



Employer's Guide to
WORK-BASED LEARNING

**(How your business can connect
with tomorrow's workforce)**

MyCareerE3

MyCareerE3 exists to build a bridge between employers and tomorrow's workforce.

Established by GROW NKY (Growing Regional Outcomes through Workforce), NKCES (Northern Kentucky Cooperative for Educational Services), and NaviGo College & Career Prep Services/ Learning Grove, this platform helps students gain valuable career exposure while simultaneously giving employers better access to the talent they need.

MyCareerE3 addresses a serious disconnect for workforce readiness, focused on Kentucky's top five industry sectors: advanced manufacturing; information technologies; health services; skilled trades; and logistics/supply chain; In 2017, only 20% of Kentucky students achieved career readiness, yet 80,000 Kentucky jobs were unfulfilled due to lack of skilled labor, clear indicators of a disconnect between what employers need and what students are learning in school. Work-Based Learning experiences and the work of the NKY College & Career Connector will help schools better understand business partners.

By providing an easy way for students to connect with a wide variety of valuable work-based learning opportunities, this service gives young people a way to network with employers, develop both hard and soft skills, and determine if an industry/career is the best fit for them. This service is also a way for businesses to give back to the community while giving them the opportunity to discover new talent and view potential employees in action.

MyCareerE3 is the catalyst for expanding the creation and use of work-based learning opportunities as a key strategy in retaining Kentucky's top talent. Employers, schools and students may look to www.mycareerE3.com as the premier source for information and services to support work-based learning, and the direct path for employers to connect with students.

The service provides valuable information and tools to assist employers with developing and implementing a strong work-based learning program. Our goal is to connect with you not only through this printed resource and website but also through social media, individual assistance and regional initiatives. We invite you to partner with us in the movement to expand the creation and use of these work-based learning opportunities to help retain Kentucky's top talent.

We hope you find this guide helpful as you brainstorm, craft and reflect on your work-based program. Please contact us if we can be of help at 513-399-1967 or info@mycareerE3.com

