

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
March 19, 2020

OFFICE OF CAREER AND TECHNICAL EDUCATION

09. Action: Begin the Administrative Procedures Act process: To revise the Career Pathway Experience course the Work-Based Learning (WBL): Credit-Bearing Course [Goal 2 – MBE Strategic Plan]

Executive Summary

The Mississippi Secondary Curriculum Frameworks for Career and Technical Education have a four-year curricula revision cycle. The revision cycle includes input from local district personnel and business/industry partners. Approved secondary curricula will be disseminated for implementation in the 2020-2021 school year.

The Work-based Learning course gives Mississippi high school students the opportunity to earn academic credit for their authentic work experiences, which is defined as minimum of 70 hours in a work-related environment that fosters in-depth, first-hand engagement with the task that support the student's career goals as outlined in their Individual Success Plans. The experience provides a training ground for students to practice and improve their non-technical skills – such as dependability and working with others as well as 21st century skills.

This item references Goal 2 of the *Mississippi Board of Education 2018-2022 Strategic Plan*.

Recommendation: Approval

Back-up material attached



Mississippi Secondary Curriculum Frameworks in Career and Technical Education, Enhancement Courses

2020 CTE Work-Based Learning: Credit-Bearing Course Guidelines

Course Codes: 99####, 99####

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Office of Career and Technical Education
Mississippi Department of Education
Jackson, MS 39205

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The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Acknowledgments

The *CTE Work-Based Learning: Credit-Bearing Course Guidelines* is being presented to the Mississippi Board of Education on March 19, 2020. The following persons are serving on the state board at the time:

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The following Mississippi Department of Education (MDE) and RCU managers and specialists assisted in the development of this curriculum:

Wendy Clemons, executive director of the Office of Secondary Education/Dropout Prevention at the MDE, provided input throughout the development of the *CTE Work-Based Learning: Credit-Bearing Course Guidelines*.
Dr. Aimee Brown, director of the Office of Career and Technical Education (CTE) at the MDE, provided direction throughout the development of the guidelines.
Carol Ballard, work-based learning program supervisor of the Office of CTE at the MDE, coordinated the development of the guidelines.
Denise Sibley, senior research associate for the RCU, researched and facilitated the writing of the guidelines. denise.sibley@rcu.msstate.edu

Also, special thanks are extended to following for contributing their time and expertise throughout the development process:

Mike Barkett, president of the Mississippi Construction Education Foundation, Jackson
Robert Barnard, instructor at South Panola High School, Batesville
Robert Biggs, director of the McComb Business and Technology Complex, McComb
Gina Black, project manager for the Community Development Foundation, Tupelo
Bryant Career Technical School, Mobile County Public Schools, Irvington, AL
Sandy Commer-East, public relations director for Gulfport School District, Gulfport
David Favre, director of Gulfport Career and Technical Education (retired), Gulfport School District, Gulfport
Gayle Fortenberry, workforce development coordinator for the Mississippi Department of Agriculture and Commerce, Jackson

Eric Hill, director of entrepreneurship for the Center for Entrepreneurship and Outreach, MSU
Dwayne Hobbs, work-based learning specialist for the Georgia Department of Education, Atlanta, GA
Cary Karlson, executive director (retired) of the Washington County Economic Alliance, Greenville
Paul Luckett, president/owner of No Sky Solutions, Starkville
Jackie Martin, associate vice president of instructional services for Copiah-Lincoln Community College, Wesson
The Office of Student Readiness and Early Postsecondary Division of College, Career and Technical Education, Tennessee Department of Education, Nashville, TN
La’Keldra Pride, director of the North Panola Career and Technical Center, Como
James Wilcox, director of the Center of Economic and Entrepreneurship Education, University of Southern Mississippi, Hattiesburg
Dr. Tom Wallace, director of Gulfport Career and Technical Education, Gulfport School District, Gulfport

Appreciation is expressed to the following professionals who provided guidance and insight throughout the development process:

Estelle Watts, health science specialist for the MDE Office of CTE
Charlotte Bryant, HOSA state advisor for the MDE Office of CTE
Betsey Smith, director for the RCU
Brad Skelton, curriculum manager for the RCU
Melissa Luckett, instructional design specialist for the RCU

Appreciation is also expressed to the many educators, employers, and other community stakeholders across the state who provided valuable feedback during conference sessions and focus groups.

