attainable
- Realistic
- Time Bound

Specific refers to writing an understandable objective with one outcome. Instead of writing “Jamie will learn some components of the company word processing software,” you should write, “Jamie will demonstrate how to use the mail-merge feature of the company word processing software”.

Measurable means that the student’s performance can be measured. This is important so that you know if the student has met the target. Using the above example we would add, “Jamie will demonstrate how to correctly use the mail-merge feature of the company word processing software with a 100% accuracy rate.”

Attainable refers to the student’s ability to attain the objective during their WSL experience. Write objectives that the student can accomplish during a pre-determined amount of time.

Realistic means that the objective is something that the student would be able to actually perform in their job. Do not make up objectives that are out of the context of the job/worksite experience.

Time Bound means that the student is given a time period in which to learn the skill/competency. This may be “a month” or “20 hours”, it will be up to the supervisor and the coordinator to determine this. Regardless of how it is done, the idea is to give the student time restrictions and create a sense of urgency. Some objectives may take only a few hours while other may take several weeks. The individual student’s ability level may also be taken into consideration. Using our earlier example we would add, “Jamie will demonstrate how to correctly use the mail-merge feature of the company word processing software with a 100% accuracy rate by the 31st of October”.

To compare the two objectives:

“Jamie will learn some components of the company word processing software.”

or:

“Jamie will demonstrate how to correctly use the mail-merge feature of the company word processing software with a 100% accuracy rate by the 31st of October.”

The first objective is written in a very vague manner. It is impossible to determine exactly what the student should be doing, what performance level they should be attaining and how long they have to learn the task.

The second object is clear and measurable. It is much easier to assess the student as well.

Instructional Strategies for Worksite Learning for Special Populations Students

General Instructional Strategies for Special Population Students

- Assist students when filling out forms and applications.
- Maintain awareness of attendance and punctuality.
- Review employment policies and rules on a consistent basis.
- Demonstrate sensitivity to students' financial or educational needs.
- Evaluate transportation needs to and from worksite.
- Allow additional time to complete some tasks.
- Have workers repeat instructions for understanding.
- Use multi-sensory strategies when presenting new information (oral, written, and demonstration).
- Provide step-by-step instructions when teaching new tasks.
- Use adaptive technology and materials as needed.

English Language Learners/Limited English Proficiency (ELL/LEP)

The term 'English Language Learners/Limited English Proficiency' means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and those:

- A) whose native language is a language other than English; or
- B) who lives in a family or community environment in which a language other than English is the dominant language.

- Determine the language skills needed for the worksite/position.
- Provide list of vocabulary specific to the worksite.
- Make sure that instructions and directions are brief and specific; paraphrase or demonstrate for further understanding.
- Demonstrate instructions/directions instead of repeating instructions.
- Use trainers of the same gender.
- Provide interpreter who understands the student's language to explain safety rules.
- Provide interpreter who understands the student's language to explain employer rules, regulations, and including dress code, punctuality, attendance, etc.
- Check for understanding of job skills; use demonstration frequently.
- Provide practice and training opportunities prior to beginning the job.
- Assistance will be needed in completing forms and applications.
- Criticism or correction should be done in a private place.

Accommodations and Modifications by Specific Handicapping Conditions Learning Disabilities

- Students should demonstrate or "show" their competence rather than telling you about it.
- Determine the student's preferred learning style(s) and provide worksite information to the student in that modality.
- Review company rules and policies with students on a regular basis.
- Break job tasks into smaller units and present information in a step-by-step manner.

- Use multi-sensory strategies when presenting new information (oral, written, and demonstration).
- Write or draw diagrams of instructions.
- Have the worker repeat directions to ensure understanding.
- Avoid noises and distractions when giving instructions or during demonstrations.
- Provide performance feedback on a consistent basis—daily or weekly.
- Make sure that you have the worker's attention (eye contact) when giving important information.
- Provide written material in print or type when possible—cursive writing is difficult to read.
- Allow the worker to tape record lectures, instructions, and training sessions.
- Allow extra time to learn new tasks.
- Avoid pressuring the worker to meet deadlines.
- Provide access to adaptive technology and materials as needed.