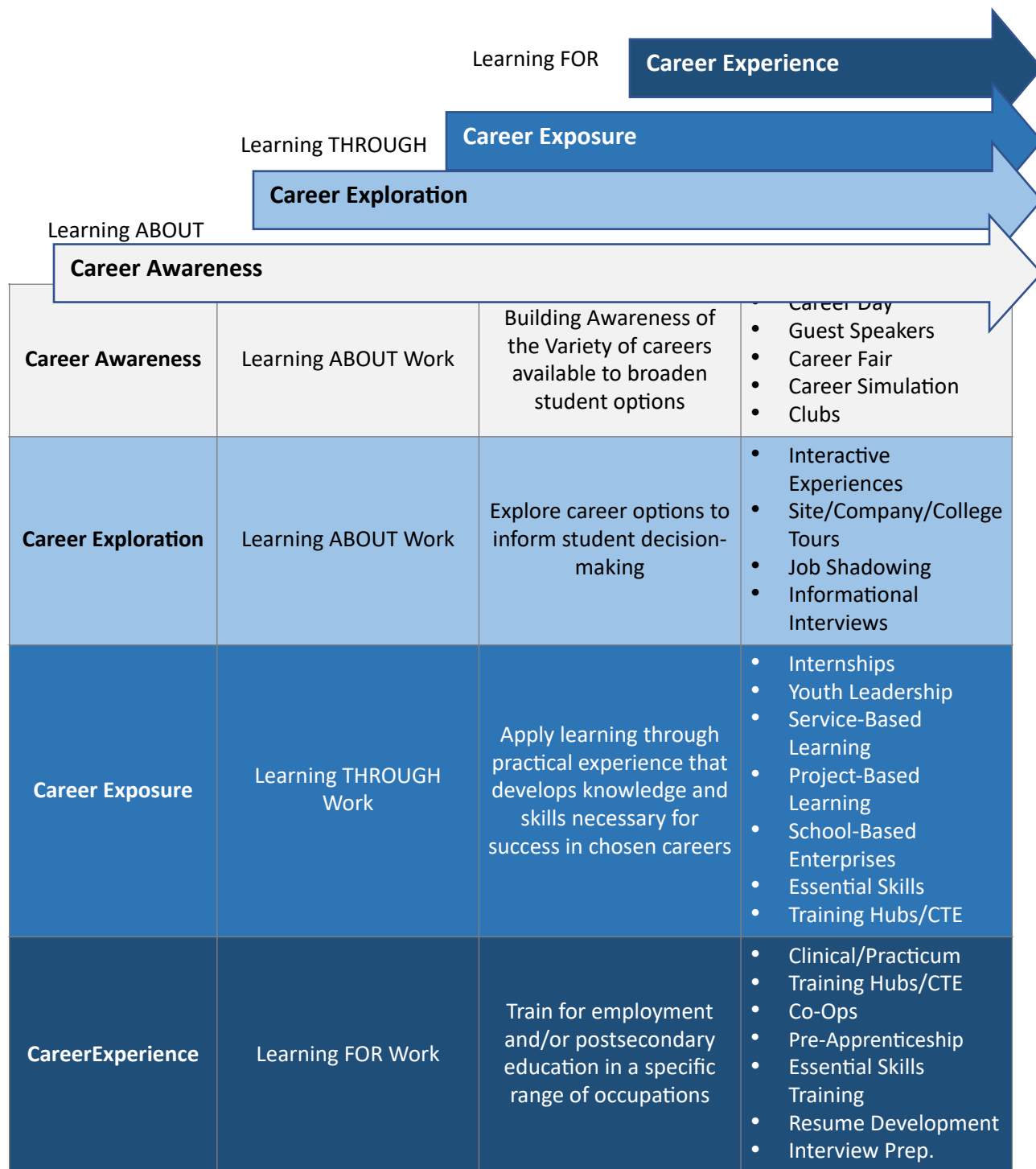
Sincerely,

The MyCareerE3 Team



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WORK BASED LEARNING (WBL) CONTINUUM





Employer benefits:

- ✓ Create awareness of and exposure to your industry
- ✓ Close the skills gap
- ✓ Develop more robust talent pipelines
- ✓ Boost job retention
- ✓ Give back to the community
- ✓ Influence school curriculum to ensure that the curriculum and on-the-job activities cover the skills that workers need to succeed in crucial roles at your organization
- ✓ Boost productivity and motivation of current employees
- ✓ Help students to develop essential employability skills
- ✓ Encourage students to stay in their community
- ✓ Cultivate diversity in your talent pipeline by providing the structure, support, and training that people of many different backgrounds need to succeed
- ✓ Provide low-cost training and development for potential full-time employees – ‘grow your own’
- ✓ Observe potential employees BEFORE hiring them

- ✓ Have access to job candidates who have the hands-on experience you're seeking
- ✓ Earn a reputation for being a great place to work
- ✓ Contribute to the creation of a skilled regional workforce

Student Benefits:

- ✓ Exposure to the world of work
- ✓ Connect classroom learning to the real world
- ✓ Practice skills in real-world scenarios
- ✓ Explore to industry sectors and careers within these sectors
- ✓ Gain experience that reinforces/ contributes to career path plan
- ✓ Build on resume
- ✓ Earn school credits while also gaining valuable work experience
- ✓ Discover strengths and talents
- ✓ Develop essential employability skills
- ✓ Network with potential employers
- ✓ Work with equipment and technology that may not be available at school
- ✓ Earn while you learn

School Benefits:

- ✓ Increased 'Career Readiness' rate
- ✓ Increased academic success through illustration of practical coursework application
- ✓ Enhanced school curriculum through career relevance assessment

- ✓ Increased number of students entering post-secondary education
- ✓ Increased number of students entering apprenticeships
- ✓ Collaborative work environment between school and community
- ✓ Shared responsibilities for student success
- ✓ Stronger school profile within the community

Best Practices for Designing/Operating a Strong and Meaningful Work-Based Learning Program

Identify the point-of-contact (POC)/working group within the company to lead your WBL strategy - the person or department serving as the coordinator or focal point of information concerning Work Based Learning (WBL) within your company. Having a designated POC will help build and strengthen relationships with schools and community partners, providing more efficient and timely communication, and lead to a more successful and productive WBL experience for all.

Recognize the opportunity to create stronger, deeper relationships with local schools and community agencies - it is well understood that there is both demand and need for employers and schools to work more closely together. As schools focus more on employability and integrating WBL, there are many new avenues emerging for business/school partnerships, and by demonstrating their willingness to partner, employers play a vital role in ensuring a larger and better-qualified talent pipeline.

Attend local business round table/orientation sessions on WBL - to discuss and explore Work Based Learning experiences for high school students, network and share information on best practices, learn of school/student expectations, and understand Career and Technical Education (CTE) within high schools.

Consider WBL more holistically – through experimentation, innovation, and the stretching of historical definitions, and recognition of the time commitment for the different types of WBL opportunities, leading companies are experimenting with new types of WBL opportunities that allow for flexible employer engagement - by offering an array of WBL activities, your company can increase its participation over time as it sees the benefits of WBL.