Introduction

One of the biggest challenges for many Mississippi business leaders is the shortage of a trained, reliable, and consistent workforce. Work-based learning (WBL) addresses this challenge by giving students opportunities to connect what they learn in the classroom with authentic work experiences. Furthermore, WBL experiences provide training grounds for students to practice and improve nontechnical skills, including dependability and working with others.

The MDE’s Office of CTE and Workforce Development determined that the current WBL credit-bearing course, Career Pathway Experience, should be revised to increase the number of students who have access to credit-bearing WBL experiences without compromising the quality of these experiences.

According to the Perkins V Act, WBL is:

“Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.”

This definition—along with an extensive review of the current research literature; feedback from educators, employers, and other community stakeholders; and findings from researching WBL programs in more than 20 states—laid the groundwork for determining the best approach to redesigning this course. To expand the availability of WBL experiences to all high schools across the state, the key components of this course needed to be applicable to a diverse array of WBL experiences, as opposed to prescriptive to the specific requirements of traditional WBL placements, including apprenticeships or internships. Next, a comprehensive set of quality standards needed to be developed to ensure that every student enrolled in the WBL credit-bearing course had the same quality of WBL experience. Lastly, the course was renamed to the *CTE Work-Based Learning: Credit-Bearing Course Guidelines*. The purpose of this guide is to outline the course requirements and quality standards for this course.

Standards

The following WBL program quality standards developed by the MDE Office of CTE and Workforce Development are used to measure WBL program quality:

Mississippi WBL Program Quality Standards

- Standard 1: The local school system supports the WBL program by providing a well-trained WBL teacher/coordinator with a manageable workload and adequate resources. The WBL program goals and objectives consist of a public relations marketing plan that is continually updated to reflect the changing needs of students, business, and industry.
- Standard 2: The WBL program has an active process in place to gather feedback from advisory committee and other stakeholders to assist with design, development, implementation, and continuous improvement.
- Standard 3: The WBL program has a process in place to evaluate community resources, build and nurture business partnerships, and establish meaningful WBL experiences for students.
- Standard 4: The WBL program implements clearly defined admission policies and procedures for recruiting and enrolling students.
- Standard 5: WBL students, parents, and worksite mentors complete an orientation specific to their roles and responsibilities.
- Standard 6: All WBL worksites follow federal/state labor laws and local policies.
- Standard 7: Each student enrolled in the WBL course has a training agreement and an updated Individual Success Plan (ISP) on file. The *WBL Training Agreement* specifies learning experiences that reflect academic proficiencies and career specific competencies correlated with the student's ISP.
- Standard 8: Each WBL student receives regular feedback from the worksite mentor and WBL teacher/coordinator on progress toward goals established in the student's training agreement.
- Standard 9: WBL students are appropriately enrolled and placed in State-approved WBL experiences.
- Standard 10: The WBL program implements clearly defined, equitable admission policies and procedures for identifying and enrolling students.
- Standard 11: The WBL program supports students with disabilities by providing a specific training plan to meet their individual needs.
- Standard 12: WBL coordinator is responsible for maintaining accurate records regarding enrollment, assessment, and awarding of credit for data and monitoring purposes.

Standard 13 An annual program review is submitted to the MDE to ensure continuous WBL program improvement.

The following standards are used to develop student learning outcomes addressed on students' WBL Agreements:

College and Career-Ready Standards

The College- and Career-Ready Standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted *Mississippi College- and Career-Ready Standards (MCCRS)* because they provide a consistent, clear understanding of what students are expected to learn so teachers and parents know what they need to do to help them.

mde.k12.ms.us/MCCRS

Framework for 21st Century Learning

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. *21 Framework Definitions* (2015).

p21.org/storage/documents/docs/p21_framework_definitions_new_logo_2015.pdf

Course Description

The WBL courses gives Mississippi high school students the opportunity to earn academic credit for their authentic work experiences. To receive credit, students must be enrolled in a WBL course and meet all course requirements. Students do not have to be enrolled in a CTE program to enroll in this course.