Attention Deficit Disorder

- Limit work station/environment distractions or noises.
- Review employment rules and regulations in advance of Worksite Learning placement and review on a frequent basis.
- Provide students the opportunity to move around and take frequent breaks.
- Work routine needs to be structured with a planned daily schedule.
- Workstations should be facing away from motion or activity.
- Students would benefit by working with a positive role model.
- Instructions should be firm and direct in nature.
- Use multi-sensory strategies when providing instructions
- Use verbal praise and rewards for positive work productivity.

Developmental Disabilities

- Introduce job task changes slowly (one step at a time) and provide training and practice.
- Provide instructions with direct questions or sentences—do not use abstract terms.
- Have worker repeat instructions/directions to ensure understanding.
- Identify natural supports/co-workers to assist with any questions or concerns as needed.
- Use a "buddy" system for emergencies.
- Provide feedback to the student trainee frequently—praise the worker often.
- Evaluate progress on a regular basis—more frequently to evaluate progress.
- Review training steps and procedures frequently.
- Work schedules and payroll information should be practiced frequently.
- Arrange the workstation to avoid distractions.
- Introduce change in work tasks slowly with advance notice.
- Use multi-sensory approach when teaching or explaining new material or job tasks
- Use adaptive technology and materials as needed.
- Use a pictorial/written task sheet of daily job responsibilities.

Physically Challenged

- Make sure an emergency evacuation plan is in place.
- Make sure that the workstation is accessible and safe for the student.
- Desks, tables, and workstations should be raised for improved access.
- Laptops or trays for transporting of goods and materials may need to be provided.
- Evaluation of the worksite is necessary with reasonable accommodations and supports provided.
- If speech is difficult to understand, it is OK to ask them to repeat what was said—avoid speaking for them.
- Let worker be independent—offer assistance only if needed.
- The wheelchair is the worker's personal space, so do not lean or hang on the wheelchair.
- Divide or separate tasks to avoid fatigue.
- Provide adaptive technology and materials as needed.

Health Impairments

- Epilepsy—Make sure that employees understand the concerns/strategies.
- Heart condition—Evaluate physical demands and stress in the worksite.
- Diabetes—Allow for a flexible work schedule with breaks for medication, walks or rest.
- Kidney problems—Provide more sedentary work with reduced physical demands.
- Stroke—Provide opportunities to allow writing or communication devices if speech is difficult to understand.
- Hemophilia—Avoid dangerous or hazardous situations for safety and jobs lower in stress with regular rest periods.
- Asthma—Evaluate work environment for fumes, toxic materials, dust, gasses, and appropriate room temperature. Frequent rest periods are needed with light physical work.
- Develop a plan for emergencies and evacuation at the worksite.
- Provide adaptive technology and materials as needed.

Hearing Impairment

- Provide employee awareness training regarding deaf and hearing impaired.
- Face the student during conversation adding gestures and facial expressions.
- Provide performance feedback on a daily or weekly basis.
- Written checklist of daily job tasks would be beneficial.
- Use visual charts to explain directions or instructions at the worksite.
- Paper/pencil should be made available for communication if an employer has difficulty understanding the deaf/hearing-impaired student.
- Provide access to T.D.D. communication devices.
- Use interpreters during training, interviews, demonstrations or instructions.
- Avoid background noise during training, instructions, or important conversations.
- When using an interpreter, speak to the employee, not the interpreter.
- Get the workers attention before beginning to speak—tap on the shoulder or position yourself in front of the individual.
- Use "yes" or "no" questions if the person has a hard time understanding your message.
- Provide emergency evacuation procedures.

Speech/Language Impaired

- Provide or develop job tasks that require few verbal cues/responses.
- Directions and instructions should be explained in a step-by-step manner.
- Employee should repeat instructions to determine level of understanding.
- Provide pictorial representation for communication with employee (communication wallet).
- Training opportunities with limited interpersonal skills should be considered.
- Use assistive communication devices or adaptive technology as needed.
- Avoid asking questions that requires complex answers.
- For those who stutter—listen to them and give them a chance to express concerns; do not talk for them.

