



# GUIDE TO WORK-BASED LEARNING

Policy and Practice for Secondary Education

Nevada Department of Education  
Office of Career Readiness, Adult Learning & Education Options  
2023

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# OVERVIEW OF WORK-BASED LEARNING

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Work-based learning is an educational strategy that offers students the opportunity to connect classroom learning to authentic business/industry experiences. Work-based learning in Nevada is described as a continuum of experiences that help prepare students for postsecondary education and careers (Figure 1). The goal of work-based learning is to assist students to be college and career ready through authentic connections to business and industry in a field related to the student's career interest.

The authority governing work-based learning is NRS 389.167 as amended in Assembly Bill No. 38, Statutes of Nevada 2021, on page 304 and NAC 389.825 and NAC 389.562-389.566. The statute covering registered apprenticeships is found in NRS 610 as created in Assembly Bill No. 459, Statutes of Nevada 2021 on page 2791 and NAC 610 as well as 29 CFR Parts 29 and 30.

Nevada's plan for the *Strengthening CTE for the 21<sup>st</sup> Century Act* (aka Perkins V) outlines the increase in work-based learning opportunities as one of seven strategic goals for career and technical education (CTE). High-quality work-based learning programs incorporate four critical components: academic alignment, employer engagement, preparation or pursuit of industry-recognized credentials, and connection to employment.

The Association for Career and Technical Education (ACTE) [Quality CTE Program of Study Framework](#) lists work-based learning as one of 12 quality elements and sets forth the following criteria for quality work-based learning:

## *11. Work-based Learning*

- a. A full continuum of work-based learning experiences, progressing in intensity, is accessible to every student at some point during the program of study.*
- b. Work-based learning experiences are aligned with relevant national, state and/or local standards.*
- c. Work-based learning experiences develop and reinforce relevant technical, academic, and employability skills.*
- d. Work-based learning experiences are intentionally aligned with each student's education and career goals.*
- e. Work-based learning experiences are provided through delivery methods that maximize meaningful interaction with business professionals.*
- f. Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, rights and responsibilities, safety, transportation, learning objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students and parents/guardians (as appropriate).*
- g. Work-based learning experiences comply with relevant federal, state and local laws and regulations.*
- h. Work-based learning experiences are supervised by CTE staff with clearly defined roles.*
- i. Students engage in reflection and document learning resulting from work-based learning experiences.*

## Nevada’s Work-based Learning Continuum

Figure 1 Continuum of work-based learning

Career Exploration	Career Preparation	Career Training
Suggested for Grades 4-9	Suggested for Grades 9-11	Suggested for Grades 11-12
<ul style="list-style-type: none"> <li>• Career Fairs</li> <li>• Guest Speakers from Industry</li> <li>• Industry Tours</li> <li>• Career Interest and Aptitude Surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Job Shadowing</li> <li>• School-based Enterprises</li> <li>• Supervised Agricultural Experiences (SAE): Research</li> </ul>	<ul style="list-style-type: none"> <li>• Apprenticeship Ready Programs</li> <li>• Clinical Experiences</li> <li>• CTE Work Experience</li> <li>• Internships</li> <li>• SAE: Entrepreneurship/Ownership</li> <li>• SAE: Placement/Internship</li> </ul>

**Career Exploration** activities may begin as early as elementary school and continue through ninth grade. These activities include career fairs, guest speakers from business/industry, and industry tours to explore careers and the workplace environment.

**Career Preparation** activities are for the high school student. They provide a more direct experience in a certain career field or industry through job shadowing, school-based enterprises, simulated workplaces, or similar experiences. Students begin to practice employability skills and technical skills in a limited way through school- or employer-based activities.

**Career Training** activities require the advanced high school student to apply technical and employability skills in a work setting through internships, clinical experiences, paid work experience, and similar activities in a career field of interest at an employer’s workplace.

## Definitions

**Apprenticeship Ready Programs:** Apprenticeship Ready Programs align directly to a registered apprenticeship in a partnership arrangement with the sponsor to ensure direct entry into the apprenticeship. Students may begin the program while still in high school with classes at school and job training off-campus. Some programs may waive certain entry requirements and/or award advanced standing in the registered apprenticeship program when they complete. The Governor’s Office of Workforce Innovation (GOWINN) collaborates with other state agencies to develop and support Apprenticeship Ready Programs.

**Career Fairs:** This is an event where employers, trade associations, and others exhibit or present on their career or industry. Career fairs may be held at the school or a location central to several schools. Preparation for such an event requires several months of planning and communication between the organizer and participating businesses. Career fairs are most appropriate for middle school or first- and second-year high school students.

**Career Interest and Aptitude Surveys:** Career interest and aptitude surveys highlight student interests, skills, and preferences and compare the results to occupations that are best suited for them. They help students find out more about themselves and how their choices relate to different careers and occupations. A well-designed career interest and aptitude survey helps students gain the self-knowledge needed to discover careers and occupations that best match the characteristics of their interests, abilities, and preferences.

**Clinical Experiences:** Health science programs often require clinical experience in a hospital or clinic to prepare for a state licensing exam. Clinical hours are dictated by the state governing board of that profession or by licensing requirements. Emergency Medical Technician and Nursing Assistant are examples of secondary programs of study that have required clinical hours. Clinical experiences are typically embedded into program courses; therefore, credit is earned through completion of the health science course. Students may elect to take an additional work-based learning course for credit related to their career interest.

**CTE Work Experience:** Students may take a course in CTE Work Experience. This is a paid position where the student is working in a job related to a CTE program of study. Technical and employability skills learned in the classroom are incorporated into the student’s learning plan and applied on the job. A training plan and signed training agreement are required. CTE work experience should be a minimum of hours worked equal to the number of hours required for any other course of that same credit, usually 60 hours per half credit. CTE students must be enrolled in or have completed at least two years of a CTE program and be 16 years old (NAC 389.564-389.566). CTE Work Experience course descriptions and naming conventions are outlined in the *Nevada Career and Technical Education Course Catalog*.

**Guest Speakers:** Inviting business professionals to speak to students in a structured way with a purpose can be a great way to engage business partners and expose students to a specific job or industry. It is important for the teacher to talk with the speaker in advance to be sure the presentation meets the intended learning objectives. Providing guiding questions to the speaker will help focus the discussion. The teachers should also prepare students for the speaker’s visit and set expectations for the time together.

**Industry Tours:** Providing opportunities for students to visit a business in the format of a tour can provide insight into that industry, what they do, and how they conduct business. A visual experience, whether virtual or in person, can often be the best explanation of an industry and of workplaces in general. Both students and the employer

host should be well prepared to maximize the time on site. Some companies may have dress codes, media restrictions, or other policies that the event organizer will need to communicate to students. Tours to industry conventions and trade shows can also be valuable to students. Industry tours are appropriate for any grade but most appropriate for middle school or younger high school students.

**Internship:** Internship is a work-based learning experience that places the student in a real workplace environment to develop and practice career-related knowledge and skills for a specific career field related to the student’s career interests, abilities, and goals. Internships may be paid or unpaid and are 15 hours or more in duration. They are connected to classroom learning and accompanied by structured reflection activities. Students participating in internships are guided by a formal, written training plan that defines specific academic and workplace skills to be mastered. Internships may be taken for course credit if they meet the hours prescribed by the district for earning credit, typically 60 hours per semester credit. This is most appropriate for third- and fourth-year students.

**Job Shadowing:** This is a short-term experience, usually one to three days, where students go to a place of business related to their career interest. The student “shadows” one or more employees to learn what that person does on a daily basis as well as gain an overview of the business’s operations. Job shadowing can be in small groups, but it is different from an industry tour in that one or two jobs are examined in detail. Job shadowing at a few different places may inform a student’s decision to explore a career path or industry further in an internship or CTE Work Experience course.