Four course codes have been approved to give students the opportunity to enroll in a WBL credit-bearing course for multiple semesters.

College and Career Readiness Credit

Students enrolled in this course during their 11th and 12th grade years can substitute one WBL credit for the College and Career Readiness (CCR) credit required for graduation.

Career and Technical Diploma Endorsement

Credit earned in this course satisfies the WBL requirement option for the Career and Technical Diploma endorsement.

Course Requirements

Although a student may have multiple opportunities for gaining WBL experiences, not all WBL experiences meet the requirements for enrolling students in this course.

Required Key Components

WBL experiences can include, but are not limited to, internships, pre-apprenticeships, entrepreneurial ventures, service-learning, virtual enterprises, and other supervised work experiences. The following key components are required for students to receive credit for their WBL experiences:

- **Authentic work experience:** a structured WBL experience in which students can work a minimum of 70 hours in a work-related environment that fosters in-depth, first-hand engagement with the tasks that support their career goals as outlined in their ISPs. The experience should provide opportunities for students to practice applying classroom instruction and 21st-century skills.
- **WBL teacher/coordinator:** an individual or individuals employed by the local education agency (LEA) with a WBL add-on endorsement
- **Worksite supervisor:** an employer or mentor who provides supervision, guidance, and encouragement to students and is involved in coaching career skills as indicated on student's *WBL Training Agreement*
- **WBL Training Agreement:** an agreement or memorandum that defines the career skills, experiences, and personal responsibilities to which the WBL supervisor, the LEA, students, and parents/guardians have committed to fulfill. The *WBL Training Agreement* should support the career goals identified in students' ISPs. An example of a *WBL Training Agreement* and more in-depth instructions for completing the guide can be found in the *CTE Work-Based Learning Resource Guide*.
- **Evaluation/portfolio:** documentation by the WBL teacher/coordinator, WBL supervisor, and students that exhibits students' experiences and measures students' mastery of skills outlined in the *WBL Training Agreement*

Student Enrollment Eligibility

Students must meet the following requirements to be eligible for enrollment in the *CTE Work-Based Learning: Credit-Bearing Course Guidelines*:

- 16 years of age or older

Student should meet the following suggested prerequisites:

1. C or higher in English (the previous year)
2. C or higher in math (last program taken or the teacher can specify the level of math instruction needed)
3. WBL teacher approval and TABE reading score (eighth grade or higher)

or

1. TABE reading score (eighth grade or higher)
1. WBL teacher approval
 - or**
 1. At least a Bronze designation on the WorkKeys Assessment
 - or**
 1. WBL teacher approval
 - or**
 1. CTE director and/or high school principal approval

WBL Hours/Credit

The amount of credit to be awarded to students is determined according to State standards for Carnegie Unit requirements. For example, students who work 140 hours earn 1 Carnegie Unit/credit hour.

- Eligible hours are those in which the student enrolled in WBL is practicing and demonstrating career skills within an authentic work experience over a sustained period of time.
- Students enrolled in a WBL credit-bearing course must work a minimum of 70 hours to receive credit.
- High school students may enroll in a WBL credit-bearing course for multiple semesters using the following course codes:
 1. Work-Based Learning Credit-Bearing Course I – 99####
 2. Work-Based Learning Credit-Bearing Course II – 99####
- Students enrolled in a WBL credit-bearing course can earn 0.5-2 credits based on the number of authentic work experience hours they incur while enrolled in the WBL course.