Pursue and elevate WBL as a strategic talent acquisition vehicle - WBL avenues can be the most productive talent identification and acquisition avenues within a business - building these talent pipelines is often emerging as the primary motivation for engaging in WBL.

Ensure WBL programs are afforded dedicated resources - successful and scalable WBL efforts are built on intentional design and dedicated resources in staffing, financial, and strategic/organizational design terms - purposeful design, strong supervisor support/mentoring, and alignment with high school curricula, are key drivers of student success.

Be aware of the 'state youth employment laws' - WBL involves the presence of youths in the workplace, which can raise concerns for employers about liability issues and insurance costs. Businesses need to be aware of the state youth employment laws and insurance requirements (which may differ by industry) before developing their tailored WBL Program.

Design for inclusion and recognize the potential for WBL to increase workforce diversity - with a focus on diversity and equity in hiring, WBL efforts can lead to promising results in terms of creating a more

diverse workforce – WBL can be a key vehicle for expanding beyond typical recruitment channels by tapping into broader populations of students and professionals.

Provide Worksite Mentors - all young adults need role models, instruction on workplace culture, and guidance on communication, and other so-called soft skills needed for success in the workplace. To ensure success in employment, youth often need a longer period of soft skill building than adults, and this is where worksite mentors play a vital role - mentoring helps students to feel connected and supported, increasing their job satisfaction and engagement. Mentors can also help students to explore varying career paths within the company so that they find the best fit for them and become a valuable potential employee for the business. Mentoring is a relatively cost-effective tool to build meaningful connections with students (as potential employees), help them work through frustration and conflicts, and ensure better job-retention once hired.

Provide students with real work assignments – this is number one to ensuring your program’s success. Students should be doing work related to their career path plan – work that is challenging, that is recognized by your organization as valuable, and that fills the entire work term.

Establish ROI measures to fuel WBL improvement and expansion – measuring return on investment will illuminate the ways that WBL initiatives are supporting and advancing a company’s overall goals.

Set clear expectations – Why?

- Students know and understand what’s expected of them, which gives them confidence
- Students monitor themselves and take more responsibility for their behavior
- Students gain a sense of safety and security
- Worksite mentors can easily recognize and reinforce positive behaviors and workplace success

Expectations to include (where necessary):

- Orientation for both students and worksite mentors – so everyone is ‘on the same page’
- Layout of the facility – bathroom, breakroom, locker-room, etc.
- Work schedule / Hours / Timeliness / Breaks
- Who to check in with - worksite mentor/supervisor
- Company protocol on absenteeism/tardiness
- General professionalism – dress code/PPE; cell phone usage; computer usage; etc.
- Actual work duties - daily tasks; training required.
- Feedback and evaluation process, inclusive of ‘exit interview’

Complete all required paperwork – attendance/timekeeping; student evaluations; etc.



The NKY College @ Career Connector is available to work directly with you to:

- explore these WBL opportunities further
- understand Best practices
- determine what WBL opportunities are the best fit for your company
- develop and implement these WBL opportunities for students

Employer Checklist: Work Based Learning Program			
Activity:	Completed		Notes:
	Yes (✓)	No (✓)	
Identify Point of Contact (POC) at your company			
Develop partnerships with schools/ community partners			
Attend Round Table/Orientation			
Learn of State Youth Employment Laws			
Strategically plan your WBL Program			
Allocate sufficient resources			
Have adequate insurance in place			
Train/provide Work Site Mentors			
Develop 'Real Work' plans for interns/co-op students			
Develop student orientation plan with clear expectations			
Meet with school POC on a regular basis			
Complete all required paperwork			

Develop process for measuring ROI			
Complete student evaluations/Exit Interview			

WBL DEFINITIONS	(Approximate business commitment)
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Information Interview/Guest Speaker (Phone/In-person/Panel) 30-60 mins
 A pre-planned and scheduled interview with an individual/panel from a business or industry sector – gives students the opportunity to learn more about and explore this industry / career.

Company Tours/Site Visits 60-90 mins
 A highly structured Career Awareness activity in which students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress. This involves preparation and follow-up in the classroom, including research and reflection by students, and tours generally last between an hour-and-a-half to two hours.

