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ABSTRACT

This document is intended to give Wisconsin teachers and administrators the background knowledge to understand the nuances of the various work-based learning (WBL) programs and determine whether they want to develop one or more new WBL programs in their district or enhance or otherwise customize existing WBL programs. Each of the first 11 chapters discusses one of the following types of programs: service learning; job shadowing; internships; employability skills certificate programs; cooperative education skill standards certificate programs; cooperative education; youth apprenticeships; work experience programs; supervised agricultural experience programs; school-based enterprises; and assistant child care teacher programs. Each of these chapters begins with an introduction that explains the objectives of the specific type of program, its main components, and trends in its development and ends with lists of student, supervising teacher, and employer roles and responsibilities. Chapter 12 discusses the process of establishing business and education partnerships. Specific topics covered in Chapter 12 are as follows: benefits of partnerships to the business and industry sector; key questions in recruiting business and industry; and the roles of schools and employers in establishing business and education partnerships. The following items are appended: considerations and expectations for special populations enrolled in WBL programs; the Wisconsin Child Labor Laws Administrative Rule; and a list of 32 resources. (MN)

Wisconsin Work-based Learning Guide

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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* Information on publications available from the Wisconsin Department of Public Instruction can be obtained by contacting Publication Sales at 1-800-243-8782 (U.S. only) or 608-266-2188, fax to 608-267-9110 or by connecting to the following website: www.dpi.state.wi.us/dpi/dltcl/eis/pubsales/index.html

Introduction

In 1997, the Wisconsin Department of Public Instruction published *“The Workplace as a Learning Place.”* That document defined school-supervised work experience as “a planned set of educational experiences, supervised by licensed school personnel, designed to enable learners to acquire attitudes, skills, and knowledge for work and other life roles by participating in actual or simulated work settings related to in-school instructional programs.” During the last several years, business representatives and other education stakeholders have examined how schools might better ease the move of students from high school academics to adult life. The conclusion reached was that greater student participation in the workplace can improve student preparation in the world of work. Both business and educational personnel agree that the workplace offers students experiences they will probably not find in a school setting alone.

Work-based learning experiences expose students to different types of jobs and help students learn and apply skills necessary to the working world. Concurrently, these experiences give students the opportunity to acquire attitudes, skills, and knowledge for work and other life roles by participating in actual or simulated work settings related to in-school instructional programs. All of these activities are aimed at the infusion of workplace experiences into the academic environment to assist students in developing work behaviors that will make them more employable. Further, these activities provide workplace and academic experiences to assist them in becoming responsible, cooperative, and active members of the community.

This guide is designed to afford teachers and administrators the background knowledge to understand the nuances of the various work-based learning programs; to allow them to determine whether they want to develop one or more of these programs in their district; to help them determine whether they want to enhance a current program or merge various characteristics from two or more programs into a customized work-based learning program; and, to outline their district’s programmatic and legal responsibilities regarding operations of these programs. We hope that this material will be of assistance to all school districts as they analyze their current and future work-based learning opportunities.

John T. Benson
State Superintendent

Background

The U.S. Congress, Office of Technology Assessment in *Learning to Work: Making the Transition from School to Work* (September, 1995) provides an abbreviated history of work-based learning in the United States. It points out that apprenticeships can be traced back as far as the code of Hammurabi in the 18th century BC wherein it was required that artisans teach their crafts to the young. As of the middle 1800's, most young people's work experience was acquired by working alongside their parents or in a formal apprenticeship with another adult. These apprenticeships, which flourished during the early history of the United States, engaged individuals from the age of 14 through age 21.

Apprenticeships declined during the Industrial Revolution with the onset of mass production and the resulting division of labor causing a decline in the need for skilled workers. However, in the early 20th century, unions and businesses established formal apprenticeship programs in an effort to maintain high-quality standards and workmanship in the skilled trades. These types of programs expanded significantly after World War II. In general, the current mix of full-time work, on-the-job training, and academic instruction in the principles and theories entailed in a particular trade remain similar to that established in the early 1900's.

It is interesting to note that, as early as the 1870's, the president of the Massachusetts Institute of Technology (MIT) observed that graduating engineers had the theoretical knowledge but were unskilled as it related to job site performance. To rectify this situation, MIT instituted a program of integrating technical experiences with academic coursework. The result was graduates who were better equipped to apply both theory and practice in the workplace. Using this model as a starting point, secondary and postsecondary schools nationwide gradually began incorporating this philosophy into their curricula. Wisconsin was a leader in adopting this methodology and has continuously refined this practice to the level of integrated academic and technical education (i.e., work-based learning) that exists in the State's secondary and postsecondary educational institutions today.

Mindful of these general philosophies, this guide is broken into chapters designed to provide basic design, structure, and implementation practices for successful work-based learning models. The work-based learning models described are:

Assistant Child Care Teacher Program	School-Based Enterprise
Employability Skills Certificate Program	Service Learning
Cooperative (Co-op) Education	Supervised Agriculture Experience
Cooperative Education Skill Standards Certificate Program	Work Experience
Internships	Youth Apprenticeship
Job Shadowing	

Chapter 1

Service Learning Programs

Introduction

Service learning is a method of teaching whereby students learn and develop through active, unpaid, participation in organized academic and practical activities that are conducted in and designed to meet the needs of their communities. Service learning links activities to the school curriculum and provides students with a real-world context in which to apply their academic skills. A national study of Learn and Serve America programs suggests that high-quality service learning programs can improve academic grades and school attendance and help students develop personal and social responsibility. Through service learning, students learn critical thinking, communication skills, teamwork, civic responsibility, mathematical reasoning, problem solving, public speaking, vocational skills, computer skills, scientific method, research skills, and analysis.

Service learning may take place in the school, the community at large, in non-profit community agencies, private businesses, or government agencies. This service is also a vehicle through which schools can teach the skills of democratic citizenship. By allowing students to venture out of the classroom to examine the world around them, and by providing them with opportunities to address the problems they see, service learning teaches young people that they have the power to change their communities and their world for the better.

Equally important in any discussion regarding service learning is the connection of these types of activities to the academic programs experienced by all students. In this vein, the departments of education in Iowa, Minnesota, and Wisconsin worked together to create networks within each state to develop strategies for integrating service learning into the curriculum. The Wisconsin group compiled information to demonstrate how service learning can assist schools and teachers in linking the state's Model Academic Standards with service learning activities.

The following elements are essential to any service learning program:

- **Integrated curriculum** wherein community service activities are a natural adjunct to classroom learning experiences.
- **Preparation** whereby students identify and analyze a problem, select and plan a project, and receive training and orientation prior to the service.
- **Action** which is meaningful, appropriate for the ages and abilities of the students primarily involved, is supervised, and provides for a feeling of ownership by the students during and at the conclusion of the project.
- **Reflection time** consisting of structured discussions, readings, working on a project, etc., all designed with the idea that students should be thinking critically and learning from their experiences as an individual or as a group.
- **Celebration** of the achievements and accomplishments of the students to be shared with the students and the recipients of the services as well.

Student's Roles

Through service learning, students come into contact with decision makers in their communities (e.g., business people, government officials, and other members of the community). Because of projects that address real needs, students must seek the assistance of community members and leaders, and the community is able to see its young people as problem solvers and full members of the community. The more students work in the community, and the more successes they experience, the more likely they are to continue to be involved after they leave school.

The following student service learning outcomes were outlined in a position paper from the National Service Learning Initiative (1990) and from the Minnesota Department of Education (1987):

Service Outcomes:

- development of strong values and reasonable morals
- a sense of personal worth and competence
- positive self esteem
- a willingness to explore new roles and interests
- a willingness to take risks and an acceptance of fresh challenges
- acceptance of the consequences of behavior
- ability to take responsibility for problem solving
- sense of the obligations of public life in a democratic republic

Intellectual Development and Academic Outcomes:

- increased basic academic skills such as reading, writing, calculating, speaking, and listening
- enhanced ability for problem solving, reviewing choices, analytical criticism
- learning-from-experience-skills, such as observation, questioning, knowledge
- application, summarizing, testing and assessing results
- motivation to learn and retain what has been learned

Social Growth and Development Outcomes:

- concern for the welfare of others
- social responsibility
- political strategies
- civic preparation
- exploration of service-related career paths
- sensitivity toward people from a wide range of backgrounds
- development of character, judgement, insight, and sensitivity to underlying themes

Teacher's Roles

The following suggested roles and activities for teachers and administrators are excerpted from the *Learn and Serve America Guidelines for Youth Service-Learning and Adult Volunteer Partnerships*, published by the Wisconsin DPI for the 1998-99 grant application year. This is a compilation of suggested activities to be undertaken by any school district or community that is entertaining the prospect of establishing a service learning program.

- Solicit a school board resolution and commitment for teachers, administrators, students, and community participation in the planning, implementation, and evaluation of youth service.
- Select a representative committee, including youth, to:
 - Review proposed policies
 - Assess the current status of youth service and leadership
 - Review current related curriculum
 - Determine appropriate agencies to be recipients for youth service
 - Formulate a vision statement
 - Develop a plan, goals, and action steps
 - Consider all potential resources to better leverage grant dollars
 - Consider the potential of all possible programs
- Define youth service for the community.
- Refine the mission and vision statement.

- Set goals and establish priorities.
- Develop strategies and programs for the district.
- Establish an implementation schedule.
- Evaluate and adjust the schedule as needed.
- Establish indicators of success.
- Assess the community preparedness to accept students as volunteers.
- Inventory local resources.
- Anticipate opportunities and barriers.
- Research different strategy options, consider new ideas, and evaluate the best choices.
- Evaluate the planning process and respond to feedback.
- Review feedback and revise goals and activities as necessary.

Potential Partners

- Local organizations:
 - Chamber of Commerce
 - Farm Bureau
 - Local economic development authority
 - Head Start
 - United Way
 - Public Agencies
 - Health and Family Services
 - Law enforcement
 - Job Service
- Non-Profit Organizations:
 - Urban League Junior League
 - National Association for the Advancement of Colored People (NAACP)
 - YMCA/YWCA
 - Boys and Girls Clubs
 - Big Brothers/Sisters
 - Boy and Girl Scouts
 - Community social service organizations
- Civic Organizations:
 - Rotary, Lions, Kiwanis, Jaycees
 - Religious organizations
 - Churches
 - Religious youth groups
 - Salvation Army
 - Business groups
 - Business and industry councils
 - Chamber of Commerce
 - Youth apprenticeship councils
 - Merchant's associations
 - Private industry councils
- Arts and Cultural Organizations:
 - Galleries and museums
 - Performance halls
 - Libraries
 - Community theaters
 - Arts organizations

- Recreational and Student Organizations:
 - Parks
 - 4-H Clubs
 - DECA
 - FBLA
 - FCCLA
 - FFA
 - HOSA
 - Skills/USA VICA
- Health Related Organizations:
 - Hospitals
 - Professional associations

For additional information regarding Service Learning Programs please see the DPI Bright Beginnings & Family-School-Community Partnership website at: www.dpi.state.wi.us/dpi/dltcl/bbfcsp/slhmpage.html

Chapter 2

Job Shadowing

Introduction

In 1996, the Northwest Regional Educational Laboratory (NWREL), in conjunction with Jobs For the Future (JFF), collaborated on a project which resulted in a student and teacher guide for the development and implementation of a job shadowing program. The authors of this guide defined job shadowing as a workplace experience (typically three to six hours per week) during which a student spends time, one-on-one, with an employee observing daily activities and asking questions about the job and the industry. During appropriate times throughout this initiative, students are also given the opportunity to do hands-on activities at the workplace. The Wisconsin Department of Public Instruction (DPI) expanded upon this definition by referencing job shadowing experiences outside of the private sector to include community and governmental agencies as well.

Job shadowing is a school-sponsored career exploration activity which can begin in middle school and continue into high school. It is a short-term, school-supervised, work-place learning opportunity, with an emphasis on exploration, not work. The job shadow provides a student with a meaningful introduction to the world of work and provides a context for understanding the relationship and interaction between the academics taught in a classroom setting and the job-site.

A job shadow will help a student accomplish the following:

- Identify career interests
- Experience “real life” work in a career field
- Understand the connection between academic and technical skills required by a job
- Develop communication skills necessary to establish a working relationship with the community
- Understand that different jobs have different work cultures and working environments
- See the relationship between an educational experience and career choices

Student’s Role

As part of the job shadowing experience, students will be expected to:

- Dress according to the standards of the job site.
- Arrive at the site at the agreed upon time.
- Call the job site before the scheduled time if unable to attend on the appointed day.
- Follow all guidelines and policies of the job site.
- Complete any school assignments related to the job shadowing experience.
- Complete all required paperwork (parental/guardian permission, medical authorizations, etc.).
- Attend orientation sessions.
- Observe all safety rules at the job shadow site.
- Complete an evaluation form at the end of the job shadowing experience.
- Develop a written report on the particular career shadowed.
- Obtain information about the job shadowing site (e.g., emergency procedures, fire plans, diagram of the facility, names of personnel involved in the job shadowing experience, etc.).
- Write a letter thanking the job shadow host.

Teacher’s Role

The teacher’s role and responsibilities in directing a job shadowing program are to:

- Provide the student(s) with some background information on the company or the industry or have the student research it.

- Prepare an orientation session and/or materials for the employer and the participating employees at the job shadow site.
- Hold an orientation session for students and parents/guardians to discuss the purposes and expectations of the job shadow program and the individual experiences.
- Provide the students with assignments that include questions to be asked at the job shadow site.
- Clarify the legal rights and responsibilities of the participating employer as they relate to the job shadowing student.
- Arrange transportation for the student both to and from the job shadow site.
- Integrate the student's job shadow experience with classroom activities.
- Insure that all required paperwork is completed, including insurance documentation by the school district prior to any student assignment.
- Schedule students and keep records of the names, dates of shadowing, sites, and supervisors.
- Follow-up with workplaces for feedback on the job shadow student and the experience.
- Monitor completion of student assignments.
- Be available in emergency situations.

Employer's Role

It is important for the supervisor of the job shadowing program at the work site to understand that students are NOT present to work. They are there to observe and to ask questions. While students may practice hands-on tasks associated with the job, they may not perform productive work which benefits the employer. At the point at which the student becomes productive, it becomes a work experience, and the student must be paid.

Upon agreeing to take a job shadowing student(s), the employer should:

- Identify a lead person to coordinate the student(s) activities.
- Inform all employees about job shadows and recruit job shadow hosts on the job site.
- Provide release time for employees to prepare to host the students.
- Make any accommodations for students with special needs.
- Attend a job shadow orientation session and/or review materials provided by the school's job shadow program coordinator/teacher.
- Discuss the details of time, place, dates, dress codes, health and safety issues with the teacher and the student.
- Provide safety gear to the student, give the job shadow student a brief tour of the overall facility, and introduce the student to the employees who will be shadowed and other employees as well.
- Be available to the student at all times.
- Answer any relevant questions about the profession or the facility.
- Direct students to the areas of their career interest.
- Monitor the student and contact the teacher should there be any problems.
- Confirm a back-up person in the event of an emergency which takes the job shadow host away from the student.
- Complete an evaluation form on each student and on the program in general at the end of the job shadow experience.

 For additional information regarding Job Shadowing please refer to the DPI Workbased Education website at: www.dpi.state.wi.us/dpi/dlsis/let/workbase.html

Chapter 3 Internships

Introduction

There is not a common definition for Internships across Wisconsin. Some school districts use the term in place of cooperative education while others use it to describe a work-based learning program like cooperative education. In other instances, schools use the term to mean unpaid work-based experiences where a student “samples” a particular industry or business for a period of time by working on a single project or a number of different projects.

The New Hampshire Department of Education in its 1998 publication, *Practices in Work-Based Learning*, defines “Internships” as highly structured workplace experiences taking place over a number of weeks during which a student completes a planned series of activities or a project(s) and achieves a set of learning objectives designed to give a broad understanding of a business or occupational area. This description will be the basis for the following discussion regarding the roles of teachers, students, and employers that follows.

Internships help students transcend from school to the work-place by offering “hands-on” learning in real work settings over a relatively long period of time. The experience is designed to give students a better sense of the jobs within a particular business or industry. Further, the internship provides students with information about all aspects of the business to aid them in understanding, through experience, how each part of a company aids the other in meeting the goals and objectives of a business or industry.

Internships are designed to allow students to accomplish the following:

- Apply basic skills to the workplace by observing the relationship between academic skills and knowledge and a particular job
- Develop employability and problem-solving skills which can be transferred back to the classroom
- Increase self-esteem by becoming a valuable and productive worker in an adult environment
- Focus on a career interest through participating in an in-depth, day-to-day job experience
- Recognize the connection between school and the workplace and how both are related and necessary to achieve personal and professional goals

Internships involve many more partners than just the participating students. At a minimum, the following individuals and organizations should be included in any internship program:

- **Students** who will be working with a teacher and a business or a community organization as an intern
- **Parents/guardians** who will be providing support to the student and/or soliciting cooperation from various businesses and industries in the community
- **Educators** who will be working with the students to define the internship activities; provide continuous instruction, advice and supervision; help the student integrate their workplace activities with the classroom; and, coordinate the logistics of the internship
- **Business and community organizations** which will collaborate with the teacher and the student, provide opportunities for the students to complete their intern activities, instruct and evaluate the student and coordinate internship activities with the school
- **Community partners** (e.g., chamber of commerce, labor unions, service organizations, etc.) which can provide internship experiences for students and help to recruit other community organizations and businesses

Student's Roles

As part of the internship experience, students will be expected to:

- Discuss all assignments with both the teacher and the workplace supervisor.
- Review and understand all of the performance criteria established for the internship assignment and understand what constitutes an acceptable level of performance.
- Know the job site expectations, rules, culture, and the nature of the job to be performed.
- Accept feedback and constructive criticism from the job supervisor.
- Develop a regularly scheduled time for meetings with the job supervisor to review past performance and discuss future tasks and expectations.
- Maintain communications with the teacher assigned to coordinate the internship program regarding both positive and negative feelings regarding the assignment.
- Learn about the overall nature of the business or industry before the internship begins .
- Become familiar with the specific work being done in the area assigned, the employees with whom you will be working, and the job tasks they perform.
- Become knowledgeable about your particular assignment and how your tasks will fit into the overall operations of the business.
- Determine the workplace expectations regarding dress and generally accepted business practices.
- Know and understand the hours to be worked and the procedures to be followed if late or absent from the job.
- Become knowledgeable with any machinery and the safety measures to be used when operating the equipment.
- Learn the tasks to be completed and the person(s) other than the supervisor to whom one can turn to with questions or to help resolve problems.
- Complete all forms, materials, and evaluation sheets required prior to and during the internship.

