How to:

Create Approved Work-Based Learning Experiences

NH Department of Labor Requirements for Job Shadows, Internships, and More

Approved by NH Dept of Labor and NH Dept of Education

Part of a series of how-to guides for increasing work-based learning opportunities for students with disabilities.

Developed by
Betsy Street
Doug Cullen
Steve Bigaj
Sheila Mahon

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Betsy Street
Project Manager
Monadnock Center for Successful Transitions
Keene State College

Doug Cullen, MEd, MCDP
Career Coordinator
Pinkerton Academy Career and Technical Education Center

Stephen Bigaj, PhD
Professor, Education Department
Keene State College

Sheila Mahon, MS
Project Director
Monadnock Center for Successful Transitions
Monadnock Developmental Services

Keene State College, Keene, NH
2010
MCST is a training and technical-assistance center that provides support to individuals, especially individuals with disabilities, as they transition from high school to adulthood. MCST also works to improve the employment opportunities for individuals with disabilities by creating and supporting different projects that encourage employment. Website: [www.mcst-nh.org](http://www.mcst-nh.org)

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This guide is part of a series of resource guides from the Monadnock Center for Successful Transitions. All are or will be available for download at no charge at [www.mcst-nh.org](http://www.mcst-nh.org).

- *Build Partnerships for Career Exploration* – a guide for partnering with an employer and offering a Job Shadow Day for students.
- *Exploring a World of Transition Resources* – a quick-start guide to using a free tool, Delicious, to explore an online library of transition resources.
- *Habits of Work* – an employment skills curriculum.

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This guide could not have been completed without the contributions of materials and expertise from those working with students, business partners, and labor laws on a daily basis. We are grateful to the following:

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Karen Thompson, Vocational Coordinator for Monadnock Regional High School, for permission to use portions of her training materials and for consultation along the way.

The members of the Monadnock Transition Community of Practice, for their review and helpful suggestions.

Virginia M. Barry, PhD, Commissioner of Education, NH Department of Education

The NH Department of Education is pleased to endorse Keene State College’s guide How to Create Approved Work-Based Learning Experiences. The guide, which is part of a series of resource guides for increasing work-based learning opportunities for all students, will be an invaluable tool for job shadows, internships, and school districts. I congratulate Betsy Street, Doug Cullen, Steve Bigaj, and Sheila Mahon for developing this extremely useful and timely guide. –Virginia M. Barry, PhD

George N. Copadis, Commissioner of Labor, NH Department of Labor

The NH Department of Labor is pleased to approve Keene State College’s and the Monadnock Center for Successful Transition’s How to Create Approved Work-Based Learning Experiences handbook. This step-by-step guide will assist both learning institutions and businesses to provide the most comprehensive learning experience for students. Thank you to Betsy Street, Doug Cullen, Steve Bigaj, and Sheila Mahon for their efforts to create this highly effective tool. –George N. Copadis
ACKNOWLEDGEMENTS
Work-based learning is a broad term that covers a variety of structured career exploration and workplace skill-building experiences students can have on-site at a workplace. The experiences can range from a simple tour to a months-long internship with regular hours and responsibilities.

It’s important to set up work-based learning experiences so that they are approved by the NH Department of Labor to safeguard the school, workplace, and student. Well-structured work-based learning experiences have benefits for all involved. The student gets real-life exposure to the adult world of work. The business partner has a hand in developing future employees in their field as well as the opportunity for community recognition. The school strengthens its links to the business community, which may lead to partnerships in other areas.

Throughout this guide, we use the term business partner to refer to the agency, corporation, small business, nonprofit, or school with whom you are partnering to offer work-based learning experiences.

**INTENT OF THIS GUIDE**

The primary focus of this guide is to help you navigate the NH Department of Labor (DOL) process for obtaining DOL approval for work-based learning experiences. It begins with an overview of the basics, including some highlights of effective practices. Next it leads you step-by-step through the two NH DOL approval processes which are necessary to set up legally appropriate work-based learning experiences. Examples of forms and letters from New Hampshire schools, as well as an overview of child labor laws and a set of sample career objectives, are included as appendices.

The work-based learning experiences addressed in this guide are job shadows, internships, business tours, and informational interviews. Apprenticeships involve other important approvals and are not addressed here, nor are service-learning experiences. Go to [www.labor.state.nh.us/school_to_work_gde_reg_youth.asp](http://www.labor.state.nh.us/school_to_work_gde_reg_youth.asp) for more information about youth apprenticeships in New Hampshire.

People who could benefit from reading this guide include transition coordinators, special educators, teachers, work-based learning coordinators, vocational coordinators, school-to-
work coordinators, internship coordinators, special education directors, school counselors, and any other personnel involved with managing work-based learning experiences.

WHEN DO YOU NEED DEPARTMENT OF LABOR APPROVAL?

Whenever a student goes into a work place, you need NH DOL approval as outlined in this guide. This applies to extended learning opportunities (ELOs) as well as work-based learning experiences like internships. The exception to this rule is field trips supervised by school staff.

There are two separate approvals required. One, the work place must be approved as a safe work environment for a student. Two, the school program must be approved as having a set of valid objectives and safe activities. Obtaining this approval involves filling out two forms, which are explained in detail in this guide.

The text of NH RSAs or administrative rules, approval forms, and guidelines can be found on the NH DOL School-to-Work web page: www.labor.state.nh.us/school_to_work.asp.

WORK-BASED LEARNING OR EXTENDED LEARNING OPPORTUNITY?

In general, work-based learning involves students going into a business to learn all or certain aspects of that industry. It makes connections to a student’s academic program through the use and possible completion of a student’s competencies in one or more disciplines.

An ELO involves students learning outside of the classroom but makes connections to knowledge and skills learned within a curriculum. Some ELOs will not require DOL approval, but if they involve going into a business, DOL approval will most likely be required. More information about ELOs can be found at www.education.nh.gov/innovations/elo/index.htm.

Individual schools and districts set their own criteria for granting academic credit for work-based learning experiences and ELOs. As stated on the NH Department of Education website, “It is recommended that local school boards adopt policies that indicate which, if any, of these opportunities the district is prepared to offer. The local school board is required to adopt and implement written policies and procedures relative to extended learning if the district plans to offer extended learning opportunities, as per Ed 306.04.”

TYPES OF WORK-BASED LEARNING EXPERIENCES

This guide provides information about formal DOL approval processes for the following work-based learning experiences.

*Job Shadows*

Job shadows are hands-off experiences. Generally they last from a couple hours up to one day and are designed so students can observe someone at work in a specific career field.
Students do not perform work during a job shadow experience nor do they receive any compensation.

**Internships**

Internships are usually a combination of hands-off and hands-on experiences (although there are exceptions to this associated with state and federal regulations). They are paid or unpaid work experience for students, structured to help demonstrate practical applications for academic learning.

**Business Tours**

A tour can be a one-on-one or a group experience. It general involves a guided walk-through of the facility with the opportunity to ask questions of the guide.

**Informational Interviews**

Informational interviews are one-on-one interviews where a student asks questions of a person in a career field of interest to the student. These experiences can also help a student determine if a place of business might be a possible fit for a longer-term experiential opportunity.
Many resources exist to help schools set up work-based learning experiences, and many school-to-career coordinators or counselors at schools have knowledge in this area. This section is designed to provide an overview for the practitioner who is responsible for work-based learning experiences at a high school. Depending on your level of understanding, you may already know these basics, so feel free to move on to the next section.

APPROACHING EMPLOYERS

Initial contact with a potential business partner might be initiated by school staff or a student – it will vary depending on the situation. However, the school staff person, not the student, discusses details of the program with the business partner.

Many employers are happy to partner with your school to provide some experiential opportunities for students. A company can offer a variety of opportunities in various disciplines. As an example, your best opportunity in the area of accounting might exist at the shoe manufacturer across town. Look at all the areas of a company to determine the range of possible work-based learning experiences.