Resume Development/Critique 30-60 mins
 Business partners help students develop an effective resume by providing an unbiased perspective, a focus on strategy, and constructive criticism

Mock Interviews 30-60 mins
 Business partners help students to better understand the process of applying and interviewing for a job. The students will spend fifteen minutes being interviewed and will receive immediate verbal feedback following this interview

Mentoring 30-60 mins per wk./circa 8 months
 Students are matched with volunteer mentor(s) from the business community who work with them on a one-to-one/small group basis, creating awareness of career opportunities and work ethics, and developing a relationship that goes beyond the formal obligations of a teaching or supervisory role

Job Shadowing 3-6 hrs.
 Shadowing is a short-term opportunity for students to spend a limited amount of time with an individual in a chosen occupation in order to become familiar with the duties associated with this occupation, the physical setting of the occupation, and the compatibility of the occupation with his or her own career goals.

Service Learning 1-2 hrs. per wk./varying length

Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities

Clinical Experience

Varies – as per MOU

Clinical (unpaid) experiences are found in health occupations and are designed to integrate meaningful work-site experiences with prior knowledge - an MOU between business partner, school, student, and parent is required, and the teacher is on site with the students

Entrepreneurship

30-60 mind per fortnight/varying length

Entrepreneurship education allows students to develop a deeper understanding of economic principles and to apply classroom learning by operating a business enterprise. Students develop individual entrepreneurship projects for which they assume all risks in expectation of gaining a profit and/or further knowledge

School Based Enterprise

30-60 mind per fortnight/varying length

A school-based enterprise (SBE) is a simulated or actual business conducted within the school – it is designed to replicate a specific business/industry and assists students in acquiring work experience related to their chosen career cluster

Internship

Varies: 1 day – 1 month

Internships, which can be short-or long-term, and paid or unpaid, give well-prepared students the opportunity to explore career-related work duties ‘on-the-job’, develop essential (soft) skills, and see if this career path is a good fit for them and is worth exploring further

Cooperative Education (Work Release Program)

Varies: 1 semester – 1 year

Cooperative education is a paid educational program consisting of in-school/dual-enrolled instruction combined with relative on-the-job experience with a local business partner. Students are placed for a longer period (semester or year-long) and may receive up to two credits in their career pathway. The fundamental purpose of cooperative education is to provide opportunities for students to learn under real-life work conditions, and to develop the occupational competencies (attitudes/work-ethic, technical skills, and knowledge) needed to be successful in their chosen career.

Apprenticeship TRACK (Tech Ready Apprentices for Careers in KY)

As per registered apprenticeship

This program, which is industry- and business-driven, is a partnership between the Office of Career and Technical Education and the Kentucky Labor Cabinet, providing students with pre-apprenticeship opportunities, creating pipelines for entry into Registered Apprenticeships.

Career/Job Fair

3 Hours

A career/job fair is an event that gives students and employers a chance to meet one another, establish professional relationships, and discuss potential job/co-op/internship opportunities.

This can be internal (organized by the school) or external (organized by an employer, a group of employers, or a community partner (in partnership with an employer/a group of employers))

Teacher Externship

12 – 24 Hours

Teacher Externships are unique professional development opportunities where teachers are immersed in a company to learn about the skills and competencies needed to succeed in that industry or career path. The experience strengthens an educator’s teaching abilities and brings relevant, real-world context into the classroom. Externships are often transformative for educators, students, and industry partners. Impacting just one teacher allows a company to reach between 20-150 students each year.

WBL RESPONSIBILITY GUIDELINES	
STUDENT	<ul style="list-style-type: none"> • Participate collaboratively in the creation of a standards-based training plan • Placement in a setting that relates to a chosen career pathway • Sign a site agreement • Complete school-based training in essential (soft) skills • Provide transportation • Complete a portfolio • Provide work document reports/evaluation
TEACHER/SCHOOL	<ul style="list-style-type: none"> • Provide school-based training/teaching of essential (soft) skills • Lead the collaboration of a standards-based training plan • Contact and meet with placement supervisors to explain standards-based training plan • Create and sign a site agreement • Help implement and assess the standards-based training plan • Complete evaluation for student • Visit potential sites before placing students with business • Conduct visits to student placements • Responsible for all KDE required documentation
PLACEMENT SUPERVISOR/ BUSINESS PARTNER	<ul style="list-style-type: none"> • Meet with teacher to review standards-based training plan • Ensure safe and sanitary conditions • Sign a site agreement (for some WBL opportunities only) • Provide safety instructions to the student for all tasks and duties to be performed. • Help implement and assess the standards-based training plan • Meet and/or communicate with the teacher at periodic intervals to discuss the student’s progress. • Complete evaluation for student • Monitor student attendance

ADMINISTRATION	<ul style="list-style-type: none"> • Provide teacher time for adequate student supervision • Support and implement rules and regulations related to student release procedures • Responsible to make sure costs of WBL event are met
PARENTS/ GUARDIANS	<ul style="list-style-type: none"> • Sign site agreement • Sign and review standards-based training plan • Support student in completing standards-based training plan • Contact the teacher when problems or questions arise concerning the student’s employment.