Visual Impairments

- Make sure worksite is safe with the identification of physical barriers and obstacles.
- Provide time for orientation and mobility training in new work environment prior to employment and training.
- Notify employee when changes have been made in worksite facilities including movement of desks, cabinets, etc.
- Provide access to adaptive technology and materials as needed.
- Provide opportunities for student to use written/Braille notes to ask questions or provide information.
- Information manuals and training packets should be taped or in Braille.
- Give verbal notices rather than posting meetings, changes, assignments and other important information.
- Use descriptive words when giving directions.
- Identify yourself to the worker or tap them on the shoulder whenever speaking—don't assume they know your voice.
- Allow the worker to use large handwriting when writing notes or filling out forms.
- Provide emergency evacuation plan instructions down and use demonstration to explain.
- Allow additional time to complete more detailed tasks.
- Arrange the workstation with few distractions.
- Allow the worker to work alone if appropriate.
- Introduce changes in the workplace slowly—minimal changes are best.
- Maintain communication with the employee's counselor and personal physician.
- Provide education to co-workers about mental illness.
- Allow time for adequate rest breaks and time for medications.
- Encourage worker to discuss personal problems with professionals—do not try to assist on your own.
- Provide readers or tape recorders should the employee have problems with concentration.
- Provide access to adaptive technology and materials as needed.

Website References and Other Helpful Websites

| Web site | Description |
|---|--|
| http://apps.leg.wa.gov/rcw | Revised Code of Washington (RCW) |
| http://apps.leg.wa.gov/wac | Washington Administrative Codes (WAC) |
| http://www.cord.org/business-education-partnerships | Center for Occupational Research & Development |
| http://www.dol.gov/dol/topic/youthlabor/index.htm | Dept. of Labor – Youth Labor Laws |
| http://www.dol.gov/esa/whd/flsa | Fair Labor Standards Act |
| http://www.k12.wa.us/graduationrequirements/HSBeyond.aspx | Graduation Requirements-High School & Beyond |
| http://www.lni.wa.gov | Dept. of Labor & Industries |
| http://www.lni.wa.gov/FormPub | Dept. of Labor & Industries - Forms |
| http://www.lni.wa.gov/IPUB/213-023-000.pdf | Facts on Student Volunteers & Workers Comp |
| http://www.lni.wa.gov/workplacerrights/teenworkers | Workplace Rights of Teens |
| http://www.sbe.wa.gov | Washington State Board of Education |
| http://www.secstate.wa.gov/archives/ga.aspx | Secretary of State - Archiving |
| http://www.sreb.org/programs/hstw/worksites/worksitesindex.asp | High School That Work |
| http://www.uvworksafe.com/worksafe | Health & Safety Awareness for Working Teens |
| http://www.wsrmp.com | Washington Schools Risk Management Pool |
| http://www.k12.wa.us/CareerTechEd/WorkBasedLearning.aspx | OSPI's Work Based Learning web page Here you can find a wealth of information including the Worksite Learning Manual, as well as sample forms, plans, and other Worksite Learning documents from other districts. |