**Pre-Apprenticeship:** This term is a job classification used by apprenticeship sponsors and employers for individuals 18 and older, already employed and preparing for an apprenticeship offered at that company. This is usually done in the first year or two of employment and leads directly into a registered apprenticeship in partnership with the employer. This term is not applicable to high school students.

**Registered Apprenticeship:** Governed by the [Office of the Labor Commissioner](#) (OLC), apprenticeships are available to adults over age 18 and often require employment as a pre-apprentice first. “Registered apprenticeships are high-quality work-based learning and postsecondary earn-and-learn models that meet national standards for registration with the U.S. Department of Labor (or federally recognized State Apprenticeship Agencies)” – Employment and Training Administration, U.S. Department of Labor.

As defined by the U.S. Department of Labor, “Apprenticeship is a combination of on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs can be sponsored by individual employers, joint employer and labor groups, and/or employer associations.” Apprentices receive pay while in the apprenticeship and typically the pay increases as one progresses through the program. Learning objectives or competencies are set by the employer or sponsoring organization. In Nevada, OLC serves as the State Apprenticeship Agency recognized by the U.S. Department of Labor and has oversight of the State Apprenticeship Council. The State Apprenticeship Council is responsible for approving apprenticeship programs. OLC oversees and promotes apprenticeships statewide and works with potential sponsors to develop programs going before the State Apprenticeship Council.

**School-based Enterprise:** Students operate a business from the school/classroom by selling products or services delivered to internal or external customers. This is a business activity where the students are applying their

business and/or other technical skills to sell a product or service. A school-based enterprise is not the same as a fund-raising activity of short or sporadic duration.

**Supervised Agricultural Experiences (SAE):** The SAE is a required component of a total agricultural education program and intended for every student in an agriculture class. The [National Council for Agricultural Education](#) provides clear descriptions and foundational learning outcomes for each type of SAE at the Foundational and Immersion levels. For reporting purposes in Nevada, Immersion level experiences in the areas of Ownership/Entrepreneurship, Placement/Internship, and Research are included in the continuum and data collection. SAEs in school-based enterprises are included in the data with other school-based enterprise activities.

**Work and Study:** A program of work and study is defined in regulation for a specific student population, and the job is not tied to courses of study or a student’s career interest. NAC 389.644 to 389.650, inclusive, defines the hours needed for credit and the students who are eligible. Eligible students are those who: 1) are not on schedule to graduate; 2) potential dropouts; 3) qualify for free and reduced lunch; or 4) attend a school eligible for the Community Eligibility Provision program of the United States Department of Agriculture. A program of work and study is not considered work-based learning; therefore, work and study students are not to be included in work-based learning reported data.

### Work-based Learning Requirements and Characteristics

The chart below outlines requirements and characteristics of work-based learning at the Career Preparation and Career Training levels. These are the levels that districts must report on.

Work-based Learning Experience	Suggested grade levels	Training agreement	Training plan	Vet Employer	Related instruction	Minimum duration	Paid option	Credit option
Apprenticeship Ready Program	11-12	x			x	Program requirements vary	x	x
Clinical Experience	11-12	x	x	x	x	Varies by type		
CTE Work Experience	11-12	x	x	x	x	60 hours per 1/2 credit	x	x
Internship	11-12	x	x	x	x	15 hours minimum	x	x
Job Shadowing	6-12					1 to 3 days		
School-Based Enterprise	6-12		x		x	Course duration	x	
SAE: Entrepreneurship/Ownership	9-12				x	Varies	x	

Work-based Learning Experience	Suggested grade levels	Training agreement	Training plan	Vet Employer	Related instruction	Minimum duration	Paid option	Credit option
SAE: Placement/Internship	9-12	x	x	x	x	Varies	x	
SAE: Research	9-12		x		x	Varies		

## *DISTRICT APPLICATION PROCESS*

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Districts and charter schools must have their local board of trustees or governing body approve an application to have a work-based learning program. Once approved locally, the application shall be sent to the Nevada Department of Education (NDE), Office of Career Readiness, Adult Learning and Education Options, for approval by the Superintendent of Public Instruction (Assembly Bill 65, 2023).

The application to offer a work-based learning program must contain the following:

1. The fields, trades, or occupations in which work-based learning will be offered
2. Student qualifications for participation which must allow for a majority of students to be eligible
3. A copy of the student application form
4. A copy of the training agreement form or sample training agreement
5. A description of the process for vetting business/employer hosts
6. Method to evaluate a student's participation and completion of the program
7. Method to complete student training related to harassment, healthy relationships, and identifying predatory behavior in a workplace

Districts/charter schools will be notified within 30 days after approval by the Superintendent of Public Instruction. If an application is not approved by the Superintendent of Public Instruction, the application may be revised and resubmitted. Work-based learning programs shall not be offered until the application is approved (NAC 389.825).

Applications should be reviewed and resubmitted only when significant changes are made to the work-based learning program or every five years, whichever occurs first.

## *DISTRICT RESPONSIBILITIES*

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Districts and charter schools who wish to have work-based learning programs must do the following:

1. Apply to their local Board of Trustees or governing body to have a work-based learning program.
2. Ensure that there is broad access to work-based learning opportunities.
3. Have the local board apply to the Superintendent of Public Instruction for approval of the program.
4. Designate a work-based learning coordinator.
5. Ensure interested employers are vetted, including background checks.
6. Establish and maintain a list of approved employers.
7. Ensure that site visits and reviews are conducted at least once a semester for credit-bearing internships, apprenticeship readiness programs, or CTE Work Experiences.
8. Ensure students participating in work-based learning programs complete training on:
  - (a) Identifying and reporting harassment in the workplace
  - (b) Developing and maintaining healthy relationships in the workplace; and
  - (c) Identifying the signs of certain predatory behavior

9. Identify courses of work-based learning with Secondary Codes for Education Data (SCED) as set by NDE where applicable.
10. Fulfill data reporting requirements every spring to the Department of Education.

### **Vetting Employer Hosts**

NDE has provided a uniform vetting form to be used by all districts (see Appendix A: Employer Host Vetting Form). Each district/charter school is required to submit the process used to vet employers as part of the application approved by the local board of trustees and the Superintendent of Public Instruction. The vetting process should be the same for all businesses, agencies, and organizations. For a large corporation with different divisions or multiple locations, each unit should be vetted. Working with a central contact, such as a community outreach person or human resources, is helpful when dealing with large companies.

A background check is required for any employee of a business, agency, or organization that participates in a work-based learning program who directly oversees the participation of or has unsupervised contact with a pupil in the work-based learning program. If a student is participating in CTE Work Experience and has been hired as an employee of a business, agency, or organization, a board of trustees may exempt any volunteers employed by the business from the requirements of NRS 391.104 requiring a criminal background check (Assembly Bill 256, 2023).

District Coordinators are required to maintain a database of employers they have vetted. At any time, NDE or GOWINN may request employer information for a central database.

### **Transportation**

Students may need to provide their own transportation to business sites. However, districts should plan to support students who may not have transportation available to them to ensure equal access to work-based learning opportunities. It is highly recommended that students have a primary and contingency transportation plan worked out prior to committing to a work-based learning experience.

### **Liability and Insurance**

It is recommended that districts establish policies around liability and insurance requirements for students who are off-site doing work-based learning. This may include policies to cover damage or liability for the employer host caused by a student.

Students should not be placed in businesses with only one employee, located in a home, or any situation that puts the student at undue risk.

If a student is in an unpaid work-based learning experience, he/she would not be covered under the host site's worker's compensation insurance similar to when a student participates in a school field trip. Any injury that occurs at the work site should be covered under the student's own health insurance or any visitor liability a company may have. If a student does not have health insurance, the district may recommend that the student get student health insurance through the district if available.