Teacher's Roles

A successful internship program will require one or more teachers to:

- Determine which students will be involved (e.g., any 11th or 12th grader; only graduating seniors; only students in one of the vocational technical education areas; only students with a certain grade point; or only after a student has completed other specified criteria, etc.).
- Recruit and train internship host employers regarding: the time commitment of the program, the goals and objectives of an internship placement, specific activities and objectives for both the employer and the intern, agreed upon rules for attendance and company regulations pertaining to the student intern.
- Match student interns with the job based on career interests, student abilities, availability of a job site, and employer expectations of the student(s).
- Arrange for student transportation if necessary.
- Coordinate the details of the internship regarding the following:
 - Length, time, and date of the internship
 - Legal rights and responsibilities and safety issues regarding the employer
 - A written agreement with the employer defining outcomes, activities, and expectations of the activity
 - An evaluation plan to assess the student intern's interests and abilities
 - A schedule of regular meetings with the employer to discuss the progress and/ or problems they are having with either the intern or the internship program
 - Expectations for intern performance, behavior, and attendance
 - That the student understands and signs the internship agreement

- Develop a work plan for the intern to include resource materials, activities, and timetables for completion, and techniques to allow the student to demonstrate acquired skills.
- Establish and maintain a regular series of meetings with the intern and the employer to assess current progress and/or problems.
- Plan final student presentations as part of a classroom activity or on an individual teacher-to-student basis to allow the intern to display acquired skills and knowledge.
- Complete an evaluation of the intern, the internship experience and the cooperating employer.
- Insure that the students send a follow-up letter to the coordinating employer to thank the job supervisor, outline the specific skills they learned, and identify what they liked most about the internship experience.

Employer's Roles

Employers participating in an internship program should be aware that they have the responsibility to:

- Determine the training program and the tasks to be performed by the intern.
- Establish goals and acceptable performance criteria.
- Interview the perspective interns.
- Instruct the intern in the general makeup of the business or industry and how the tasks to be performed by the intern will fit into the overall operations of the agency.
- Supervise the intern's performance.
- Review the intern's written material when required to do so as part of the internship agreement.
- Establish regular meeting times with the intern to provide information, answer questions, and evaluate performance.
- Maintain an open line of communication with the school's internship program coordinator to provide assessments and information regarding the program and the performance of the student.
- Be a role model for the participating student.
- Provide the intern with a specific area in which to keep personal items and/or to work on various assignments.
- Provide the intern with a full orientation session regarding the operations of the business or industry, the individuals with whom the intern will be working, the types of equipment the student will work with, health and safety rules, etc.
- Explain who the intern should contact with questions or when problems arise.

 For additional information regarding the Internships please refer to the DPI Workbased Education website at: www.dpi.state.wi.us/dpi/dlsis/let/workbase.html

Chapter 4

Employability Skills Certificate Program

Introduction

The Employability Skills Certificate Program is intended to recognize a student's mastery of employability skills valued by employers. Every employment opportunity today requires the application of knowledge and skills in a real world context. To that end, the Employability Skill Certificate Program is designed around students attaining skill proficiency in those core employment skills identified by the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS), a school-supervised work-based learning experience, and a career plan.

Beyond employment skill mastery, this program can be designed to help students explore a career interest and to provide a state credential of student mastery of employability skills. The main strategy is to provide, within state guidelines, state certification of a broader range of local district school-supervised work-based learning programs. The employability skills in this program have been identified through the SCANS in partnership with educators, business, industry, and labor representatives. In addition, it will provide state certification to both new and existing work-based learning programs including "regular" cooperative education programs, general work experience, etc.

As an integration of academic knowledge in an applied setting, the SCANS competencies build a bridge between school and the workplace. Research surrounding these recommendations verifies the philosophy of workplace know-how and further defines effective job performance expectations today. The research clearly shows that workplace knowledge consists of two fundamental concepts (competencies and a foundation) which are core employability skills essential for all students, both those entering the work force directly from high school and those planning a post-secondary education.

Specifically, the Employability Skills Certificate Program will provide high school students with the opportunity to participate in a school-supervised program (in any content area) with the goal of earning employability and occupation-specific skills, completing a career plan, and engaging in a paid (or possibly unpaid) work-based experience. Students completing all program requirements will earn a state certificate that represents the achievement of skill competencies designed to support integrated/applied curriculum and project-based learning. The certificate will be issued by the Department of Public Instruction (DPI), will become part of the student's progress record (as defined under s. 118.125 (1) (c), Wis. Stats.), and will contain a performance record for integrated projects, career planning, and work-based learning experiences completed.

Prior to implementing the Employability Skill Certificate Program, local education agencies (LEAs) must file an application with the DPI and must have their program approved. An acceptable program will build around the following:

- SCANS competencies
- Career planning
- Completion school-supervised, work-based learning experiences in career interest areas
- Program oversight and input by a business/industry and labor advisory council

The Employability Skills Certificate Program is designed to provide local flexibility in its coordination and implementation with the following considerations and stipulations:

- The work-based component should be a paid experience (unpaid programs will be examined by DPI staff on a case-by-case basis).
- Students already involved in a school-supervised work-based learning activity (i.e., regular co-op, work experience, internship, etc.) can use that work experience for the work-based portion of this program.
- A work release program would not be included in this program since most programs of this nature are not school-supervised.
- School districts may wish to seek approval from the DPI to offer the Employability Skills Program certification if they currently offer a locally-certified work-based program.
- With prior approval from the DPI, schools operating a school-based enterprise may be permitted to have participating students do a job shadow to fulfill the work-based portion of the Employability Skills Certificate Program.
- Job Shadowing in and of itself will not suffice for the work-based requirement since job shadowing is, by definition, nonproductive work.
- Students participating in a certified co-op program or a youth apprenticeship program would not be involved in the Employability Skills Certificate Program because employability skills are taught as a base component of both of these two programs

Student's Roles

Students participating in the Employability Skills Certificate Program are required to:

- Obtain a work permit.
- Attend school on a regular basis unless pre-excused or upon notification from a parent/guardian that the student will not be attending school for a specified period of time.
- Notify the school and the cooperating employer in advance when absence is unavoidable.
- Meet local program enrollment and participation requirements (e.g., maintain good academic standing)
- Furnish the supervising teacher with all necessary information and complete all necessary reports.
- Discuss any problems on the job with the supervising teacher.
- Report promptly and engage in the work assignment according to the training schedule.
- Keep all business information of the cooperating employer confidential.
- Cooperate with the workplace supervisor/mentor, engage in assignments as a training experience, observe workplace etiquette and follow all safety rules.
- Abide by the rules and regulations of the cooperating employer.

Supervising Teacher's Roles

Teachers are required to:

- Visit and assist employers in establishing training programs.
- Observe each student on the job.
- Cooperate with the employer in the evaluation of the student
- Make every attempt to solve problems that that may arise from the cooperating agency, school, parent/guardian, student or community.
- Develop and implement a curriculum based upon pre-employment, employment, and post-employment skills.
- Work with a local advisory committee to obtain assistance with the program.
- Provide appropriate in-school instruction related to the training activities of the student.
- Cooperate with the employer in further safety training.
- Develop a student selection process appropriate for the needs and desires of the students and the opportunities presented by the cooperating employers.
- Provide employer/workplace mentor orientation on working with high school-age youth.

Employer's Roles

As cooperative partners in an Employability Skill Certificate Program, employers are required to:

- Provide a training program, with varied experiences, which will contribute to the education of the student.
- Provide supervision and/or a workplace mentor for the training of the student.
- Provide employment for the student during the agreed upon times.
- Adhere to all state and federal child labor laws.
- Provide for the day-to-day safety of the student while on the job.
- Provide training to the student that matches the learning experiences to individual student capabilities.
- Offer a well-rounded variety of learning experience for the student.
- Participate in the development of the individual training plan and agreement in cooperation with the student and the supervising teacher.
- Cooperate with the supervising teacher in evaluating the student.
- Maintain a physical and moral environment appropriate and beneficial to the student.
- Provide wages to the student comparable to those paid to similar entry-level workers in the company.

For additional information regarding the Employability Skills Certificate Program please refer to the DPI Workbased Education website at: www.dpi.state.wi.us/dpi/dlsis/let/workbase.html

Chapter 5

Cooperative Education Skill Standards Certificate Programs

Introduction

Cooperative Education Skill Standards Certificate Programs are a method to achieve industry-based skill standards through an educational experience known as cooperative education (also known as co-op). A “certified co-op education program” is a one-year, school-supervised, paid work experience for junior- and senior-level high school students. The program is a partnership among business, industry, labor, and the school which provides students, based upon individual career goals, authentic experiences in the world of work combined with related classroom instruction.

Skill certified cooperative education has been a successful methodology in the career and technical education curriculum since the early 1960’s. The partnerships with business/industry and the school are well established in many Wisconsin communities with strong relationships between employers and teacher-coordinators. In response to the federal School to Work Opportunities Act of 1994 (STOWA), selected cooperative education experiences were expanded to include state-approved, industry-based skill standards.

Prior to implementing a Cooperative Education Skill Standards Certificate Program, local education agencies (LEAs) must file an application with the DPI and must have their program approved. Program certification provides a mechanism for the credentialing of competencies identified by business and industry as being necessary for the workplace.

As the name implies, a cooperative education skill standards certificate program is based upon collaboration between the workplace and the school. Co-op experience is divided between classroom instruction related to the work being done on the job and workplace learning. This combined approach, bringing together school-based and work-based components, creates a learning environment which prepares the student, subsequent to graduation, for further training at either a postsecondary educational institution or at a business or industry.

Students successfully completing a school-supervised, paid work experience, in approved career areas in a certified co-operative education program receive a certificate endorsed by the Department of Public Instruction (DPI), the Department of Workforce Development (DWD), the Wisconsin Technical College System (WTCS), and business, industry, labor and education associations.

Currently, the DPI offers Cooperative Education Skill Standards Certificate Programs in the following areas:

- Agribusiness
 - Animal science
 - Plant science
- Business
- Child Services
- Food Services
- Marketing
- Executive Leadership
- Professional Sales
- Retail Marketing
- Entrepreneurship

- Electronics
- Computer aided drafting/CAD

Student's Roles

Students participating in a cooperative skill certificate program are required to

- Cooperate with the workplace mentor and teacher coordinator, engage in the work as a learning experience, observe business etiquette, and abide by safety rules.
- Notify the school and business in advance when absence is unavoidable.
- Maintain school performance to remain eligible for the cooperative education experience.
- Furnish the teacher coordinator with requested information and complete all necessary reports.
- Show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
- Remain with the employer during the agreement period except by mutual agreement of all parties involved to end the experience.
- Abide by the rules and regulations of the cooperating employer.
- Keep all business information of the cooperating employer confidential.

Teacher's Roles

The teacher-coordinator for a certified skills cooperative program will have the responsibility to:

- Cooperate with and assist the employer in creating a learning plan to meet the needs of the student and employer based on state-approved, industry-based skill competencies.
- Observe and assess the student in school as determined in the learning plan.
- Cooperate with the employer in the evaluation of the student. Final evaluation is the responsibility of both the teacher coordinator and the workplace mentor.
- Make every attempt to resolve problems that may arise from the business, school, parent/guardian, student, or community.
- Provide meaningful school-based learning related to the needs of the student and employer.
- Assess the employability skills identified in the skill certificate.
- Work with a local advisory committee to maintain a quality program.
- Provide and promote supporting activities such as: student organizations; advisory committees; and community activities that integrate co-curricular activities which will contribute to the achievement of the skill certificate competencies.

Employer's Roles

Employers who agree to participate in a certified skills cooperative program are required to:

- Provide activities which contribute to the achievement of the required competencies.
- Provide a workplace mentor for the education of the student worker who will observe and evaluate the student at the workplace.
- Serve on the local advisory committee.
- Provide employment for the student during the agreed times.
- Adhere to all federal and state regulations regarding applicable child labor laws.

 For additional information regarding Cooperative Education Skill Standards Certificate Programs please refer to the DPI Workbased Education website at: www.dpi.state.wi.us/dpi/dlsis/let/workbase.html

Chapter 6

Cooperative (Co-op) Education Programs

A cooperative education program provides a student with skills for the future. However, under a co-op program, neither the proficiencies to be attained nor the type of business or industry are specified and the student is not awarded a state certificate subsequent to successful completion of the program. This differs from the *certified skills co-op program* which involves technical tasks and employability skills which must be achieved via a prescribed course of study ultimately leading to the award of a state certificate of proficiency in the technical area.

The co-op education program is implemented in much the same way as the certified co-op program with the most significant differences being:

- an “individualized training plan” for the student is developed in lieu of using the state endorsed competencies for a particular program, and;
- the student does NOT receive a state certificate of proficiency upon completion of the program (NOTE: many schools award participating students a local certificate)

The advantage of a cooperative education program is some schools that cannot meet all of the state requirements of a Cooperative Education Skill Standards Certificate Program, but still wish to offer their students an educational program with a similar degree of rigor, have the ability to do so under the general title of a co-op program.

Cooperative educational programs are offered in the following career and technical education content areas:

- | | |
|---------------------------------|------------------------|
| • Agriculture Education | • Health Occupations |
| • Business Education | • Marketing Education |
| • Family and Consumer Education | • Technology Education |

Chapter 7

Youth Apprenticeship Program

Introduction

The Wisconsin Youth Apprenticeship program began with passage of 1993 Wisconsin Act 16 (the 1993-1995 biennial budget) which appropriated funds to the Department of Workforce Development (then known as the Department of Industry, Labor and Human Relations) to support: an Office of Workforce Excellence, Career Counseling and Information Centers for Youth, Youth Apprenticeship Training Grants, Youth Apprenticeship Curriculum Grants and Youth Apprenticeship Administration and Program Approval authority within the department. This legislation was developed in collaboration with the Department of Public Instruction, the Department of Workforce Development and the Wisconsin Technical College System. The program was loosely fashioned after the European apprenticeship concept, particularly the German model, which required intensive and long-term employer-sponsored, industry-focused training, the completion of competency-based technical courses plus the additional coursework necessary for high school graduation.

The Youth Apprenticeship Program was a critical component of the state's school-to-work planning and implementation initiatives in 1993 and 1994. In addition, the federal School-to-Work Opportunities Act of 1994 provided funds to the state to initiate the development of local school-to-work programs begun in partnership with business, labor, secondary and postsecondary education agencies and local government and community organizations. Wisconsin Act 9, the 1999-2001 Wisconsin state budget, created the seventeen-member Governor's Work-Based Learning Board to administer and coordinate existing and new work-based learning programs for youth including the Youth Apprenticeship Program. The Board is an independent body, attached to the Department of Workforce Development for administrative purposes. Some of the roles of the Board as they relate to the Youth Apprenticeship Program are:

- Establishing guidelines and standards for the program.
- Issuing requests for proposals to distribute funding.
- Working with trade and industry and labor leaders to develop new youth apprenticeship areas.
- Approving the statewide curricula for youth apprenticeship programs.
- Monitoring and providing technical assistance to local programs.
- Issuing certificates to youth apprentices who successfully complete the program.

The standard Youth Apprenticeship model is a two-year program for high school juniors and seniors requiring a minimum of 900 hours of work experience and four semesters of related classroom instruction based on statewide, industry-developed skill standards, using a state-developed curriculum¹. The program integrates school-based and work-based learning to provide the student with academic and technical skills leading to a high school diploma and a Certificate of Occupational Proficiency issued by the Governor's Work-Based Learning Board. The Youth Apprenticeship Program prepares students to enter the work force directly after high school graduation, to begin a formal apprenticeship program or to begin a postsecondary education in either a technical college or university in a technically oriented program. Youth Apprenticeship programs are currently available in the following career interest areas:

- Agri Business
- Auto Collision
- Information Technology/Networking
- Insurance

¹ Youth apprentices in a Level One program must complete a minimum of 450 hours of work-based learning while they are enrolled in the program. At least 250 hours of the required minimum work-based learning time must take place when related classes are being held, so that classroom instruction can be integrated with worksite training. Students successfully completing a Level One program will receive a Certificate of Recognition

- Auto Technician
- Biotechnology
- Drafting & Design/Architecture
- Drafting & Design/Mechanical
- Drafting & Design/Engineering
- Financial Services
- Health Services
- Hotel/Motel
- Information Technology
- Information Technology/Networking/
CISCO
- Logistics
- Manufacturing/Machining
- Manufacturing/Plastics
- Manufacturing/Production Technician
- Printing/Graphic Arts
- Production Ag./Animal Science
- Production Ag./Soils & Crops
- Tourism
- Welding

The following are some of the key components of a Youth Apprenticeship Program:

- Industry-developed skill standards
- Exposure to multiple aspects of the industry
- Skilled mentors assigned to train the students
- Paid on-the-job work experience
- Related classroom instruction
- Standardized curriculum for all programs
- Performance evaluation of demonstrated competencies
- State-issued skill certificate

Student's Roles

Students participating in a youth apprenticeship program are required to:

- Cooperate with the workplace mentor and teacher coordinator.
- Master the skills/competencies of the youth apprenticeship.
- Observe business etiquette and abide by safety rules.
- Notify the school and business in advance when absence is unavoidable.
- Maintain school performance to remain eligible for the youth apprenticeship experience.
- Furnish the teacher coordinator with requested information and complete all necessary reports.
- Show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
- Remain with the employer during the agreement period except by mutual agreement of all parties involved to the end of the experience.
- Abide by the rules and regulations of the cooperating employer.
- Keep all business information of the cooperating employer confidential.
- Arrange for transportation to and from the workplace.

Youth Apprenticeship Coordinator Roles

The coordinator for a youth apprenticeship program has the responsibility to:

- Serve as the program liaison and meet regularly with the Youth Apprenticeship School Coordinators to develop, design, implement, and administer the program.
- Arrange for mentor training and assist in matching students with mentors.
- Recruit students for all youth apprenticeship areas.
- Arrange informational meetings for potential employers and/or contact employers to promote the program.
- Provide course offerings, schedules, and youth apprenticeship updates to school counselors, teachers, and administrators.

- Arrange for youth apprenticeship related instruction including negotiating costs, when needed.
- Provide a communication network between the instructor, student, mentor, parents, and school.
- Develop a public information and marketing strategy including brochures and presentations for various student, parent, industry, student, and community groups.
- Monitor program enrollment to ensure that goals are achieved.
- Coordinate the transfer of grades from the youth apprenticeship class and worksite to the respective schools.
- Maintain student records for local and state reporting and prepare and submit required forms and reports to the Governor's Work-Based Learning Board.
- Visit classes and job sites regularly for evaluation purposes.
- Prepare grant proposals to secure funding, oversee program grants/funds and secure and coordinate additional program funding resources.
- Assess community businesses for interest in new program areas.
- Implement and direct local steering committee efforts to promote the program, and plan/develop new youth apprenticeship program areas.

