

Trumbull Career and Technical Center Work Based Learning Handbook

*Trumbull Career and Technical Center
Career Development and Work Based Learning Program
Mr. Nathan Berry, Coordinator
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The Trumbull Career and Technical Center will not discriminate nor tolerate harassment in its educational programs or activities for any reasons, including on the basis of religion, race, color, national origin, sex, disability, military status, ancestry, or age and provides equal access to the Boy Scouts and other designated youth groups. Additionally, it will not discriminate in its employment policies and practices. If you have questions, have witnessed, or have experienced acts of discrimination based on these criteria and wish to express a grievance, please contact the following:

Title VI/Title IX Coordinator, Dave Phillips/Dean of Students, 528 Educational Highway NW, Warren OH 44483, 330-847-0503
Section 504/Title II Coordinator, Melissa Starkey/Supervisor of Special Services, 528 Educational Highway NW, Warren OH 44483, 330-847-0503

What is Work Based Learning?

Federal law defines work-based learning as “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.”

Beginning as early as grade 9, students should accumulate 250 hours of work-based learning aligned to their programs of study, Ohio graduation requirements for the class of 2023 and beyond, or the student success or graduation plans. Students may accumulate hours through six types of work-based learning experiences. Student work-based learning experiences may include one or more of these:

Job Site Placement and Internship	Apprenticeship and Pre-Apprenticeship	Remote or Virtual Placement
<ul style="list-style-type: none"> ● Employer and instructor ● Employment agreement ● Hours journaled ● Income received, if compensated ● Competencies performed ● Evidence of positive evaluation 	<ul style="list-style-type: none"> ● Employer and instructor ● Outlined in Ohio State Apprenticeship Council Policy, Rules of Procedure ● Evidence of positive evaluation 	<ul style="list-style-type: none"> ● Employer and instructor ● Employment agreement ● Hours journaled ● Income received, if compensated ● Competencies performed ● Evidence of positive evaluation
<p>In a worksite placement experience, the student is a paid or unpaid employee. The student performs the skills or competencies necessary for operation of the business, which are determined by the employer and instructor. The placement experience must provide the student the opportunity to develop and advance competencies related to the Career Field Technical Content Standards. The work occurs off-site and can take place during school hours or when school is not in session.</p>	<p>Pre-apprenticeships offer students work-based preparation for formal registered apprenticeship training programs. These apprenticeship programs are approved and recorded by the Employment and Training Administration’s Bureau of Apprenticeship and Training or by a recognized state apprenticeship agency or council that provides on-the-job training for a skilled occupation. Apprentices must be at least 16 years old, except when a higher minimum age standard is fixed by law, and taking part in an approved registered apprenticeship program to learn a skilled occupation, pursuant to a registered apprenticeship agreement.</p>	<p>In a virtual or remote-placement experience, the student often works outside the business setting as a paid or unpaid employee. The student performs the skills or competencies determined necessary for the operation of a business by the employer and instructor. The placement experience must provide the student the opportunity to develop and advance competencies related to the Career Field Technical Content Standards.</p>

Entrepreneurship	School-based Enterprise	Simulated Work Environment
<ul style="list-style-type: none"> ● Business mentor and instructor ● Mentoring agreement ● Business plan ● Competencies performed ● Evidence of positive evaluation ● Inventory ● Reports of receipts and expenses ● Financial summary 	<ul style="list-style-type: none"> ● Business mentor and instructor ● Mentoring agreement ● Partnership agreement ● Business plan ● Competencies performed ● Evidence of positive evaluation ● Inventory ● Reports of receipts and expenses ● Financial summary 	<ul style="list-style-type: none"> ● Business mentor and instructor ● Mentoring agreement ● Plan of practice ● Competencies performed ● Evidence of positive evaluation ● Simulated work summary
<p>In an entrepreneurship work-based learning experience, the student operates individual businesses or services that align to the career field in which he or she is concentrating. In this experience, students make the operational and risk-management decisions inherent to the business. Outside sources can provide facilities, inputs, resources and equipment. Operation of the business must develop the skills and competencies the student needs to succeed in business operations.</p>	<p>In a school-based enterprise, the student may work cooperatively to operate a single business or service that aligns to the career fields in which the student is concentrating. The school may provide facilities, inputs, resources and equipment. Operation of the business must develop the skills and competencies the students need to succeed in business operation. The school can structure the experience as a student partnership or cooperative. Partnership agreements define roles, responsibilities and profit distribution. The experience can occur during school hours or when school is not in session. School-based enterprise hours should not include time the student is receiving direct classroom instruction with a teacher. The student, teacher and mentor must co-plan the experience strategically.</p>	<p>In a simulated work environment, a student may work cooperatively with an industry mentor or employer to perform competencies in a simulated, real-world setting. The school or industry partner may provide facilities, inputs, resources and equipment. The simulated work environment must give a student the opportunity to build on more complex activities that can prepare the student for the workplace, postsecondary education or both. Mentorship agreements define the roles of the student, mentor and instructor. Simulated work environments can occur during school hours or when school is not in session. Simulated work environment hours must include a customer interface and should not include time the student is receiving direct classroom instruction with a teacher. This type of work-based learning experience must be planned strategically by the student,</p>