For any paid work-based learning (internship, CTE Work Experience, or Apprenticeship Ready Program), employers should provide coverage as they would for any other employee doing the same level of work and provide

documentation to the teacher of record (NAC 389.650). Employers may also leverage staffing agencies when employing students to avoid liability concerns. Coordinators are required to keep a copy of evidence of employer insurance.

The board of trustees of a school district or the governing body of a charter school that has been approved to offer a work-based learning program may purchase and maintain insurance against any liability arising out of the participation of a pupil in the work-based learning program. The coverage must be obtained from an insurer who is authorized to do business in this State.

A school district or a charter school may not directly or indirectly charge a pupil or the parent or the legal guardian of a pupil for the cost of obtaining insurance coverage (Assembly Bill 207, 2023).

## Teacher of Record

The teacher of record is the person responsible for supervising, evaluating, and assigning grades to students when the work-based learning is for course credit. The Work-based Learning Coordinator may serve as the teacher of record if he/she holds a valid Nevada teaching license. For CTE Work Experience and Apprenticeship Ready Programs, if the teacher of record is not endorsed in the field of study where the student is employed, they must communicate with the CTE teacher, no less than twice per quarter, to ensure instruction provided supports the needs of the student and employer.

## Reporting Requirements

Districts/charter schools must report the following information to NDE annually:

1. The number of participating students who earned course credit for work-based learning, disaggregated by student population groups based on the following characteristics:
  - (a) Pupils who are American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Pacific Islander, white or two or more races;
  - (b) Gender of pupils;
  - (c) Pupils who are migrants; and
  - (d) Pupils who are members of special populations, as defined in 20 U.S.C. § 2302(48). (Added to NRS by [2013, 1006](#); A [2017, 4334](#); [2021, 303](#))
2. A list of participating businesses, agencies, and organizations

NDE will notify districts and charter schools in the spring of each year of the due date for reporting and the instructions to do so. NDE staff will review the reports, compile them, and submit a state report to the State Board of Education by January of every odd-numbered year as required in [NRS 389.167](#). If a district report is not satisfactory, NDE will notify the district/charter school. A revised report must be resubmitted within six weeks of receiving such notice.

# COORDINATING WORK-BASED LEARNING

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## Program Models

**1) Single district coordinator:** In this model, the district-designated coordinator manages work-based learning for the district. This should be a licensed staff, but it is not required. If the designated coordinator is not a licensed teacher, a teacher of record will need to be identified for the purpose of evaluating students if credit is given for the work-based learning experience.

The coordinator works closely with each student and/or student's teacher or counselor to place the student with an employer host that best matches the student's career interest. This model depends on collaboration and clear roles and responsibilities but gives the school the advantage of developing relationships with key businesses, agencies, or organizations that can also support and advise the program area.

The coordinator is responsible for ensuring that the employer is prepared, training agreements are in place, information is communicated to all parties, and the student knows what is expected. Small and medium-sized districts can benefit from this approach.

**2) District coordinator with department, regional, and/or school-site facilitators:** In larger districts, a dedicated full-time coordinator works best and coordinates activities with school-site facilitators and other agencies or organizations that have work-based learning initiatives. The central coordinator may manage partnerships that encompass the entire district, such as coordinating with regional development authorities or employers who have multiple locations. This central coordinator also ensures the development of the district application process and approval, as well as coordinates communications, reporting, and training for school-site and/or department facilitators.

Facilitators develop work-based learning opportunities by working with local employers in their area. They work in collaboration with teachers to identify students and ensure successful placement and proper evaluation.

Employer host orientation can be done at the school level or in a coordinated district-wide effort. The details of each student placement, training agreements, and other record-keeping would be the responsibility of the school-site facilitator.

**3) Use of intermediaries:** An intermediary is a third-party organization that serves as a liaison between schools and businesses. Districts may contract with such an organization to coordinate employer recruitment, design internships, place students, vet employers, and connect teachers with employers for industry tours and speakers.

- ✧ **District Work-based Learning (WBL) Coordinator:** The district designee who serves as the point of contact to the state, and the one responsible for ensuring WBL activities are carried out according to regulations.
- ✧ **Site Facilitator:** School-level person designated to coordinate WBL at the school; may also be the District WBL Coordinator.
- ✧ **Department Facilitator:** District or school-level staff who coordinates WBL for a specific group such as Special Education or Gear Up; responsible for reporting numbers to the District WBL Coordinator.
- ✧ **Teacher of Record:** Licensed personnel responsible for training agreements and evaluating students enrolled in courses of WBL, i.e., when the student is earning course credit.

## Role of the Coordinator

The district coordinator, whether a dedicated staff, part-time assigned staff, or assisted by school-site facilitators, is responsible for ensuring each party has all the information they need to help the student have a successful experience. Time should be set aside in the workday for the designated coordinator to do this work if it is not a full-time position. Attention to detail and clear communication are essential.

In addition to the district responsibilities listed above, other duties of the coordinator include:

- Promoting ongoing interaction between *students* and businesses to strengthen the relationship between schools and community
- Ensuring the student is academically and technically prepared to go into industry, and learning objectives are identified
- Educating the student on their rights as an employee, including but not limited to sexual harassment, whistleblower policies, and procedures to report incidents on the job
- Knowledge of state and federal youth employment regulations
- Site selection in collaboration with the CTE or subject teacher
- Ensuring that necessary coursework has prepared the student for the level of work-based learning planned
- Ensuring students have completed the required trainings on harassment, healthy relationships, and identifying predatory behavior in a workplace
- Developing the student plan and setting expectations for work-based learning in collaboration with the content teacher
- Employer host orientation and preparation
- Maintaining training agreements
- Communicating with school administration and/or school-site facilitators as appropriate
- Conducting employer site visits prior to and during the student experience
- Evaluating the student with input from the business host and content teacher
- Following up with business hosts, including evaluation of program and thank-you communications from student and school

For CTE placements:

- Promoting ongoing interaction between the student, business partner, and school/district
- Collaborating with the CTE teacher for appropriate placement, learning objectives, and evaluation at least twice per semester if the coordinator does not hold an endorsement in the field of study of the work-based learning
- For CTE Work Experience and apprenticeships, retaining performance evaluations and records of hours worked for one year after the student completes or stops the work-based learning
- Maintaining a copy of evidence of insurance by the employer if a student is in a paid experience

(See Appendix B: Work-based Learning Coordinator Checklist)

# NEVADA'S WORK-BASED LEARNING OPPORTUNITIES

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## Apprenticeship Ready Programs

Apprenticeship Ready Programs align directly to a registered apprenticeship in a partnership arrangement with the sponsor to ensure direct entry into the apprenticeship. Students are simultaneously enrolled in academic classes to meet high school graduation requirements and in occupation-specific related instruction classes. Apprenticeship Ready Programs may vary in design slightly based on the employer or sponsoring group. However, some form of paid work is built into the program. After completion, the student is hired and registered as an apprentice. The participating sponsor/employer provides supervision by a skilled mentor.

Some programs may waive certain entry requirements and/or award advanced standing in the registered apprenticeship program when they complete. OLC collaborates with other state agencies to develop and support Apprenticeship Ready Programs.

### Apprenticeship Ready Programs at-a-Glance

Suggested Grade Levels	11-12
Duration	1 to 2 years
Pay	Part-time employment and hours worked will be determined by the company that meet the occupational program requirements.
Credit	Yes
Related Classroom Instruction	Yes
Student Eligibility	None, but dependent upon apprenticeship sponsor/occupational area.
Forms	<ul style="list-style-type: none"><li>• Apprenticeship Ready Program agreement</li><li>• Permissions as required by school and district.</li></ul>

## Clinical Experience

Clinical Experience allows health science students to integrate knowledge acquired in the classroom with clinical practice. Students are placed in a variety of healthcare settings and observe patients at different stages of medical practice so students may better understand the scope of the healthcare profession and meet state occupational licensing board requirements where applicable. Qualified health science teachers oversee and supervise the clinical experience. Specific requirements for clinicals and teacher qualifications are dictated by state and/or national licensing boards.