Employer's Roles

Employers participating in a youth apprenticeship program are required to:

- Interview and hire the youth apprentice(s) for a minimum of 900 hours (450 hours for a Level One program).
- Pay the youth apprentices minimum wage or higher, as agreed upon by the local youth apprenticeship consortium.
- Provide workers compensation coverage. Other benefits may be provided at the discretion of the employer.
- Instruct the youth apprentice in the required competencies provided for the program.
- Ensure that any work performed under the label of a hazardous occupation shall be under the direct and close supervision of a qualified and experienced person.
- Ensure that the work of the youth apprentice, or any other student learner, in any occupation labeled as hazardous shall be periodic or of short duration.
- Ensure that all safety instruction will be provided and understood by the youth apprentice.
- Assign a mentor and skilled trainers to work with the youth apprentice(s) for the duration of the program.
- Allow released time for the job mentor(s) and trainers to attend training or meeting associated with the youth apprenticeship program and the youth apprentices.
- Sign and comply with the Education and Training Agreement for each youth apprentice.
- Complying with all state and federal child labor laws.

Youth Apprenticeship Mentor Roles

Mentors participating in a youth apprenticeship program are required to:

- Develop a training plan for the youth apprentice to allow the student to experience and learn all the aspects of the job and the necessary work-based skills.
- Assign the youth apprentice to appropriate trainers in the company.
- Regularly evaluate the youth apprentice's progress and completing the required reports documenting the achievement of the required job skills.
- Help the student recognize and avoid problems and errors in the work assignments.
- Provide support, encouragement, direction and knowledge about workplace culture.
- Seek help from appropriate sources if personnel problems arise affecting the student's performance.
- Meet with the student's parents or guardian and school personnel to discuss the student's progress.

- Maintain regular contact with the youth apprenticeship coordinator, the school liaison, and the instructor(s) of the related class/classes to discuss any problems and to ensure that job experiences and academics are being integrated to the maximum extent possible.
- Attend mentor training workshops and scheduled meetings.

For additional information regarding the Youth Apprenticeship Program please see the Governor's Work-Based Learning Board website at: www.dwd.state.wi.us/gwblb/ya.htm

Chapter 8

Work Experience Programs

Introduction

The Parker study, which was the foundation of Wisconsin's Education for Employment initiative in 1984, concluded that the importance of work experience cannot be overstated. The study noted that, when hiring, employers look first at the work history of the person and then the recommendations from previous employers. However, in many cases students lack the rudimentary job seeking and employee skills necessary to enter into and succeed in a workplace. For those reasons, it follows that these young people need an opportunity to obtain employability skills, while still in high school, under a supervised environment to assist them in their future employment efforts.

The aim of a Work Experience Program is to provide students with opportunities to develop positive attitudes about school and work, interpersonal skills and an opportunity to earn an income. A Work Experience Program is a school-sponsored and supervised, paid employment program wherein the student is placed in a job with a participating public or private employer. The program is intended to not so much educate the student in how to obtain employment in a particular field of interest as much as it is designed to provide the student with the basic job application and job skills which can be transferred to any job site in any business or industry. An additional difference between a Work Experience Program and other school-sponsored employment and training programs is that enrollment in a vocational education program is not required.

In general terms, a Work Experience Program contains the following elements:

- It must be school-supervised
- Employability skills must be part of the students academic program
- The program is not designed around or bound by any particular employment or curricular area
- The employment experience is not required to coincide with a student's area of interest
- The pupil must receive credit toward high school graduation as a result of the work experience program
- The student must be paid for their time at the work site
- The student's work experience activities can be outside of the regular vocational instructional areas of Business Education, Marketing Education, Technology Education, Agriculture Education, Health Occupations Education, or Family and Consumer Education
- The student will be covered by all applicable law and administrative rules regulating child labor

Student's Roles

Students participating in a Work Experience Program are required to:

- Attend school on a regular basis unless pre-excused or upon notification from parent/guardian that the student will not be attending school for a specified period of time.
- Notify the school and the cooperating employer in advance when absence is unavoidable.
- Maintain satisfactory grades in all subjects in order to remain eligible for the program.
- Furnish the coordinating teacher with all necessary information and completing all necessary reports.
- Report promptly and engage in the work assignment according to the training schedule.
- Cooperate with the work place supervisor, engage in assignments as a training experience, observe workplace etiquette, and observing safety rules.
- Show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.

- Remain with the employer during the training period.
- Abide by the rules and regulations of the cooperating employer.
- Keep all business information of the cooperating employer confidential.

Teacher's Roles

Coordinating work experience teachers are required to:

- Visit and assist employers in establishing training programs.
- Intermittently observe the student in the job.
- Cooperate with the employer in the evaluation of the student.
- Make every attempt to solve problems that may arise from the cooperating agency, school, parent/guardian, student, or community.
- Provide meaningful in-school instruction related to the training activities of the student.
- Develop and implement an employability curriculum based upon pre-employment, employment, and post-employment skills.
- Work with a local advisory committee to obtain assistance with the program.
- Provide general safety instructions to assist the student.
- Cooperate with the employer in further safety training.
- Develop a student selection process appropriate for the needs and desires of the students and the opportunities presented by the cooperating employers.

Employer's Roles

Employers participating in a Work Experience Program will be required to:

- Provide a training program, with varied experiences, that will contribute to the education of the student.
- Provide supervision for the training of the student.
- Provide employment for the student during the agreed upon times.
- Adhere to all child labor laws.
- Provide for the day-to-day safety of the student on the job.
- Provide training to the student that matches learning experiences to individual student capabilities.
- Offer a well-rounded variety of learning experience for the student.
- Develop a step-by-step training plan in cooperation with the student and the coordinating teacher.
- Maintain a physical and moral environment appropriate and beneficial to the student.
- Provide wages to the student which are comparable to those paid to similar beginning workers or at an alternative "student rate" as provided for by either the state or federal government.

Chapter 9

Supervised Agriculture Experience Program

Introduction

Supervised Agriculture Experience (SAE) is defined by the National Council for Agricultural Education as, “(T)he actual, planned application of concepts and principles learned in agricultural education. Students are supervised by agriculture teachers in cooperation with parents/guardians, employers and other adults who assist them in the development and achievement of their educational goals. The purpose is to help students develop skills and abilities leading toward a career.” This chapter highlights how the agriculture education program has incorporated supervised work experience into the total program thereby making SAE an integral part of overall agriculture education.

Formal supervised agricultural programs can be traced back to the early part of this century. Initially intended for male students from farms and ranches, this work experience program was designed to aid the future farmer/rancher in the development of:

- Skills and knowledge regarding the development and operation of a financially successful production agriculture business
- Practical knowledge in the newest advances in agriculture
- Skills and abilities to establish a career in farming or ranching

SAE's Today

Today's agricultural programs have changed dramatically from the earlier pattern of training agriculture students to simply return to the family farm when their education was completed. The current agriculture educational programs have been modified and enhanced as a direct result of the changes in technology, market place demands, computerized product and livestock management programs, genetic manipulation of both livestock and plants, hydroponic gardening and other advances in the science of agriculture.

While under the Smith-Hughes Act of 1917, vocational agriculture was very focused and specific in its training of young men for farming, the current SAE program has adjusted to the many changes in the “agriculture community.” For example, programs offered today in agricultural education emphasize more fundamental and transferable knowledge as opposed to the more job specific knowledge and skills emphasized in the past. These changes have resulted in an expansion of the scope and nature of the SAE program and the agricultural profession. Currently, program offerings recognize the need for not only employment skill training but also coursework and workplace experiences in non-production areas such as: agricultural mechanics, agricultural supplies, horticulture, forestry, natural resources and resource management.

Agricultural education, and in particular the SAE Program, has transcend from what was in place in the early 1900's to a program which encompasses agricultural areas of a general, academic and/or occupational nature. The program now includes a wider range of students with equally varied backgrounds and occupational interests who will be undertaking an array of activities leading to an assortment of competencies under the much broadened academic area known as agricultural education.

Student's Roles

Students participating in the SAE Program will be expected to:

- Study and understand the concept of SAE.

- Develop and/or assist in the development of a personal SAE plan which incorporates work-based learning activities, relevant academic activities, and other career goals including postsecondary plans.
- Participate in the development of a SAE agreement which outlines the duties and responsibilities of the student, the agriculture teacher, and the participating employer.
- Perform all activities as prescribed in the SAE plan.
- Solicit assistance from parents/guardians, the employer and the teacher when necessary.
- Understand and use safe practices applicable to the job site.
- Keep accurate and timely records.
- Provide accurate reports to both the participating teacher and, when applicable, the employer.
- Apply for recognition and incentive awards available through the Future Farmers of America (FFA) student organization for agriculture education students.

Teacher's Roles

Agriculture teachers and all other faculty involved in the SAE program should be aware of their responsibilities to:

- Work with school administrators to establish an advisory committee for the SAE Program.
- Identify appropriate opportunities in the community and advise the school district board and administration of their availability.
- Provide in-class instruction in SAE including the SCANS competencies.
- Assist students and their parents/guardians in selecting SAE programs based on the student's interests and abilities.
- Assist students in developing their individual SAE plans and acquiring the necessary support for these programs.
- Provide supervision and program oversight for both students and participating employers.
- Provide individual student instruction and make recommendations for improvement in individual SAE plans.
- Provide students, parents, and employers with sufficient advance notice of supervisory visits.
- Evaluate students in all training circumstances (both classroom and job site) and review these evaluations with the student, the parents/guardians and the employer.
- Evaluate the employer and the respective job site and provide a summary of the results.
- Work with the guidance staff and school administration to create and conduct periodic follow-up studies of both students and participating employers.
- Insure that the school administration provides sufficient time and materials to meet the demands of the program.
- Encourage school administrators to participate in the SAE advisory committee and annually assist in the review of the program.

Employer's Roles

Employers participating in the SAE Program have the responsibility to:

- Understand the concepts and philosophy of the SAE Program.
- Ensure that students are working in a safe environment.
- Provide students with the on-the-job, hands-on experiences necessary for them to learn meaningful skills and competencies.
- Inform the teacher of any changes in the work plan of the student.
- Inform the teacher if the student intends on changing employers or dropping out of the program all together.
- Provide the teacher with an evaluation of the students abilities and accomplishments during the work experience.

- Supervise the activities of the student or assign competent staff to supervise the student and answer questions.
- Teach the student the proper way(s) to accomplish the various tasks assigned.
- Insure that the job site and the duties of the student comply with all state and federal youth employment laws and regulations.
- Abide by all terms of the SAE plan jointly developed with the student, the parents/guardian, and the teacher.

Parent's/Guardian's Roles

Parents of students participating in the SAE program are strongly encouraged to:

- Assist students in selecting SAE programs based on their aptitudes and abilities.
- Assist students in planning SAE programs.
- Provide encouragement to the student to excel in SAE.
- Ensure a safe environment for home-based SAE programs.
- Permit the student to adopt and implement new technology.
- Assist the agriculture teacher in motivating the student to develop desirable work habits.
- Permit the student to learn about money management by assuming financial risks with SAE.
- Assist students in keeping complete and accurate records.
- Assist the agriculture teacher in making an accurate evaluation of the SAE program.
- Understand the concept and purposes of SAE.
- Carry out the responsibilities outlined in the SAE agreement.

 For additional information regarding Best Practices in Agricultural Education please refer to the DPI Workbased Education website at: www.dpi.state.wi.us/dpi/dlsis/let/agbestprac.html

Chapter 10

School-Based Enterprise

Introduction

As stated by David Stern, et.al. in, *School Based Enterprise: Productive Learning in American High Schools*, “(E)ducation is the primary purpose of school-based enterprise (SBE) in American high schools. ... (t)he productivity of SBEs enables students to apply subject matter from the classroom, integrating academic and vocational knowledge as they learn many aspects of an industry. Productive activity also helps students develop their capacity for problem solving and time management and learn how to work in teams, how to learn through work, and how to participate in organizational redesign.”

“In addition to applying information and concepts from academic courses, many SBEs, rooted in vocational education, are directly concerned with work-related knowledge and skill. Recently, however, there is renewed interest in combining vocational and academic education and SBEs can serve as vehicles for this integration. The hope is that such integration will improve vocational instruction by raising the level of academic skill and knowledge involved and at the same time improve academic instruction by demonstrating more practical applications.”

Small business is the lifeblood of our economy. Research, breakthrough thinking, idea generation, processes, and relationships are the elements entrepreneurs bring to the marketplace. Students need to learn and explore the challenges that are inherent in beginning a new business or maintaining an existing business. Entrepreneurs embody the marketing concepts in creating goods, services or ideas for consumers. Entrepreneurship begins with forming the attitudes and unique talents associated with that of a risk-taker.

Entrepreneurship, entrepreneurial skills, and the economic role of citizens are all part of the study of business, industry, labor, and agricultural organizations and their role in a local, state, national and international economy. General knowledge of business operations and economics is not only critical to a student’s ability to get a job, it is important to job success and to the vitality of employing businesses. Agencies working with small business development say lack of appropriate management and marketing skills are the most common factors in small business failures during the first year of operation. For many entrepreneurs, business success depends on the skills they gain in high school.

Work-based learning and marketing education bring a knowledge of business operations and economic systems into the general and the vocational/technical curriculums. All students, regardless of future career aspirations, need an understanding of marketing, business, and economics.

Student’s Roles

Students involved in a marketing, school-based enterprise activity have the responsibility to:

- Design a career development plan to achieve personal, educational and career goals.
- Use a variety of communication technologies to effectively communicate with associates, customers, employers and suppliers.
- Explain the nature of risk management.
- Explaining and comparing types of unit inventory control systems.
- Describe and explain the types of economic systems, factors which affect pricing and determine pricing strategies.
- Prepare policies and procedures for extending credit and evaluating credit risks.
- Prepare a cash flow and profit/loss statements.
- Determine the factors related to lease or purchase of a facility.

- Develop an organizational plan.
- Write job descriptions, personnel policies, and establish standards for job performance.
- Develop a business plan and establish objectives for the business.
- Describe the factors entering into the selection of a business location.
- Analyze various types of business ownership.
- Describe and interpret major guidelines provided by the Occupational Health and Safety Act.
- Distinguish between business ethics and social responsibility.
- Identify a manager's role in customer relations.
- Explain and interpret the American with Disabilities Act.
- Recognize problems and implement plans of action to bring about change.
- Explain the relationship between span of control and delegation.
- Describe the role of management and employees in the achievement of quality.
- Describe the customer focus of total quality management.
- Interpret market research to identify target marketing.
- Estimate market share for a particular product or service.
- Choose a marketing plan and project the outcomes of the plan.
- Develop a promotional plan for a business.
- Develop a promotional plan and preparing a promotional budget.
- Develop a sales promotional plan.
- Explain the key factors in building a clientele and developing effective buyer/seller relationships.
- Design a sales training program.

Teacher's Roles

Teachers, either coordinating or directly involved in teaching school-based enterprises, have the responsibility to:

- Understand and/or develop business and education partnerships.
- Develop practical applications of basic skills.
- Integrate career exploration, planning and decision making into the overall curriculum.
- Establish linkages between academic subjects and the activities of the school-based enterprise (e.g. linking telemarketing and English composition).
- Encourage students to teach students (i.e. senior entrepreneurship students training new students in the various aspects of the school-based enterprise).
- Develop the intellectual and social competence of students participating in the program
- Assist students in determining what type of school-based enterprise to develop and/or continue.
- Assist students in deciding what type of goods and/or services to produce, purchase or consign.
- Coordinate competition with local, public and private suppliers.
- Assist students in setting market driven prices.
- Recruit students and encourage members of special populations to become involved in the program.
- Supervise support staff as necessary.
- Encourage student independence.

Employer's Roles

For sake of this discussion, the employer is considered to be the local school board and the high school administration . Therefore, in support of a school-based enterprise, it is responsibility of both these entities to:

- Ensure that courses in business and/or entrepreneurship are provided and supported in the high school.

- Ensure that courses are of sufficient rigor and depth that students understand the business and economic aspects of entrepreneurship
- Give teachers the latitude to customize their curriculum to meet the specific needs of the entrepreneurship program.
- Ensure that the school-based enterprise works cooperatively with local suppliers.
- Allocate sufficient space either in school or off campus for the school-based enterprise to adequately function.
- Train and/or hire teachers with an adequate background in marketing and business and who has demonstrated the ability to teach students entrepreneurship.
- Balance the interests of the students and the customers of the school-based enterprise with the aspirations and demands of school board members, administrators and teachers, and possible funding sources.

For additional information regarding School Based Enterprise and Marketing Education please refer to the DPI Workbased Education website at: www.dpi.state.wi.us/dpi/dlsis/let/lemktgpg.html

Chapter 11

Assistant Child Care Teacher (ACCT) Program

Introduction

In March, 1988, the Department of Public Instruction (DPI) submitted a proposal to the regional offices of the state Department of Health and Family Services (then known as the Department of Health and Social Services) concerning a 40-hour course for Assistant Child Care Teachers (ACCT) in Wisconsin secondary schools. In August of that year, final approval was given to the DPI to develop, implement, and monitor secondary level ACCT programs.

Because of the greater numbers of individuals entering the labor force and the increased competition for these individuals by business and industry, quality child care is a major concern of parents, schools, business, and industry. For example, many businesses are now incorporating on-site child care facilities for the children of their employees. In addition, many secondary schools throughout the state have child care centers available for their students not only as parenting-skill training and resource centers but also as an on-site service where students may leave their children while they attend regular classes.

As a result of these present day circumstances, the need for child care workers has increased and will continue to do so in significant proportions in the future. In response to the need for trained child care workers, Wisconsin schools as well as others nationally, will be called on to train students as child care workers.

What follows are the steps necessary for a student to take in order to receive certification as an Assistant Child Care Teacher:

- Successfully complete a semester child development or parenting course as a sophomore or junior.
- Enroll in a DPI approved ACCT course taught by a teacher vocationally certified by the DPI in child services.
- Obtain a DPI issued ACCT certificate which allows the student to enroll in a cooperative education skill standards certificate program (reference Chapter 5) leading to a DPI certificate as a Child Care Teacher (CCT).