Make sure the person with whom you are working is authorized to speak on behalf of the company. Human Resources is a great place to begin your conversations on how work-based learning can be beneficial to the business, student, school, and community. Here are some talking points about the benefits of providing work-based learning experiences:

- improve school programs by providing real-life experiences for students
- increase student and school staff understanding of the free enterprise system
- enhance student learning regarding rewards, concerns, and expectations of the adult working world
- increase community involvement in the education of students
- create positive public relations and recognition

THE BASICS

The Monadnock Center for Successful Transitions maintains an online library of vetted transition resource listings, including employment. You access it using a free social bookmarking tool. A quick-start guide to using the tool, Exploring a World of Transition Resources, is available at www.mcst-nh.org.

SITE VISIT

Have an authorized school representative visit each work site before a student goes on-site. Request a complete facility tour of all locations to which a student might have access.

INSURANCE

Be clear and open about insurance coverage. School insurance must cover the student on any unpaid work-based learning experience. Know the relevant details of your school’s insurance. For example, is the student covered at an internship during school vacations? Is a student covered for a work experience outside of New Hampshire? How many students can be in the field at the same time?

If the student receives any payment, then the business partner, not the school, covers the insurance for the student. Note: Reimbursement of expenses is not considered payment.

Keep a copy of the relevant pages of your school insurance on hand at all times (available from your business manager). Be prepared to give each work site some sort of documentation of the insurance coverage as part of the internship setup paperwork in accordance with your school/district policies. We recommend the insurance binder that outlines coverage.

Insurance for work-based learning experiences is usually an annual policy. Many policies set a maximum number of students that can be in the field simultaneously. It’s critical to set that number high enough to cover the biggest possible day. In general, all work-based learning experiences count toward the total, including a tour of a business by a busload of students. Your maximum number should account for such spikes.

IMPORTANCE OF COMMUNICATION

This is the most important piece of all. Have a clear plan for how the student will communicate ongoing learning, both with the school and the work site. Written reflections are good, especially if shared with the mentor. We suggest some sort of meeting or quick check-in with the mentor every couple weeks.
THE BASICS

DESIGNATE ONE PAPERWORK PERSON

We strongly recommend you designate one person in your school to be the DOL paperwork person. It will be more efficient when one person is the DOL contact point, gaining experience with different kinds of placements and developing good working relationships with DOL personnel. This person does not have to be a teacher or a school counselor. Look for a staff person who gets satisfaction from completing paperwork completely and accurately, and enjoys keeping track of several processes at once.

PAID VERSUS UNPAID INTERNSHIPS

There are different rules for unpaid and paid internships. You need DOL approval for internships that are unpaid or pay a subminimum wage – these are identified as training experiences. You do not need DOL approval for internships that pay at least minimum wage. Some business partners offer the opportunity to intern for academic credit only if the experience is unpaid. Check with your business partners for this stipulation prior to preparing a student to be onsite.

The Fair Labor Standards Act (FLSA) of 1938 specifies when it's legal to have an unpaid intern in a for-profit business. While violations of these rules are more of a concern with adults in internships (e.g., college students), the rules apply to minors as well. They are based on a decision from a Supreme Court case in 1947, when most internships were for blue-collar production work. However, even if out of date, the rules are still in force.

The U.S. Department of Labor’s Wage and Hour Division (WHD) has developed six criteria to evaluate whether a worker is a trainee or an employee for purposes of the FLSA:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to what would be given in a vocational school or academic educational instruction.
2. The training is for the benefit of the trainees.
3. The trainees do not displace regular employees, but work under their close observation.
4. The employer who provides the training derives no immediate advantage from the activities of the trainees, and on occasion the employer’s operations may actually be impeded.
5. The trainees are not necessarily entitled to a job at the conclusion of the training period.
6. The employer and the trainees understand that the trainees are not entitled to wages for the time spent in training.

If all of the factors listed above are met, then the worker is a trainee. An employment relationship does not exist under the FLSA, and the FLSA’s minimum wage and overtime provisions do not apply to the worker.
The criteria for unpaid internships at a nonprofit are not as strict, because people are allowed to do volunteer work for nonprofits. (Age restrictions remain the same.)


OTHER BASICS TO CONSIDER

Below you will find a quick reference to other important basics to consider as you set up work-based learning experiences.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation</td>
<td>A driving policy. For example, can students drive other students to an internship?</td>
</tr>
<tr>
<td>Student Selection Process</td>
<td>A procedure to determine student interest and readiness for a job shadow or internship. This might include vocational assessments or a person-centered planning process.</td>
</tr>
<tr>
<td>Details of Student Supervision</td>
<td>Decide who will oversee the internship at your school, who is the direct mentor at the work site, and who will do the grading.</td>
</tr>
<tr>
<td>Roles and Responsibilities</td>
<td>A list that clearly spells out the roles and responsibilities of students, the supervising teacher, the work site mentor, and parents. Have everyone sign it.</td>
</tr>
<tr>
<td>Learning Plan for Student</td>
<td>The learning plan for the student includes goals and objectives, competencies being pursued, necessary accommodations, and timelines.</td>
</tr>
<tr>
<td>Parental Approval</td>
<td>A process for getting parental approval for the student to leave campus and for the transportation method.</td>
</tr>
<tr>
<td>Evaluation of Work-Based</td>
<td>Discuss and hand out forms ahead of time so that the mentor knows what is expected. Like you, the mentor is a busy person. Keep the evaluation simple, leaving room for free-form comments. Giving the mentor a stamped, self-addressed envelope can be helpful. Decide if the student will do a self-assessment as well.</td>
</tr>
<tr>
<td>Learning Experiences</td>
<td></td>
</tr>
<tr>
<td>Converting an Existing Job to</td>
<td>Some students may want to have their current place of employment converted to an internship work site. The process for DOL approval is the same – work site and school program approval.</td>
</tr>
<tr>
<td>an Internship</td>
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</table>
Work site approval is one of two required NH Department of Labor (DOL) approvals. The other is approval of the school program and is explained in the next section. Work site approval is required for all nonpaid or training work-based learning experiences. In addition, we recommend doing it for all paid experiences as well to ensure they are occurring at locations with adequate workers’ compensation coverage and safety procedures in place. A business partner with several sites in the state will need separate approval for each physical address, e.g., the approval goes with the physical address, not just the business partner name. All forms and information can be found via the DOL School-to-Work web page: www.labor.state.nh.us/school_to_work.asp.

Following is a flowchart overview of the work site approval process.
IS THE BUSINESS ALREADY APPROVED?

Many businesses have already been through the approval process. The approval makes the company accessible to any school in New Hampshire and is good for one year.

To check the list of preapproved sites, go to the Pre-Approved Work Sites web page on the NH Department of Labor’s website: www.labor.state.nh.us/pre_approved.asp?ptype. You can also get there from the DOL’s main School-to-Work web page.

**NH Department of Labor Website**

The School-to-Work section of the NH DOL website has information and forms regarding work-based learning.

You may search the NH Department of Labor list of pre-approved employers for the School-To-Work program here. Searches may be done on the Employer Name, City or Zip Code. Select the type of search from the drop down menu below and enter the search criteria in the text box. Then press the **Search** button.

Please note: A search on Employer Name, the program will attempt to find all employers with the character string you input as search criteria somewhere in their name. For instance, the search criteria "WAL" might return "WAL-MART", "WALGREENS" and "DON & WALLY'S ICE CREAM MART". A search on City or Zip Code will only return exact matches to the search criteria you input.

To display the complete list of all the pre-approved employers, press the **Show All Listings** button.

Any questions regarding School-to-Work Pre-approved Work Sites please contact the NH Department of Labor at (603) 271-5170 or use the **contact form**.

The School-to-Work database is updated everyday except for Saturday and Sunday.

Search the School-to-Work database by:

Partial Name: [ ]

Go [ ]

Show All Listings [ ]

To see if a business is already an approved site, enter the city, zip code, or partial name of a business in the circled area shown above.
As an example, here are the approved businesses listed when we entered “derry” as a city search. The list of preapproved work sites displays on the lower part of the screen.