Work experience hours per WBL course enrolled	Credit earned
70-139	0.5
140-279	1
280 and above	2

Alignment to Career Pathway

Every effort should be made to align the WBL experience with the students chosen career pathway as defined in their ISP. If a pathway specific WBL experience is not available, the experience can be outside the student’s chosen career pathway; however, the WBL teacher/coordinator is required to include the following in the student’s *WBL Training Agreement*:

1. Plan for student to engage in an **additional** eight hours of career pathway-specific career exploration activities

The following table outlines the career exploration activities that can be used to accumulate the additional career pathway-specific eight hours:

Experience	Max Hours
Job Shadowing	8
CTSO Project Participation	4
Career Industry Experience	2
Interviews	2
Career-Related Research Project	4
Clinical Experience	8

Credit-Bearing Experiences

Although students may have multiple opportunities for gaining WBL experiences, not all WBL experiences meet the requirements for enrolling students in this course. The following are suggested WBL models that, if implemented according to WBL guidelines and quality standards, can be applied toward WBL credit in this course:

Entrepreneurial Ventures

Entrepreneurship experiences assist a student in developing the competencies needed to own and manage enterprises. Students plan, implement, operate, and assume the financial risk in a business that produces and distributes goods or services. Students must maintain complete and accurate records. An entrepreneurial experience provides students with the opportunity to develop the necessary skills and competencies to become established in their own business or to gain employment.

School-Based Enterprises

A school-based enterprise is an entrepreneurial operation in a school setting that provides goods/services as part of students' educational program of study. School-based enterprises are managed and operated by students as hands-on learning laboratories to assist them in developing the competencies needed to own and manage enterprises. In some school-based enterprise experiences, the local school district owns the materials and other required inputs, and the students maintain financial records to determine returns on investments. The students plan, implement, conduct, and evaluate the operation of the business, including the production and distribution of goods and/or services. These enterprises may range from building houses, running restaurants, or managing school stores to publishing periodicals and newspapers, conducting marketing research studies for local business and industry, or engaging in small-scale manufacturing.

Simulated Workplace

Simulated workplaces are classrooms that have been transformed into a real-world workplace by emulating business structures, processes, and expectations. These spaces give students the opportunity to take ownership of their individual performance—it impacts the overall success of their education—and thrive in an authentic workplace culture. Simulated workplaces also encourage local business and industry experts to join onsite review teams to assist schools in meeting their workforce needs and expectations.

Supervised Agriculture Experience

Supervised agricultural experience (SAE) is a student-led, instructor-supervised, WBL experience that results in measurable outcomes within a predefined, agreed upon set of Agriculture, Food and Natural Resources (AFNR) Technical Standards and career ready practices aligned to a career plan of study.

Youth Apprenticeships

Apprenticeships are flexible training systems that combine job-related technical instruction with structured, on-the-job learning experiences. They provide opportunities to workers seeking high-skilled, high-paying jobs and to employers seeking to build a qualified workforce.

Apprenticeships are highly active in traditional industries, such as construction and manufacturing, but they are also instrumental in the training and development of emerging industries, including healthcare, energy, and homeland security.

There are major differences between youth apprenticeship and other WBL programs, like Career Pathways Experience. The youth apprenticeship program is usually of a longer duration (two to four years in length) and necessitates additional curriculum modification as it requires greater collaboration among educational institutions (secondary and postsecondary) and employers. Youth apprenticeship programs stress formal linkages between academic and occupational disciplines and between the classroom and the workplace that should result in a student acquiring sophisticated technical skills.

Required Forms and Documentation

WBL forms include the *WBL Training Agreement* and documentation of student's WBL experiences. Districts may personalize training agreement if they do not omit any of the MDE-required components.

WBL Training Agreement

A sample *WBL Training Agreement* may be found in the *WBL Teacher Resources Guide*. The training agreement form may be modified to meet the needs of the school, student, and program; however, the *WBL Training Agreement* must include the following components:

- Student information
 - Name
 - Address
 - Phone number
 - Date of birth
 - Career pathway focus (according to the student's ISP)
 - WBL teacher's/coordinator's contact information
- Worksite information
 - Location of experience
 - Type of experience (i.e., internship, entrepreneurship, etc.)
 - Description of how placement meets the requirements for an authentic work experience
 - Job description
 - WBL supervisor's or mentor's name
 - Address (if applicable)
 - WBL supervisor's/mentor's contact information
 - Start and end dates
- Weekly work schedule
- Specific employability and career skills that will be developed and how they relate to the student's chosen career pathway
- For a paid WBL, confirmation from the employer that the student is covered by workers' compensation insurance
- For an unpaid WBL at a worksite, proof of liability insurance