NOTE: Students who have obtained an ACCT certificate may work in a child care facility beginning at age 17. Without the ACCT certificate an individual is prohibited from working as an ACCT prior to age 18. Students who receive a certificate for the cooperative education skill standards program will also receive a CCT certificate from the DPI. That certificate is also recognized by the Wisconsin Department of Health and Family Services.

Student's Roles

The following is a partial listing of the most important/required skills and abilities required for students in the ACCT program:

- Shows a positive attitude toward work
- Has good work habits, punctual and dependable
- Is safety conscious
- Understands the value and importance of work
- Is courteous and friendly
- Works with others, settles differences independently

- Accepts advice and supervision
- Is flexible
- Listens well enough to understand
- Follows through on assignments
- Is willing to learn new skills
- Is willing to improve job skills
- Speaks clearly and grammatically correct
- Has specific skills required to perform the job
- Initiates, plans, and directs own work
- Is healthy and avoids illness
- Makes decisions in own area of work
- Recognizes, solves problems independently
- Maintains a good appearance (grooming and dress)
- Produces quality work, with accuracy and minimal waste
- Produces appropriate quantity of work
- Reads with understanding
- Learns new skills quickly
- Knows basic mathematics

Teacher's Roles

Cooperating teachers involved in the ACCT program have the responsibility to:

- Helping to establish the program's philosophy, goals and objectives
- Keeping current files on students participating in the program
- Acquiring necessary and appropriate supplies and equipment
- Researching, interviewing and selecting child care facilities to participate in the program
- Communicating with parents and employers regarding the ACCT student's progress
- Developing lesson plans and updating the curriculum as necessary
- Supervising the ACCT students both in the classroom and at the cooperating child care work site
- Maintaining community relations with the ACCT student's parents and current child care providers
- Enforcing safety rules and insuring students understand how these rules apply to a child care setting
- Establishing a system for student observation at a licensed day care facility for a minimum of 10 hours
- Submit names of qualified student completers to the DPI for certification

Employer's Roles

Cooperating child care providers have the responsibility to:

- Supervise the ACCT/CCT students on the job site
- Keep all required records regarding the performance of the ACCT/CCT student
- Ensure a safe working environment
- Meet periodically with the coordinating teacher, ACCT/CCT student and the parents/guardian to discuss the student's progress and future assignments
- Act as a role model
- Develop lesson plans in conjunction with the ACCT/CCT student
- Assist the ACCT/CCT student in preparing learning materials
- Maintain involvement with the school regarding the development of child care program curriculum and training

- Operate the child care facility in a professional manner in compliance with state law and administrative rule
- Insure that all staff working at the child care facility have the necessary credentials/licensure and meet the requirements for employment in a child care center as prescribed by state law and administrative rule
- Assign specific staff to work directly work with the ACCT/CCT student

For additional information regarding School Based Enterprise and Marketing Education please refer to the DPI Workbased Education website at: www.dpi.state.wi.us/dpi/dlsis/let/lefamcom.html

Chapter 12

Establishing Business and Education Partnerships

Governor Tommy G. Thompson's Task Force on Technical Education in its February, 1999, report, *Technical Education and Training: The Future of Wisconsin's Workforce*, defined business and education partnerships as, "...formal cooperative relationships between public schools or school districts and businesses that involve and benefit students, professional staff, the school/district, businesses, and the community." The report goes on to recommend that support be given to career exploration activities for students and that business and industry should partner with their local schools to provide opportunities for students to experience various sectors of the world of work. Further, the task force recommended that businesses, associations and labor organizations that have a vested interest in assuring a skilled workforce should be recruited to work with all educational institutions (both secondary and post-secondary) in a campaign to promote technical education and careers.

The Florida Department of Education's *Employer Recruitment and Training Guide* discusses the role of business and education partnerships as a positive way to involve the community and the school in an initiative benefiting not only the students but the business/industrial and educational sectors as well. In discussing why work-based learning is important and why business and education partnerships are a necessary component in the efforts aimed at meeting the needs of the private sector, the guide states: "(T)o stay competitive, today's employers, large and small, need highly skilled people who can think critically, solve problems, make independent decisions, and be effective team members. There is a growing concern, however, that employers will be unable to find entry-level workers with these qualifications."

The guide goes on to say that research underscores the notions that the nation is not adequately preparing young people to be productive employees. One of the underlying concerns is that a large number of young people do not see any connection between the academics in the classroom and the applications of this knowledge in the workplace. While a substantial number of teenagers between the ages of 15 and 18 are currently in the workforce, few of these job experiences lead students to connect what they do in school with what they do on the job, leaving them unprepared for the range of skills and knowledge needed to succeed in today's job market.

It is well known that schools alone cannot provide students with all of the necessary academic and technical skills necessary for them to be successful. What is needed is the support and cooperation of the community at large and the business and industry sector in particular. Through the formation of business and education partnerships, teachers and employers can create learning opportunities which will expose students to the skills, experiences and attitudes necessary in today's work place environments. Not only do these associations provide a real world context where students can apply what they have learned in the classroom but they also provide significant rewards to the employer as well.

The following are some of the benefits to the business and industry sector as a result of establishing a partnership with the schools:

- Developing employee satisfaction from sharing time and talents with the students
- Enhancing the business image in the community
- Creating the prospect of identifying and attracting better future employees
- Favorable publicity for all partners
- Creating the opportunity to influence the course of education
- Improving morale of the students, teachers, administrators, and staff
- Giving students a better understanding of the free enterprise system

- Communicating the community at large and the business and industry sector in particular the school goals and the obstacles faced in meeting those goals
- Increasing school pride
- Improving school attendance, punctuality and academic achievement

Key Questions in Recruiting Business and Industry

Before a school district decides to begin recruiting business partners and developing a plan for business/education partnerships, it is necessary to survey the community. In conducting this recruiting research, the following questions should be considered:

- What businesses and industries are located in the district? How large are they?
- Are the businesses and industries local, statewide, national, or international corporations?
- Do the organizations have public service programs and/or a public relations staff who would be interested in furthering a business and education partnership?
- What businesses currently employ parents of students or family members of teachers in the school district?
- To what extent does the business or industry offer goods and/or services which would be of benefit to the students' education?
- Who is the ultimate decision maker in the business or industry being recruited?

The School's Role in Establishing Business and Education Partnerships

The following are some of the steps a school or school district should take when attempting to establish a collaborative relationship with business and industry:

- Create awareness within the school community of the concepts and the development of business and education partnerships.
- Develop a business and education partnership task force to explore various partnership opportunities.
- Develop a partnership plan that reflects the needs of the school community and the capabilities/offerings of the business/industry sector.
- Seek a commitment from the school board, school administration, teaching staff and the senior management staff of the business or industry.
- Ensure that the goals and objectives of the partnership are clearly understood by all parties involved in the program.
- Incorporate the partnership into the school's activities to the maximum extent possible.
- Develop an ongoing support system for the partnership.
- Ensure that the partnership is curriculum focused.
- Establish evaluation criteria and a recurring evaluation timetable for the partnership.
- Publicize partnership activities throughout the community and highlight the positive results achieved through the cooperative arrangements.
- Create partnerships in critical academic areas where normal business and industry interests may not be available.
- Designate specific program coordinators at both the school and the business/industry sites.
- Provide overall coordination for the maintenance and support of the partnerships.
- Maintain flexibility regarding the needs of the school and the business or industry.
- Ensure that the relationship between the school and the business partners is reciprocal.

The Role of Business and Industry in the Partnership

As a partner in the education program, the cooperating businesses and industries will have the responsibility to:

- Provide role models and mentors.

- Exemplify the benefits and advantages of an education.
- Enhance a student's self image.
- Encourage regular school attendance and punctuality.
- Share employment readiness information with the student, the coordinating teacher and the parent/guardian.
- Serve as advisors on partnership task forces and curriculum development committees.
- Encourage parental involvement in all phases of the business and education experience.
- Initiate special projects to increase student involvement and experience.
- Serve as resources for teachers regarding current workplace skills; business operations; technological and operational changes to the business resulting from market place demands; and keeping current with the trends in labor market information

Business and Education Partnerships Conclusion

Business and education partnerships have a positive effect on and increase the effectiveness of school-coordinated, student work programs. Moreover, by working together, these collaborations have been shown to be a critical component of any successful program which has established working alliances between schools, local businesses and industries, and the community. Through these partnership agreements, each partner can share important information, build a mutual collection of resources, and clearly focus the programs on the students.

While the majority of partnerships exist in urban and suburban areas, they are also being successfully implemented in rural communities. They reduce the isolation and expand the resource base of small schools by getting businesses more directly involved in the education of youth and the professional development of teachers through the sharing of expertise, resources, and experiences.

Be it an urban or rural school district, the increased communication between business and schools helps students make a smoother transition from the classroom to the workplace. Communities and businesses receive the benefit of better prepared workers, while schools become more efficient at promoting career development and planning, preparing students for further education and citizenship, enhancing student self-esteem, and reducing dropout rates.

While partnerships will vary depending on the needs of school districts, all of these programs have the common theme of businesses sharing their time, experience and knowledge with students and teachers regarding the opportunities available and the job skills needed to succeed in the workplace. It cannot be emphasized enough that successful partnerships rely on the participation of senior administrators from both the schools and corporations. Because business and education partnerships can be the most visible public relations activity in any community, the superintendent, the board of education, and the business and industry executives should all be committed to this initiative.

Appendix 1

Considerations and Expectations for Special Populations Enrolled in Work-Based Learning Programs

“Special Population” students are defined as individuals:

- Who are disabled
- Who are economically disadvantaged
- Who are preparing for nontraditional training and employment
- Who are single parents (including teen parents and pregnant teens)
- Who are individuals with other barriers to educational achievement
- Who are academically disadvantaged

It is the responsibility of the school administration and staff involved in any work-based learning activity to not only encourage special populations students to participate in these activities but to ensure equal access, outreach, and treatment for these individuals enrolled in these educational and school supervised job opportunity programs. The following are some of the issues which should be considered regarding the needs of special population students:

- Policies need to be in place at the school and community level which reflect the input of parents, students, teachers, administrators, counselors, private business and industry, and labor unions as regards the involvement of special populations students in work-based learning activities.
- Agreements must be reached which insure that schools and the business and industries involved in a work-based education program conform to all applicable state and federal rules regarding, civil rights, equal employment opportunity, and persons with disabilities, and that their activities will be monitored relative to racial and sexual discrimination and harassment and disability discrimination policies and procedures.
- Local schools and their business and industry partners should periodically review the extent to which all students are being served through work-based learning programs.
- Nontraditional students must have access and accommodations for participating in any work-based learning program.
- Students should be made aware of the ways their individual heritage and abilities allow them to be contributors to not only society but throughout academic and job settings as well.
- Students and their families should be made aware of and taught to be advocates for accommodations which they may need to succeed not only at school but at the workplace as well.
- School staff should be made aware of how to address issues of racism, disability discrimination, sexism, harassment, and other biases impacting a student’s career planning and participation in a work-based learning experience.
- School staff involved in work-based learning activities should be representative of the various racial/ethnic groups, persons with a disability and/or speak multiple languages.
- Students who need assistance should be provided necessary support services and accommodations for in-school activities.
- Instructional materials and equipment used to support work-based learning activities should be free of bias and culturally sensitive.
- Student assessments should be culturally sensitive and bias free.
- Work-based learning opportunities should be available to nontraditional students (e.g., pregnant and parenting teens, at-risk students, migrant/mobile students, rural and urban students, etc.)

- Work-based learning sites should be recruited, screened, and monitored to ensure that they include diversity and are racially and sexually free of harassment, bias, discrimination, and stereotyping.
- Work-base site personnel should be selected who are culturally sensitive and bias free.
- Work-base sites and the respective personnel will provide opportunities to all students and in careers that are considered nontraditional occupations.
- Family outreach is provided to ensure that all students and families receive the necessary orientation, training, and support activities to allow all parties to receive the maximum benefit from the work-based learning activity.
- Labor councils, unions, business associations and employers involved in the work-based learning program should participate in both promoting and providing equity in these programs especially for nontraditional occupations for women, students of color, and limited English speaking students.
- All employment related skills should be documented through certificates or other means of recognition to any student who meets the standards.

Appendix 2

Wisconsin Administrative Rule 270 Child Labor

See next page for Chapter DWD 270, Child Labor

For additional information regarding Wisconsin Child Labor law please see the Wisconsin Department of Workforce Development, Wage and Hour Division website at:
www.dwd.state.wi.us/er/ls_bureau/ls_child_labor_laws.htm

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Chapter DWD 270

CHILD LABOR

DWD 270.001	Child labor permits.	DWD 270.07	Caddies on golf courses.
DWD 270.002	Requirements to obtain a child labor permit.	DWD 270.08	Volunteer services.
DWD 270.003	Child labor permit form.	DWD 270.09	Fees for permit and certificate of age.
DWD 270.01	Age certificate.	DWD 270.10	Employment of minors in agriculture.
DWD 270.02	Age proof for labor permits and age certificates.	DWD 270.12	Canning or first processing perishable fresh fruits and vegetables.
DWD 270.03	Exemptions.	DWD 270.13	Higher standards.
DWD 270.04	Minimum ages in various employments.	DWD 270.14	Permanent records to be kept by the employer.
DWD 270.05	Hours of labor of minors.	DWD 270.15	Posting of order.
DWD 270.06	Minimum age for hazardous employment.	DWD 270.16	Revocation or suspension of permits.

History: Chapter Ind 70 as it existed on February 28, 1974 was repealed and a new chapter Ind 70 was created, Register, February, 1974, effective March 1, 1974. Chapter Ind 70 was renumbered chapter ILHR 270 under s. 13.93 (2m) (b) 1., Stats., Register, February, 1996, No. 482. Chapter ILHR 270 was renumbered chapter DWD 270 under s. 13.93 (2m) (b) 1., Stats., and corrections were made under s. 13.93 (2m) (b) 5., 6. and 7., Stats., Register, May, 1997, No. 497.

DWD 270.001 Child labor permits. Section 103.71, Stats., permits the issuance of permits to minors 14 years of age and over, minors 12 and over in school lunch programs, in street trades, caddies on golf courses and under the direct supervision of the minor's parent or guardian in connection with the parent's or guardian's business, trade or profession.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74; am. (intro.) and r. (1) and (2), Register, September, 1980, No. 297, eff. 10-1-80; am. Register, December, 1991, No. 432, eff. 1-1-92.

DWD 270.002 Requirements to obtain a child labor permit. Child labor permits may be obtained from any authorized permit officer throughout the state when the following is presented to the permit officer:

- (1) Proof of age as provided in s. DWD 270.02.
- (2) Letter from the employer stating the intent to employ the minor along with the job duties, hours of work and time of day the minor will be working.
- (3) Letter from the minor's parent, guardian or court-ordered foster parent while the minor is under their care and supervision consenting to the employment. As an alternative, the parent, guardian or foster parent may countersign the employer's letter.
- (4) The minor's social security card.
- (5) Payment from the employer of the permit fee. If the minor advances the fee, the employer shall reimburse the minor not later than the first pay check.

History: Cr. Register, December, 1991, No. 432, eff. 1-1-92; correction in (1) made under s. 13.93 (2m) (b) 7., Stats., Register, February, 1996, No. 482.

DWD 270.003 Child labor permit form. (1) The permits shall be issued upon blanks furnished by the department and copies shall be distributed as follows:

- (a) Original to the employer.
 - (b) Copy 2 to the minor.
 - (c) Copy 3 to the department.
 - (d) Copy 4 retained by the permit officer.
 - (e) Copy 5 to the school district the minor attends.
- (2) At the end of each month, the issuing office shall forward a copy of each permit issued to the public school district the minor attends or to the private or parochial school the minor attends. This requirement shall not apply for summer employment or for out-of-state students.

History: Cr. Register, December, 1991, No. 432, eff. 1-1-92.

DWD 270.01 Age certificate. (1) **AGELIMIT.** Age certificates may be issued to persons 18 years of age and over.

(2) **CHILD LABOR PERMIT.** Every child labor permit issued under the authority of s. 103.70, Stats., shall, also, constitute a certificate of age under s. 103.75, Stats., as long as the child named in such permit continues in the employ of the employer named on the permit.

(3) **APPRENTICES.** An apprenticeship indenture which has been approved by the department of workforce development shall constitute, under s. 103.75, Stats., a certificate of age of the minor signing the contract.

(4) **PROOF OF AGE.** Persons designated by the department of workforce development to issue age certificates under the authority of the statutes shall require the applicant to present proof of age as provided in s. DWD 270.02.

(5) **METHOD OF ISSUING.** (a) Age certificates shall be filled out in ink or by typewriter on blanks furnished by the department of workforce development and shall be signed by the person issuing same.

(b) The applicant shall be required to affix their signature in ink to the age certificate and copies thereof in the presence of the person issuing the certificate.

(c) The age certificate shall be made out in triplicate. The original copy shall be delivered to the applicant. One copy shall be attached to the record of age and filed with the issuing officer, and one copy shall be sent to the department of workforce development at Madison.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74; correction in (4) made under s. 13.93 (2m) (b) 7., Stats., Register, February, 1996, No. 482.

DWD 270.02 Age proof for labor permits and age certificates. The department will accept the items in the order herein designated as evidence of age under the child labor law, s. 103.73 (1) (a), Stats., street trades law, s. 103.25, Stats., and the certificate of age law, s. 103.75, Stats.

(1) **BIRTH CERTIFICATE.** A birth certificate issued by a registrar of vital statistics or other officer charged with the duty of recording births or a certified record of birth from the hospital in which the birth occurred.

(2) **BAPTISMAL CERTIFICATE.** Record must give the minor's name, date of birth, date and place of baptism, name of church and signature of officiating or issuing clergy. This record may be taken in lieu of a birth record providing the minor was baptized 10 or more years ago. If birth is not recorded, a baptismal certificate of any date will be accepted.

(3) **OTHER PROOF.** Only in cases where the above proofs of age are not obtainable, may the following be used:

(a) **Government record and insurance policy.** Other evidence satisfactory to the department of workforce development such as government passport or certificate of arrival in the United States issued by the United States immigration officers, showing age of minor or a life insurance policy, provided such insurance policy

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has been in existence at least one year prior to the time it was offered in evidence and is supported by a school record of age.

(b) *Other proofs of age.* School age preferably from the first school attended, with a parent's, guardian's or custodian's statement of age and physician's statement of physical age.

(c) *Proof of age through court.* When none of the above proofs of age are obtainable, proof of age may be established through county court as provided in s. 889.28, Stats.

(4) **PROOF OF IDENTITY IF NAME CHANGE.** A marriage license or other certificate or legal document shall be required in addition to the proof of age used.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74.