If your business partner is on the preapproved list, check the approval date. Approvals expire in one year. If the approval expires in less than 60 days, file again for approval as if this were a new site.

If the work experience might still be going on when the site approval expires, make a note of the expiration date. It’s the school’s responsibility to verify work site approval, however, some schools leave the filing up to the business partner and some business partners want to do their own filing. In these cases, the school should take the responsibility to advise the business partner, in writing, that their approval is about to expire.
WORK SITE APPROVAL

If your business partner is on the preapproved list and the approval expires after the end of the work experience, no further action is required from you. Move on to the School Program Approval section of this guide.

WORK SITES NOT YET APPROVED

If your business partner is not on the preapproved list, follow these instructions to apply for approval.

Criteria for Work Site Approval

In the approval review process, DOL inspectors check that:

- There are no worker complaints on file, especially with minors.
- The work site has adequate workers’ compensation for all existing employees.
- Companies with 10 or more employees must have a current Safety Summary on file. (They are required to file biennially.) The Safety Summary is a summary of information taken from the company’s written safety program. See the Examples appendix of this guide for a sample.

Required Information from Business Partner

You will need the following information from your business partner. When requesting this information, it can be helpful to clarify that the DOL does a paper inspection only; they rarely come to the work site. Once you submit the form to DOL, the review process moves right along. However, gathering the required information from a business partner can take some time, several weeks if you’re working with a larger organization.

Required information:

- Name of the company exactly as they have filed it with the NH Secretary of State. Some companies may have changed names since their original filing, or there may be a holding/parent company involved, or they may use a doing business as (DBA) name that is different from their official name with the state.
- the company’s federal tax ID number
- the total number of employees (full-time, part-time, and per diem)
- address, phone, contact person at the agency/company

Instructions for Completing the Approval Form – Online Version

The form is called the Business Partner Pre-Screening Form. There is an online version and a printed version. The online form is processed faster, but faxing or mailing the printed form is perfectly acceptable.

1. Go to the School to Work page of the DOL website. [www.labor.state.nh.us/school_to_work.asp](http://www.labor.state.nh.us/school_to_work.asp)
   You will see the following screen.
In the State of New Hampshire, work-based learning plays an integral role in workforce preparation. The goal of the School-to-Work initiative in New Hampshire is to prepare all students with the skills, abilities and knowledge necessary to make good career choices. Work based learning prepares our youth to become independent adults with opportunities for advanced education and career exploration, thus enhancing our economic strength. Schools and communities must work together in partnership to build a foundation of work-based learning and to provide the resources necessary to help all youth acquire the skills necessary to become independent and productive citizens.

**RSA 279:22**: High School and Post Secondary Students

New Hampshire Administrative Rules Chapter 166-B: Payments of Wages and Requirements of Employers

**Pre-Screening form** (download)

**Pre-Screening form** (Online form) - Apply for school to work approval online.

Approval Form for Non-Paid Work-Based Activities - Please complete in full and return to the NH Department of Labor.

Click on **Pre-Screening Form (online form)**.
2. On the Pre-Screening Form screen, enter the first five letters of the business name and the business's federal ID number (tax ID number, or TIN). Press **Continue**.

3. If by chance the business is already an approved site, you will see this screen with your business partner listed where Keene State is displayed here. In that case, it's an approved site and no further work is needed. (Remember to check the list of approved sites to see when the approval expires.)
4. Assuming the business partner is not yet an approved site, this is the screen you will see.

Enter the information. All fields are required except Extension. Enter phone numbers in xxx-xxx-xxxx format. For School Email, enter the email address of the person who will receive the approval/rejection response. Note that it does not need to be a person at the school.

Click Submit.
5. You will see the confirmation screen. The DOL will send the approval/rejection notice to the email address you entered. They will respond within five working days, and often faster than that. Remember you also need approval of the school program, which is a separate form.

Instructions for Completing the Approval Form – Printed Version

Use these instructions if you prefer to fill out a paper form and either mail or fax it to the DOL.

1. Go to the School to Work page of the DOL website. www.labor.state.nh.us/school_to_work.asp
Click on **Pre-Screening Form (download)**.

2. You will see the following document displayed on your screen in Adobe Reader. Click on the **Printer** icon to print it.

---

**STATE OF NEW HAMPSHIRE**
DEPARTMENT OF LABOR
PO BOX 2076
CONCORD, NH 03302-2076

School__________________________________________
School Coordinator ______________________________
Telephone_______________________________________

Submit to: NH Department of Labor
PO Box 2076
Concord, NH 03302-2076

**FORMAT FOR SUBMITTING BUSINESS PARTNER NAMES FOR PRE-SCREENING BY DOL**

**BUSINESS NAMES MUST BE SUBMITTED IN THE FOLLOWING FORM:**

Once received, the Department of Labor will review the organization’s compliance with regulated safety requirements, a review of their loss history and any other labor violations. The department will return these “pre-screened” lists to the school district with “reasons for rejection” as indicated. If the business named has any questions or concerns, they should contact Cynthia Flynn at (603) 271-3176.

Business Name:__________________________ Federal I.D. Number:________________________

Address:____________________________________

City/Town:__________________________, NH

Number of Employees: ______________________

Contact Name:____________________________

Telephone #:______________________________

DOL AUTHORIZATION:_____Yes _____No

Reason for rejection:________________________

DOL authorized signature:____________________

Date:____________________________

---

Create Approved Work-Based Learning Experiences
3. Fill in the requested information, stopping at **DOL AUTHORIZATION**.

- **School Coordinator**: Contact person for DOL at the school
- **Telephone**: Phone number for school contact. Also write in a note and fax number where the approval is to be sent: “Please fax approval/rejection to xxx-xxx-xxxx.”
- **Contact Name**: Name of contact person at the business

4. Fax the completed form to 603-271-2668. The DOL will fax back the form with an authorization (approval) or rejection within five working days, and often faster than that. Remember you also need approval of the school program, which is a separate form.

**IF THE WORK SITE IS REJECTED**

If the work site is rejected, call the DOL at 603-271-3176 and ask to speak with the inspector who reviewed your request. The inspector can discuss with you the issues and possible pathways to resolution.
School program approval is one of two required DOL approvals (the other is approval of the work site, which was addressed in the previous section). Each type of work-based learning experience must be approved by the DOL, under RSA 279:22-aa, some in general categories, others more specifically.

Once you submit the approval form to DOL, the review process moves right along, usually from one to three days. However, gathering the required information from a business partner can take some time. It may take several weeks if you’re working with a larger organization.

**TYPES OF SCHOOL PROGRAMS AND APPROVAL REQUIRED**

Program approvals do not expire, so once you have approval, for example, of an auto mechanics internship, you can use it with multiple students as long as the program design remains the same.

*Job Shadows*

Job shadows need approval at the career cluster level, e.g., one for health science, one for marketing, etc. One approval per cluster will suffice as long the job shadow experience has a similar structure at the different businesses in the program.

*Internships*

Internships that are unpaid or pay a subminimum wage require approval. Internships that pay minimum wage or above do not require approval. However, we recommend getting approval as you may have paid and unpaid experiences within the same broad career area at the same location.

You need to get separate program approvals for each general internship category, e.g., pediatric nursing assistant or bank teller. Describe the objectives in general enough terms to cover a number of possible employers, but be specific to the activities a student could be performing.

*Business Tours*

A field trip to a business, supervised by school staff, does not need DOL approval. Any other one-on-one or group tour will need DOL approval. Business tours need approval at
the career cluster level, just like job shadows. A business tour program would fall into the course-related work experience category on the Approval Form for Non-Paid Work-Based Activities Under RSA 279:22-aa.