WBL Opportunities Explained

Information Interview/Guest Speaker (Phone/Virtual/In-person/Panel) *Duration—0.5 - 1 hr.*

Definition/Rationale:

A pre-planned and scheduled interview with an individual/panel from a business or industry sector – gives students the opportunity to learn more about and explore this industry / career.

School Lead:

- Works with students to decide upon business/career path to explore
- Engages with MyCareerE3 to identify business partner
- Discusses definition and rationale with students and business
- Schedules date/time/location with business partner
- Documents attendance
- Reflects on event with students and business partner

Company Tour/Site Visit *Duration – 1.5 – 2 hrs.*

Definition/Rationale:

A highly structured Career Awareness activity in which students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress. This involves preparation and follow-up in the classroom, including research and reflection by students.

School Lead:

- Works with students to decide upon business/career path to explore
- Engages with MyCareerE3 to identify business partner
- Discusses definition and rationale with students and business
- Schedules date/time/location with business partner
- Documents attendance
- Reflects on event with students and business partner

Resume Development/Critique *Duration – 1.5 – 2 hrs.*

Definition/Rationale:

Business partners help students develop an effective resume by providing an unbiased perspective, a focus on strategy, and constructive criticism

School Lead:

- Discusses definition(s) and rationale with students
- In collaboration with students, determine what industry sector(s) the resumes will target
- Engages with MyCareerE3 to identify business partner(s)
- Schedules date/time with business partner(s)
- Discusses rationale and 'Resume Development Critique' form with business partner(s)
- Submits resumes and 'Resume Development Critique' to business partner(s) timely
- Reflect on 'Resume Development Critique' with students

Mock Interviews *Duration – 1.5 – 2 hrs.*

Definition/Rationale:

Business partners help students to better understand the process of applying and interviewing for a job. The students will spend fifteen minutes being interviewed and will receive immediate verbal feedback following this interview.

School Lead:

- Discusses definition(s) and rationale with students
- In collaboration with students, determines what industry sector/career they wish to interview for
- Engages with MyCareerE3 to identify business partner(s)
- Discusses rationale and schedules mock interviews with business partner(s)
- Send completed resumes and Interview Guide to interviewers (in advance of mock interviews)
- Works with students on preparing for interview using the 'Interview Guide'
- Reflects on Interview Feedback and Experience with students

Mentoring *Duration – 1 – 1.5 hrs. per month x 6 months*

Definition/Rationale:

Students are matched with volunteer mentor(s) from the business community who work with them on a one-to-one/small group basis, creating awareness of career opportunities and work ethics, and developing relationships that go beyond the formal obligations of supervision.

- Mentoring provides an avenue for developing voluntary partnerships between employers and schools. Mentoring also gives the mentor the opportunity to have a positive influence on the development of a young person. Above all, a mentoring experience provides young people with someone to look to for support and guidance while facing the challenges of becoming an adult

School Lead:

- Discusses definition(s) and rationale with students
- Discusses where/when the mentoring will take place, and the duration of the mentorship
- Utilizes MyCareerE3 to source appropriate Mentors
- Invites applications from interested mentors
- Invites mentors/mentees to a fun relationship-building event – observe interaction
- Matches mentor/mentee(s) based on career interests and relationship interaction
- Conducts orientation with mentors, mentees, & parents
- Facilitates mentor/mentee meetings and completes regular check-ins with both parties
- Reflects on/evaluates with all stakeholders

Mentor:

- Applies to become a mentor – completes Mentor Questionnaire
- Signs Mentor/Mentee/Parental Agreement
- Completes end of mentorship evaluation

Job Shadowing *Duration – 3-6 hrs.*

Definition/Rationale:

Shadowing (learning through observation) is a short-term opportunity for students to spend a limited amount of time with an individual in a chosen occupation in order to become familiar with the duties associated with this occupation, the physical setting, and the compatibility of the occupation with his or her own career goals.

Shadowing is an opportunity for employers and schools to work together to aid the educational process, and for businesses to promote company culture and showcase occupations that are in-demand. Students are given the opportunity to observe workers on the job in different occupations and to become familiar with expectations of the worker in a real-world situation. They can also discuss items of interest and concern with the individual in this occupation and explore potential career paths.