DWD 270.03 Exemptions. Prohibited employment restrictions shall not apply to minors 14 through 17 years of age who are apprentices, high school graduates, and student learners, when employed under the following conditions:

(1) **APPRENTICES.** Minors indentured under the provisions of s. 106.01, Stats., shall not be subject to the law or rules concerning prohibited employment for minors insofar as such minors at the time of injury are performing service within the provisions of contracts of apprentice indenture approved by the department of workforce development.

(2) **HIGH SCHOOL GRADUATES.** High school graduates shall not be subject to the law or rules concerning prohibited employment for minors except where other federal, state, or local regulations apply. This rule does not exempt high school graduates from the work permit requirements.

(3) **STUDENT LEARNERS.** Student learners shall not be subject to the law or rules concerning prohibited employments for minors except as listed in par. (e) insofar as student learners at the time of injury are performing service within a bona fide school-work training program sponsored by an accredited school and authorized and approved by the state department of public instruction, technical college system board or the department's youth apprenticeship program.

(a) For the purpose of this order, a student learner is defined as a student of an accredited school who is employed on a part-time basis, under a bona fide written school-work training program agreement, to obtain both scholastic credit and employment training.

(b) Each school-work training agreement shall contain the name of the student learner, be signed by the parent, employer, and the school principal, shall be kept on file by both the school and the employer and must provide among other things:

1. That the work of the student learner in the occupations declared hazardous are incidental to his training, and shall be intermittent and only for short periods of time.

2. That such work shall be under the direct and close supervision of a qualified and experienced person.

3. That safety instructions will be given by the school and correlated by the employer with on-the-job training.

4. A schedule of organized and progressive work processes to be performed on the job.

(c) Child labor permits must be obtained for each student learner.

(d) This exemption for the employment of student learners may be revoked by the department in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

(e) Student learners may be employed in the prohibited occupations as provided in s. DWD 270.06 except the following:

1. DWD 270.06 (2) Bakery machines
2. DWD 270.06 (3) Brick, tile and kindred products
3. DWD 270.06 (4) Coal mine
4. DWD 270.06 (6) Explosives
5. DWD 270.06 (7) Hoists and hoisting apparatus

6. DWD 270.06 (10) Logging, sawmill, lath mill, shingle mill or cooperage stock mill

7. DWD 270.06 (12) Mining other than coal

8. DWD 270.07 (13) Motor vehicle driver and outside helper

9. DWD 270.06 (15) Radioactive substances and ionizing radiations

10. DWD 270.06 (19) Strikes and lockouts

11. DWD 270.06 (21) Wrecking, demolition and shipbreaking

12. DWD 270.06 (25) Gun clubs; as skeet and trap loaders

13. DWD 270.06 (27) Manufacturing, mining, or processing occupations

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74; am. (intro.) and (3) (intro.), r. (3) (e) 1., 7., 14. and 17., renum. (3) (e) 2. to 6., 8. to 13., 15. and 16. to be (3) (e) 1. to 13; Register, September, 1980, No. 297, eff. 10-1-80; am. (3) (intro.) and (e) 13., Register, April, 1995, No. 472, eff. 5-1-95; corrections in (3) (e) made under s. 13.93 (2m) (b) 7., Stats., Register, February, 1996, No. 482.

DWD 270.04 Minimum ages in various employments. Section 103.67, Stats., is modified as provided under s. 103.66, Stats., regulating minimum ages of minors for various employments. The following minimum ages shall be deemed necessary for the protection of the minor from employments dangerous or prejudicial to their life, health, safety, or welfare.

(1) **GENERAL EMPLOYMENT.** No minor shall be employed or permitted to work in any gainful occupation during the hours he is required to attend school as defined in s. 118.15, Stats., except for those students participating in an approved high school or vocational school work training or work experience program for which proper scholastic credit is given.

(2) **SPECIAL EMPLOYMENTS.** No minor under 14 years of age shall be employed, or permitted to work in any gainful occupation at any time; except:

(a) *Agricultural pursuits.* Minors 12 years of age or over may be employed in agricultural pursuits as provided in s. 103.67, Stats.

(b) *Domestic employment.* Minors 12 years of age or over may be employed in or around a home in work usual to the home of the employer, and not in connection with or a part of the business, trade, or profession of the employer; such as caring for children, mowing lawns, raking leaves, shoveling snow or other similar odd jobs. No work permit is required.

(c) *Public exhibitions.* Minors under 18 years of age may be employed in public exhibition as provided in s. 103.78, Stats.

(d) *Street trades.* Minors 12 years of age or over may be employed in street trades as provided in ss. 103.21 to 103.31, Stats.

(e) *Caddies on golf courses.* Minors 12 years of age and over may be employed as caddies on golf courses.

(f) *School lunch programs.* Minors 12 years of age and over may be employed in the school lunch programs of the schools which they attend.

(g) *Parents or guardians employing their own children.* Minors 12 years of age or older may be employed under the direct supervision of the minor's parent or guardian in connection with the parent's or guardian's business, trade or profession, provided they can legally be employed at age 14 in the same job.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74; cr. (2) (g), Register, April, 1985, No. 352, eff. 5-1-85.

DWD 270.05 Hours of labor of minors. Section 103.68, Stats., is modified as provided under s. 103.66, Stats., regulating the hours of employment of minors in gainful occupations other than domestic service. The following schedule of hours shall be deemed to be necessary to protect minors from employment dangerous or prejudicial to their life, health, safety, or welfare.

(1) **HOURS OF LABOR.** (a) Minors 12 and 13 years of age may be employed in agricultural pursuits, domestic employment, school lunch programs, caddies on a golf course and for parent or

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guardian employing their own children not more than 6 days per week, except in street trades; 4 hours per day, except 8 hours per day on the last school day of the week and other non-school days, 18 hours per calendar week, while their respective school is in session, or 24 hours per calendar week while their respective school is in session less than 5 days per week, 8 hours per day or 40 hours per calendar week during the weeks they are not required to attend school on any day of the calendar week.

(b) Minors 14 and 15 years of age may be employed not more than 6 days per week, except in street trades and agriculture; 4 hours per day except 8 hours per day on the last school day of the week and other non-school days, 18 hours per calendar week, while their respective school is in session, or 24 hours per calendar week while their respective school is in session less than 5 days per week, 8 hours per day or 40 hours per calendar week during the weeks they are not required to attend school on any day of the calendar week.

(c) Minors 16 and 17 years of age may be employed not more than 6 days per week, except in street trades, agriculture, and canning and freezing establishments, and as station captains or delivery clerk incidental to street trades; 5 hours per day except 8 hours per day on the last school day of the week and other non-school days, 26 hours per calendar week while their respective school is in session, or 32 hours per calendar week while their respective school is in session less than 5 days per week.

(d) Minors 16 and 17 may be employed in excess of the permitted hours of labor per day and per week in weeks when they are not required to attend school provided the employer pays overtime as provided under the employer's pay plan to other workers, but in no case shall the payment be less than time and one-half their regular rate of pay for all overtime hours worked over 10 hours per day or over 40 hours per week whichever is greater, but in no case may minors 16 and 17 years of age be employed more than 50 hours per week. This exception shall not be interpreted to permit a minor to work more than 8 hours per day on Saturday, Sunday or other days during the week when the minor is required to attend school on any day of that week.

(e) Florists may employ minors 16 and 17 years of age in excess of the permitted hours of labor per day and per week on a voluntary basis during the 3-day period prior to Valentine's Day, Easter, Mother's Day, Memorial Day, and Christmas. During these peak periods, time and one-half the regular rate of pay must be paid for all overtime hours worked per day or per week whichever is greater as follows:

1. To minors 16 and 17 years of age working over 8 hours a day, 40 hours a week during the hours they are not required to attend school when their respective school is in session.

2. This does not exempt florists employing minors under this order from complying with the time-of-day restriction specified in sub. (2).

(f) Minors 14 through 17 years of age may be employed in agricultural pursuits in excess of the permitted hours of labor per week during peak periods. During these peak periods, time and one-half the regular rate of pay must be paid for all over-time hours worked over 50 hours per week. Minors 14 through 17 years of age may work over the permitted hours of labor of 50 hours a week during the hours they are not required to attend school when their school is in session.

(g) In court ordered restitution or community services programs, minors 12 or 13 years of age may be employed or perform any duties under circumstances in which a minor 14 or 15 years of age is permitted to be employed or permitted to work as provided under ss. DWD 270.05 and 270.06.

Note: See s. 48.34 (5), (6) and (9) (a), Stats.

(h) Hours worked as part of a work experience program during school hours will not count as part of the total permitted hours of work per day or per week.

(2) **TIME OF DAY RESTRICTIONS.** (a) Minors 12 and 13 years of age may be employed in agricultural pursuits, domestic employment, school lunch programs, caddies on a golf course and for parents or guardians employing their own children not before 7:00 a.m. on any day, nor after 8:00 p.m. on days preceding school days and not later than 9:30 p.m. on days not preceding school days. Except in agriculture, they may start at 5:00 a.m.

(b) Minors 14 through 15 years of age may not be employed before 7:00 a.m. on any day, nor after 8:00 p.m. on days preceding school days and not later than 11:00 p.m. on days not preceding school days, except in agriculture they may start at 5:00 a.m.

(c) Minors 16 and 17 years of age may not be employed before 7:00 a.m. on school days nor before 5:00 a.m. on non-school days, nor after 11:00 p.m. on days preceding school days, nor after 12:30 a.m. on days not preceding school days except that in agriculture they may start at 5:00 a.m. During non-school weeks, the time of day is not regulated except between the hours of 12:30 a.m. and 5:00 a.m. they shall be under direct supervision and they shall receive at least 8 consecutive hours of rest between the ending of work and the beginning of work the next day, except in agriculture adult supervision is not required. This paragraph shall not apply to minors employed in street trades nor as station captains or delivery clerks incidental to street trades.

(d) Minors may not be employed during the hours they are required to attend school as defined in s. 118.15, Stats., nor contrary to local curfew ordinances establishing an earlier restriction.

(3) **MEAL PERIODS.** At least 30 minutes shall be allowed for each meal period reasonably close to the usual meal period time, namely 6:00 a.m.; 12:00 noon; 6:00 p.m.; 12:00 midnight or at such other times as deemed reasonable by the department. In no case shall a minor be employed or permitted to work more than 6 consecutive hours without a meal period.

(4) **HIGH SCHOOL GRADUATES OR OTHER MINORS WHO ARE EMANCIPATED, LIVING INDEPENDENTLY, HEAD OF HOUSEHOLD, ENROLLED IN A GENERAL EQUIVALENT DIPLOMA PROGRAM AT A VOCATIONAL OR TECHNICAL COLLEGE OR ENROLLED IN HOME SCHOOL.** (a) Minors 16 and 17 years of age, who are high school graduates may be employed the same daily and weekly hours and time of day as adults.

(b) Minors 16 and 17 years of age, who are emancipated, living independently, head of household or enrolled in a general equivalent diploma program at a vocational or technical college may work up to 40 hours per week during the weeks public schools are in session and up to 50 hours per week during non-school weeks. The daily hour limits and time of day restrictions do not apply.

(c) Minors 16 and 17 years of age, who are enrolled in home school may work up to 26 hours per calendar week during the weeks the public schools are in session or 32 hours per calendar week if the public schools are in session less than 5 days per week and up to 50 hours per calendar week during non-school weeks. The daily hour limits and time of day restrictions do not apply.

(5) "Day" means a calendar day.

(6) "Week" means a calendar week or a regular reoccurring period of 168 hours in the form of 7 consecutive calendar days.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74; am. (1) (c) and (2) (a) and (b), r. (1) (e) 3. a. to e., renum. (1) (e) 3. f. to j., to be 3. a. to e., Register, September, 1980, No. 297, eff. 10-1-80; am. (1) (a) and (b), cr. (5) and (6), Register, April, 1983, No. 328, eff. 5-1-83; am. (1) (e), Register, April, 1985, No. 352, eff. 5-1-85; r. (1) (a) and (b), renum. (1) (c) to (e), (2) (a) to (c) to be (1) (d) to (f), (2) (b) to (d) and am. (1) (d), (f) and (2) (b) and (c), cr. (1) (a) to (c), (g) and (h), (2) (a), am. (5) and (6), Register, December, 1991, No. 432, eff. 1-1-92; am. (1) (a), (b), (c), (e) 1., (2) (c) and (4) and cr. (4) (b) and (c), Register, April, 1995, No. 472, eff. 5-1-95; correction in (2) (g) made under s. 13.93 (2m) (b) 7., Stats., Register, February, 1996, No. 482.

DWD 270.06 Minimum age for hazardous employment. The employments and places of employment designated herein shall be deemed to be dangerous or prejudicial to the life, health, safety, and/or welfare of minors under the ages specified, and their employment may be dangerous or prejudicial to the life,

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health, safety and/or welfare of other employees or frequenters and no employer shall employ or permit such minors to work in such employments.

Note: It is the intention of the department that the occupations in subs. (1) to (21) are prohibited to all minors.

(1) ADULT BOOKSTORES. (a) *Finding and declaration of fact.* All occupations in an adult bookstore are hazardous for employment or detrimental to their health or well-being.

(1g) AMUSEMENT PARKS, SKI HILLS, STREET CARNIVALS AND TRAVELING SHOWS. (a) *Finding and declaration of fact.* The following occupations involved in the operation of amusement parks, ski hills, street carnivals and traveling shows are particularly hazardous.

1. The occupations involving the operating, assisting to operate, erection or dismantling, setting up, adjusting, repairing, oiling or cleaning of any rides or machinery, and the loading or unloading of passengers.

(1r) ASBESTOS, CHRYSOTILE, CROCIDOLITE, AMOSITE, TREMOLITE, ANTHOPHYLLITE AND ACTINOLITE. (a) *Finding and declaration of fact.* All occupations or duties relating to exposure to asbestos, chrysotile, crocidolite, amosite, tremolite, anthophyllite and actinolite.

Note: See chs. ILHR 32, HSS 155 and 159.

(2) BAKERY MACHINES. (a) *Finding and declaration of fact.* The following occupations involved in the operation of power-driven bakery machines are particularly hazardous:

1. The occupations of operating, assisting to operate, or setting up, adjusting, repairing, oiling, or cleaning any horizontal or vertical dough mixer; batter mixer; bread dividing, rounding, or molding machine; doughbrake; dough sheeter; combination bread slicing and wrapping machine; or cake cutting band saw.

2. The occupation of setting up or adjusting a cookie or crack-er machine.

Note: See also Federal Hazardous Occupations Order No. 11 Section 1500.62.

(2m) BINGO. (a) *Finding and declaration of fact.* All occupations involving conducting or assisting in the operation of the bingo game.

Note: See s. 563.51 (13) (b), Stats.

(3) BRICK, TILE AND KINDRED PRODUCTS. (a) *Finding and declaration of fact.* The following occupations involved in the manufacture of clay construction products and of silica refractory products are particularly hazardous.

1. All work in or about establishments in which clay construction products are manufactured, except work in storage and shipping; work in offices, laboratories, and storerooms; and work in the drying departments of plants manufacturing sewer pipe.

2. All work in or about establishments in which silica brick or other silica refractories are manufactured, except work in offices.

3. Nothing in this section shall be construed as permitting employment of minors in any occupation prohibited by any other hazardous occupations section.

(b) *Definitions.* 1. The term "clay construction products" shall mean the following clay products: Brick, hollow structural tile, sewer pipe and kindred products, refractories, and other clay products such as architectural terra cotta, glazed structural tile, roofing tile, stove lining, chimney pipes and tops, wall coping, and drain tile. The term shall not include the following nonstructural-bearing clay products:

a. Ceramic floor and wall tile, mosaic tile, glazed and enameled tile, faience, and similar tile, nor shall the term include non-clay construction products such as sand-lime brick, glass brick, or nonclay refractories.

2. The term "silica brick or other silica refractories" shall mean refractory products produced from raw materials containing free silica as their main constituent.

Note: See also Federal Hazardous Occupations Order No. 13 Section 1500.64.

(3m) CONFINED SPACE. (a) *Finding and declaration of fact.* All occupations or duties in an environment which by design or construction has limited openings for entry and egress, has unfavorable natural ventilation, could reasonably be believed by the employer to have dangerous air contaminants or contain materials which may produce dangerous air contaminants, and is not intended for human occupancy. Confined spaces include, but are not limited to, storage tanks, compartments of ships, process vessels, pits, silos, vats, degreasers, reaction vessels, boilers, ventilation and exhaust ducts, manholes, sewers, tunnels, underground utility vaults, and pipelines, but do not include heating system tunnels and vaults.

Note: See ch. ILHR 32.

(4) COAL MINE. (a) *Finding and declaration of fact.* All occupations in or about any coal mine, except the occupation of slate or other refuse picking at a picking table or picking chute in a tipple or breaker and occupations requiring the performance of duties solely in offices or in repair or maintenance shops located in the surface of any coal mining plant, are particularly hazardous.

(b) *Definitions.* For the purpose of this section:

1. The term "coal" shall mean any rank of coal, including lignite, bituminous, and anthracite coals.

2. The term "all occupations in or about any coal mine" shall mean all types of work performed in any underground working, open-pit, or surface part of any coal mining plant that contribute to the extraction, grading, cleaning, or other handling of coal.

Note: See also Federal Hazardous Occupations Order No. 3 Section 1500.53.

(5) EXCAVATION OPERATIONS. (a) *Finding and declaration of fact.* The following occupations in excavation operations are particularly hazardous:

1. Excavating, working in, or backfilling (refilling) trenches, except manually excavating or manually backfilling trenches that do not exceed 4 feet in depth at any point, or working in trenches that do not exceed 4 feet in depth at any point.

2. Excavating for buildings or other structures or working in such excavations, except manually excavating to a depth not exceeding 4 feet below any ground surface adjoining the excavation, or working in an excavation not exceeding such depth, or working in an excavation where the side walls are shored or sloped to the angle of repose.

3. Working within tunnels prior to the completion of all driving and shoring operations.

4. Working within shafts prior to the completion of all sinking and shoring operations.

Note: See also Federal Hazardous Occupations Order No. 17 Section 1500.68.

(6) EXPLOSIVES. (a) *Finding and declaration of fact.* The following occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components are particularly hazardous:

1. All occupations in or about any plant or establishment (other than retail establishments or plants or establishments of the type described in subd. 2.) manufacturing or storing explosives or articles containing explosive components except where the occupation is performed in a "nonexplosive area" as defined in par. (b) 3.