### Clinical Experience at-a-Glance

Suggested Grade Levels	11-12
Duration	Clinical experiences vary depending on what health science courses students are taking and many are governed by state occupational licensing boards.
Pay	None
Credit	None (within CTE course credit)
Student Eligibility	Varies by program. Rules and regulations for each type may vary, depending on the governing board for each area.
Related Classroom Instruction	Yes
Forms	<ul style="list-style-type: none"><li>• Training plan and training agreement</li><li>• HIPPA/nondisclosure policy agreement as may be required by employer</li><li>• Student evaluation</li><li>• Permissions as required by school and district</li></ul>

## Job Shadowing

Each job shadowing experience should be tailored to the specific employee and student or small group of students. (See Appendix C: Job Shadowing Guidelines). A sample agenda for a job shadowing experience would include the following:

- Introductions and welcome
- Overview of industry and organization
- Workplace tour
- Individual or small group shadowing time
- Wrap-up and reflection

### Job Shadowing at-a-Glance

Suggested Grade Levels	6-12
Duration	Duration will vary according to the type of experience.
Pay	None
Credit	None (within a course)
Related Classroom Instruction	Yes
Student Eligibility	While there are no specific prerequisites to a job shadowing experience, students who have already participated in some career awareness activities would benefit most from job shadowing. As with other work-based learning activities, the content and expectations should reflect students' need for additional information about specific careers.
Forms	<ul style="list-style-type: none"><li>• Job Shadowing Observation and Reflection for Students</li><li>• Job Shadowing Evaluation for Employers</li><li>• Permissions as required by school and district</li></ul>

## Internship

Internship is a work-based learning experience that places the student in a real workplace environment to develop and practice career-related knowledge and skills for a specific career field related to the student's career interests, abilities, and goals. Internships may be paid or unpaid and are 15 hours in duration or more. (See Appendix D: Internship Guidelines) They are connected to classroom learning and accompanied by structured reflection activities. Students participating in internships are guided by a formal, written training plan that defines specific academic and workplace skills to be mastered. For students to earn course credit for an internship, workplace hours and class time must total the same as other courses, usually 60 hours per half credit. Districts may further define an internship course in their application. Students who demonstrate a true interest in the career field and present good employability skills are appropriate for internship experiences. This is most appropriate for third- and fourth-year students.

### Internship at-a-Glance

Suggested Grade Levels	11-12
Duration	Students should work an average of 60 hours per semester to earn a half credit toward graduation. Internships of shorter duration do not earn a credit outside of that already earned for the related course.
Pay	Internship experiences may be paid or unpaid.
Credit	Students may earn one credit toward graduation for internships of at least 120 hours' duration.
Related Classroom Instruction	Yes
Student Eligibility	Varies by district as outlined in their plan. Some considerations for student eligibility are: <ul style="list-style-type: none"><li>• Minimum attendance and/or grade point average</li><li>• Possess acceptable workplace readiness skills</li><li>• Completion of application and interview process with host employer</li><li>• Completion of student application and parent/guardian permission</li><li>• Ability to fulfill the time demands of the internship</li></ul>
Forms	<ul style="list-style-type: none"><li>• Student Training Plan and Training agreement</li><li>• Employer Vetting Form</li><li>• Employer Evaluation</li><li>• Student Evaluation</li><li>• Permissions as required by school and district</li></ul>

## CTE Work Experience

CTE Work Experience is a work-based learning experience that connects a CTE pathway with paid workplace experience directly related to the student's interests, abilities, and goals in cooperation with employers. (See Appendix E: CTE Work Experience Guidelines). It combines a rigorous and relevant curriculum with an occupational specialty. Students participating in CTE Work Experience are guided by a formal, written training plan that defines specific academic and workplace skills to be mastered.

### CTE Work Experience at-a-Glance

Suggested Grade Levels	11-12
Duration	Students should work a minimum of 60 hours per ½ credit as defined in NAC 389.040 as a unit of credit. District plans may have higher requirements.
Pay	Yes
Credit	Students may earn credit toward graduation for experiences that meet the minimum hours required for other courses.
Related Classroom Instruction or CTE Pathway	Yes
Student Eligibility	Varies based on district or charter school program plan. The following minimum is required in NAC: <ul style="list-style-type: none"><li>• Must be enrolled in or have completed at least two years of a CTE program</li><li>• have a career objective in a career field related to the CTE course</li><li>• be at least 16 years old</li></ul>
Forms	<ul style="list-style-type: none"><li>• Training Plan and Training Agreement</li><li>• Employer evaluation form</li><li>• Employer vetting form</li><li>• Student evaluation form</li></ul>

## School-based Enterprise

A school-based enterprise is an ongoing, student-managed, entrepreneurial operation within the school setting. It provides goods or services that meet the needs of the school's target markets (i.e., students, teachers, administrators, parents/guardians, community members, community organizations/businesses) over a period of time, not a short-term fundraiser or concession. School-based enterprises replicate the workplace to provide career insights and relevant experiences for the student. School-based enterprises are cooperative, with management decisions made by students. The coordinator's role is to support the teacher of record to ensure the integration of technical content and skills.

School-based enterprises provide a great benefit to the school, the community, and related program areas, and strengthen the relationships among stakeholders. Goods and services that are needed by the stakeholders are sometimes provided at a reduced cost. They provide a venue for reinforcing classroom instruction and allow students to have in-depth, real-world experiences while developing management and leadership skills at a level not typical in other work-based learning experiences.

Accepted forms of school-based enterprise include but are not limited to:

- Culinary café or catering services
- Agriculture greenhouse plant sales
- Childcare programs
- Retail store
- Credit union
- Automotive services
- Carpentry services
- Web, IT, or graphic design services

### School-based Enterprise at-a-Glance

Suggested Grade Levels	6-12
Duration	Aligned with course duration
Pay	Typically, the proceeds go to the program instead of to student wages, to support the program's needs such as student organization travel.
Credit	None (within CTE course credit)
Related Classroom Instruction	Yes
Student Eligibility	While there are no specific prerequisites to a school-based enterprise experience, students who have already taken a CTE course and participated in some career awareness activities would benefit most from participating in a school-based enterprise.
Forms	<ul style="list-style-type: none"><li>• Job descriptions for each position in the enterprise are recommended to set organizational structure and define roles.</li></ul>

## Supervised Agricultural Experiences

Agriculture educators should be very knowledgeable about SAE as it is one of the three components of an agriculture education program of study. The [National Council for Agricultural Education](#) provides clear descriptions and foundational learning outcomes for each type of SAE at the Foundational and Immersion levels. For reporting purposes in Nevada, Immersion level experiences in the areas of Ownership/Entrepreneurship, Placement/Internship, and Research are included in the continuum and data collection. SAEs in school-based enterprise are included in the data with other school-based enterprise activities.

