

**OFFICE OF CHIEF ACADEMIC OFFICER**  
**Summary of State Board of Education Agenda Items**  
**June 11, 2020**

**OFFICE OF CAREER AND TECHNICAL EDUCATION**

04. Action: Revise the Career Pathway Experience course the Work-Based Learning (WBL): Credit-Bearing Course [Goal 2 – MBE Strategic Plan]  
(Has cleared the Administrative Procedures Act process with public comments)

**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 21<sup>st</sup> century skills.

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

Recommendation: Approval

Back-up material attached

## APA Comments on English Language Development (ELD) Standards, as created by WIDA

The Office of Academic Education received the following APA comments about the CTE Work-Based Learning Credit-Bearing Course.

Comment	MDE Response
This is very innovative and exciting for students.	No change is needed
This dynamic and progressive concept will allow districts to create local partnerships with industry while allowing students to develop the skills needed to enter the work force. This course permits a systemic, policy supported concept to develop business and industry partnerships that will improve career readiness. This course will enable us to create an expectation of both college and career readiness with viable options for a larger population of students who may not want to commit two years of high school to a specific CTE program. This is an exciting step for students and educators.	No change is needed
The Columbus Lowndes Chamber of Commerce is very interested in this course and the APA process for our community. It will provide the policy and systemic approach to work force development and will enhance career readiness for students. The continuance of this program would be a great value to our community.	No change is needed
Graham Roofing, a member of the FORGE (Family Organizations Recruiting Great Employees) Foundation, would like to voice our support of the 2020 CTE Work-Based Learning Credit-Bearing program. Construction trade professionals predict the construction industry will have one of the largest increases in real output, reaching almost \$1.2 trillion dollars by 2020. We are very excited about the partnership we see in our future with these types of skilled-based programs. The knowledge and skills they gain from programs like these are invaluable to our industry. We would be happy to speak at length if you need additional support from us. Many in our organization sit on statewide workforce development boards and are working diligently to bridge the skills gap in Mississippi. Thank you very much for your time and consideration. We appreciate the strides being made to encourage growth in the skilled trades market ultimately impacting the economy of Mississippi.	No change is needed

## **APA Comments on English Language Development (ELD) Standards, as created by WIDA**

Dr. Brown,

This is very innovative and exciting for students. The APA came out during the pandemic and I'm sure superintendents will be excited about this course if it is approved. I don't know how I missed this in my daily email from MDE. This is just amazing, expect a support letter from CMSD. Have a great day!

Respectfully,

Cherie Labat

### **Administrative Procedures Act (APA) Notice**

#### **Office of Career and Technical Education**

#### **Mississippi Seeks Public Comment on the Mississippi Secondary Frameworks in Career and Technical**

On March 19, 2020, the State Board of Education (SBE) granted approval to begin the Administrative Procedures Act (APA) process to revise the Mississippi Secondary Curriculum Framework for Work-Based Learning Credit-Bearing Guidance.

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

Please submit written comments to Dr. Aimee Brown, State CTE Director, 359 N. West Street, Post Office Box 771, Jackson, MS 39205-0771. You may also submit comments in writing by email ([careertech@mdek12.org](mailto:careertech@mdek12.org)).

All public comments must be received in the Office of Career and Technical Education no later than 5:00 PM on May 24, 2020. APA Comments will be presented to the SBE on June 11, 2020.

Cherie Antoinette Labat, Ph.D.

Superintendent

Columbus Municipal School District

1-662-241-7400

"Every Decision in the Best Interest of Students"

## **APA Comments on English Language Development (ELD) Standards, as created by WIDA**

Dr. Brown,

This letter is in support of the 2020 Work-Based Learning Course for the Career Technical Education. This dynamic and progressive concept will allow districts to create local partnerships with industry while allowing students to develop the skills needed to enter the work force. This course permits a systematic, policy supported concept to develop business and industry partnerships that will improve career readiness. This course will enable us to create an expectation of both college and career readiness with viable options for a larger population of students who may not want to commit two years of high school to a specific CTE program. This is an exciting step for students and educators. The future is bright when districts are creating high skilled, career ready students that will meet local, regional and state workforce needs.

Respectfully,

Cherie Labat

Cherie Antoinette Labat, Ph.D.  
Superintendent  
Columbus Municipal School District  
1-662-241-7400  
“Every Decision in the Best Interest of Students”



COLUMBUS LOWNDES  
CHAMBER of COMMERCE

*Where the business world thrives*

May 21, 2020

To Whom It May Concern:

The Columbus Lowndes Chamber of Commerce works with our local school districts to support and improve education for Columbus and Lowndes County. The CLCC Education Committee is tasked with supporting our local school with annual events such as Education Awards Program, Educators Are Essential, Education Town Hall, Senior Send-off and other programs and support events.

In collaboration with education, community leadership, and the business community, our organization has provided resources to Columbus Municipal School District, Lowndes County School District, and private schools ranging from 25-50 volunteer hours a year and approximately \$15,000 annually.