Glossary of Acronyms and Terms

Acronyms

| | |
|-----------------|---|
| ASL: | American Sign Language; a program approved for CTE funding that may meet foreign language requirements for Washington State Colleges and Universities. |
| AYP: | Annual Yearly Progress. A measurement required by the <u>Elementary and Secondary Education Act</u> (ESEA) that indicates continued improvement of student progress in mastering essential student learning in core curricular areas. |
| CTE: | Career and Technical Education. |
| CTSO: | Career and Technical Education Student Organization, formerly VSO or Vocational Student Organization. |
| DO: | Diversified Occupations |
| EALRs: | Washington State Essential Academic Learning Requirements of which Goals 1 and 2 are assessed statewide. |
| ESEA: | Elementary and Secondary Education Act or “No Child Left Behind” federal legislation that all states must comply with to qualify for “Title” money. |
| FACSE: | Family and Consumer Sciences Education |
| FLSA: | Fair Labor Standards Act |
| GLE: | Grade Level Expectations for use in determining the level of performance at each grade level for the EALRs. |
| IEP: | Individual Educational Plan (for Special Education Programs) |
| L&I: | Labor and Industries Department in the State of Washington responsible for granting Special and Standard Variances from minor worker rules. |
| OSPI: | Office of Superintendent of Public Instruction, State of Washington |
| PESB: | Professional Educator Standards Board. |
| PSA: | Parent School Authorization form, available online from Washington State Labor and Industries, www.lni.wa.gov . |
| RCW: | Revised Code of Washington |
| SAE: | Supervised Agriculture Experience |
| SCANS: | Secretaries Commission on Achieving Necessary Skills (US Department of Labor & Education) |
| SPI: | Superintendent of Public Instruction, State of Washington |
| WAC: | Washington Administrative Code |
| WBL: | Work-Based Learning; A wide range of activities that are conducted as an extended learning experience as a part of any school program. |
| WSL: | Work-Site Learning An experience that provides students to learn in the workplace, while applying skills and knowledge obtained in the classroom. |
| WSRMP: | Washington Skills Risk Management Pool. |

Terms

Cooperative Worksite Learning: A learning experience where students practice in the community (or school if the experience is comparable to that in a community setting) the skills and knowledge learned in the classroom. An employer/employee relationship must exist if the work performed by the student results in a net increase in productivity or profitability for the business or organization.

Employee Orientation: Training for the student facilitated by a Worksite Supervisor or designee (e.g., human resources). This is necessary for students in Cooperative Worksite Learning and Instructional Worksite Learning experiences. The orientation includes worksite safety procedures and practices, workers' rights and responsibilities, issues related to harassment, and employer policies, procedures and expectations. The orientation shall also include a description of the formal accident prevention program of the worksite.

Instructional Worksite Learning: A learning experience that takes place in the community (or school if the experience is comparable to that in a community setting) as an embedded part of a specific course content where the student performs tasks in order to gain desired skills, competencies, qualifications or industry certifications through direct instruction.

PESB-Approved Coordination Techniques Programs: These are the programs approved by the Professional Educator Standards Board to provide training for Worksite Learning Coordinators. These programs are included in the appendix.

Program Orientation: A meeting conducted by a Worksite Learning Coordinator giving information to a Worksite Supervisor about the work based learning program of the school. The orientation clarifies program objectives, establishes support systems, and delineates the responsibilities and rights of the various parties—school/district, worksite, students, and parents/guardians. The Worksite Learning Coordinator qualifies the worksite and the Worksite Supervisor.

Qualifying Class: Any high school class previously completed (successfully) or concurrently taken that directly connects the knowledge and skills learned in the class to opportunities provided by the Worksite Learning experience. For Career and Technical Education funding “qualifying class” means a class approved for Career and Technical Education in the district offering Worksite Learning credit.

Regular Variance: If the extra hours provided by the special variance are not enough, the business can pursue a regular variance with L&I.

<http://www.lni.wa.gov/WorkplaceRights/TeenWorkers/Hours/Variations/>.

Special Variance: According to Labor & Industries, minors (students under the age of 18) can only work 20 hours per week. However, many 16- and 17-year-olds have a reduced school schedule or have demonstrated that they are able to work additional hours on top of their school schedule and extracurricular activities. L&I has delegated the responsibility to grant permission

for a minor to work up to 28 hours during the school week to the parents and the school.
<http://www.lni.wa.gov/WorkplaceRights/TeenWorkers/Hours/Variances/>.

Work-Based Learning: Work-Based Learning comprises a wide range of activities that are conducted as an extended learning experience as a part of any school program. Worksite Learning is a type of Work-Based Learning.

Worksite Learning: A learning experience that occurs at a qualified worksite outside the classroom in fulfillment of a student's educational or career plan through the coordination of a worksite learning certified teacher and facilitated by a qualified Worksite Supervisor.