### SAE at-a-Glance

Suggested Grade Levels	6-12
Duration	Aligned with course duration
Pay	Typically, the proceeds go to the program, instead of to student wages, to support the program's needs such as student organization travel.
Credit	None (within CTE course credit)
Related Classroom Instruction	Yes
Student Eligibility	While there are no specific prerequisites to a school-based enterprise experience, students who have already taken a CTE course and participated in some career awareness activities would benefit most from participating in a school-based enterprise.
Forms	<ul style="list-style-type: none"><li>• Job descriptions for each position in the enterprise are recommended to set organizational structure and define roles.</li></ul>

# ***STUDENT TRAINING PLAN AND TRAINING AGREEMENT***

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Each student participating in a work-based learning experience that is longer than 30 hours in a school-year should have a training plan and agreement in place. The term “training plan” is used to describe the student’s learning objectives, planned activities, and their relationship to state standards. The term “training agreement” refers to the formal signed document required by NAC 389.825 and NAC 389.562. These may be incorporated into one document or a packet at the discretion of the school/district.

## **Student Training Plan**

The training plan should consider the student’s strengths, weaknesses, and career interests, as well as the opportunities available at the host site. The coordinator or site facilitator and the student will develop a training plan based on agreed-upon goals and the student’s career interest. It should be reviewed with the employer host before a training agreement is put into place.

The student training plan should contain the following elements:

- Learning objectives for both employability skills and technical skills
- Safety trainings on harassment, healthy relationships and predatory behavior in a workplace
- Evaluation rubric to assess student performance
- Technical skills the student has learned applicable to the position
- Workplace readiness skills the student is proficient in
- State standards and performance indicators to be practiced and addressed
  - Technical standards
  - Employability skills

(See Appendix F: Sample Student Training Plan)

## **Training Agreement**

The site facilitator or teacher of record, the employer host, and the student will agree on a learning plan and then a signed training agreement is put into place.

The training agreement should contain the following:

- Student name
- Student email and/or cell number
- School name, coordinator name, and contact information
- Employer host company name, location, and contact with email
- Name of staff supervising the student and their date of background clearance
- Description of job activities/duties the student will engage in
- Hours/days/times to be worked including duration of the experience
- Expectations of the student, which may include attendance policies, company dress policy, etc.
- Responsibilities of each party: employer host, student, parent/guardian, and coordinator/facilitator
- Signature lines for coordinator/facilitator, student, employer, and parent

(See Appendix G: Sample Training Agreement)

## **Student Responsibilities**

Students must be committed to participating and understand the responsibilities of a work-based learning program. If the work-based learning is in a course for credit, the student will need to be able to work independently, submit documentation of hours worked, and fulfill any other requirements outlined by the district/charter school. Districts/charter schools may prescribe qualifications or prerequisites to participate; however, qualifications should not be overly restricted so that a majority of students can access work-based learning opportunities.

Districts may choose to provide students the option to identify their own employer host for work-based learning. In this situation, the coordinator is still required to verify and approve the employer. Students should not be placed with family members, home-based businesses, or businesses with only one employee. Hours can be independently scheduled and managed, particularly in a paid internship, CTE work experience, or apprenticeship.

Students participating in work-based learning programs are required to complete safety trainings on identifying and reporting harassment, maintaining healthy relationships and identifying the signs of certain predatory behavior in a workplace.

Students may be required to meet certain requirements of the employer host, such as submit to a background check, sign a confidentiality/non-disclosure form, present government-issued identification, or conform to a specific dress code.

Students should understand their rights as an employee versus that of the employer.

[Youth at Work](#) a website by the Equal Employment Opportunity Commission (EEOC), provides students with their rights and responsibilities as employees.

## **Parent/Guardian Responsibilities**

Parents/guardians can play an important role in the success of a student's work-based learning experience. Internships and CTE Work Experience are agreements between the employer and the student; therefore, the student should be allowed to manage their own work-based learning. Students must accept the responsibility of managing challenges in this forum for themselves. Below are some ways that parents/guardians can be involved:

- Encourage the student to effectively carry out the duties and responsibilities of the internship.
- Use contacts and networks to help identify an employer host.
- Reinforce an expectation of appropriate conduct while at work.
- Assist the student in arranging dependable transportation to and from their work site.
- Understand that their student may be terminated from an internship or CTE work experience if he/she violates the terms of the training agreement and/or the policies of the employer.
- Read and sign all permission slips and training agreement.

## DEVELOPING EMPLOYER HOSTS

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Developing a good work-based learning employer host takes time and dedication to do it right. Attention to detail and good communication will pay off in the end. It is about building a relationship with that employer and ensuring they have a positive experience with the student that will build a solid work-based learning program. Positive experiences with the student and school/district will encourage employers to host students again and potentially expand their involvement with the school or district.

❖ **Employer Host:** Company, agency, or organization who volunteers to have students on site for work-based learning, or who agrees to participate in career fairs, or speaks to classes about their industry.

### Recruitment

Before recruiting begins, the coordinator or teacher should be clear about what they expect of the employer and what is being asked of them. Informational flyers or packets should be ready to send out once interest from the employer is established. It is best to provide information specific to the type of work-based learning being requested. For example, a one-day job shadowing requires different preparation by an employer than a semester internship or paid work experience. Clearly communicating to the employer host what will happen when the student is on site is vital to a successful experience for everyone.

Below are networks to consider when looking for businesses, agencies, or organizations to host students in any type of work-based learning:

- Student-identified businesses
- Advisory committee members
- Career and Technical Student Organization judges or business partners
- City, county, or state offices
- Community organizations such as Rotary, Kiwanis, etc.
- Chambers of Commerce
- School district service departments (i.e., groundskeeping, IT support, accounting, etc.)
- CTE or content area teachers' contacts
- Personal friends and neighbors

### Employer Host Orientation

Providing an orientation for employers can be accomplished in different ways, but it is a very important step for a smooth program. Virtual meetings, where documents can be viewed, can be the most effective for a group of employers. In some cases, such as for a large employer, a face-to-face meeting may be most appropriate.

Each employer host should be contacted personally prior to students being placed in that business, agency, or organization. Developing a good relationship with the employer will ensure continued participation and a positive experience.

It is important to remember that employers are not accustomed to working with schools and students. Take time to explain things in language they can understand, avoiding education acronyms. It is a good idea to assume they do not know district policies and things that may seem obvious to educators, such as rules about driving in a car with a student or leaving the designated worksite without prior approval. Information for the employer host may include the following:

1. Purpose of work-based learning
2. What to expect from the student and coordinator/school contact
3. What is expected of the host
4. District policies that are applicable (e.g., driving students in their car, etc.)
5. Statement of liability
6. Training plan and agreement

### **Employer Host Responsibilities**

Employers who host students on their company site should be aware and willing to fully participate in the program. For any type of work-based learning, the employer should complete a program feedback and student evaluation as appropriate. Safety rules and applicable policies should be reviewed as necessary whenever students are on site at a place of business.

For experiences that are for course credit, employers should provide an employee orientation including company policies, safety procedures, and employee rights and responsibilities. If it is a paid experience, students are covered under the employer's worker's compensation in the same manner as other employees of the same position (NAC 389.650). Employers will need to provide the coordinator, facilitator, or teacher of record with documentation of worker's compensation insurance.

# LAWS GOVERNING EMPLOYMENT OF YOUTH AND STUDENTS

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Students participating in paid work-based learning experiences fall under state and federal laws for youth employment. Coordinators and teachers have a responsibility to know, understand, and explain to students the laws that govern employment of youth. The U.S. Department of Labor Wage and Hour Division provides the [Youth Rules website](#), a resource geared for students that explains the rules for employment of minors.

The Fair Labor Standards Act (FLSA) of 1938 includes protections for youth 14 to 17 years old who enter the workforce. The [Child Labor Bulletin 101](#) contains information on who is covered by the FLSA youth provisions and who is exempt, minimum age and wage standards, and the hazardous occupations in which youth under 18 cannot be employed. The Bulletin gives youth, parents, and employers all the information they need to comply with this law. The Department of Labor's *Fact Sheet #71: Internships Under the Fair Labor Standards Act* describes rules for internships under FLSA. (See Appendix H: Fact Sheet #71)

[Hazardous Occupation Orders](#) (HOO) #5, 8, 10, 12, 14, 16, and 17 contain exemptions for 16- to 17-year-old apprentices and student learners. Below is a list of topics covered by these HOO. Apprentices and student learners are defined in section 570.50 of the HOO and in Child Labor Bulletin 101.