Informational Interviews

True interviews, where the student merely sits down and talks with a business person, do not require DOL approval. However, any tour associated with the interview would require DOL approval. Therefore, the DOL recommends writing up and getting school program approval for an Informational Interviewing school program. An Informational Interviewing program would fall into the course-related work experience category on the Approval Form for Non-Paid Work-Based Activities Under RSA 279:22-aa.

APPROVAL FORM

The school program approval form is called Approval Form for Non-Paid Work-Based Activities Under RSA 279-aa, and it has been used for several years. Procedures have changed over time; the instructions in this guide will help you fit your information into the existing form.

HOW TO SUBMIT THE APPROVAL FORM

Fax is preferred and will get you a faster response. However, it’s also acceptable to mail it to the address on the form. The fax number for the NH Department of Labor is 603-271-2668.
**SCHOOL PROGRAM APPROVAL**

---

**STATE OF NEW HAMPSHIRE**  
**DEPARTMENT OF LABOR**  
**PO BOX 2076**  
**CONCORD, NH 03302-2076**

(Application Form for non-paid work-based activities under RSA 279:22-an)

(Please type or print all information)

<table>
<thead>
<tr>
<th>School/Institution</th>
<th>Secondary</th>
<th>Post-secondary</th>
<th>Other</th>
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<thead>
<tr>
<th>Address</th>
<th>(Street)</th>
<th>(Town/City)</th>
<th>(State)</th>
<th>(Zip Code)</th>
</tr>
</thead>
</table>

| School-to-Work Partnership Name: | |
|----------------------------------||

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Title</th>
<th>Tel.</th>
</tr>
</thead>
</table>

**Type of Placement** (check one): (see description in tool kit)

- [ ] Job Shadowing
- [ ] Clinical
- [ ] Course Related Work Experience
- [ ] Internship
- [ ] Mentor Program
- [ ] Service Learning
- [ ] Other

**Career Interest/Objective:**

Is academic credit given for this program?  
Yes [ ]  No [ ]

Max. hours per student [ ]  Days per week [ ]  Total number of days at business site [ ]

Supervision: Please describe how the student(s) will be supervised and by whom.

---

1. Does each place of business have a safety program?  
Yes [ ]  No [ ]  Explain [ ]

2. Are there any hazardous equipment involved?  
Yes [ ]  No [ ]  Type [ ]

3. Has all Safety Training been completed (as applicable to each site)? Including specific training for equipment as noted above.  
Yes [ ]  No [ ]  Explain [ ]

The information above as provided is accurate and we guarantee that this placement in no way establishes an employer/employee relationship between the student(s) and the business site at which they are placed.

Attach list of business(ies) participating in this placement. Must include Name of business, address, phone # & contact person. Notify the DOL of any additions to this list. Also attach a sample copy of Agreement or Contract for this placement.

Authorized Signature [ ]  Title [ ]

---

**For D.O.L. use only**

Approved [ ]  Rejected [ ]  D.O.L. Authorized Signature [ ]  Date [ ]

Reason for Rejection: [ ]

---

**STEP-BY-STEP INSTRUCTIONS FOR COMPLETING THE FORM**

At the top of the page, write the name and fax number for DOL to use to return the form to the right person.

**School-to-Work Partnership Name**

This is the agency/company’s name.

---

Create Approved Work-Based Learning Experiences
Contact Person
The DOL contact person at the school.

Type of Placement
Work-based learning experiences have many names. The Department of Labor uses these:
- Job Shadowing
- Clinical
- Course Related Work Experience
- Internship
- Mentor Program
- Service Learning
- Other

The DOL does not tightly define these terms, but you must use this list. Pick the one that fits best. Avoid using the term Other. The tool kit referenced on the form no longer exists.

Career Interest/Objective
The career objectives do not need to be detailed. Be generic; talk about the work competencies associated with the school curriculum, not what the business partner is willing to offer. There are samples of career objectives in a later section of this guide.

Alternatively, you can be specific with a career objective that crosses clusters, e.g., clerical or filing. If the program will be specific and focused, write it up like that, not tied to any one career cluster.

Academic Credit
You must check Yes or the program will not be approved. Academic credit in this context simply means the program is part of the student’s program of study. It does not imply any particular amount or kind of academic credit.

Maximum Hours
Estimate high but realistically.

Supervision
List the positions of the school person and the work site person supervising the student, not anyone’s name.

Safety Program
Check Yes to confirm that you will check that business partners have safety programs in accordance with DOL rules. You can assume a business with 10 or more employees and that gets DOL work site approval, has a safety program, as they are required to file a Safety Summary with the NH Department of Labor. At a minimum, answers to the questions on
the Safety Summary will suffice as the establishment of a safety program. For an overview of what goes into a safety program in New Hampshire, see A Guide for Developing a Written Safety Program at [www.labor.state.nh.us/ST-WrittenSafetyProgram.pdf](http://www.labor.state.nh.us/ST-WrittenSafetyProgram.pdf).

Businesses with less than 10 employees do not need to have a safety program.

**Hazardous Equipment List**

Hazardous equipment is any equipment associated with a hazardous occupation even if the student will not engage with it. For example, the student might mop floors in a kitchen with meat slicers. For a summary of hazardous occupations and associated equipment, refer to the Child Labor Laws section of this manual. More details on age-related restrictions can be found at: [www.labor.state.nh.us/INS-Guide-FederalChildLaborInformation.pdf](http://www.labor.state.nh.us/INS-Guide-FederalChildLaborInformation.pdf). We recommend you call the DOL at 603-271-3176 and ask to speak to an inspector for questions in this area.

**Safety Training**

The student’s orientation at the work site should include safety training. Answer Yes and briefly explain the safety training for any hazardous equipment. School programs that do not include safety training will be rejected.

**Attachments**

Although the form requests a list of participating businesses and a sample of the agreement, this is no longer required. We recommend you still attach a copy of the agreement, even in draft form, so the DOL will understand your program structure.

**IF THE SCHOOL PROGRAM IS REJECTED**

If the school program is rejected, call the DOL at 603-271-3176 and ask to speak with the inspector who reviewed your request. The inspector can discuss with you the issues and possible pathways to resolution.
Creating approved work-based learning experiences involves cooperation and coordination between school staff, business partners, students, parents, and NH Department of Labor personnel. This guide provided an overview for implementing work-based learning experiences and detailed instructions for navigating the work site and school program approval processes with the NH DOL.

The appendices that follow provide more information in selected areas:

- **Appendix A**
  Examples of forms and letters in use in New Hampshire schools

- **Appendix B**
  Child Labor Laws – a succinct overview of federal child labor laws, the relationship to state child labor laws, age-related restrictions, and links to more resources.

- **Appendix C**
  Sample Career Objectives to assist in writing career interest/objectives for the Approval Form for Non-Paid Work-Based Activities Under RSA 279:22-aa.
The following pages contain examples from a variety of schools in New Hampshire. You may find them useful as you develop your own procedures and materials.

**EXAMPLES RELATED TO THE BASICS**

- **Welcome Letter to a Business**
  For a business partner who shows interest in providing work experiences

- **Permission Slip**
  A parent letter to explain the program and get parental permission

- **Student Reflection Journal**
  Reflection prompts for different workplace skills

- **Assessment by Business Partner**
  Simple assessment for use by a business partner

- **Student Learning Plan/Evaluation**
  Includes learning objectives, work ethic, personal qualities, and foundation skills

**EXAMPLES RELATED TO WORK SITE APPROVAL**

- **Safety Summary**
  A completed Department of Labor form

**EXAMPLES RELATED TO SCHOOL PROGRAM APPROVAL**

- **Job Shadow Roles**
  Student and host roles during a job shadow experience

- **Internship Agreement**
  Specifies school, student, and business responsibilities
WELCOME LETTER TO A BUSINESS PARTNER

This is a letter used by SAU 38 in the Monadnock region for a business partner that shows interest in providing a work-based learning experience to a student. It lays out the benefits to both the student and the business partner.