2. The following occupations in or about any plant or establishment manufacturing or storing small arms ammunition not exceeding .60 caliber in size, shotgun shells, or blasting caps when manufactured or stored in conjunction with the manufacture of small arms ammunition:

a. All occupations involved in the manufacturing, mixing, transporting, or handling of explosive compounds in the manufacture of small arms ammunition and all other occupations requiring the performance of any duties in the explosives area in which explosive compounds are manufactured or mixed.

b. All occupations involved in the manufacturing, transporting, or handling of primers and all other occupations requiring the

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performance of any duties in the same building in which primers are manufactured.

c. All occupations involved in the priming of cartridges and all other occupations requiring the performance of any duties in the same workroom in which rim-fire cartridges are primed.

d. All occupations involved in the plate loading of cartridges and in the operation of automatic loading machines.

e. All occupations involved in the loading, inspecting, packing, shipping and storage of blasting caps.

(b) *Definitions.* For the purpose of this section:

1. The term "plant or establishment manufacturing or storing explosives or articles containing explosive components" means the land with all the buildings and other structures thereon used in connection with the manufacturing or processing or storing of explosives or articles containing explosive components.

2. The terms "explosives" and "articles containing explosive components" mean and include ammunition, black powder, blasting caps, fireworks, high explosives, primers, smokeless powder, and all goods classified and defined as explosives by the interstate commerce commission in regulations for the transportation of explosives and other dangerous substances by common carriers (49 CFR Parts 71 to 78) issued pursuant to the act of June 25, 1948 (62 Stat. 739; 18 USC 835).

3. An area meeting all of the criteria in subd. 3. a. through d. shall be deemed a "nonexplosives area":

a. None of the work performed in the area involves the handling or use of explosives;

b. The area is separated from the explosives area by a distance not less than that prescribed in the American Table of Distances for the protection of inhabited buildings;

c. The area is separated from the explosives area by a fence or is otherwise located so that it constitutes a definite designated area; and

d. Satisfactory controls have been established to prevent employees under 18 years of age within the area from entering any area in or about the plant which does not meet criteria of subpars. a. through c.

Note: See also Federal Hazardous Occupations Order No. 1 Section 1500.51.

(7) **HOISTS AND HOISTING APPARATUS.** (a) *Finding and declaration of fact.* The following occupations involved in the operation of power-driven hoisting apparatus are particularly hazardous:

1. Work of operating an elevator, crane, derrick, hoist or high-lift truck, except operating an unattended automatic operation passenger elevator or an electric or air-operated hoist not exceeding one-ton capacity except as specified in par. (c).

2. Work which involves riding on a man lift or on a freight elevator, except a freight elevator operated by an assigned operator.

3. Work of assisting in the operation of a crane, derrick, or hoist performed by crane hookers, crane chasers, hookers-on, riggers, rigger helpers, and like occupations.

(b) *Definitions.* As used in this section:

1. The term "elevator" shall mean any power-driven hoisting or lowering mechanism equipped with a car or platform which moves in guides in a substantially vertical direction. The term shall include both passenger and freight elevators (including portable elevators or tiering machines), but shall not include dumbwaiters.

2. The term "crane" shall mean a power-driven machine for lifting and lowering a load and moving it horizontally, in which the hoisting mechanism is an integral part of the machine. The term shall include all types of cranes, such as cantilever gantry, crawler, gantry, hammerhead, ingot-pouring, jib, locomotive, motortruck, overhead traveling, pillar jib, pintle, portal, semigantry, semiportal, storage bridge, tower, walking jib and wall cranes.

3. The term "derrick" shall mean a power-driven apparatus consisting of a mast or equivalent members held at the top by guys

or braces, with or without a boom, for use with a hoisting mechanism or operating ropes. The term shall include all types of derricks, such as A-frame, breast, Chicago boom, gin-pole, guy and stiff-leg derricks.

4. The term "hoist" shall mean a power-driven apparatus for raising or lowering a load by the application of a pulling force that does not include a car or platform running in guides. The term shall include all types of hoists, such as base mounted electric, clevis suspension, hook suspension, monorail, overhead electric, simple drum, and trolley suspension hoists.

5. The term "high-lift truck" shall mean a power-driven industrial type of truck used for lateral transportation that is equipped with a power-operated lifting device usually in the form of a fork or platform capable of tiering loaded pallets or skids one above the other. Instead of a fork or platform, the lifting device may consist of a ram, scoop, shovel, crane, revolving fork, or other attachments for handling specific loads. The term shall mean and include high-lift trucks known under such names as forklifts, forktrucks, forklift trucks, tiering trucks, or stacking trucks, but shall not mean low-lift trucks or low-lift platform trucks that are designed for the transportation of but not the tiering of material.

6. The term "manlift" shall mean a device intended for the conveyance of persons which consists of platforms or brackets mounted on, or attached to, an endless belt, cable, chain or similar method of suspension; such belt, cable or chain operating in a substantially vertical direction and being supported by and driven through pulleys, sheaves or sprockets at the top and bottom.

(c) *Exception.* 1. This section shall not prohibit the operation of an automatic elevator and an automatic signal operation elevator provided that the exposed portion of the car interior (exclusive of vents and other necessary small openings), the car door, and the hoistway doors are constructed of solid surfaces without any opening through which a part of the body may extend; all hoistway openings at floor level have doors which are interlocked with the car door so as to prevent the car from starting until all such doors are closed and locked; the elevator (other than hydraulic elevators) is equipped with a device which will stop and hold the car in case of overspeed or if the cable slackens or breaks; and the elevator is equipped with upper and lower travel limit devices which will normally bring the car to rest at either terminal and a final limit switch which will prevent the movement in either direction and will open in case of excessive overtravel by the car.

2. For the purpose of this exception the term "automatic elevator" shall mean a passenger elevator, a freight elevator, or a combination passenger-freight elevator, the operation of which is controlled by pushbuttons in such a manner that the starting, going to the landing selected, leveling and holding, and the opening and closing of the car and hoistway doors are entirely automatic.

3. For the purpose of this exception, the term "automatic signal operation elevator" shall mean an elevator which is started in response to the operation of a switch (such as a lever or pushbutton) in the car which when operated by the operator actuates a starting device that automatically closes the car and hoistway doors—from this point on, the movement of the car to the landing selected, leveling and holding when it gets there, and the opening of the car and hoistway doors are entirely automatic.

Note: See also Federal Hazardous Occupations Order No. 7 Section 1500.58.

(7m) **INFECTIOUS AGENT.** (a) *Finding and declaration of fact.* All occupations or duties relating to exposure to bacterial, mycoplasma, fungal, parasitic or viral agent identified by the department by rule as causing illness in humans or human fetuses or both, which is introduced by an employer to be used, studied, or produced in the workplace. "Infectious agent" does not include such an agent in or on the body of a person who is present in the workplace for diagnosis or treatment.

Note: See ch. ILHR 35, Infectious Agents.

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(8) LIFEGUARDS, SWIMMING INSTRUCTORS AND AIDES. (a) *Finding and declaration of fact.* The occupation of lifeguard and swimming instructors and aides is particularly hazardous.

(b) *Exceptions applying to lifeguards, swimming instructors and aides:* Minors 16 and 17 years of age may be employed as lifeguards and swimming instructors and aides who have successfully completed a bona fide life saving course.

(9) LIQUORS. (a) *Finding and declaration of fact.* All occupations in establishments in which strong, spiritous or malt liquors are manufactured, bottled, stored, sold or given away are particularly hazardous.

(b) *Exceptions in establishments where liquors are found.* Minors 14 through 17 years of age may be employed in establishments where liquor is found on condition that they are not serving, selling, dispensing, or giving away the liquor.

(10) LEAD. (a) *Finding and declaration of fact.* All occupations in working with lead are particularly hazardous. All occupations involving hazardous exposure to lead.

(11) METAL FORMING, PUNCHING AND SHEARING POWER-DRIVEN MACHINES. (a) *Finding and declaration of fact.* The following occupations are particularly hazardous:

1. The occupations of operator of or helper on the following power-driven metal forming, punching, and shearing machines:

a. All rolling machines, such as beading, straightening, corrugating, flanging, or bending rolls; and hot or cold rolling mills.

b. All pressing or punching machines, such as punch presses except those provided with full automatic feed and ejection and with a fixed barrier guard to prevent the hands or fingers of the operator from entering the area between the dies; power presses; and plate punches.

c. All bending machines, such as apron brakes and press brakes.

d. All hammering machines, such as drop hammers and power hammers.

e. All shearing machines, such as guillotine or squaring shears; alligator shears; and rotary shears.

2. The occupations of setting-up, adjusting, repairing, oiling, or cleaning these machines including those with automatic feed and ejection.

(b) *Definitions.* 1. The term "operator" shall mean a person who operates a machine covered by this section by performing such functions as starting or stopping the machine, placing materials into or removing them from the machine, or any other functions directly involved in operation of the machine.

2. The term "helper" shall mean a person who assists in the operation of a machine covered by this section by helping place materials into or remove them from the machine.

3. The term "forming, punching, and shearing machines" shall mean power-driven metal-working machines, other than machine tools, which change the shape of or cut metal by means of tools, such as dies, rolls, or knives which are mounted on rams, plungers, or other moving parts. Types of forming, punching, and shearing machines enumerated in this section are the machines to which the designation is by custom applied.

Note: See also Federal Hazardous Occupations Order No. 8 Section 1500.59.

(12) MINING OTHER THAN COAL. (a) *Finding and declaration of fact.* All occupations in connection with mining, other than coal, are particularly hazardous and employment in such occupations is therefore prohibited under sub. (4) except the following:

1. Work in offices, in the warehouse or supply house, in the change house, in the laboratory, and in repair or maintenance shops not located underground.

2. Work in the operation and maintenance of living quarters.

3. Work outside the mine in surveying, in the repair and maintenance of roads, and in general clean-up about the mine property such as clearing brush and digging drainage ditches.

4. Work of track crews in the building and maintaining of sections of railroad track located in those areas of open-cut metal mines where mining and haulage activities are not being conducted at the time and place that such building and maintenance work is being done.

5. Work in or about surface placer mining operations other than placer dredging operations and hydraulic placer mining operations.

6. The following work in metal mills other than in mercury-recovery mills or mills using the cyanide process:

a. Work involving the operation of jigs, sludge tables, flotation cells, or drier-filters;

b. Work of hand sorting at picking table or picking belt;

c. General clean-up work;

d. Provided, however, that nothing in this section shall be construed as permitting employment of minors in any occupation prohibited by other sections of these rules.

(b) *Definitions.* As used in this section: the term "all occupations in connection with mining, other than coal" shall mean all work performed underground in mines and quarries; on the surface at underground mines and underground quarries; in or about open-cut mines, open quarries, clay pits, and sand and gravel operations; at or about placer mining operations; at or about dredging operations for clay, sand or gravel; at or about bore-hole mining operations; in or about all metal mills, washer plants, or grinding mills reducing the bulk of the extracted minerals; and at or about any other crushing, grinding, screening, sizing, washing or cleaning operations performed upon the extracted minerals except where such operations are performed as a part of a manufacturing process. The term shall not include work performed in subsequent manufacturing or processing operations, such as work performed in smelters, electro-metallurgical plants, refineries, reduction plants, cement mills, plants where quarried stone is cut, sanded and further processed, or plants manufacturing clay, glass or ceramic products. Neither shall the term include work performed in connection with coal mining, in petroleum production, in natural gas production, nor in dredging operations which are not a part of mining operations, such as dredging for construction or navigation purposes.

Note: See also Federal Hazardous Occupations Order No. 9 Section 1500.60.

(13) MOTOR VEHICLE DRIVER AND OUTSIDE HELPER. (a) *Finding and declaration of fact.* Except as provided in par. (b), the occupations of motor vehicle driver and outside helper on any public road, highway, in or about mine (including open pit mine or quarry), place where logging or sawmill operations are in progress, or in any excavation of the type identified in sub. (5) are particularly hazardous.

(b) *Exemptions.* Incidental and occasional driving. The finding and declaration in par. (a) shall not apply to the operation of automobiles or trucks not exceeding 6,000 pounds gross vehicle weight if such driving is restricted to daylight hours: Provided, such operation is only occasional and incidental to the minor's employment; that the minor holds a state license valid for the type of driving involved in the job which they perform and they have completed a state approved driver education course: And provided further, that the vehicle is equipped with a seat belt or similar device for the driver and for each helper, and the employer has instructed each minor that such belts or other devices must be used. This subparagraph shall not be applicable to any occupation of motor vehicle driver which involves the towing of vehicles.

(c) *Definitions.* For the purpose of this section:

1. The term "motor vehicle" shall mean any automobile, truck, truck-tractor, trailer, semitrailer, motorcycle, or similar vehicle propelled or drawn by mechanical power and designed for use as a means of transportation but shall not include any vehicle operated exclusively on rails.

2. The term "driver" shall mean any individual who, in the course of their employment, drives a motor vehicle at any time.

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3. The term "outside helper" shall mean any individual, other than a driver, whose work includes riding on a motor vehicle outside the cab for the purpose of assisting in transporting or delivering goods.

4. The term "gross vehicle weight" includes the truck chassis with lubricants, water and full tank or tanks of fuel, plus the weight of the cab or driver's compartment, body, and special chassis and body equipment, and payload.

Note: See also Federal Hazardous Occupations Order No. 2 Section 1500.52.

(14) PAPER-PRODUCTS MACHINES. (a) *Finding and declaration of fact.* The following occupations are particularly hazardous:

1. The occupations of operating or assisting to operate any of the following power-driven paper-products machines:

a. Arm-type wire stitcher or stapler, circular or band saw, corner cutter or mitering machine, corrugating and single-or-double-facing machine, envelope die-cutting press, guillotine paper cutter or shear, horizontal bar scorer, laminating or combining machine, sheeting machine, scrap-paper baler, or vertical slotter.

b. Platen die-cutting press, platen printing press, or punch press which involves hand feeding of the machine.

2. The occupations of setting up, adjusting, repairing, oiling, or cleaning these machines including those which do not involve hand feeding.

(b) *Definitions.* 1. The term "operating or assisting to operate" shall mean all work which involves starting or stopping a machine covered by this section, placing materials into or removing them from the machine, or any other work directly involved in operating the machine.

2. The term "paper-products machine" shall mean power-driven machines used in the remanufacture or conversion of paper or pulp into a finished product. The term is understood to apply to such machines whether they are used in establishments that manufacture converted paper or pulp products, or in any other type of manufacturing or nonmanufacturing establishment.

Note: See also Federal Hazardous Occupations Order No. 12 Section 1500.62.

(15) RADIOACTIVE SUBSTANCES AND IONIZING RADIATIONS. (a) *Finding and declaration of fact.* The following occupations involving exposure to radioactive substances and to ionizing radiations are particularly hazardous:

1. Any work in any workroom in which (i) radium is stored or used in the manufacture of self-luminous compound, (ii) self-luminous compound is made, processed, or packaged, (iii) self-luminous compound is stored, used, or worked upon, (iv) incandescent mantles are made from fabric and solutions containing thorium salts, or are processed or packaged, (v) other radioactive substances are present in the air in average concentrations exceeding 10% of the maximum permissible concentrations in the air recommended for the occupational exposure by the national committee on radiation protection.

2. Any other work which involves exposure to ionizing radiations in excess of 0.5 rem per year.

(b) *Definitions.* As used in this section:

1. The term "self-luminous compound" shall mean any mixture of phosphorescent material and radium, mesothorium, or other radioactive element;

2. The term "workroom" shall include the entire area bounded by walls of solid material and extending from floor to ceiling;

3. The term "ionizing radiations" shall mean alpha and beta particles, electrons, protons, neutrons, gamma and X-ray and all other radiations which produce ionizations directly or indirectly, but does not include electromagnetic radiations other than gamma and X-ray.

Note: See also Federal Hazardous Occupations Order No. 6 Section 1500.57.

(16) ROOFING. (a) *Finding and declaration of fact.* All occupations in roofing operations are particularly hazardous.

(b) *Definition of "roofing operations".* The term "roofing operations" shall mean all work performed in connection with the application of weatherproofing materials and substances (such as tar or pitch, asphalt prepared paper, tile, slate, metal, translucent materials, and shingles of asbestos, asphalt or wood) to roofs of buildings or other structures. The term shall also include all work performed in connection with:

1. The installation of roofs, including related metal work; such as flashing, and

2. Alterations, additions, maintenance, and repair, including painting, and coating, of existing roofs. The term shall not include gutter and downspout work; the construction of the sheeting or base of roofs; or the installation of television antennas, air conditioners, exhaust and ventilating equipment, or similar appliances attached to roofs.

Note: See also Federal Hazardous Occupations Order No. 16 Section 1500.67.

(17) CIRCULAR SAWS, BANDSAWS AND GUILLOTINE SHEARS. (a) *Finding and declaration of fact.* The following occupations are particularly hazardous:

1. The occupations of operator of or helper on the following power-driven fixed or portable machines except machines equipped with full automatic feed and ejection.

- a. Circular saws.
- b. Band saws.
- c. Guillotine shears.
- d. Chain saws.

2. The occupations of setting up, adjusting, repairing, oiling, or cleaning circular saws, band saws, and guillotine shears.

(b) *Definitions.* 1. The term "operator" means a person who operates a machine covered by this section by performing such functions as starting or stopping the machine, placing materials into or removing them from the machine, or any other functions directly involved in the operation of the machine.

2. The term "helper" means a person who assists in the operation of a machine covered by this section by helping place materials into or remove them from the machine.

3. The term "machines equipped with full automatic feed and ejection" means machines covered by this section which are equipped with devices for full automatic feeding and ejection and with a fixed barrier guard to prevent completely the operator or helper from placing any part of his body in the point-of-operation area.

4. The term "circular saw" means a machine equipped with a thin steel disc having a continuous series of notches or teeth on the periphery, mounted on shafting, and used for sawing materials.

5. The term "band saw" means a machine equipped with an endless steel band having a continuous series of notches or teeth, running over wheels or pulleys, and used for sawing materials.

6. The term "guillotine shear" means a machine equipped with a movable blade operated vertically and used to shear materials. The term shall not include other types of shearing machines, using a different form of shearing action, such as alligator shears or circular shears.

7. The term "chain saw" means a machine equipped with an endless steel chain having a continuous series of notches or teeth, running over wheels or pulleys, and used for sawing materials.

Note: See also Federal Hazardous Occupations Order No. 14 Section 1500.65.