School Lead:

- Discusses definition(s) and rationale with students
- Discusses and identifies goals and expectations with students
- Selects students based on career interests and/or academic performance
- Utilizes MyCareerE3 to source appropriate business partners

- Discusses rationale with business partner(s) and requests completed Employer Questionnaire
- Provides business partner(s) with overview of expectations, goals, and safety precautions
- Prepares students for shadowing experience
- Reflects on and evaluates experience with all stakeholders

Business Lead/Designee:

- Submits Employer Questionnaire
- Completes Employer Evaluation

Service-Learning *Duration – 3-6 hrs.*

Definition/Rationale:

Service Learning (SL) is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service learning is a concept that requires educators to recognize the capacity students have for curiosity, playfulness, open mindedness, flexibility, humor, sincerity, creativity, enthusiasm and compassion which uniquely qualifies them to address many critical unmet needs in society. Instead of viewing students as passive recipients of education, service learning suggests that they be viewed as competent, capable producers and willing contributors.

Student dedication to contributing to their communities is the foundation of service learning, and high-quality service-learning is built upon two main goals:

- SL incorporates academics and engages students in significant, genuine service to their schools, community and environment.
- SL must give students the opportunity to reflect on the experience of serving others.

School Lead:

- Discusses definition(s) and rationale with students
- Determines who needs help in the community (engage community partners & read local news)
- Elicits vision focusing on key public issues – how would students like to see the world
- Decides on a service-learning project/activity
- Collaborates with service recipients and plan – date/time/materials/transportation
- Trains/prepares students for the project/activity
- Completes project/activity
- Reflects / Evaluates the WBL experience with all stakeholders

Business Lead/Designee:

- Complete SL Site Questionnaire
- Sign WBL Plan/Agreement
- Complete Evaluation

Clinical Experience *Duration – Short-Term (TBD)*

Definition/Rationale

Clinical (unpaid) experiences are found in health occupations and are designed to integrate meaningful work-site experiences with prior knowledge – a WBL Plan/Agreement between business, school, student, and parent is required, and the teacher is on site with the students.

Overview of Health Science Cluster

The Health Science Cluster provides high school students with orientation, exploration, and preparation into the health care industry. Courses are sequenced to provide continuous student progress toward achievement of a career goal in any of the Health Science Cluster Career pathways. The integration of literacy, numeracy, science, employability, 21st Century and technical skills is a vital component of each course offering.

School Lead – Licensed in KY as an RN:

- Discusses definition(s) and rationale with students
- Ensures that students are covered by professional liability insurance
- Select student (who have completed the Health Science core) for Clinical Experience
- Engages with MyCareerE3 to identify business partner(s) who can accommodate this WBL
- Ensures a WBL Plan/Agreement is signed by all parties
- Ensures a “Statement of Understanding” (defining student responsibility) is signed by all parties and attached to the WBL Plan/Agreement prior to starting clinicals
- Remains on site with students always
- Reflects/evaluates clinical experience with each student

School Lead:

- Signs WBL Plan/Agreement
- Completes Clinical Evaluations for students

Entrepreneurship *Duration – Short/Long-Term (TBD)*

Definition/Rationale:

Entrepreneurship education allows students to develop an understanding of economic principles and apply classroom learning by operating a business. Students develop individual entrepreneurship projects, assuming all risks in expectation of gaining a profit and furthering knowledge

Plus...

School-Based Enterprise <i>Duration – (TBD)</i>
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Definition/Rationale:

A school-based enterprise (SBE) is a simulated or actual business conducted **within the school** – it is designed to replicate a specific business/industry and assists students in acquiring work experience related to their chosen career cluster

School Lead:

1. Discusses definition(s) and rationale with students
2. Determines whether the entrepreneurship program will be tied to a specific course, a culminating project for the school or a specific career major or an out- of-school program
3. Determines whether the focus will be on short or long-term entrepreneurship projects
4. Decides how to teach product development, marketing, advertising, financing, record keeping, budgeting, communication, customer service, decision making and regulation compliance
5. Develops a sample business plan and an instrument for evaluating progress and performance
6. Engages with MyCareerE3 to engage with business partners that will:
 - o Critique business plan(s)
 - o Mentor students during entrepreneurship project
7. Determines what resources will be needed to assist students in beginning their projects
8. Determines what costs will be incurred and assist students with sourcing funding
9. Develops a WBL agreement that includes students, parents, teachers, and possible mentors
10. Designs a system for monitoring student progress and providing feedback for improvement
11. Evaluates entrepreneurship program with all stakeholders

Business Lead:

- Critiques Business Plan(s)
- Signs WBL Plan/Agreement if mentoring/advising students

Internships *Duration: 1 day – 1 month*

Definition/Rationale:

Internships, which can be short or long-term, and paid or unpaid, give well-prepared students the opportunity to explore career-related work duties ‘on-the-job’, develop essential (soft) skills, and see if this career path is a good fit for them and is worth exploring further.