Dear ________________

Thank you for taking the time to work with our school in our Community-Based Vocational Training Program. What you and your business are giving to our student will be a valuable tool in his or her learning process.

Work-based experience fosters adult employment success for all youth, particularly for those with disabilities. Research shows that when youth with disabilities participate in work-based learning experiences, they are more likely to achieve positive school and post-school outcomes. Exposure to internships (paid and unpaid), site visits, and job shadowing all contribute to the employability of youth with disabilities.

Participating in this experience will help youth identify their career interests, build confidence, learn about workplace culture and make what they are learning in school more meaningful through real-world applications. At the same time, we hope that they will develop new skills that are vital for long-term success and employability.

It’s also our hope that this student will be able to give back to your company in a way that is productive and useful to your business and its success. By working together in a school-business partnership, we can make this happen. Employers often find that developing this kind of working relationship results in considerable benefits. Among those benefits are developing a future workforce in your specialized areas, expanding your business outreach to under-represented communities, and engaging in mentoring opportunities. Studies show that mentoring opportunities within a business prove to increase employee loyalty, prepare and promote leadership development in all employees, and reduce learning times and cost associated with the hiring of new employees. Being a site for our Community-Based Vocational Training Program is a win-win for all involved.

Included in this packet you will find all the necessary information to get the program started. Once again, we look forward to this opportunity to create a successful school-business partnership.

Thank you.
PERMISSION SLIP

This letter used by SAU 38 in the Monadnock region provides parents with a summary of the work experience and serves as a permission slip.

Permission Letter to Parents

Dear ________________________________

Arrangements have been made to provide Community-Based Vocational Training for (student name) at (business name) as described below.

If you have questions about any of the information, please give me a call. If not, please fill out the permission slip at the bottom of this sheet and return it as soon as possible. Thank you!

Vocational Trainer ____________________ Phone _____________________

Training Site
Name of business ____________________________________________
Type of business ____________________________________________
Location _________________________________________________
Days of training ____________________________________________
Times of training ____________________________________________
Primary tasks ______________________________________________

Supervision
Provided by ________________________________________________
Position __________________________________________________

Transportation
__ school van or bus  __ private car  __ public bus  __ walk
__ other __________________________________________________
Person responsible for coordinating and supervising transportation
________________________________________________________

Other Information
Money, special clothing, or materials needed by student __________
________________________________________________________
________________________________________________________
Starting date ______________________________________________

…………………………………cut on dotted line…………………………

I give permission for ___________________________ to participate in the Community-Based Vocational Training Program as it has been described.

Parent or guardian signature _______________________ Date __________
Monadnock Regional High School asks students to keep a Reflection Journal as part of their internship. The journal entry prompts are based on a list of 18 workplace skills developed by the school district. After each internship visit, students must choose one of the 18 skills as their reflection topic. They can complete them in any order, but cannot repeat any until all 18 have been addressed.

<table>
<thead>
<tr>
<th>Workplace Skill</th>
<th>Journal Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate flexibility.</td>
<td>No additional prompt.</td>
</tr>
<tr>
<td>2. Be neat, clean, and appropriately dressed.</td>
<td>What does appropriately dressed for this job look like?</td>
</tr>
<tr>
<td>3. Be dependable.</td>
<td>What does dependability look like in this job skill?</td>
</tr>
<tr>
<td>4. Follow directions.</td>
<td>What were the directions for the job and how did you do with the directions given? Did you understand them? Did you need help?</td>
</tr>
<tr>
<td>5. Maintain safety standards.</td>
<td>What are the safety standards for this task?</td>
</tr>
<tr>
<td></td>
<td>What do you need to do to stay safe in this job?</td>
</tr>
<tr>
<td>6. Show respect for others.</td>
<td>No additional prompt.</td>
</tr>
<tr>
<td>7. Use appropriate language.</td>
<td>What is and is not appropriate? What is respectful?</td>
</tr>
<tr>
<td>8. Put forth your best effort.</td>
<td>Did you show best effort? What could you do better next time?</td>
</tr>
<tr>
<td>9. Use materials and equipment wisely.</td>
<td>What equipment did you need? Did you use it wisely?</td>
</tr>
<tr>
<td>10. Manage time wisely.</td>
<td>Were you on task the entire time? Were you working, being silly, daydreaming, procrastinating? What could you change next time?</td>
</tr>
<tr>
<td>11. Know what you do well and what you need help with.</td>
<td>What do you do well? In what areas do you need help?</td>
</tr>
<tr>
<td>12. Be a lifelong learner.</td>
<td>What is a lifelong learner? What more could you learn about this job to perform better?</td>
</tr>
<tr>
<td>13. Know how to locate information.</td>
<td>What information might you/did you need for this job? Where could you get the information or answers?</td>
</tr>
<tr>
<td>14. Maintain good health habits.</td>
<td>What are some good health habits? How do you do with these habits? What could you do better?</td>
</tr>
</tbody>
</table>
## Workplace Skill | Journal Prompt
--- | ---
15. Be loyal to yourself and others. | What does this statement mean to you? What can you do on the job to be a loyal employee or co-worker?
16. Use good decision-making skills. | Tell me about one good or bad decision you made while working today. What made it a good or bad decision? What would you do differently next time?
17. Be on time. | What could happen if you were not on time for your job?
18. Work as a good team member. | When doing this job, how would you describe a good team member? Did you meet this standard? What could you do next time to be a better team member?

Each reflection is on a separate page. As an example, here is a journal page for number three, Be dependable:

### Workplace Skills

3. Be dependable.

What does dependability look like for this job skill?

Job: ________________________________

Date: ______________________________

Reflection:

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________
ASSESSMENT BY BUSINESS PARTNER

This is an internship assessment tool from SAU 38 in the Monadnock region. It's a straightforward form for a business partner to use to evaluate a student’s performance.

<table>
<thead>
<tr>
<th>Job Site:</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Work Attitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being Flexible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following Directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepting Constructive Criticism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working Safely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking Initiative and Motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking for Help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staying on Task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Appearance and Cleanliness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Quality</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT LEARNING PLAN AND EVALUATION

Pinkerton Academy combines the student learning plan and evaluation into one comprehensive document.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Employer/Supervisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.D. No.</td>
<td>Company:</td>
</tr>
<tr>
<td>School:</td>
<td>Worksite Mentor:</td>
</tr>
<tr>
<td></td>
<td>Career Coordinator:</td>
</tr>
<tr>
<td>Year of Grad:</td>
<td>Training Period:</td>
</tr>
<tr>
<td>Teacher/School Mentor:</td>
<td></td>
</tr>
</tbody>
</table>

**Student Learning Plan/Evaluation Form**

### I. WORK-BASED LEARNING OBJECTIVES

(The Learning Objectives should match the objectives filed with the NHDOL during the Program Approval process)

<table>
<thead>
<tr>
<th></th>
<th>Target Date</th>
<th>Level of Exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rating Scale:**

- 5 = Ability to demonstrate skill to others;  
- 4 = Mastered skill;  
- 3 = Performs skill with assistance;  
- 2 = Exposed to skill;  
- 1 = Not exposed to skill

Pinkerton Assessment, page 1
II. Work Ethic and Personal Qualities:
(please make check next to one sentence that best describes student’s performance in that category)

1. ABILITY TO WORK INDEPENDENTLY
   ______ Takes initiative to work without direct supervision.
   ______ Prefers to get direction before proceeding with assignment.
   ______ Often needs guidance with work assignments.
   ______ Needs repeated direction/instruction from others.

2. ABILITY TO GET ALONG WITH OTHERS
   ______ Has the ability to get along very well with all co-workers and supervisors.
   ______ Gets along with most people he/she works with and reports to.
   ______ Needs to work on interpersonal skills relating to the workplace.
   ______ Has encountered difficulty getting along with co-workers.

3. APPEARANCE
   ______ Takes great pride in appearance and grooming.
   ______ Is always well groomed and appropriately dressed.
   ______ Appearance and grooming is acceptable.
   ______ Needs to pay more attention to appearance and grooming.