		teacher and mentor.
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<http://education.ohio.gov/getattachment/Topics/Career-Tech/Career-Connections/Work-Based-Learning/Ohio-Work-Based-Learning-Overview.pdf.aspx?lang=en-US>

How does Work Based Learning differ from the hands-on time in Career Technical Labs?

“Work-based learning hours should not occur during instructional time and should otherwise not overlap or interfere with teacher-led activities.” What does this mean?

In the delivery of career-technical education courses, time spent on direct instruction and teacher-led activities should be distinct from time spent completing work tasks associated with a work-based learning experience. A work-based learning experience must be co-supervised and co-evaluated by an employer or external business mentor, with a learning agreement that defines the work tasks of the experience and connects them to the professional, academic and technical standards aligned to the student’s program of study. It is not necessary for students to be scheduled in a separate course in order to participate in work-based learning. For example:

1. Student A is scheduled in a career-technical education course. Student A spends some time receiving direct instruction from their teacher; halfway through their scheduled time, Student A transitions from instruction to operate a school-based enterprise. Time spent completing work for the school-based enterprise is distinct and routine; the student completes work tasks independently or with peers as defined in an established learning agreement, and an external business mentor routinely supervises this work to provide feedback, in addition to scheduled evaluations of work. Time spent by Student A operating the school-based enterprise qualifies as work-based learning.
2. Student B is scheduled in a career-technical education course. Student B spends some time receiving direct instruction from their teacher, and then completes some independent work based on information that was covered in the lesson. The teacher routinely comes around to provide additional feedback as students are working. No learning agreement is in place for this time, there is no supervision or evaluation from an external employer or business mentor and the student is only semi-independent. This time does not qualify as work-based learning.
3. Student C is scheduled in a career-technical education course for the last period of the day. Student C leaves school during this time to go to an internship experience aligned to their program of study, with a learning agreement in place. Student C is earning credit in their scheduled course by participating in this experience and demonstrating competency as outlined by the local credit flexibility policy. This time qualifies as work-based learning. Remember, all requirements of work-based learning are intended to provide authentic, real-world experiences to students in their chosen career field. Flexibility in the design and delivery of the experience is intended to create equitable access for each student to participate in high-quality work-based learning.

What is considered work related to the Career Technical Education program? Isn't any work where a student is using professional skills and related to customer service beneficial?

TCTC believes that professional skills and customer service are key skills all students need to be successful in their E (Enrolled, Enlisted or Employed) after high school. However, for the purpose of Early Experience and Work-Based Learning, these professional skills need to be completed in the context of the pathway/course for which they are included. Work Based Learning is a performance indicator for each Career Technical program, and the student work needs to be in the scope of the career technical program.

Training Plans And Work Agreement

The importance of Training Plans and Work Agreements in Cooperative Career Technical Education Programs cannot be over-emphasized. Both federal and state laws, as well as the Ohio Department of Education Division of Career Technical and Adult Education, require that Program Agreements and Training Plans be on file with the employer. The attached information will further assist you in preparing Training Plans which adequately reflect the student/employee job needs. If you have any questions regarding Training Plans, please feel free to discuss them with the Career Development Program Coordinator or your program supervisor.