(18) SLAUGHTERING, MEAT PACKING OR PROCESSING OR RENDERING. (a) *Finding and declaration of fact.* The following occupations in or about slaughtering and meat packing establishments, rendering plants, or wholesale, retail or service establishments are particularly hazardous:

1. All occupations on the killing floor, in curing cellars, and in hide cellars, except the work of messengers, runners, hand-truckers, and similar occupations which require entering such

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workrooms or workplaces infrequently and for short periods of time.

2. All occupations involved in the recovery of lard and oils, except packaging and shipping of such products and the operation of lard-roll machines.

3. All occupations involved in tankage or rendering of dead animals, animal offal, animal fats, scrap meats, blood, and bones into stock feeds, tallow, inedible greases, fertilizer ingredients, and similar products.

4. All occupations involved in the operation or feeding of the following power-driven meat-processing machines, including setting-up, adjusting, repairing, oiling, or cleaning such machines: meat patty forming machines, meat and bone cutting saws, knives (except bacon-slicing machines), head-splitters, and guillotine cutters; snout-pullers and jaw-pullers; skinning machines; horizontal rotary washing machines; casing-cleaning machines such as crushing, stripping, and finishing machines; grinding, mixing, chopping, and hashing machines; and presses (except belly-rolling machines).

5. All boning occupations.

6. All occupations that involve the pushing or dropping of any suspended carcass, half carcass, or quarter carcass.

7. All occupations involving hand-lifting or hand-carrying any carcass or half carcass of beef, pork, or horse, or any quarter carcass of beef or horse.

(b) *Definitions.* As used in this section:

1. The term "slaughtering and meat packing establishments" shall mean places in or about which cattle, calves, hogs, sheep, lambs, goats, or horses are killed, butchered, or processed. The term shall also include establishments which manufacture or process meat products or sausage casings from such animals.

2. The term "rendering plants" shall mean establishments engaged in the conversion of dead animals, animal offal, animal fats, scrap meats, blood, and bones into stock feeds, tallow, inedible greases, fertilizer ingredients, and similar products.

3. The term "killing floor" shall include that workroom or workplace where cattle, calves, hogs, sheep, lambs, goats, or horses are immobilized, shackled, or killed, and the carcasses are dressed prior to chilling.

4. The term "curing cellar" shall include that workroom or workplace which is primarily devoted to the preservation and flavoring of meat by curing materials. It does not include that workroom or workplace where meats are smoked.

5. The term "hide cellar" shall include that workroom or workplace where hides are graded, trimmed, salted, and otherwise cured.

6. The term "boning occupations" shall mean the removal of bones from meat cuts. It shall not include work that involves cutting, scrapping, or trimming meat from cuts containing bones.

Note: See also Federal Hazardous Occupations Order No. 10 Section 570.61.

(19) STRIKES AND LOCKOUTS. Any occupations or activities, including picketing, performed in or on the premises of any establishment where a strike or lockout is in active progress are particularly hazardous.

(19m) LOGGING, SAWMILL, LATH MILL, SHINGLE MILL OR COOPERAGE STOCK MILL. (a) *Finding and declaration of fact.* All occupations in logging and all occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill are particularly hazardous except the following:

1. Exceptions applying to logging:

a. Work in offices or in repair or maintenance shops.

b. Work in the construction, operation, repair or maintenance of living and administrative quarters of logging camps.

c. Work in timber cruising, surveying, or logging-engineering parties; work in the repair or maintenance of roads, railroads, or flumes; work in forest protection, such as clearing fire trails or

roads, piling and burning slash, maintaining fire-fighting equipment, constructing and maintaining telephone lines, or acting as fire lookout or fire patrolman away from the actual logging operations:

d. Provided, that the provisions of this paragraph shall not apply to the felling or bucking of timber, the collecting or transporting of logs, the operation of chain saws and other power-driven machinery, the handling or use of explosives, and work on trestles.

e. Peeling of fence posts, pulpwood, chemical wood, excelsior wood, cordwood, or similar products, when not done in conjunction with and at the same time and place as other logging occupations declared hazardous by this section.

f. Work in the feeding or care of animals.

2. Exceptions applying to the operation of any permanent sawmill or the operation of any lath mill, shingle mill, or cooperage-stock mill: Provided, that these exceptions do not apply to a portable sawmill the lumberyard of which is used only for the temporary storage of green lumber and in connection with which no office or repair or maintenance shop is ordinarily maintained: And further provided, that these exceptions do not apply to work which entails entering the sawmill building:

a. Work in offices or in repair or maintenance shops.

b. Straightening, marking, or tallying lumber on the dry chain or the dry drop sorter.

c. Pulling lumber from the dry chain.

d. Clean-up in the lumberyard.

e. Piling, handling, or shipping of cooperage stock in yards or storage sheds, other than operating or assisting in the operation of power-driven equipment.

f. Clerical work in yards or shipping sheds, such as done by ordermen, tallymen, and shipping clerks.

(b) *Definitions.* As used in this section:

1. The term "all occupations in logging" shall mean all work performed in connection with the felling of timber; the bucking or converting of timber into logs, poles, piles, ties, bolts, pulpwood, chemical wood, excelsior wood, cordwood, fence posts, or similar products; the collecting, skidding, yarding, loading, transporting and unloading of such products in connection with logging; the constructing, repairing and maintaining of roads, railroads, flumes, or camps used in connection with logging; the moving, installing, rigging, and maintenance of machinery or equipment used in logging; and other work performed in connection with logging. The term shall not apply to work performed in timber culture, timber stand improvement, or in emergency fire-fighting.

2. The term "all occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill" shall mean all work performed in or about any such mill in connection with storing of logs and bolts; converting logs or bolts into sawn lumber, laths, shingles, or cooperage stock; storing, drying, and shipping lumber, laths, shingles, cooperage stock, or other products of such mills; and other work performed in connection with the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill. The term shall not include work performed in the planing-mill department or other remanufacturing departments of any sawmill, or in any planing mill or remanufacturing plant not a part of a sawmill.

Note: See also Federal Hazardous Occupations Order No. 4 Section 1500.54.

(20) WOODWORKING POWER-DRIVEN MACHINES. (a) *Finding and declaration of fact.* The following occupations involved in the operation of power-driven woodworking machines are particularly hazardous:

1. The occupation of operating power-driven woodworking machines, including supervising or controlling the operation of such machines, feeding material into such machines, and helping the operator to feed material into such machines but not including the placing of material on a moving chain or in a hopper or slide for automatic feeding.

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2. The occupations of setting up, adjusting, repairing, oiling or cleaning power-driven woodworking machines.

3. The occupations of off-bearing from circular saws and from guillotine-action veneer clippers.

(b) *Definitions.* As used in this section:

1. The term "power-driven woodworking machines" shall mean all fixed or portable machines or tools driven by power and used or designed for cutting, shaping, forming, surfacing, nailing, stapling, wire stitching, fastening, or otherwise assembling, pressing, or printing wood or veneer.

2. The term "off-bearing" shall mean the removal of material or refuse directly from a saw table or from the point of operation. Operations not considered as off-bearing within the intent of this section include (i) the removal of material or refuse from a circular saw or guillotine-action veneer clipper where the material or refuse has been conveyed away from the saw table or point of operation by a gravity chute or by some mechanical means such as a moving belt or expulsion roller, and (ii) the following operations when they do not involve the removal of material or refuse directly from a saw table or from the point of operation: the carrying, moving, or transporting of materials from one machine to another or from one part of a plant to another; the piling, stacking, or arranging of materials for feeding into a machine by another person; and the sorting, tying, bundling, or loading of materials.

Note: See also Federal Hazardous Occupations Order No. 5 Section 570.55.

(21) WRECKING, DEMOLITION AND SHIPBREAKING. (a) *Finding and declaration of fact.* All occupations in wrecking, demolition, and shipbreaking operations are particularly hazardous.

(b) *Definitions.* The term "wrecking, demolition, and shipbreaking operations" shall mean all work, including clean-up and salvage work, performed at the site of the total or partial razing, demolishing, or dismantling of a building, bridge, steeple, tower, chimney, other structure, ship or other vessel, motor vehicle.

Note: It is the intention of the department that the occupations in subs. (22) (34m) are occupations prohibited to minors under 16 years.

Note: See also Federal Hazardous Occupations Order No. 15 Section 1500.66.

(22) AGRICULTURE. (a) *Finding and declaration of fact as to specific occupations.* The following occupations in agriculture are particularly hazardous for the employment of minors 12 through 15 years of age.

1. Operating a tractor of over 20 PTO horsepower, or connecting or disconnecting an implement or any of its parts to or from such a tractor.

2. Operating or assisting to operate (including starting, stopping, adjusting, feeding, or any other activity involving physical contact associated with the operation) any of the following machines:

a. Corn picker, cotton picker, grain combine, hay mower, forage, harvester, hay baler, potato digger, or mobile pea viner;

b. Feed grinder, crop dryer, forage blower, auger conveyor, or the unloading mechanism of a nongravity-type self-loading wagon or trailer; or

c. Power post-hole digger, power post driver, or nonwalking type rotary tiller.

3. Operating or assisting to operate (including starting, stopping, adjusting, feeding, or any other activity involving physical contact associated with the operation) any of the following machines:

a. Trencher or earthmoving equipment;

b. Forklift;

c. Potato combine; or

d. Power-driven circular, band, or chain saw.

4. Working on a farm in a yard, pen, or stall occupied by a:

a. Bull, boar, or stud horse maintained for breeding purposes, or

b. Sow with suckling pigs, or cow with newborn calf (with umbilical cord present).

5. Felling, bucking, skidding, loading, or unloading timber with butt diameter of more than 6 inches.

6. Working from a ladder or scaffold (painting, repairing, or building structures, pruning trees, picking fruit, etc.) at a height of over 20 feet.

7. Driving a bus, truck, or automobile when transporting passengers, or riding on a tractor as a passenger or helper.

8. Working inside:

a. A fruit, forage, or grain storage designed to retain an oxygen deficient or toxic atmosphere;

b. An upright silo within 2 weeks after silage has been added or when a top unloading device is in operating position;

c. A manure pit; or

d. A horizontal silo while operating a tractor for packing purposes.

9. Handling or applying (including cleaning or decontaminating equipment, disposal or return of empty containers, or serving as a flagman for aircraft applying) agricultural chemicals classified under the Federal Insecticide, Fungicide, and Rodenticide Act (7 USC 135 et seq.) as Category I of toxicity, identified by the word "poison" and the "skull and crossbones" on the label; or Category II of toxicity, identified by the word "warning" on the label;

10. Handling or using a blasting agent, including but not limited to, dynamite, black power, sensitized ammonium nitrate, blasting caps, and primer cord; or

11. Transporting, transferring, or applying anhydrous ammonia.

(b) *Occupational definitions.* In applying machinery, equipment, or facility terms used in par. (a), the department will be guided by the definitions contained in the current edition of "Agricultural Engineering," a dictionary and handbook, Interstate Printers and Publishers, Danville, Illinois.

(c) *Exemption—Agriculture, student-learners.* The findings and declaration of fact in par. (a) shall not apply to the employment of any minor as vocational agriculture student-learner in any of the occupations described in par. (a) 1. to 6. when each of the following requirements are met:

1. The student-learner is enrolled in a vocational education training program in agriculture under a recognized state or local educational authority, or in a substantially similar program conducted by a private school;

2. Such student-learner is employed under a written agreement which provides:

a. That the work of the student-learner is incidental to his training;

b. That such work shall be intermittent, for short periods of time, and under the direct and close supervision of a qualified and experienced person;

c. That safety instruction shall be given by the school and correlated by the employer with on-the-job training; and

d. That a schedule of organized and progressive work processes to be performed on the job has been prepared;

3. Such written agreement contains the name of the student-learner, and is signed by the employer and by a person authorized to represent the educational authority or school; and

4. Copies of each such agreement are kept on file by both the educational authority or school and by the employer.

(e) *Federal extension service.* The findings and declarations of fact in par. (a) shall not apply to the employment of a minor under 16 years of age in those occupations in which they have successfully completed one or more training programs described in par. (eg), (em) or (et) provided the minor has been instructed by the employer on safe and proper operation of the specific equipment the minor is to use; is continuously and closely supervised by the employer where feasible; or where not feasible, in work

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such as cultivating, their safety is checked by the employer at least at midmorning, noon, and midafternoon.

(eg) *4-H tractor operation program.* The minor is qualified to be employed in an occupation described in par. (a) 1. provided:

1. The minor is a 4-H member;
2. The minor is 14 years of age, or older;
3. The minor is familiar with the normal working hazards in agriculture;
4. The minor has completed a 10-hour training program which includes the following units from the manuals of the 4-H tractor program conducted by, or in accordance with the requirements of, the cooperative extension service of a land grant university:

First-Year Manual:

- Unit 1—Learning How to be Safe;
- Unit 4—The Instrument Panel;
- Unit 5—Controls for Your Tractor;
- Unit 6—Daily Maintenance and Safety Check; and
- Unit 7—Starting and Stopping Your Tractor;

Second-Year Manual:

- Unit 1—Tractor Safety on the Farm;

Third-Year Manual:

- Unit 1—Tractor Safety on the Highway;
- Unit 3—Hitches, Power-take-off, and Hydraulic Controls;

5. The minor has passed a written examination on tractor safety and has demonstrated their ability to operate a tractor safely with a two-wheeled trailed implement on a course similar to one of the 4-H Tractor Operator's Contest Courses; and

6. The employer has on file with the minor's records (name, address and date of birth) a copy of a certificate signed by the leader who conducted the training program and by an Extension Agent of the Cooperative Extension Service of a land grant university to the effect that the minor has completed all the requirements specified in subds. 1. to 5.

(em) *4-H machine operation program.* The minor is qualified to be employed in an occupation described in par. (a) 2. provided:

1. The minor satisfies all the requirements specified in par. (eg) 1. to 5.;
2. The minor has completed an additional 10-hour training program on farm machinery safety, including 4-H Fourth-Year Manual, Unit 1, Safe Use of Farm Machinery;
3. The minor has passed a written and practical examination on safe machinery operation; and
4. The employer has on file with the minor's records (name, address and date of birth) a copy of a certificate signed by the leader who conducted the training program and by an extension agent of the cooperative extension service of a land grant university, to the effect that the minor has completed all of the requirements specified in subds. 1. to 3.

(et) *Tractor and machine operation program.* The minor is qualified to be employed in an occupation described in par. (a) 1. and 2. providing:

1. The minor is 14 years of age, or older;
2. The minor has completed a 4-hour orientation course familiarizing him with the normal working hazards in agriculture;
3. The minor has completed a 20-hour training program on safe operation of tractors and farm machinery, which covers all material specified in pars. (eg) 4. and (em) 2.;
4. The minor has passed a written examination on tractor and farm machinery safety, and has demonstrated their ability to operate a tractor with a two-wheeled trailed implement on a course similar to a 4-H Tractor Operator's Contest Course, and to operate farm machinery safely; and

5. The employer has on file with the minor's records (name, address and date of birth) a copy of a certificate signed by the volunteer leader who conducted the training program and by an extension agent of the cooperative extension service of a land grant university, to the effect that all of the requirements of subds. 1. to 4. have been met.

6. The findings and declarations of fact in par. (a) shall not apply to the employment of a vocational agriculture student under 16 years of age in those occupations in which they have successfully completed one or more training programs described in subd. 7. or 8. and who has been instructed by the employer in the safe and proper operation of the specific equipment the minor is to use, who is continuously and closely supervised by the employer where feasible or, where not feasible, in work such as cultivating, whose safety is checked by the employer at least at midmorning, noon, and midafternoon, and who satisfies whichever of the following program requirements are pertinent.

7. Tractor operation program. The student is qualified to be employed in an occupation described in par. (a) 1. provided:

- a. The minor is 14 years of age, or older;
- b. The minor is familiar with the normal working hazards in agriculture;
- c. The minor has completed a 15-hour training program which includes the required units specified in the Vocational Agriculture Training Program in Safe Tractor Operation, outlined by the office of education, U.S. department of health, education, and welfare and acceptable by the U.S. department of labor.
- d. The minor has passed both a written test and a practical test on tractor safety including a demonstration of the minor's ability to operate safely a tractor with a two-wheeled trailed implement on a test course similar to that described in the Vocational Agriculture Training Program in Safe Tractor Operation, outlined by the office of education, U.S. department of health, education, and welfare; and

e. The employer has on file with the minor's records (name, address and date of birth) a copy of a certificate signed by the Vocational Agriculture teacher who conducted the program to the effect that the student has completed all the requirements specified in subd. 7. a. to d.

8. Machinery operation program. The student is qualified to be employed in an occupation described in par. (a) 2. provided the minor has completed the Tractor Operation Program described in subd. 7. and:

- a. The minor has completed an additional 10-hour training program which includes the required units specified in the Vocational Agriculture Training Program in Safe Farm Machinery Operation, outlined by the office of education, U.S. department of health, education, and welfare and approved by the U.S. department of labor;
- b. The minor has passed both a written test and a practical test on safe machinery operation similar to that described in the Vocational Agriculture Training Program in Safe Farm Machinery Operation, outlined by the office of education, U.S. department of health, education, and welfare; and
- c. The employer has on file with the minor's records (name, address and date of birth) a copy of a certificate signed by the Vocational Agriculture teacher who conducted the program to the effect that the student has completed all the requirements specified in subd. 8. a. and b.

Note: See also Federal Hazardous Occupations Involved in Agriculture Section 570.71.

(23) Airports; in or about landing strip, taxi or maintenance apron.

(24) Gun clubs; as skeet and trap loaders.

(25) Occupations which involve the operation or tending of hoisting apparatus or of any power-driven machinery other than office machines.

Note: See also Federal Child Regulations Section 1500.33.

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(26) Hospitals and nursing homes (personal care of patients).

(27) Manufacturing, mining or processing occupations, including occupations requiring the performance of any duties in workrooms or workplaces where goods are manufactured, mined, or otherwise processed.

Note: Also see Federal Labor Regulation Section 1500.33.

(28) Power-driven machinery (light); in the operation of or assisting in the operation of the following machines:

(a) Lawn and garden equipment including sidewalk type snow blowers. (This restriction does not apply to work in and around the private home of the employer and not in connection with his trade or business, or to students in a bona fide student learner program)

(b) Machines; drill presses, grinder wheels, lathes and portable power-driven machinery such as drills, sanders and floor maintenance equipment—polishers and scrubbers.

(c) Welding, light—light welding including spot welding in manufacturing operations.

(32) Public messenger service.

Note: See also Federal Child Labor Regulation 3 Section 1500.33.

(33) Occupations which are found to be hazardous for the employment of minors or detrimental to their health or well-being.