4. ATTITUDE TOWARDS WORK
   ______ Has an excellent attitude towards work.
   ______ Shows interest in work and has desire to learn.
   ______ Attitude towards work is acceptable.
   ______ Shows little interest or enthusiasm in work.

5. ATTENDANCE AND PUNCTUALITY
   ______ Never absent or late without cause.
   ______ Seldom absent or late without cause.
   ______ Occasionally absent or late.
   ______ Frequently absent or late.

   Times Absent_______ Times Tardy_______
6. COOPERATION

_____ Always cooperates eagerly and cheerfully.
_____ Usually cooperates eagerly and cheerfully.
_____ Cooperates when asked.
_____ Cooperates reluctantly.

7. ABILITY TO FOLLOW INSTRUCTIONS

_____ Uses initiative in interpreting and following instructions.
_____ Usually follows instructions without difficulty.
_____ Follows instruction with some difficulty.
_____ Needs repeated detailed instructions.

8. DEPENDABILITY

_____ Meets all obligations unfailingly without supervision.
_____ Meets obligations with very little supervision.
_____ Meets obligations under careful supervision.
_____ Sometimes fails in obligations even under careful supervision.

9. QUALITY OF WORK

_____ Has aptitude for doing excellent work and exceeding the requirements.
_____ Is efficient and thorough in his/her work.
_____ Quality of work is acceptable.
_____ Does less than the required amount of satisfactory work.

10. PUBLIC RELATIONS (if applicable)

_____ Extremely tactful and understanding in dealing with all types of customers.
_____ Usually poised, courteous, and tactful in dealing with people.
_____ Tries to please customers.
_____ Sometimes lacks poise and seems indifferent to others.

11. OVERALL EVALUATION OF STUDENT’S TRAINING

_____ Outstanding
_____ Above Average
_____ Average
_____ Below Average
_____ Poor
III. **Foundation Skills**

(Please use scale below for each category. Some may be N/A. This section does not apply toward the student’s grade, it just helps to demonstrate transference of skills from school to work.)

1. Reading Skills
2. Writing Skills
3. Math Skills
4. Listening Skills
5. Speaking Skills
6. Computer Literacy
7. Problem Solving
8. Decision Making
9. Application of Knowledge
10. Thinking Creatively

<table>
<thead>
<tr>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = Outstanding</td>
</tr>
<tr>
<td>1 = Poor</td>
</tr>
</tbody>
</table>

Signature: __________________________ Date: __________________________

Additional Comments:

Pinkerton Assessment, page 4
SAFETY SUMMARY

This is Keene State College's 2009 Safety Summary. Personal information has been replaced with “xxxx” or a general description in italics.

STATE OF NEW HAMPSHIRE
DEPARTMENT OF LABOR
PO BOX 2076
CONCORD, NH 03302-2076
FAX (603) 271-2668

SAFETY SUMMARY FORM FOR JANUARY 1, 2009

COMPANY NAME: Keene State College

COMPANY ADDRESS: 229 Main St., Keene, NH 03435-2502

COMPANY LOCATIONS (Included in this form): Main campus abuts Main Street in Keene, NH

CONTACT PERSON: xxxxxxxx
TITLE: EHS Manager
PHONE #: 603-358-xxxx
FAX #: 603-358-xxxx
E-MAIL: xxxxxxxxx

NUMBER OF EMPLOYEES: 884 (as of 9/30/2008)

STANDARD INDUSTRIAL CODE (SIC CODE): 8820
FED. ID #: 02-xxxxxx

NATURE OF BUSINESS: Educational Institution (College)

1) List potential safety and health hazards of your company.
   Slips, trips and falls, lifting/back injuries, office-related repetitive strain injuries, and material handling injuries.

2) Who is responsible for your inspections and how often are they done?
   - EHS Manager (or designee) conducts safety training, develops/updates safety procedures, conducts hazardous waste storage inspections (weekly), as well as work area safety inspections, and accident investigation inspections, as needed.
   - Physical plant staff members inspect safety showers and eye washes annually.
   - Contracted vendors inspect lab hoods annually, and inspect/replace fire extinguishers annually.
   - The City of Keene Fire Department inspects campus buildings regarding fire alarm systems, fire protection, and exit/egress issues annually.
   - Ergonomic inspections and evaluations are conducted as needed.
   - Campus Safety conducts dormitory fire drills on an on-going basis.

3) List the members of your company’s joint loss management committee by name and job title.
   Please indicate which members represent the employer and those which represent employees, identify chairperson.
   Management Member(s)-(supervisor)  Employee Member(s)-(non-supervisory)
   List of names and positions

4) Specify your emergency response procedures.
   In the event of a medical emergency, fire emergency, chemical spill emergency, 911 is dialed. All emergency calls are channeled through Campus Safety, who can assist at the scene. Emergency response to a fire, medical situation or chemical spill would be handled by the City of Keene Fire Department or Rescue Squad. Keene State College has an Emergency Operations Plan, a Hazardous Waste Contingency Plan, a Spill Prevention Control and Countermeasures (SPCC) Plan, and a Chemical and Biological Safety Plan to ensure that proper notification and procedures are followed in the event of an emergency. The College also has an emergency men

Safety Summary, page 1
SUMMARY OF SAFETY AND HEALTH PROGRAM

(cont.) Voice capabilities and a mass notification system in place to alert people in the event of an imminent threat.

5) Identify person(s) by name and title responsible for safety and health instruction for your employees and your joint loss management committee.

Name and position

6) Identify person(s) by name and title qualified to take corrective actions on safety and health hazards.

List of names and positions

7) Indicate your policy to communicate safety and health concerns with the activities of sub-contractors or outside service providers, when, or if utilized.

All USNH and Keene State College contracts have language requiring contractors to be in compliance with Federal, State, and local regulations, and must work safely in compliance with OSHA standards while on campus. In most cases, contractors work in conjunction with campus employees or are supervised by campus employees. As a requirement of the bidding process, certificates of insurance are required in order for a contract to be awarded. Contractors for construction projects discuss safety items in weekly job meetings attended by USNH personnel. All contractors on construction projects greater than $100,000 are required to have OSHA 10 hour certificates.

8) Summarize your disciplinary policy with regard to violations of your safety and health policies.

All safety violations follow progressive disciplinary procedures, beginning with a verbal warning, followed by a written warning, and up to and including termination depending on the severity of the offense.

9) Summarize your policy for providing adequate resources dedicated to safety.

Keene State College allocates resources dedicated to safety in various ways: via USNH policy, Physical Plant budget (for repairs), departmental budgets, a full time EHS Manager position, and time allocated during work hours for safety training.

10) How are employees provided access to your safety and health policies?

College policies are available in written form and on line. USNH has on line policies available for access from any computer. All employees have computer e-mail accounts and have internet access.

_________________________
Signature of person completing form

_________________________
Date

Safety Summary, page 2
JOB SHADOW ROLES

The following information was submitted as the agreement or contract for the Approval Form for Non-Paid Work-Based Activities Under RSA 279:22-aa for a job shadow program at Keene State College.

Job Shadow Day Roles and Responsibilities
June 2010

Students

- Observe the day to day operations of a job in a field that interests them.
- Learn about the skills and education needed to enter or advance in a field.
- Observe environment (dress code, pace of work, independence, inside versus outside work, sitting versus moving, amount of conversation, etc.).
- Ask questions!
- Follow all safety and security rules as explained by host.
- Fill out evaluation form and send thank you letter to host.

Hosts

- Make your student feel welcome.
- Take your student on a tour of your work area.
- Describe your job and some of the other jobs in your area.
- Point out current projects.
- Do some of your regular job tasks, explaining and answering questions as you go.
- Participate in evaluation afterward (probably a phone call asking for your thoughts and ideas).