- #5: Power-driven woodworking machines
- #8: Power-driven metal forming, punching, and shearing machines
- #10: Meat processing
- #12: Balers, compactors, and paper product processing machines
- #14: Saws, woodchippers and abrasive cutting discs
- #16: Roofs
- #17: Excavation operations

[Nevada state law](#) outlines which industries youth under age 16 cannot be employed in. Limitation on hours worked while school is in session is also noted. Some exceptions are made for agriculture occupations.

[Youth at Work](#), a website by the Equal Employment Opportunity Commission (EEOC), provides students with their rights and responsibilities as employees.

# ***STEPS FOR A SUCCESSFUL WORK-BASED LEARNING PROGRAM***

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## **Step 1: Identification of a Potential Site and Initial Contact**

Students should be matched to an employer host based on career interest and/or CTE program of study. When the coordinator, teacher, or student identifies a potential employer host, the coordinator must vet the employer through the established process and confirm with the employer their commitment to host students. The coordinator will summarize the requirements of the program, confirm interest, and forward the student information to the employer host.

## **Step 2: Employer Host Orientation**

A general orientation to work-based learning can serve as a recruitment tool prior to an employer commitment to host students, or it can occur after a commitment. For efficiency, this can be a group meeting via web-based or phone conferencing.

If the employer agrees to act as host to students, the coordinator will set up a second meeting to include themselves, the student, content teacher (if applicable), and the employer point of contact to discuss specific expectations, site requirements, and desired learning objectives of the assigned student. During this meeting, any specific job duties and/or learning opportunities will be identified, as well as working hours, expectations for success, and a system to resolve conflicts.

## **Step 3: Job Site Visit**

When possible, it is best to visit the employer site prior to the student's arrival. This can be part of the vetting process early on, or just prior to the student's report date. The coordinator (or content teacher) should check for safety conditions, company culture, and other environmental concerns that could impact a student negatively. Any concerns should be discussed with administration and the site evaluated for appropriateness for students.

## **Step 4: Students Begin Site Work**

Once an employer host is established, the student should also contact the employer host to confirm start day and time and get all logistical details. The student should notify the coordinator, in writing, of the start day and subsequent workdays. The student is responsible for submitting any required documentation of hours worked to the designated person at school.

For internships over 30 hours, CTE Work Experience, and apprenticeships, a training agreement will be given to each party which must be signed and returned to the coordinator prior to the student beginning their work at the site. All district-required permission slips must be signed and returned also. Appropriate copies should be provided to each party.

For any experience requiring a training agreement, the teacher of record will maintain a file for each student throughout the completion of the experience and keep records for one year after the completion.

### **Step 5: Student Placement at Employer Host Site**

Once a student is accepted into a work-based learning program, it is the student's responsibility to know the rules of the site and follow them, understanding that non-adherence could result in termination or removal. The coordinator or teacher should not attempt to mediate in cases of obvious student non-compliance with the rules of the workplace.

To maintain good communications and understanding among all parties, coordinators will facilitate joint conferences among content teacher, employer host, and others whenever any party feels it may be beneficial for the success of the student and program.

Districts may want to develop policies about terminating a work-based learning experience. A work-based learning experience may be terminated at any time by any of the involved parties; however, sufficient notice should be given as befits professional expectations.

### **Step 6: Evaluation**

Evaluation should take place on a few different levels: a) student's performance, b) the program itself, and c) the employer host as a future site.

It is the employer host's responsibility to evaluate the student on the job. An evaluation checklist or rubric should be provided to the employer host by the Work-based Learning Coordinator with an agreed-upon schedule of evaluation until the work experience concludes.

The teacher of record should also observe and evaluate the student on site (as applicable) and evaluate the employer host for the potential of future WBL. Student feedback of the program and employer host is also important and can include reflective journals, presentation, or capstone report.

Grades for courses in work-based learning should be based on established criteria such as:

1. Meeting learning objectives
2. Completion of the required hours
3. Completion of reflection assignment and/or evaluation
4. Employer's rating of the student's performance
5. Coordinator/teacher's observation and evaluation of student (if applicable)

# APPENDICES

## Appendix A: Employer Host Vetting Form



**Date:**

**Contact Name:**  
**Company Name:**  
**Address:**

**Phone:**  
**Email:**

**Type(s) of work-based learning available:**

Industry Tour                       Job Shadowing                       Internship (paid or unpaid)  
 CTE Work Experience (paid) Experience                       Apprenticeship Ready                       Supervised Agriculture

**Nevada Industry Sector:**

Aerospace and Defense                       Mining  
 Construction                       Natural Resource Technologies  
 Health                       Tourism and Gaming  
 Information Technology                      Other: \_\_\_\_\_  
 Manufacturing and Logistics

**Type(s) of job(s) available:**

**Are there any requirements for participation?** (ID, CPR, background check, etc.):  Yes  No If Yes, name: \_\_\_\_\_

CRITERIA <i>All criteria must be in place to approve an employer host.</i>	YES	NO
Site is not a home-based business and has more than one employee		
Environment is culturally diverse and appropriate for students		
Environment appears safe and safety appears to be a priority with policies in place and practiced		
Sexual harassment and whistleblower policies are in place		
Facility is accessible to students		
Employer host agrees to follow a training plan and agreement (if applicable)		
If a paid experience, student will be compensated and covered under worker's compensation as other employees in the same job		
Employer host agrees to evaluate the student and program		
Employer host will designate a supervisor for the student		

**Staff Supervising Student:**

Employee Name	Title	Date of Cleared background (MM/DD/YY)

## Appendix B: Work-based Learning Coordinator Checklist

- Apply for program approval by using this [WBL Application Form](#)
- Develop a timeline or calendar.
- Create a student recruitment announcement - what types of WBL will be offered and why students should participate.
- Send out applications to recruit students.
- Review and sort applications by career interest and type of WBL (if applicable).
- Ensure students complete trainings on identifying and reporting harassment, maintaining healthy relationships and identifying signs of certain predatory behavior in a workplace.
- Work with counselors and teacher of record (when students are enrolled in a course of WBL) to ensure the student is enrolled in the most appropriate course.
- Communicate with school-site facilitator, content teacher, school administrators, and/or counselors as needed about applicants and placements.
- Work with content teacher to develop a follow-up/reflection assignment for student, as appropriate.
- Prepare informational packets for students accepted into the program:
  - Learning plan form and training agreement form
  - Permission forms
  - What to expect on-site
  - Instructions to contact business host (to find out address, where to park, dress requirements, lunch arrangements, etc.)
  - Sample thank-you note
- Send parent notice of student's acceptance.
- Create list of potential business hosts.
- Recruit potential employers to match student needs or, if student identifies an employer, verify their consent to participate.
- Contact all potential business sites to vet them according to a set rubric.
- Plan and conduct an employer orientation.
- Place students with employers based on career interest or CTE program of study.
- Once host has confirmed student placement, send detailed confirmation to host, teacher of record, and student at least three weeks out. Send a reminder to all parties a few days in advance.
- Collaborate with student, teacher, and employer to develop a learning plan and training agreement (not required for job shadowing).
- Develop a student learning plan, complete a training agreement, and distribute copies to student and employer, if applicable.
- Develop communications for school staff and administration.
- Follow up within three weeks with a "thank you" to the business host from both the coordinator and the student. An end-of-year celebration for employers is another way to thank them and continue the relationship building.
- Prepare an end-of-year report.