Internships give students opportunities to explore careers through **real-world learning experiences**, to learn about the world of work, and to develop necessary workplace essential skills. Through this internship experience, the academic competencies needed to be successfully employed will also be highlighted, which may in turn result in increased motivation to learn academic subject matter.

School Lead:

- Discusses definition(s) and rationale with students
- Identifies and develop goals, policies & procedures for the internship program
- Develops selection criteria for student participation and internship mentors
- Engages with MyCareerE3 to identify business partner(s) who can accommodate this WBL
- Provides overview of goals, policies & procedures to business partner(s)
- In collaboration with the internship site, develops a WBL Plan/Agreement highlighting:
 - the specific set of competencies the student will work on developing
 - the duration and schedule of the internship and whether it is paid/unpaid
 - compliance with all state and federal laws and regulations (for paid placements)
 - the agreement that there will always be onsite supervision
- Completes/records regular site check-ins
- Is available to the business partners (as needed)
- Completes/records end-of-internship evaluations with all stakeholders

Business Lead/Designee:

- Signs WBL Plan/Agreement
- Provides Worker’s Compensation coverage for **paid interns**
- Supervises, trains and mentors student(s) while completing internships
- Liaises with School Lead throughout internship(s)
- Completes/Maintains intern **attendance** records

- Completes end-of-internship evaluations

COOPERATIVE EDUCATION (Co-op) *Duration: 1 semester – 1 year*

Definition/Rationale

Cooperative education is a **paid** educational program consisting of in-school instruction combined with program related on-the-job work experience in a business or industrial establishment. These are **planned experiences supervised by the school and the employer** to ensure that each phase contributes to the student's Individual Learning Plan (ILP) and Career Pathway.

School Lead:

- Discusses definition(s) and rationale with students
- Identifies students who are both eligible and ready to complete a co-op experience
- Engages with MyCareerE3 to identify potential Co-op providers
- Develops the WBL Plan/Agreement in collaboration with the business partner(s)
- Prepares students for the co-op experience
- Visits the co-op site **prior** to commencement to ensure proper safety and training conditions
 - **ensures that co-op site is compliance with all state and federal laws and regulations**
- Ensures that students are paid in accordance with Kentucky Wage and Hour Laws (see below)
- Ensures that students are covered by **Workers' Compensation Insurance**
- Ensures that (minor) students are not expected to complete hazardous duties
- Visits the co-op site regularly to check student progress, attendance, safety, etc.
- Completes end-of-co-op evaluation with all parties

TIME & HOURS (For Minors)

There are specific hours restrictions for 14 and 15-year old employees and there are other restrictions for 16 and 17-year old employees. The state's hours restrictions are detailed in 803 KAR 1:100 (www.lrc.state.ky.us/kar/803/001/100.htm) and are as follows:

WHEN SCHOOL IS IN SESSION		
	14 & 15-year-old students	16 & 17-year-old students
Mon – Fri:	No more than 3 hrs. per day	No more than 6 hrs. per day
Sat & Sun:	No more than 8 hrs. per day	No more than 8 hrs. per day
Total Week:	No more than 18 hrs. per week	No more than 30 h.pw. (or 40 h.pw. with parental & Principal consent + 2.0 GPA)
Time Constraint:	7.00 am to 7.00 pm	<ul style="list-style-type: none"> • Not before 6.00 am • Not after 10.30 pm (Mon-Thurs) • Not after 1.00 am (Fri & Sat)
WHEN SCHOOL IS NOT IN SESSION		

	14 & 15-year-old students	16 & 17-year-old students
Monday – Sunday	No more than 8 hrs. per day	Unlimited Hours
Total Week:	No more than 40 hrs. per week	Unlimited Hours
Time Constraint: (Jun 1st- Labor Day):	7.00 am – 7.00 pm (7.00 am to 9.00 pm)	No constraints

Business Lead/Designee:

- Sign WBL Plan/Agreement
- Provide Worker’s Compensation for students
- Adhere to all state and federal laws and regulations – for minors
- Provide intentional training and supervision to co-op students, as per WBL Plan/Agreement
- Pay at least minimum wage (\$7.25), but preferably a living wage (\$10.98)
- Complete end-of-co-op evaluation for each student

REGISTERED APPRENTICESHIP AND PRE-APPRENTICESHIP *Duration: determined by the RA*

Rationale

The Tech Ready Apprentices for Careers in Kentucky (TRACK) pre-apprenticeship program, which is industry- and business-driven, is a partnership between the Office of Career and Technical Education and the Kentucky Labor Cabinet, providing students with pre-apprenticeship opportunities, creating pipelines for entry into Registered Apprenticeships.