General Instructions

- Identify job title.
- Prior to employment, obtain or develop with the employer a complete job description.
- From this job description, list the tasks the student/employee will perform during his/her work experience. The tasks should be listed in sequence as the training increases for the student. Be as specific as possible.
- Be sure that the instruction necessary for the student/employee to perform his/her tasks is listed, with special emphasis on any possible safety instructions necessary.
- Be sure instruction precedes the actual performance of the tasks by the student.
- Document when the student/employee has achieved the desired level of performance on each task performed.

The Trumbull Career and Technical Center, in coordination with our online tracking software Seamless WBL, uses the term Student Learning Agreement (SLA) for the Training Plan and Work Agreement. The Student Learning Agreement is created in the SeamlessWBL software by the CTE teacher. It will then be electronically signed by the employer and the student before work can begin. The following items can be in the Student Learning Agreement. Items in bold text are required. Items with a star (*) are generated by the SeamlessWBL program. See below for further information pertaining to each topic.

Student Information

Employer Information

Details on Work Experience*

Safety Training*

Hazardous Occupations*

Student Learner Responsibilities *

Employer Responsibilities*

School Responsibilities*

Learning Standards

Performance Elements*

Student Information

This information is pulled from the TCTC Student Information System. This information will be put into the Seamless WBL system by the Career Development Coordinator.

Employer Information

This information is from the Partner information that is placed in SeamlessWBL by the CTE Program Instructor.

Details on Work Experience*

Hourly Rate and hours per week will be provided by student and/or employer and typed in by CTE Program Instructor.

- Note: Hours to be worked cannot exceed 24 hours per week when school is in session for students ages 16 & 17.
- Note: Hours to be worked cannot exceed 48 hours per week when school is not in session.
- Minors may not start work before 6:00 am every day and may not work after 10:30 pm (Sun – Th) and 11:30 pm (Fri – Sat).

Safety Training*

Safety of the student learner is the top priority. Therefore, we ask employers to help us ensure that safety procedures and policies are adhered to. As a school district, we will provide basic workplace safety instruction, including instruction on safe work habits and safety training on program equipment. As a part of that instruction, we ask that the student learner use the following safety devices (safety glasses, face masks, vinyl gloves, safety boots, work gloves, ear protection or respirators) when requested by their employer. The student's initials below attest that training has been provided and received.

Hazardous Occupations* (This section is only required if the job title/description requires it.)

Hazardous Occupations Orders Nos. 5, 8, 10, 12, 14, 16 and 17 (as stated by the US Department of Labor, Child Labor Provisions) contain exemptions for 16- and 17-year old student learners, provided they are employed under the following conditions:

- The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school; and
- Such student-learner is employed under a written agreement which provides:
 - that the work of the student-learner in the occupations declared particularly hazardous shall be incidental to the training,
 - that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person,
 - that safety instruction shall be given by the school and correlated by the employer with on-the-job training, and
 - that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

Reference <https://www.dol.gov/general/topic/youthlabor/hazardousjobs> to see if a student occupation is considered hazardous for students under the age of 18.

Student Learner Responsibilities*

The student learner agrees to do the following:

- Meet all academic and attendance requirements of the school and program.
- Be responsible for transportation to and from the worksite.
- Arrive on time. You ***must inform school and employer*** as soon as possible if you are going to be absent or tardy for any reason. (Students who are absent from school may not work that day and must notify the employer.)
- Follow all the host company's policies and procedures, including dressing appropriately and adhering to all safety rules and procedures.
- Meet the objectives set forth in the training plan.
- Complete a weekly record of hours worked, and submit it to the program coordinator.

Employer Responsibilities*

The employer agrees to do the following:

- Provide a work-based learning experience for the student for the full length of time in this agreement.
- Structure learning by assigning a variety of tasks and by giving the student an opportunity to work in a variety of areas consistent with the objectives set forth in the training plan.
- Provide the student with specific instruction related to any assigned task or to the use of any specific equipment.
- Ensure that the student's work is supervised by an experienced and qualified person.
- Ensure that the worksite meets all safety regulations and is free from obvious hazards.
- Ensure that the student's work conforms to all laws and regulations governing minors in the workplace.
- Record hours worked.
- Complete evaluations of the student's work as requested by the program coordinator.