Topics to cover:

- Major responsibilities of your job
- A typical day, even if typical means unpredictable
- Education and training required for different positions in your field
- What you like about your job
- What can be difficult/frustrating about your job
- Why you chose this field
- Computer programs you use

Other topics to consider, depending on your student’s interests:

- What has surprised you in your job
- Different jobs you have had in your life.
- Suggestions for someone considering your field
- Personal traits important to be successful in your field
- Based on what the student tells you, suggestions for other fields to investigate
## INTERNSHIP AGREEMENT

This is the internship agreement used by SAU #38 in the Monadnock region.

<table>
<thead>
<tr>
<th>Community-Based Vocational Training Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dear ________________________________</td>
</tr>
</tbody>
</table>

Thank you for your willingness to participate in our Community-Based Vocational Training Program. This letter of understanding sets forth the following responsibilities and expectations.

### School responsibilities:

1. School personnel will provide relevant information about the student to supervisors as requested or needed.
2. Liability for the student and the school personnel working with the student will be assumed by the school district.
3. School personnel will coordinate and supervise transportation to and from the work site.
4. School personnel (along with the site supervisor) will be responsible for evaluating the student’s performance and communicating this information on a regular basis to relevant educational staff and parents.
5. School personnel will be available to meet with the employer and/or employees as needed to discuss any problems or changes that occur.
6. An attempt will be made to provide at least a two-week notice if, for whatever reason, the student will no longer be participating in the program at this location.
7. School personnel or student will call the site supervisor in the event that the student is going to be out sick.

### Student responsibilities:

1. Participate in an interview with the potential business site supervisor.
2. The student will make the best of the learning opportunity to acquire new skills and knowledge.
3. The student will participate in any orientation required by the business.
4. Maintain a time card.
5. Participate in meetings as deemed necessary by his or her supervisor and/or job coach.
6. Follow all guidelines of the business site in regards to safety and training.
7. The student will reflect on learning in the capacity in which he or she is able as determined by the case manager and vocational coordinator.
8. The student will call the business site on days he or she is unable to attend.

### Business responsibilities:

1. The student will be permitted to engage in training activities that are similar to those engaged in by other employees of the business.
2. The student will receive the same conditions given to other employees with regard to safety, health, and other general employment conditions.
3. Work experience of the student will be considered training, and no wages will be offered.
4. The supervisor will work with the school to establish goals and objectives.

School personnel: ______________________________
Student: ______________________________
Site supervisor/mentor: ______________________________
This section gives a brief overview of federal child labor laws that regulate employment (and work-based learning experiences) for youth under age 18.

Child labor laws are authorized by the Fair Labor Standards Act (FLSA) of 1938. There are separate regulations for farm and non-farm occupations. Regulations also vary according to age: 13, 14 to 15, and 16 to 17 year olds. Once a youth reaches 16 years of age, he or she is no longer subject to the federal agricultural youth employment provisions. In non-farm work, a youth must be 18 to no longer be subject to the FLSA youth employment provisions.

New Hampshire also has state rules that regulate youth labor. NH DOL enforces both state and federal labor laws. Whenever both state and federal rules apply, the more stringent standard takes precedence. There are also circumstances when OSHA should be involved post-incident, if an incident occurs.

New Hampshire youth employment rules can be found at www.labor.state.nh.us/youth_employment.asp. If you have specific questions about possible work experiences and a youth’s background or age, be safe – contact the NH Department of Labor directly through this website: www.labor.state.nh.us/contact_NHDOL.asp?ptype.

Federal information is available in summary and detailed form as listed below.

<table>
<thead>
<tr>
<th>Type</th>
<th>Detailed Information</th>
<th>Summary information</th>
</tr>
</thead>
</table>
We recommend you print and keep these documents on hand as useful and important resources. Note: If you look at the PDF version of this guide on the MCST website (www.mcst-nh.org), you can click on the links rather than having to type them.

These and other U.S. Department of Labor publications are also available via an online order form, www.osha.gov/pls/epub/wageindex.list. You can download many of the publications as PDFs or order hard copies. Most publications pertaining to youth are at the beginning and end of the list – titles beginning with the terms Child and Youth Rules.

CURRENT RULES AND RESTRICTIONS

Briefly, there are 17 Hazardous Occupation Orders (HOs) that apply to non-farm occupations that the U.S. Secretary of Labor finds to be hazardous for 16 and 17 year olds. There are detailed rules about what a student can or cannot do in these occupations. (Rules are stricter for 14 and 15 year olds.)

In general 16 and 17 year olds may not work at jobs that involve:

1. Manufacturing or storing explosives
2. Any driving by 16 year olds, certain driving for 17 year olds, and being an outside helper on a motor vehicle (limited driving by 17 year olds is permitted)
3. Coal mining
4. Logging and sawmilling
5. Power-driven woodworking machines
6. Exposure to radioactive substances and to ionizing radiations
7. Power-driven hoisting apparatus
8. Power-driven metal forming, punching, and shearing machines
9. Mining, other than coal
10. Meat packaging or processing, including power-driven meat slicing machines in retail and food-service establishments
11. Power-driven bakery machines, including mixers
12. Power-driven paper-products machines, including balers compactors
13. Manufacturing brick, tile, and related products
14. Power-driven circular saws, band saws, and guillotine shears
15. Wrecking, demolition, and ship-breaking operations
16. Roofing operations
17. Excavation operations
There are 11 Hazardous Occupation Orders that apply to farm occupations. These are prohibited for young workers under the age of 16. Generally, youth may not work at jobs that involve:

1. Operating a tractor of more than 20 power take off (PTO) horsepower, or connecting or disconnecting an implement or any of its parts to or from such a tractor
2. Operating or working with a corn picker, cotton picker, grain combine, hay mower, forage harvester, hay baler, potato digger, mobile pea viner, feed grinder, crop dryer, forage blower, auger conveyor, unloading mechanism of a non-gravity-type self-unloading wagon or trailer, power post hole digger, power post driver, or non-walking-type rotary tiller
3. Operating or working with a trencher or earthmoving equipment; fork lift; potato combine; or power-driven circular, band, or chain saw
4. Working in a yard, pen, or stall occupied by a bull, boar, or stud horse maintained for breeding purposes; a sow with suckling pigs; or a cow with a newborn calf (with umbilical cord present)
5. Felling, bucking, skidding, loading, or unloading timber with a butt diameter of more than six inches
6. Working from a ladder or scaffold at a height of more than 20 feet
7. Driving a bus, truck, or automobile to transport passengers, or riding on a tractor as a passenger or helper
8. Working inside a fruit, forage, or grain storage designed to retain an oxygen-deficient or toxic atmosphere; an upright silo within two weeks after silage has been added or when a top unloading device is in operating position; a manure pit; or a horizontal silo while operating a tractor for packing purposes
9. Handling or applying toxic agricultural chemicals identified by the word poison or warning, or identified by a skull or crossbones on the label
10. Handling or using explosives
11. Transporting, transferring, or applying anhydrous ammonia
APPENDIX C: SAMPLE CAREER OBJECTIVES

This chart provides general career objectives based on the career cluster descriptions in the federal O*Net database. Career clusters are groupings of occupations/career specialties that require a set of common knowledge and skills for career success. There are 16 clusters and within each cluster are several pathways. The website, www.careerclusters.org, has extensive information and resources about career clusters. You can use these descriptions as starting points for writing the Career Interest/Objective on the Approval Form for Non-Paid Work-Based Activities Under RSA 279:22-aa form for School Program Approval.