Entrepreneurship

The *WBL Training Agreement* for an entrepreneurship project should include all the above information as well as the following:

- Description of the entrepreneurship project
- Copy of the student's business plan that should include:
 - Product/service to be provided
 - Proposed budget including projected income and expenses
 - Plans for financing the project
 - Marketing plan for the project
 - Exchange agreement(s) if the student will be exchanging labor for inputs, facilities, or machinery

School Records

Each participating school must maintain the following records for each student:

- Student *WBL Training Agreement*
- Progress report documenting progress toward mastering the competencies outlined in the WBL Agreement
- WBL supervisor's evaluation of the student
- Student evaluation of WBL experience
- Signed acknowledgement of local district rules and regulations
- The retention and disposition of records is as follows:
 - Enrollment: retain for five years and then destroy
 - WBL evaluations: retain for five years and then destroy
 - Program: review annually and destroy records that have no administrative value
 - Student *WBL Training Agreement*: retain for five years after student graduates and then destroy

Local, State and Federal Regulations

Summer

Summer WBL may be counted toward the number of hours required for the following school year if the experience is supervised by an endorsed WBL teacher.

Federal and State Labor Regulations

Students must be at least 16 years old and in high school to participate in the WBL program. All students and employers must fall under the guidelines of the United States Department of Labor Fair Labor Standards Act (FLSA).

All WBL placements are required to meet federal and state regulations. WBL teachers must keep abreast of such regulations to ensure compliance.

WBL teachers should never interpret labor laws. If WBL teachers/coordinators have questions pertaining to laws, they should contact the federal office for assistance. Current contact information for the U.S. Department of Labor can be found at dol.gov.

Additional information and resources pertaining to Mississippi labor laws are available at mdes.ms.gov/employers/unemployment-tax/employer-resources/employment-issues.

Early Release

Students enrolled in WBL and completing school credit off campus are in compliance with early release requirements.

Advisory Councils

All WBL programs must have an active local advisory council that includes representatives from the community who are involved in workforce development or understand the needs of the local workforce. Examples include, but are not limited to, representatives from business/industry, economic development, community colleges, and local government.

Local District Rules and Regulations

Each local district must develop and implement local WBL rules and regulations. This form must be signed by the student, parent, school CTE director or high school principal, and the WBL teacher/coordinator, and the form must be kept in the student's file. Suggested examples of this form are included in the *WBL Resource Guide*.

Suggested Facilities

An office or classroom must be provided for the WBL teacher and must be furnished with a desk, chair, computer, telephone, and lockable storage space.

Program Funding

WBL programs receive funding from the MDE Office of CTE and Workforce Development depending upon the availability of funds. WBL programs must meet all MDE guidelines and requirements as specified in this guide. Each district must budget an adequate amount for the WBL program. It is recommended that districts budget a minimum of \$1,500 for materials, supplies, and travel for WBL teachers/coordinators to visit worksites and for community outreach. WBL teachers' schedules will vary based upon their job assignments, and a large

portion of their WBL work will be off campus. WBL teachers are eligible for extended contracts in accordance with *Mississippi Code Annotated 37-31-13*.

Technical Assistance

A written request for technical assistance may be made to the MDE's Office of CTE and Workforce Development. MDE staff will schedule technical assistance visits or conference calls to ensure that WBL programs continually meet guidelines and requirements. WBL teachers are required to participate in MDE-sponsored professional development opportunities.