The CLCC is very interested in this course and the APA process for our community. It will provide the policy and systematic approach to work force development and will enhance career readiness for students. Since the CLCC represents the business community, and our business and industry need a trained and ready workforce, it is vital that we continue with the Administrative Procedures Act.

The continuance of this program would be of great value to our community.

Sincerely,

Lisa James  
President  
Columbus Lowndes Chamber of Commerce  
[ljames@clchamber.org](mailto:ljames@clchamber.org)



# GRAHAM ROOFING INC.

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May 22, 2020

Dr. Aimee Brown  
State CTE Director  
P.O. Box 771  
Jackson, MS 39205-0771  
[careertech@mdek12.org](mailto:careertech@mdek12.org)

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

Graham Roofing, a member of the FORGE ( Family Organizations Recruiting Great Employees) Foundation, would like to voice our support of the 2020 CTE Work-Based Learning Credit-Bearing program. Our industry supports programs feeding the skills gap so apparent in our market. Construction trade professionals predict the construction industry will have one of the largest increases in real output, reaching almost \$1.2 trillion dollars by 2020. There are not near enough skilled employees to create the output to reach these projections. Our industry cannot find the skilled craftsmen and women that we need to keep up with our demand and workload. Two years ago, we started investing in our area career tech programs in hopes of growing our own skilled employees. We are very excited about the partnership we see in our future with these types of programs. The knowledge and skills they gain from programs like these are invaluable to our industry. We would be happy to speak at length if you need additional support from us. Many in our organization sit on statewide workforce development boards and are working diligently to bridge the skills gap in Mississippi. Thank you very much for your time and consideration. We appreciate the strides being made to encourage growth in the skilled trades market ultimately impacting the economy of Mississippi.

On behalf of FORGE,

Christee Holbrook, President  
Graham Roofing Incorporated  
<http://forgeyourpath.org>



Proud Member



Community-minded small businesses who are working alongside educators to recruit and retain talented and skilled employees.

**1.4M**

There will be a 1.4 million craft professional shortage by 2022.

Build Your Future

**58%**

58% of MS employment opportunities are middle-skill jobs.

National Skills Coalition

**7/10**

7/10 jobs in the workforce don't require a 4-year college degree.

Build Your Future

## OUR MISSION:

FORGE is comprised of a group of businesses who are passionate about seeing the skilled trade industry thrive. Our mission is to change the perception of blue-collar work, and to educate students on the value of working with their hands and the opportunities that are available right around them.

College isn't the best path for everyone, so it is our hope that through our partnerships with education administration, teachers and parents, students will be encouraged to explore their options outside of a four-year degree.





## WHO IS **FORGE**?

APAC of Columbus, Mike Bogue

Burns Dirt Construction, Inc., Nic Parish

Graham Roofing, Inc., Christee Holbrook

McCrary West Construction & Services, Katie & Lu McCrary

Thompson Welding Services, Inc., Brent Thompson

TRONOX of Hamilton, Talia Worth

Waters Truck & Tractor of Columbus, Michael Waters

West Brothers Construction, Rob Winklepleck

Over the years, we have seen society cultivate an unnecessarily negative perception for the skilled trade industry. This is a problem because it demeans hard working men and women, and an industry that provides a vast amount of value to the same society that tears it down.

### How can you help change the perception?

- **STOP** unwarranted negative talk of the skilled trade industry.
- **LEARN** about the opportunities that are out there for the skilled trade industry, and the complexity behind most of these jobs.
- **START** encouraging students to explore career options outside of those that require a 4-year degree.

Stay up to date with **FORGE** by following us on social media!

680 West Tibbee Road  
West Point, MS 39773

admin@forgeyourpath.org

www.forgeyourpath.org



 forge\_yourpath

 FORGE

 FORGE Your Path

 FORGE Foundation







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

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

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

Direct inquiries to

Instructional Design Specialist  
Research and Curriculum Unit  
P.O. Drawer DX  
Mississippi State, MS 39762  
662.325.2510

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Mississippi Department of Education  
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Jackson, MS 39205  
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Published by

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

Research and Curriculum Unit  
Mississippi State University  
Mississippi State, MS 39762

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

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The *CTE Work-Based Learning: Credit-Bearing Course Guidelines* is being presented to the Mississippi Board of Education on June 11, 2020. The following persons are serving on the state board at the time:

Dr. Carey M. Wright, state superintendent of education  
Dr. Jason S. Dean, chair  
Mr. Buddy Bailey, vice chair  
Ms. Rosemary G. Aultman  
Dr. Karen Elam  
Dr. John R. Kelly  
Ms. Nancy Collins  
Ms. Brittany Rye  
Mr. Sean Suggs  
Mr. Omar G. Jamil, Student Representative  
Ms. Shelby Dean, Student Representative

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](mailto: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

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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

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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](http://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](http://p21.org/storage/documents/docs/p21_framework_definitions_new_logo_2015.pdf)

## Course Description

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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

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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

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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

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## **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](http://dol.gov).

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

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## **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*