## Appendix C: Job Shadowing Guidelines

A job shadow is an unpaid one- to three-day exposure to a job, career field, or industry. As such, students do not do work that benefits the company or displaces another employee. It is an opportunity for students to ask questions, be exposed to a variety of positions in that field, receive training, or perform simple tasks/operate equipment under direct supervision for educational purposes only. Job shadowing can be a special one-day event only during a designated period or ongoing as students request or the need arises.

### Student Expectations:

- Contact the employer host to confirm all logistics (date/time, parking, lunch arrangements, etc.).
- Complete safety trainings on identifying and reporting harassment, maintaining healthy relationships and identifying signs of certain predatory behavior in a workplace.
- Report to the employer site promptly; notify employer and coordinator immediately if illness or emergency prevents reporting to work.
- Observe the employer's rules and regulations, as well as demonstrate good employability skills including cooperative attitude, appropriate dress, and a willingness to learn.
- Attend all related classroom instruction and/or orientation and complete all required forms and assignments.
- Be evaluated by employer host.
- Notify the Work-based Learning Coordinator or teacher of any problems that would prevent them from job shadowing.

### Parent/Guardian Expectations:

- Allow the student to manage their own job shadow experience; this is part of the transitional education that is necessary for postsecondary success.
- Encourage the student to be an active participant and make the most of job shadowing.
- Reinforce an expectation of appropriate conduct at the work site.
- Assist the student in arranging dependable transportation to and from their work site if district/school transportation is not available.
- Authorize school and/or work site personnel, via district permission slips and policies, to utilize emergency or common-sense medical procedures, as judged prudent by school officials or work site personnel, to respond to any on-site injury your student may sustain.

### Employer Host Expectations:

- Attend an orientation with the coordinator to establish communication, expectations, and evaluation procedures.
- Collaborate with the coordinator and student to determine a schedule that meets the needs of the job site as well as the student.
- Prepare an agenda for the day and share with company staff.

- Inform the student of company rules, regulations, and policies that might affect them during the job shadowing.
- Provide logistical information such as point-of-contact upon arrival, where to park, and lunch accommodations.
- Provide direct supervision of the student while on site.
- Notify and consult with the coordinator regarding any difficulties.
- Provide program and student feedback through evaluations.

## Appendix D: Internship Guidelines

An internship can be a paid or unpaid experience in the area of the student's career interest that is more than 15 hours in length. Students conduct actual work under supervision and are permitted to operate any equipment allowed by the U.S. Department of Labor, Youth Rules as appropriate to the employer. Both the student and the employer benefit by actual work the student does.

### Internship Requirements to Earn Credit:

To earn credit for an internship, hours must equal the same number of hours for any other course of that credit value. Typically, 60 hours in a semester is required to earn a half (0.5) credit. A combination of time on site and coursework is allowable. A complete description of internship requirements should be outlined as part of the district's application for a work-based learning program.

### Student Expectations:

- Contact the employer host to confirm all logistics (date/time, parking, lunch arrangements, etc.).
- Complete safety trainings on identifying and reporting harassment, maintaining healthy relationships and identifying signs of certain predatory behavior in a workplace.
- Report to work promptly and regularly; notify employer and coordinator or teacher immediately if illness or emergency prevents reporting to work.
- Observe the employer's rules and regulations, as well as demonstrate good employability skills including cooperative attitude, appropriate dress, and a willingness to learn.
- Attend all related classroom instruction, provide the coordinator or teacher with all necessary documentation of hours worked, and complete all required forms and assignments.
- Arrange for transportation to and from work site.
- Be evaluated by the coordinator or teacher and job site supervisor.
- Notify the job site supervisor and coordinator/teacher of any problems in school or on the job which could affect performance.
- Notify the coordinator/teacher, in advance, of intent to resign and immediately if dismissed from the job site.

### Parent/Guardian Expectations:

- Allow the student to manage their own internship. An internship is a contract between the employer and the student. The student must accept the responsibility of managing challenges in this forum for themselves.
- Encourage the student to effectively carry out the duties and responsibilities of the internship.
- Reinforce an expectation of appropriate conduct while at work.
- Assist the student in arranging dependable transportation to and from their work site.
- Understand that your student may be terminated from the internship if they violate the terms of the training agreement and/or the policies of the employer. This may result in a failing grade and lack of school credit.

- Authorize school and/or work site personnel, via district permission slips and policies, to utilize emergency or common-sense medical procedures, as judged prudent by school officials or work site personnel, to respond to any on-site injury your student may sustain.

**Employer Expectations:**

- Attend an initial meeting/orientation with the coordinator to establish communication, expectations, and procedures.
- Collaborate with the coordinator and student to prepare and implement a training plan and training agreement.
- Communicate with the student on logistics, company policies, and exact expectations, duties, and responsibilities of an internship.
- Provide supervision of the student's work.
- Give the student progressive and challenging work activities that aid in acquiring competencies necessary to advance in the occupational field.
- Notify and consult with the coordinator regarding any difficulties and seek possible intervention strategies for resolution.
- Periodically evaluate student performance, verify the student's work hours, and inform the coordinator prior to terminating the student.

## Appendix E: CTE Work Experience Guidelines

This is a paid work experience whereby the student works a job closely related to a CTE program of study. The student must have been enrolled in or completed at least the second year of the CTE program. To earn credit for CTE Work Experience, hours worked must equal the same number of hours for any other course of that credit value. Typically, 60 hours in a semester is required to earn a half (0.5) credit. A complete description of CTE Work Experience requirements should be outlined as part of the district's application for a work-based learning program.

CTE Work Experience course descriptions and naming conventions are outlined in the *Nevada Career and Technical Education Course Catalog*.

### **Student Expectations:**

- Assist in identifying an employer host.
- Contact the employer host to confirm all logistics (date/time, parking, lunch arrangements, etc.).
- Complete safety trainings on identifying and reporting harassment, maintaining healthy relationships and identifying the signs of certain predatory behavior in a workplace.
- Report to work promptly and regularly; notify employer and coordinator or teacher immediately if illness or emergency prevents reporting to work.
- Observe the employer's rules and regulations, as well as demonstrate good employability skills including cooperative attitude, appropriate dress, and a willingness to learn.
- Provide the coordinator or teacher with all necessary documentation of hours worked and complete all required forms and assignments.
- Arrange for transportation to and from work site.
- Be evaluated by the coordinator or teacher and job site supervisor.
- Notify the job site supervisor and coordinator/teacher of any problems in school or on the job which could affect performance.
- Notify the coordinator/teacher, in advance, of intent to resign and immediately if dismissed from the job.

### **Parent/Guardian Expectations:**

- Allow the student to manage their own work experience. The student must accept the responsibility of managing challenges on the job for themselves.
- Encourage the student to effectively carry out the duties and responsibilities associated with holding a job.
- Reinforce an expectation of appropriate conduct while at work.
- Assist the student in arranging dependable transportation to and from their work site.
- Understand that your student may be terminated from the work experience if they violate the terms of the training agreement and/or the policies of the employer. This may result in a failing grade and lack of school credit.

- Authorize school and/or work site personnel, via district permission slips and policies, to utilize emergency or common-sense medical procedures, as judged prudent by school officials or work site personnel, to respond to an on-site injury your student may sustain.

**Employer Expectations:**

- Attend an initial meeting/orientation with the coordinator to establish communication, expectations, and procedures.
- Collaborate with the coordinator and student to prepare and implement a training plan and training agreement.
- Communicate with the student on logistics, company policies, exact expectations, duties, and responsibilities of the job.
- Provide supervision and evaluation of the student's work.
- Give the student progressive and challenging work activities that aid in acquiring competencies necessary to advance in the occupational field.
- Notify and consult with the coordinator regarding any difficulties and seek possible intervention strategies for resolution and inform the coordinator prior to terminating the student.