Worksite Learning Agreement: A contract that specifies the terms and conditions under which the Worksite Learning experience shall occur. It is agreed to and signed by the school district, Worksite Supervisor, student, and the student's parent/guardian.

Worksite Learning Coordinator: A certified school district employee responsible for coordinating Worksite Learning experiences. For Career and Technical Education programs the coordinator must possess a worksite learning certificate. (WAC 181-77-068) For non-Career and Technical Education programs the coordinator must successfully demonstrate competencies related to coordination techniques as verified by a Professional Educator Standards Board approved program.

Worksite Supervisor: A qualified adult from the worksite responsible for overseeing the Worksite Learning experience and acting as liaison between the worksite and school district.

Frequently Asked Questions for Worksite Learning

Q. Are there a maximum amount of Worksite Learning credits that a student can earn?

A. No. However, for each new experience the student needs to have a new learning plan that shows continued growth and development in all the elements of the learning plan. There should also be the appropriate number of evaluations reflecting that growth and development. The worksite learning manual indicates there should be an evaluation for every 30 hours for instructional worksite learning and twice a grading period for a cooperative worksite learning experience.

Q. Who can coordinate cooperative worksite learning?

A. Cooperative worksite learning for **career and technical education (CTE)** enhanced funding may be coordinated by any certified worksite learning coordinator (WAC 181-77-068).

Instructional worksite learning shall be coordinated by a certified worksite learning coordinator who is also certified in the CTE program where credit is being offered (WAC 392-410-315).

For non-CTE programs the coordinator must successfully demonstrate competencies related to coordination techniques as verified by a professional educator standards board approved program (the appendix section of the manual has these programs listed.)

Q. What is the connection between the CTE standards and worksite or work-based learning?

A. The CTE standards affirm exploratory courses will include extended learning opportunities and preparatory courses will include a work-based learning opportunities as identified in the worksite learning document (manual). Work-based learning opportunities are defined beginning on pg. 3 of the worksite learning manual and include a variety of learning experiences outside the classroom. Please refer to the worksite learning manual for a description of these various options.

Q. How can career choices meet the requirement that the worksite experience “connects to prior or concurrent learning” in the field before placement in the worksite?

A. All CTE courses, including career choices, incorporate elements critical to all employment including leadership and employability skills. In addition, Career Choices should include specific instruction for a variety of career areas, specifically those of interest to the students in the class.

Q. Does a student have to be in a paid experience in order to be considered cooperative worksite learning?

A. No. However, students in non-paid worksite learning experiences are not considered employees and an employee/employer relationship does not exist in this situation. Given that, a school district will want to consider issues related to student accident insurance, liability insurance, and other coverage both during the experience and when traveling to and from the worksite.

Q. What are the difference between “instructional” and “cooperative” worksite learning?

A. **Instructional** worksite learning is an extended learning experience in the community or school in an *embedded part of specific course content*. **Cooperative** worksite learning is an extended learning experience in the community or school where students practice the skills and knowledge learning in the classroom through a “qualifying class”. The required hours for instructional and cooperative worksite learning differ; this is described in the accounting, reporting, and record keeping section of the worksite learning manual.

Q. What paperwork is necessary for a student involved in instructional work-based learning who is working within the school and is part of a class?

A. If the school becomes the workplace, all the required paperwork would be the same. A learning agreement, a learning plan, a student evaluation process during the experience and evidence that the experience is connected to the High School and Beyond plan are required. There should be evidence of an employee orientation as well. What would likely be different are the districts liability forms and procedures when a student leaves campus to do a similar experience.

Q. If a student’s “qualifying class” is not CTE, but the coordinator for the worksite learning experience is CTE certified, could a district collect enhanced CTE funding for that student’s worksite learning experience?

A. No. According to the worksite learning manual, *to receive CTE enhanced funding*, the student has taken or is currently taking career and technical education class related to the worksite experience. The qualifying class must be one that has been approved in the local district for CTE funding.

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~Venetia Willis-Holbrook

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