School Responsibilities*

The school agrees to do the following:

- Support the student in deriving the most benefit from the work-based learning experience.
- Provide all necessary training to prepare the student for the work-based learning experience.
- Monitor the academic progress of the student.
- Perform a worksite evaluation to ensure a safe work environment.
- Ensure that all laws and regulations related to work-based learning are followed.
- Ensure that credit is received for successful completion of the experience.
- Provide guidance and counseling to the student to support his or her career-planning decisions.

Learning Standards

In this section of the Student Learning Agreement the program teacher must list the specific CTE standards from the Course of Study. This key section must show the relationship between students' work based learning experience and the CTE course. The CTE teacher should select any and all standards in the program

Course of Study that relates to the SLA.

Performance Elements*

This is an optional section. The SeamlessWBL program provides performance elements for certain jobs. If the job the student is performing is listed, this section should be used. Hundreds of jobs are provided in the system so CTE instructor should familiarize themselves with the options.



Evaluation of Student Worker

Student Name	
Company/Worksite	
Name of Person Completing Evaluation	
Are you the student's direct supervisor?	YES NO

Knowledge of the Job

	Exceeds Expectations	Meets Expectations	Needs Improvement	Not able to achieve the objective	N/A
Grasps instruction quickly					
Understands why functions are performed					
Learns daily routine and procedures					
Exhibits desire to increase job knowledge					
Demonstrates growth in job skills and knowledge					

Comments about Knowledge of the Job (optional)

Quality of Work

	Exceeds Expectations	Meets Expectations	Needs Improvement	Not able to achieve the objective	N/A
Produces neat, accurate, and thorough work					
Uses appropriate skills, techniques, and judgment in the use and care of machinery, equipment, and supplies					

Comments about Quality of Work (optional)

Progress on Technical Competencies

	Exceeds Expectations	Meets Expectations	Needs Improvement	Not able to achieve the objective	N/A
Meeting Technical Competencies as outlined in Student Learning Agreement					

Comments about Progress on Technical Competencies (optional)

Health, Appearance, and Safety

	Exceeds Expectations	Meets Expectations	Needs Improvement	Not able to achieve the objective	N/A
Dresses and grooms appropriately for the job					
Exhibits alertness					
Maintains good health and physical condition					
Knows and practices good safety habits					

Comments about Health, Appearance, and Safety (optional)

Attitude

	Exceeds Expectations	Meets Expectations	Needs Improvement	Not able to achieve the objective	N/A
Demonstrates enthusiasm about work					
Shows initiative					
Seeks ways to improve, asks necessary questions, accepts suggestions and/or constructive criticism					

Comments about Attitude(optional)

Judgment, Reliability, and Adaptability

	Exceeds Expectations	Meets Expectations	Needs Improvement	Not able to achieve the objective	N/A
Thinks for self					
Demonstrates businesslike habits					
Makes proper decisions, works well under pressure					
Follows job through to completion					
Plans work, meets deadlines, adapts to new conditions					
Volunteers time and effort to complete the job					

Comments about Judgment, Reliability, and Adaptability(optional)

Human Relations

	Exceeds Expectations	Meets Expectations	Needs Improvement	Not able to achieve the objective	N/A
Cooperates with supervisor and co-workers, is courteous to others					
Controls emotions, speaks effectively using a good choice of words					
Influences others positively, does not cause dissension					
Keeps information confidential and is discreet					

Comments about Human Relations (optional)

Attendance and Punctuality

	Exceeds Expectations	Meets Expectations	Needs Improvement	Not able to achieve the objective	N/A
Reports daily, arrives on time, returns on time from breaks and lunch					
Begins work promptly and works until dismissal time					
Arranges in advance for lateness or time off					

Comments about Attendance and Punctuality (optional)

By signing this form I verify that I am authorized to complete this form.