School Lead:

- Discusses definition(s) and rationale with students
- Identifies students who are eligible and ready for an apprenticeship/pre-apprenticeship
- Engages with MyCareerE3 to identify potential apprenticeship/pre-apprenticeship providers
- Develops the WBL Plan/Agreement in collaboration with the business partner(s)
- Prepares students for the apprenticeship/pre-apprenticeship
- Visits the co-op site **prior** to commencement to ensure proper safety and training conditions
 - **Ensures the work site is compliant with state and federal laws and regulations, and with Dept. of Labor compliance requirements for apprenticeships/pre-apprenticeships**
- Ensures that students are paid in accordance with Dept. of Labor Wage requirements for apprenticeship/pre-apprenticeship
- Ensures that students are covered by **Workers' Compensation Insurance**
- Visits the work site regularly to check student progress, attendance, safety, etc.
- Completes end-of-co-op evaluation with all parties

Business Lead/Designee:

- Signs WBL Plan/Agreement
- Provide Worker’s Compensation for students
- Adhere to all state and federal laws and regulations – for minors
- Provide intentional training and supervision to co-op students, as per WBL Plan/Agreement
- Pay at least minimum wage (\$7.25), but preferably a living wage (\$10.98)
- Complete end-of-co-op evaluation for each student

CAREER/JOB FAIRS *Duration: Circa 3 hours*

A **career/job fair** is an event that gives students and employers a chance to meet one another, establish professional relationships, and discuss potential job/co-op/internship opportunities. This can be internal (organized by the school) or external (organized by an employer, a group of employers, or a community partner (in partnership with an employer/a group of employers)

Steps in Planning and Implementing a Company Tour/Site Visit

Internal (within the school):

1. Identify school lead (teacher, counselor, administrator, etc.)
2. Discuss rationale with students
3. Decide date/time
4. Assign roles & Responsibilities
5. Utilize E3 platform/College & Career Connector to source potential employers
6. Engage with identified employers to secure commitment to participate
7. Prepare students – Resume; Interview Preparation.
8. Record attendance
9. Reflect on event with students
10. Get feedback from participating employers

External (within the business/community facility):

1. Identify school lead (teacher, counselor, administrator, etc.)
2. Discuss rationale with students
3. Assign roles & Responsibilities
4. Get Parental Consent for students to attend
5. Arrange transportation
6. Prepare students – Resume; Interview Preparation.
7. Record attendance
8. Reflect on event with students
9. Get feedback from participating employers

TEACHER EXTERNSHIP <i>Duration: Varies 16-24 hours</i>

Definition/Rationale

Teacher Externships are unique professional development opportunities where teachers are immersed in a company to learn about the skills and competencies needed to succeed in that industry or career path. The experience strengthens an educator’s teaching abilities and brings relevant, real-world context into the classroom. Externships are often transformative for educators, students, and industry partners. Impacting just one teacher allows a company to reach between 20-150 students each year.

The Purpose of a Teacher Externship

The purpose of an educator externship is to engage in activities in industry and/or service-based organizations, and to learn how classroom content and learning strategies are applied in the workplace. Teachers improve their pedagogical practices by incorporating new methods, labor market information, and employment skills that meet current industry standards.

The educational goal of an externship is to increase a teacher’s ability to connect theory and practice and bring an understanding of workplace practices and policies (e.g. problem-solving methods, practical applications of theory, leadership concepts) into the classroom, thus increasing the relevance of student learning.

Benefits to Businesses

- A unique avenue for community involvement
- In-kind support of time and expertise are immensely valuable to educators and their students
- Better understand the demands and challenges of education through the lens of an educator
- Help bring real problems of practice into the curriculum by collaboratively developing projects or capstones
- Provides connection to schools that can lead to further opportunities for work-based learning partnerships

Benefits to Teachers & Students

- Experience will inform the design and implementation of classroom activities that add relevance and meaning to students' learning
- Provide a fresh perspective on today's most pressing issues
- Potential for business to get more involved in schools as guest speakers, mentors, hosting field trips and job shadows, or offering internships for students
- Educators are often paid for their time, in addition to the first-hand experience they receive



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