**CTE Teacher Expectations:**

- Collaborate with the Work-based Learning Coordinator to establish roles and responsibilities.
- Assist in student placement to maximize the student's abilities and reach desired learning objectives.
- Assist the coordinator as determined by the district's model of WBL.

## Appendix F: Student Training Plan (Sample)

Student Name:

Placement Date:

Placement Site:

WBL Coordinator/Site Facilitator:

### Career Goals and Learning Objectives

Consider your interests, skills, past experiences, and future career and education goals to answer the questions below:

- What is the career and technical program of study or elective course focus of the student?
- What are the student's plans after high school? If college, specify area of study.
- Describe career goals:
- What does the student hope to gain from this work-based learning experience?

### Academic and Employability Knowledge and Skills

Mark all the skills the student is proficient in:

#### Personal Qualities and People Skills:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Reliable and honest   | <input type="checkbox"/> Take initiative           | <input type="checkbox"/> Work ethic          |
| <input type="checkbox"/> Teamwork              | <input type="checkbox"/> Appropriate work behavior | <input type="checkbox"/> Conflict resolution |
| <input type="checkbox"/> Work well with others |  |  |

#### Professional Knowledge and Skills:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Safe use of Internet | <input type="checkbox"/> Communicate effectively | <input type="checkbox"/> Resolving problems |
| <input type="checkbox"/> Safety skills        | <input type="checkbox"/> Math                    | <input type="checkbox"/> Customer service   |
| <input type="checkbox"/> Reading and writing  | <input type="checkbox"/> Computer applications   |   |

#### Technical Skills

- **List specific skills and experiences related to this placement, including specific equipment you have used.**
- **List any industry certifications earned or prepared for (including CPR, Serve Safe, etc.).**
- **What safety trainings has the student had related to the industry?**

- **What course(s) has the student taken, or is currently enrolled in, relevant to this placement?**

#### **Standards and Performance Indicators**

- **Technical Standards:** List the standards and indicators to be addressed in WBL.
- **Employability Skills Standards:** List the standards and indicators to be addressed in WBL.

#### **Evaluation**

Student will be evaluated on the following topic

- **Attendance and punctuality**
- **Adherence to workplace policies and regulations**
- **Appropriate and clear communication**
- **Acceptance of assignments and responsibilities**
- **Willingness and ability to learn new skills**
- **Management of time**
- **Collaboration/teamwork skills**
- **Technical skill ability/performance of job duties**

## Appendix G: Training Agreement (Sample)

Student Name:	Employer Host
Age:	Supervisor:
Email:	Job Title:
Phone:	Address:
School Name and Contact	City/Zip:
	Phone:

**Work Schedule (hours/days):**

**Hours Required for Credit:**

**Date Student Completed Workplace Safety Trainings:**

**Mark the type of work-based learning experience:**

<input type="checkbox"/> CTE Work Experience	<input type="checkbox"/> Apprenticeship Ready Program
<input type="checkbox"/> Internship (unpaid)	<input type="checkbox"/> Internship (paid)
<input type="checkbox"/> Supervised Agriculture Experience	

### Job Description/Duties

### Responsibilities

The **student** understands this training is for course credit, following the student’s learning plan, and agrees to:

1. Be in regular attendance both in school and on the job.
2. Conform to the rules and regulations of the employer host.
3. Demonstrate appropriate work behaviors, including punctuality and willingness to learn.
4. Communicate with the teacher of record, site facilitator, and/or Work-based Learning Coordinator as requested and necessary.
5. Submit all necessary documentation in a timely manner.

The **parent/guardian**, realizing the importance of work-based learning, agrees to:

1. Encourage the student to carry out the requirements of the training in a professional demeanor.
2. Accept responsibility for the safety and conduct of the student while traveling to and from school, employer site, and home.
3. Assist the student to develop a plan for transportation to and from the employer site.

The **employer host** recognizes that a student learning plan is being followed and agrees to:

1. Provide close supervision of the student in a work experience that meets the objectives of the learning plan.
2. Provide training for at least the minimum number of hours required for course credit.
3. For paid WBL, provide worker's compensation coverage as you would for other employees in a similar position.
4. Adhere to all federal and state child labor laws and regulations.
5. Consult with the Work-based Learning Coordinator, teacher, and/or site facilitator to discuss any challenges the student is encountering.
6. Assign jobs to the student and otherwise treat the student without regard to race, color, gender, national origin, or handicap.
7. Provide a company orientation and safety training appropriate to the job.

The **Work-based Learning Coordinator or site facilitator/teacher of record**, representing the school or district, agrees to:

1. Vet all employer hosts and ensure they receive an orientation to work-based learning.
2. Ensure that the employer host is providing training that meets the student learning plan.
3. Conduct site visits to observe the student and address any issues with the supervisor.
4. Evaluate the student in relation to the goals of the student learning plan.

We, the undersigned, give permission for the above-named student to participate in the WBL program, and we understand and agree to meet the requirements of the WBL.

## **SIGNATURES**

**Student:**

**Date:**

**Parent or Guardian:**

**Date:**

**Endorsed Teacher:**

**Date:**

**Work-based Learning Coordinator or Site Facilitator:**

**Date:**

**Employer Host Supervisor:**

**Date:**



**WAGE AND HOUR DIVISION**  
UNITED STATES DEPARTMENT OF LABOR

## Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

Updated January 2018

This fact sheet provides general information to help determine whether interns and students working for “for-profit” employers are entitled to minimum wages and overtime pay under the Fair Labor Standards Act (FLSA).<sup>1</sup>

### Background

The FLSA requires “for-profit” employers to pay employees for their work. Interns and students, however, may not be “employees” under the FLSA—in which case the FLSA does not require compensation for their work.

### The Test for Unpaid Interns and Students

Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA.<sup>2</sup> In short, this test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

Courts have described the “primary beneficiary test” as a flexible test, and no single factor is determinative. Accordingly, whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case.

If analysis of these circumstances reveals that an intern or student is actually an employee, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA.

## Footnotes

1 - The FLSA exempts certain people who volunteer to perform services for a state or local government agency or who volunteer for humanitarian purposes for non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation, for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships for public sector and non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible.

2 - *E.g.*, *Benjamin v. B & H Educ., Inc.*, --- F.3d ---, 2017 WL 6460087, at \*4-5 (9th Cir. Dec. 19, 2017); *Glatt v. Fox Searchlight Pictures, Inc.*, 811 F.3d 528, 536-37 (2d Cir. 2016); *Schumann v. Collier Anesthesia, P.A.*, 803 F.3d 1199, 1211-12 (11th Cir. 2015); see also *Walling v. Portland Terminal Co.*, 330 U.S. 148, 152-53 (1947); *Solis v. Laurelbrook Sanitarium & Sch., Inc.*, 642 F.3d 518, 529 (6th Cir. 2011).

### Where to Obtain Additional Information

For additional information, visit our Wage and Hour Division Website:

<http://www.dol.gov/agencies/whd> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.



The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

## Appendix I: Resources

- [Sample Forms from the WBL Manual](#)
- [Index to State Child Labor Laws](#)
- [State Wage and Hour Youth Labor Laws](#)
- [ACTE's Quality Work-based Learning Framework](#)
- [Forms on File: Work-based Learning by National Center for College & Career Transitions](#)
- [Youth at Work by the Equal Employment Opportunity Commission \(EEOC\)](#)
- [Nevada Registered Apprenticeship Programs-Contact List for Current Apprenticeship Programs 2023](#)
- [Nepris for Nevada | Pathful Connect](#)
- [Workforce Connections](#)
- [Workforce Blueprint 2022](#)
- [O\\*Net](#)
- [NS4ED](#)