Note: See also Federal Child Labor Regulation 3 Section 1500.33.

(34) Occupations in connection with:

(a) Transportation of persons or property by rail, highway, air, water, pipeline, or other means;

(b) Warehousing and storage;

(c) Communications and public utilities;

(d) Construction (including demolition and repair); except such office (including ticket office) work, or sales work, in connection with pars. (a), (b), (c) and (d), as does not involve the performance of any duties on trains, motor vehicles, aircraft, vessels, or other media of transportation or at the actual site of construction operations.

(e) Street carnivals and traveling shows.

Note: See also Federal Child Labor Regulation 3 Section 1500.33.

(34m) RACETRACKS AND FAIRS WITH PARI-MUTUEL BETTING.

(a) All occupations or duties at a racetrack where pari-mutuel betting is permitted.

(b) All occupations or duties in pari-mutuel wagering activities at a fair.

Note: See also s. 562.06 (2), Stats.

Note: Subsections (35) and (36) present permitted and prohibited occupations in retail, food service and gasoline service establishments (See Child Labor Regulation 8 Section 1500.34)

(35) This section shall apply to the following permitted occupations for minors 14 years of age and over employed by retail, food service and gasoline service establishments.

Note: See also Child Labor Regulation 8 Section 1500.34.

(a) Office and clerical work, including the operation of office machines;

(b) Cashiering, selling, modeling, art work, work in advertising departments, window trimming, and comparative shopping;

(c) Price marking and tagging by hand or by machine, assembling orders, packing and shelving;

(d) Bagging and carrying out customers' orders;

(e) Errand and delivery work by foot, bicycle, and public transportation;

(f) Clean-up work, including the use of vacuum cleaners and floor waxes, and maintenance of grounds, but not including the use of power-driven mowers or cutters;

(g) Kitchen work and other work involved in preparing and serving food and beverages, including the operation of machines and devices used in the performance of such work, such as, but not limited to, dishwashers, toasters, dumbwaiters, popcorn poppers, milk shake blenders, and coffee grinders;

(h) Work in connection with cars and trucks if confined to the following: dispensing gasoline and oil; courtesy service; car cleaning, washing and polishing; and other occupations permitted by this section, but not including work involving the use of pits, racks or lifting apparatus, or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring;

(i) Cleaning vegetables and fruits, and wrapping, sealing, labeling, weighing, pricing and stocking goods when performed in areas physically separated from those where the work described in sub. (36) (g) is performed.

(36) Paragraph (a) shall not be construed to permit the application of this subpart to any of the following occupations in retail, food service, and gasoline service establishments for minors under 16 years of age:

(a) All occupations listed in subs. (22) through (34) except occupations involving processing, operation of machines and work in rooms where processing and manufacturing take place which are permitted by sub. (35);

(b) Work performed in or about boiler or engine rooms;

(c) Work in connection with maintenance or repair of the establishment, machines or equipment;

(d) Outside window washing that involves working from window sills, and all work requiring the use of ladders, scaffolds, or their substitutes;

(e) Cooking except with adult supervision.

(f) Occupations which involve operating, setting up, adjusting, cleaning, oiling, or repairing power-driven food slicers and grinders, food choppers and cutters, and bakery type mixers; persons must be 18 years of age. See sub. (18).

(g) Work in freezers and meat coolers and all work in the preparation of meats for sale except as described in sub. (35) (i);

(h) Loading and unloading goods to and from trucks, railroad cars, or conveyors;

(i) All occupations in warehouses except office and clerical work.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74; emerg. am. eff. 7-7-80; am. (1) (a), (7) (a) 1., (8) (b), (19) (a), r. (9) (b) 1., renum. (9) (b) 2., r. (23), (29) and (30), renum. (24) to (28) and (31) to (36) to be (23) to (33), as renum. am. (28), Register, September, 1980, No. 297, eff. 10-1-80; am. (1) (a) (intro.), (2) (a) (intro.), (3) (a) (intro.), (4) (a), (5) (a) (intro.), (6) (a) (intro.), (7) (a) (intro.), (8) (a), (9) (a), (10) (a) (intro.), (11) (a) (intro.), (12) (a) (intro.), (13) (a), (14) (a) (intro.), (15) (a) (intro.), (16) (a), (17) (a) (intro.), (18) (a) (intro.), (19), (20) (a) (intro.), (21) (a), (36) (intro.) and (f); Register, April, 1983, No. 328, eff. 5-1-83; am. (10) (a) 1. d., (17) (b) 2. to 6., cr. (17) (a) 1. d. and 7., Register, April, 1985, No. 352, eff. 5-1-85; renum. (1) and (10) to be (1g) and (19m), cr. (1), (1r), (2m), (3m), (7m), (10), (34m), am. (36) (e), Register, December, 1991, No. 432, eff. 1-1-92; correction in (22) made under s. 13.93 (2m) (b) 1. and 7., Stats., Register, February, 1996, No. 482.

DWD 270.07 Caddies on golf courses. The labor permit issued by the department of workforce development or by a person designated by it to issue labor permits for a minor to be employed as a caddy by the golf club named in the permit, shall be deemed to permit the employment of the minor named in the permit as a caddy by such golf club on whose course inter-club matches, inter-service club matches or special events for non-members are being held during the duration of such matches or events; provided that the club on whose course the matches or events are being held secures from the club to whom the permit or permits were issued a list of the caddies transferred prior to the employment of such caddies by the club to which transferred. This list shall contain the name, address, and date of birth of each minor transferred, together with the date of issuance of the permit, the name of the golf club to which it was issued, and the name of the golf club to which the minor was transferred. The golf club to which the permit or permits were issued shall keep on file at the club a duplicate of the above list. The golf club to which the caddy or caddies are transferred shall add to the list the dates of employment by it of each minor named in the list and shall keep such list on file at the club.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74.

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DWD 270.08 Volunteer services. (1) Services, not prohibited by statute or regulation, performed by minors on a part-time, occasional, and volunteer basis for nonprofit organizations generally recognized not only as nonprofit, but also of an educational, charitable, religious, or community service nature, are not regarded as gainful occupations or employments, where no employer-employee relationship, in fact, exists.

(a) A nonprofit organization is one which is not operating for a profit and no part of the net earnings of which inures to the benefit of any private shareholder or individual.

(b) Minors may engage in part-time occasional services on a volunteer basis for nonprofit organizations of a charitable, educational and religious nature or a community service under the following conditions:

1. Volunteers may not serve at any job or in any area that is prohibited by the child labor law or orders of the department.

2. The hours of contributed service and the time of day shall be limited to those permitted by Wisconsin child labor regulations for minors.

3. Each organization utilizing the service of a minor volunteer must obtain the written consent of the minor's parent.

4. Teenage volunteers must be under the supervision of a responsible adult, and shall have such orientation training and supervision as will make their services a genuine learning experience.

5. The organizations utilizing volunteers should provide by means of insurance, or otherwise, for on-duty injuries that may occur to the volunteer when contributing service to the organization. It is also recommended that some type of liability coverage be provided to protect the volunteer in the event that the volunteer causes an accident to a third party.

6. Teenage volunteers are not to be economically exploited nor shall they be used to replace a paid employee.

7. Nothing in this policy shall be construed to prohibit activities by organized volunteer groups engaged in providing entertainment such as singing, playing or performing, solely for the patients of the hospitals or institutions.

(2) Services not prohibited by statute or regulation performed by students during regular school hours while enrolled in an approved high school or vocational school work training or work experience program are not regarded as gainful occupations or employments, where no employer-employee relationship, in fact, exists.

(3) Minors may engage in work training or work experience programs under the following conditions:

(a) The hours of service shall be performed as specified in the training agreement.

(b) Minors may not serve at any job prohibited by statute or orders of the department.

(c) The program provides a true learning experience and is based on a bona fide curriculum.

(d) Proper scholastic credit is given.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74; am. (1) (b) 6., Register, December, 1991, No. 432, eff. 1-1-92; correction made under s. 13.93 (2m) (b) 1., Stats., Register, February, 1996, No. 482.

DWD 270.09 Fees for permit and certificate of age.

The department fixes a fee of \$5.00 for the issuing of each Child Labor Permit or Certificate of Age and authorizes the retention of \$2.50 of the fee by the permit officer as compensation for services. The permit officer shall forward \$2.50 of the fee to the department to cover the cost of administration, materials and supervision.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74; am. Register, December, 1991, No. 432, eff. 1-1-92.

DWD 270.10 Employment of minors in agriculture.

No minor under 12 years of age may be employed or permitted to work in agriculture.

(1) The presence of a minor under 12 at the place where a parent or guardian is employed, if merely for the purpose of supervision, is not prohibited by this section.

(2) Sections 103.64 to 103.82, Stats., do not apply to the employment of a minor engaged in farm work performed outside school hours in connection with the minor's own home farm and directly for their parent or guardian, or on another farm, with the consent of minor's parent or guardian where the farm work is primarily for exchange purposes.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74.

DWD 270.12 Canning or first processing perishable fresh fruits and vegetables.

Section 103.68, Stats., and s. DWD 270.05 are modified as provided under s. 103.66, Stats., regulating the hours of employment of minors 16 and 17 years of age, including married minors, and other minors exempt from school attendance, in canning and freezing establishments during the season of actual first processing of perishable fruits and vegetables as follows:

(1) HOURS OF LABOR. Minors 16 and 17 years of age shall not be required nor permitted to work more than 9 hours in any day nor more than 54 hours in any week, except:

(a) On not more than 18 weeks during the season, canning and freezing establishments may employ any individual minor 16 or 17 years of age more than 9 hours in any day and more than 54 hours in any week and more than 6 days per week but not more than 60 hours per week for 14 weeks and not more than 70 hours for 4 weeks providing that such employment shall not result in any undue hazard to his or her health and that each employee is paid not less than 1 1/2 times his or her regular rate of pay for hours worked over 40 hours per week.

(b) Section DWD 270.05 (2) (b) time of day shall not apply to minors 16 and 17 years of age employed under the provisions of par. (a).

(2) REST PERIODS. Each 16 and 17 year old minor shall be given a period of rest of at least 7 consecutive hours from the ending of work on any day to the beginning of work or the beginning of school the next day.

(3) MEAL PERIODS. At least 30 minutes shall be allowed for each meal period reasonably close to the usual meal period time; namely, 6:00 a.m., 12:00 noon, 6:00 p.m., 12:00 midnight or near the middle of a shift. In no case shall a minor be employed or permitted to work more than 6 consecutive hours without a meal period.

(4) DEFINITIONS. For the purpose of this order, "a day" is the 24 hours beginning at 6:00 a.m. of each calendar day; "a week" means a calendar week, or a regular recurring period of 168 hours in the form of 7 consecutive 24-hour periods.

(5) HOURS, BEFORE AND AFTER SEASON. The hours of work of minors 16 and 17 years of age employed in canning and freezing establishments before and after the season of actual first processing of fresh fruits and vegetables must be kept within the limits provided in s. DWD 270.05.

(6) WAIVER OR MODIFICATION. The department may grant a waiver of modification under this section upon written application of management and labor, where a collective bargaining agreement exists, based upon practical difficulties or unnecessary hardships in complying with this section. If the department determines that compliance with this section is unjust or unreasonable based on existing circumstances, a waiver or modification may be granted if it is not dangerous or prejudicial to the life, health, safety or welfare of the employees.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74; emerg. am. (1), (2) and (6), eff. 7-7-80; emerg. am. (1), eff. 7-26-80; am. (1) (a) and (2), r. (1) (b), renum. (1) (c) to be (1) (b) and cr. (6), Register, September, 1980, No. 297, eff. 10-1-80; corrections made under s. 13.93 (2m) (b) 7., Stats., Register, February, 1996, No. 482.

DWD 270.13 Higher standards. Nothing in ss. DWD 270.01 to 270.13 shall authorize noncompliance with any federal

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or state law, regulation, or municipal ordinance establishing a higher standard. If more than one standard within this Administrative Code applies to a single activity, the higher standard shall be applicable.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74; correction made under s. 13.93 (2m) (b) 7., Stats., Register, February, 1996, No. 482.

DWD 270.14 Permanent records to be kept by the employer. (1) Every employer shall make and keep for at least 3 years payroll or other records for each of their employees which contain:

- (a) Name and address.
- (b) Date of birth.
- (c) Date of entering and leaving employment.
- (d) Time of beginning and ending of work each day.
- (e) Time of beginning and ending of meal periods. When employe's meal periods are required or when such meal periods are to be deducted from work time, this requirement shall not apply when work is of such a nature that production or business activity ceases on a regularly scheduled basis.
- (f) Total number of hours worked per day and per week.
- (g) Rate of pay and wages paid each payroll period.
- (h) The amount of and reason for each deduction from the wages earned.
- (i) Output of employe, if paid on other than time basis.

(2) The required records or a duplicate copy thereof shall be kept safe and accessible at the place of employment or business

at which the employe is employed, or at one or more established central record keeping offices in the state of Wisconsin.

(3) The required records shall be made available for inspection and transcription by a duly authorized deputy of the department during the business hours generally observed by the office at which they are kept or in the community generally.

History: Cr. Register, April, 1983, No. 328, eff. 5-1-83.

DWD 270.15 Posting of order. A summary of the provisions of this chapter shall be posted in a conspicuous place in all places of employment where minors are employed or permitted to work, except domestic and agricultural employments, on a form prescribed by the department.

History: Cr. Register, December, 1991, No. 432, eff. 1-1-92.

DWD 270.16 Revocation or suspension of permits. (1) The department may revoke or suspend any permit whenever the permit has been improperly or illegally issued, or the physical, moral welfare or the best interests of the minor would be served by revocation or suspension.

(2) The department may revoke or suspend any permit if requested in writing by the school principal or the minor's parent or guardian who has legal custody of the minor or the court-ordered foster parent while the minor is under their care and supervision. The requesting party shall demonstrate some attempt has taken place to resolve the work problem between the minor, school, parent or guardian and employer before the request for revocation or suspension is made to the department.

History: Cr. Register, December, 1991, No. 432, eff. 1-1-92; am. (1) and (2), Register, April, 1995, No. 472, eff. 5-1-95.

Appendix 3 Resources

Assistant Child Care Teacher: A Teacher's Guide. Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI, 53707-7841.

Business and Education Partnerships. Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI, 53707-7841.

Business/School Partnerships: A Path to Effective School Restructuring. Council for Aid to Education, 51 Madison Avenue, suite 2200, New York, NY 10010.

The Corporation for National Service: Learn and Serve America Guidelines for Youth-Service-Learning and Adult Volunteer Partnerships. Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI, 53707-7841.

Creating School to Work Partnerships. Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI, 53707-7841.

Discover Wisconsin Youth Apprenticeship: A Handbook for Employers. Wisconsin Department of Workforce Development, P.O. Box 7946, Madison, WI 53707-6698

Education For Employment: A Resource and Planning Guide. Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI, 53707-7841.

Experiencing Agriculture: A Handbook on Supervised Agricultural Experience. National Council for Agricultural Education, 1410 King Street, Suite 400, Alexandria, VA 22314 in cooperation with the National FFA Foundation, P.O. Box 68960, 6060 FFA Drive, Indianapolis, IN 46268-0960

Florida Employer Recruitment & Orientation Guide. Florida Department of Education, 325 West Gaines St., Tallahassee, Florida, 32399-0400.

Home-Grown Lessons: Innovative Programs Linking Work and High School. Manpower Demonstration Research Corporation, Three Park Avenue, New York, NY 10016.

How to Start a School/Business Partnership. University of Arizona Chapter of Phi Delta Kappa and the Phi Delta Kappa Educational Foundation.

Job Shadow Guide for Staff. Northwest Regional Educational Laboratory and Jobs For the Future, sponsored in part by the U.S. Department of Education.

Job Shadowing Guide. Lifework Education Team, Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI, 53707-7841.

Learning from Experience: A Collection of Service Learning Projects Linking Academic Standards to Curriculum. Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI 53707-7841

Learning a Living: A Blueprint for High Performance; A SCANS Report for America 2000. The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor.

Learning to Work: Making the Transition from School to Work. U.S. Congress, Office of Technology Assessment, OTA-HER-637, Washington, DC; U.S. Government Printing Office.

Learning Well at Work: Choices for Quality. Cornell Youth and Work Program, Department of Human Development, College of Human Ecology, Cornell University, Ithaca, NY, 14853-2801.

Mentoring Youth for Success. Lifework Education Team, Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI, 53707-7841.

Practices in Work-Based Learning. New Hampshire State Board of Education, 101 Pleasant Street, Concord, NH, 03301-3860.

Publication Sales, Wisconsin Department of Public Instruction, 1-800-243-8782 (U.S. only) or 608-266-2188, fax to 608-267-9110 or by connecting to the following website: www.dpi.state.wi.us/dpi/dltcl/eis/pubsales/index.html

School-Based Enterprise: Productive Learning in American High Schools. Jossey-Bass, Publishers, 350 Sansome Street, San Francisco, CA 94104.

School To Work To Life: Linking Service Learning to School To Work. South Carolina Department of Education, 1429 Senate St., Columbia, SC 29201

Seeds of Success: Entrepreneurship and Youth. Kendall/Hunt Publishing Company, 4050 Westmark Drive, Dubuque, IA 52002.

Service Learning and Assessment: A Field Guide for Teachers. National Service Learning and Assessment Workgroup, Vermont Department of Education, 120 State St., Montpelier, VT 05620-2501. October, 1999.

Supervising and Assessing Student Interns: A Handbook for Supervisors. Buck Institute for Education, 18 Commercial Boulevard, Novato, CA 94949.

Technical Education and Training: The Future of Wisconsin's Workforce. Governor Tommy G. Thompson's Task Force on Technical Education, February, 1999

Wisconsin's Guidelines for Implementing a Cooperative Educational Skills Standards Certificate Program. Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI, 53707-7841.

Wisconsin Department of Public Instruction, Publication Sales, 1-800-243-8782 (U.S. only) or 608-266-2188, fax to 608-267-9110 or by connecting to the following website: www.dpi.state.wi.us/dpi/dltcl/eis/pubsales/index.html

Work Experience Handbook. Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI, 53707-7841.

The Workplace as a Learning Place. Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI, 53707-7841.

Youth Apprenticeship in Wisconsin: A Stakeholder Assessment. School of Education, University of Wisconsin, Center on Education and Work, University of Wisconsin-Madison, 1025 West Johnson Street, Room 964, Madison, WI 53706-1796

Youth Apprenticeship Program Operations Manual - Wisconsin Youth Apprenticeship Program, Governor's Work-Based Learning Board, P.O. Box 7946, Madison, WI 53707-7946



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