<table>
<thead>
<tr>
<th>Cluster and Pathways</th>
<th>Career Objective</th>
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</thead>
<tbody>
<tr>
<td><strong>Agriculture, Food, and Natural Resources</strong></td>
<td>The student will receive real-world training and constructive feedback to improve their skills in agriculture, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products and resources. Students will learn how to develop their skills in a professional operation. Students will have the opportunity to explore careers in agriculture, food, and natural resources.</td>
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<tr>
<td>Food Products and Processing</td>
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<td>Plants</td>
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<tr>
<td>Animals</td>
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<tr>
<td>Power, Structural and Technical</td>
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<tr>
<td>Natural Resources</td>
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<tr>
<td>Environmental Service</td>
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<tr>
<td>Agribusiness</td>
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<tr>
<td><strong>Architecture and Construction</strong></td>
<td>The student will receive real-world training and constructive feedback in designing, planning, managing, building and maintaining the built environment. This includes materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads. Students will learn how to develop their skills in a professional operation. They will have the opportunity to explore architecture and construction careers.</td>
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<tr>
<td>Design/Pre-Construction</td>
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<tr>
<td>Construction</td>
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<tr>
<td>Maintenance/Operations</td>
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</table>
### SAMPLE CAREER OBJECTIVES

<table>
<thead>
<tr>
<th>Cluster and Pathways</th>
<th>Career Objective</th>
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</thead>
<tbody>
<tr>
<td><strong>Arts, Audio Video Technology, and Communication</strong></td>
<td>The student will receive real-world training and constructive feedback in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services. Students will learn how to develop their skills in a professional operation and will have the opportunity to explore careers in the media world.</td>
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<td>Audio and Video Technology and Film</td>
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<td>Printing Technology</td>
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<td>Visual Arts</td>
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<td>Performing Arts</td>
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<tr>
<td>Journalism and Broadcasting</td>
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<tr>
<td>Telecommunications</td>
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<tr>
<td><strong>Business, Management, and Administration</strong></td>
<td>The student will receive real-world training and constructive feedback in business management and administration careers, including planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Students will learn how to develop their skills in a professional operation and will have the opportunity to explore business careers.</td>
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<tr>
<td>General Management</td>
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<tr>
<td>Business Information Management</td>
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<tr>
<td>Human Resources Management</td>
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<tr>
<td>Management</td>
<td></td>
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<tr>
<td>Operations Management</td>
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<tr>
<td>Administrative Support</td>
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<tr>
<td><strong>Education and Training</strong></td>
<td>The student will receive real-world training and constructive feedback in planning, managing, and providing education and training services and related learning-support services. Students will learn how to develop their skills in a structured setting and will have the opportunity to explore education and training careers.</td>
</tr>
<tr>
<td>Administration and Administrative Support</td>
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<tr>
<td>Professional Support Services</td>
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<tr>
<td>Teaching/Training</td>
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<td>Cluster and Pathways</td>
<td>Career Objective</td>
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</table>
| **Finance**                                  | The student will receive real-world training and constructive feedback in finance, including services for financial and investment planning, banking, insurance, and business financial management.  
**Securities and Investments**  
**Business Finance**  
**Banking Services**  
**Insurance**  
Students will learn how to develop their skills in a professional environment and will have the opportunity to explore careers in the finance world. |
| **Government and Public Administration**     | The student will receive real-world training and constructive feedback in government and public administration, including foreign service and taxation, at the local, state, and federal level.  
**Governance**  
**National Security**  
**Foreign Service**  
**Planning**  
**Revenue and Taxation**  
**Regulation**  
**Public Management and Administration**  
Students will learn how to develop their skills in a real-world setting and will have the opportunity to explore careers in the public sector. |
| **Health Sciences**                          | The student will receive real-world training and constructive feedback in the field of planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.  
**Therapeutic Services**  
**Diagnostics Services**  
**Health Informatics**  
**Support Services**  
**Biotechnology Research and Development**  
Students will learn how to develop their skills in a real-world setting and will have the opportunity to explore careers in the health sciences. |
| **Hospitality and Tourism**                  | The student will receive real-world training and constructive feedback in the field of management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.  
**Restaurants and Food/Beverage Services**  
**Lodging**  
**Travel and Tourism**  
**Recreation, Amusements, and Attractions**  
Students will learn how to develop their skills in a professional setting and will have the opportunity to explore careers in the hospitality and tourism.  
Culinary: The student will demonstrate culinary skills learned in the training program and learn how to use them in a professional culinary operation. The student will receive constructive feedback and real-world training to improve their skills and will have the opportunity to explore culinary careers. |
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<tr>
<th>Cluster and Pathways</th>
<th>Career Objective</th>
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<tbody>
<tr>
<td><strong>Human Services</strong></td>
<td>The student will receive real-world training and constructive feedback in the services that relate to families and human needs. Students will learn how to develop their skills in a real-world setting and will have the opportunity to explore careers in the human services field.</td>
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<tr>
<td>Early Childhood Development and Services</td>
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<td>Counseling and Mental Health Services</td>
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<td>Family and Community Services</td>
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<td>Personal Care Services</td>
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<td>Consumer Services</td>
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<tr>
<td><strong>Information Technology</strong></td>
<td>The student will receive real-world training and constructive feedback occupations in the information technology field, including design, development, support, and management of hardware, software, multimedia, and systems integration services. Students will learn how to develop their skills in a professional setting and will have the opportunity to explore careers in the IT field.</td>
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<tr>
<td>Network Systems</td>
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<td>Information Support and Services</td>
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<td>Web and Digital Communications</td>
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<tr>
<td>Programming and Software Development</td>
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<tr>
<td><strong>Law, Public Safety, and Security</strong></td>
<td>The student will receive real-world training and constructive feedback in the field of planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services. Students will learn how to develop their skills in a professional setting and will have the opportunity to explore careers in law, public safety, and security.</td>
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<tr>
<td>Correction Services</td>
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<tr>
<td>Emergency and Fire Management Services</td>
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<td>Security and Protective Services</td>
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<tr>
<td>Law Enforcement Services</td>
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<td>Legal Services</td>
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## SAMPLE CAREER OBJECTIVES

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<th>Cluster and Pathways</th>
<th>Career Objective</th>
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</thead>
<tbody>
<tr>
<td><strong>Manufacturing</strong></td>
<td>The student will receive real-world training and constructive feedback in the field of planning, managing, and processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering. Students will learn how to develop their skills in a real-world setting and will have the opportunity to explore careers in the manufacturing industry.</td>
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<tr>
<td>Production</td>
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<td>Manufacturing Process</td>
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<td>Development</td>
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<tr>
<td>Maintenance, Installation and Repair</td>
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<tr>
<td>Quality Assurance</td>
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<tr>
<td>Logistics and Inventory Control</td>
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<tr>
<td>Health, Safety and Environmental Assurance</td>
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<tr>
<td><strong>Marketing</strong></td>
<td>The student will receive real-world training and constructive feedback in planning, managing, and performing marketing activities to reach organizational objectives. Students will learn how to develop their skills in a real-world setting and will have the opportunity to explore careers in the field of marketing, sales, and service.</td>
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<tr>
<td>Marketing Management</td>
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<td>Professional Sales</td>
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<tr>
<td>Merchandising</td>
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<tr>
<td>Marketing Communications</td>
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<tr>
<td>Marketing Research</td>
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<tr>
<td><strong>Science, Technology, Engineering, and Mathematics</strong></td>
<td>The student will receive real-world training and constructive feedback in planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services and research and development services. Students will learn how to develop their skills in a real-world setting and will have the opportunity to explore careers in science, technology, engineering, and mathematics.</td>
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<tr>
<td>Engineering and Technology</td>
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<tr>
<td>Science and Math</td>
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</table>
### SAMPLE CAREER OBJECTIVES

<table>
<thead>
<tr>
<th>Cluster and Pathways</th>
<th>Career Objective</th>
</tr>
</thead>
</table>
| **Transportation, Distribution, and Logistics**  
  Transportation Operations  
  Logistics Planning and Management Services  
  Warehousing and Distribution Center Operations  
  Facility and Mobile Equipment Maintenance  
  Transportation Systems/Infrastructure Planning, Management, and Regulation  
  Health, Safety, and Environmental Management  
  Sales and Service | The student will receive real-world training and constructive feedback in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance. Students will learn how to develop their skills in a real-world setting and will have the opportunity to explore careers in transportation, distribution, and logistics. |