Roles and Responsibilities

WBL Teacher/Coordinator

- Ensures effective communication and collaboration with other WBL stakeholders, including MDE staff, district superintendents, CTE directors, principals, counselors, teachers, as well as representatives of community colleges, universities, businesses, industries, government, economic development organizations, chambers of commerce, and workforce development agencies
- Plans, develops, coordinates, and evaluates innovative WBL strategies and opportunities with input and assistance from administrators, teachers, and students
- Locates, analyzes, and evaluates the suitability of potential WBL opportunities, including identifying any safety and liability insurance issues
- Reviews student applications, interviews students, and notifies students of acceptance to participate in the program
- Matches students to appropriate WBL experiences
- Coordinates WBL orientation meetings/processes for students, and WBL supervisors
- Reviews all appropriate forms with students, parents, and WBL supervisors.
- Develops and completes training agreements with students and WBL supervisors
- Ensures students submit all required documentation prior to the start of the WBL program
- Advises students on the appropriate workplace soft skills, behavior, and dress
- Verifies students are prepared for job interviews, capable of completing job applications, and have transportation if needed
- Coordinates regularly scheduled meetings/calls with students and WBL supervisors to render any needed technical assistance or immediately address any problems and/or concerns of the student
- Keeps local administrators abreast of the WBL program's operations and outcomes
- Monitors the WBL program's for compliance with state and federal regulations and informs students and WBL supervisors of these regulations regarding training, child labor, safety, liability insurance for the employment of students.
- Completes evaluation forms with the WBL supervisor each grading period and conducts a follow-up session with each student
- Verifies eligible students receive the appropriate unit(s) of credit
- Maintains all required forms and documentation and submits all required WBL reports to MDE
- Serves as WBL supervisor and/or mentor for nontraditional WBL experiences, such as entrepreneurship, school-based enterprises, simulated workplace, community service

projects, project-based learning, supervised agricultural experience, or summer WBL placements

Guidance Counselors

- Assists with the recruitment of students for WBL programs
- Advises WBL teachers/coordinators about prospective students who could benefit from participation in the program
- Assists in scheduling
- Provides career and educational planning assistance to students

WBL Student

- Meets student enrollment eligibility requirements
- Maintains an attendance rate of 90% or a rate determined by the WBL teacher/coordinator
- Attends all WBL orientation meetings
- Participates in the development of their *WBL Training Agreement*
- Maintains an up to date *WBL Training Agreement* approved by WBL teacher\coordinator and WBL supervisor that addresses student learning outcomes and desired career skills
- Works a minimum of 70 Career Experience hours per school semester (see Career Experience Hours/Credit above)
- Maintains documentation that exhibits experiences and mastery of skills as outlined in their *WBL Training Agreement*
- Exhibits honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate attire, and a willingness to learn
- Conforms to all rules and regulations of the workplace as determined by the WBL supervisor
- Completes all necessary forms and reports required in the program
- Arranges transportation to and from the workplace site
- Provides proof of liability insurance coverage
- Remains in the WBL placement unless there is prior knowledge and consent by the WBL teacher/coordinator
- Contacts and consults with the WBL teacher/coordinator, and/or WBL supervisor about any difficulties at the workplace site
- Exhibits proper conduct in school and on the job

Parent/Guardian

- Maintains involvement with the student's participation in the WBL program

- Shares responsibility for the student's conduct while in the WBL program
- Signs the *WBL Training Agreement* and parental permission form
- Ensures the student has transportation to and from the WBL workplace site
- Provides documentation of responsibility for liability insurance coverage and automobile insurance coverage
- Encourages the student to perform WBL responsibilities in an efficient and effective manner
- Contacts the WBL teacher/coordinator rather than the WBL workplace site or WBL supervisor about concerns and inquiries

WBL Supervisor/Mentor (Employer)

- Follows all federal, state, and local regulations regarding the employment of students
- Follows the guidelines established by the WBL teacher and LEA
- Participates in the development of the training agreement
- Assists in the evaluation of the student each grading period
- Treats the student as a regular employee
- Does not displace other workers who perform similar work
- Provides safety instruction
- Endeavors to employ the student for the entire agreed-upon WBL period
- Does not exploit the student for private gain

Source: *Miss. Code Ann. §§ 37-1-3 and 37-31-103*