Please email forms to TCTC’s Career Development/Work Based Learning Coordinator:

nathan.berry@tctchome.com

Or mail to:

Nathan Berry
Trumbull Career and Technical Center
528 Educational Highway
Warren, OH 44483

Early Experience Policy

The Ohio Department of Education Division of Career Technical Education, and the Trumbull Career and Technical Center Board of Education, have developed policies which allow for the Early Experience of seniors enrolled in career/technical courses. In keeping with these policies and standards, the following guidelines are set forth to govern Early Experience at the Trumbull Career and Technical Center. ***Early Experience is defined as Job Site Placement, Internship, or Pre-Apprenticeship where a senior student is given permission to leave school for a set period of time to report to a worksite (paid or unpaid).*** In order for a student to apply for Early Experience, the work performed must be related to the Career Technical Education program. Paperwork will be completed to reflect which standards are being performed.

What is considered work related to the Career Technical Education program? Isn't any work where a student is using professional skills and related to customer service beneficial?

TCTC believes that professional skills and customer service are key skills all students need to be successful in their E (Enrolled, Enlisted or Employed) after high school. However, for the purpose of Early Experience and Work-Based Learning, these professional skills need to be completed in the context of the pathway/course for which they are included. Work Based Learning is a performance indicator for each Career Technical program, and the student work needs to be in the scope of the career technical program.

Objectives of Grade 12 Early Experience

1. Early Experience is designed to provide students with actual on the job work experience to enhance and complete the career/technical lab experience.
2. Early Experience will provide the student with additional experience on specialized equipment that may not be available at the career/technical school.
3. Early Experience will provide the student with additional experience to help in the adjustment to business and industrial practices.

Early Experience Application

Students who would like to participate in Early Experience need to apply with the Work Based Learning Coordinator. The minimum qualifications are listed below.

Student Qualifications

- The student must be in grade 12 and the second year of a CTE program.
- The student's job/internship must be related to the current CTE program of enrollment.
- The student must have the approval/recommendation of his/her Career Technical Program Instructor for Early Experience.
- The student must have a recommendation from a junior academic teacher.
- The student must provide all work related transportation.
- The student must have completed the junior year with an A/B average in all CTE courses and C or better average in all academic areas. (These grades must also be maintained while on Early Experience.)
- The student must have earned a score of proficient on each WebExam taken during the junior year.
- The student must have completed the junior school year with 11 hours or less of unexcused absences AND less than 44 hours of total absences. (Exceptions for extra excused absences will be considered on a case by case basis with input from the CTE Program Instructor, Work Based Learning Coordinator, and the Attendance Office.)
- The student must be on track to graduate via an ODE recognized diploma pathway; no barriers to

graduation. This will be determined by signatures on the application from the TCTC School Counselor and Student Success Coordinator.

- The student must not opt out of random drug testing and must pass the test if selected.
- The student must be reporting directly to work during school hours on the day(s) they are dismissed from school early for the purpose of Early Experience.
- The student school fees must be paid OR on a fee payment schedule that is up to date OR approved free/reduced lunch application.
- The student agrees to provide all required documentation in Seamless WBL each week. This could include but is not limited to pay stubs, time cards, evaluations.

Trumbull Career and Technical Center agrees to:

- The student's job site must be approved by the CTE Program Instructor and Work Based Learning Coordinator. A work site visit inspection must have been completed in the last twelve months and on file at TCTC.
- Students may apply as early as the first day of school the senior year. The first day a student is permitted to leave school for the Early Experience will be the start of the third week of the school year.
- A Student Learning Agreement (SLA) created by the CTE Program Instructor and digitally signed by the employer and student must be completed before the student can leave school early.
- Employer/Mentor will need to complete an evaluation of the student at least one time each month. (More frequent evaluations may be required for certain CTE programs.)
- The number of days students are able to leave early will be determined on an individual basis at the discretion of the CTE Program Instructor and the Work Based Learning Coordinator.

During Early Experience, students' attendance, grades, and work hours will be monitored by the CTE Program Instructor and Work Based Learning Coordinator. Any drop in grades, attendance, or lack of documentation will require a student to be removed from Early Experience.

Procedure to obtain Early Experience:

1. The students will complete the Early Experience Application. After completion, this gets turned in to the Work Based Learning Coordinator.
2. The Work Based Learning Coordinator will verify the information on the application.
3. Depending on the Partner/Employer, a site visit may need to be performed by the Work Based Learning Coordinator.
4. The CTE Program Instructor will generate a Student Learning Agreement to be digitally signed by the student and partner/employer.
5. After forms are complete and verified, the student can begin the Early Experience.
6. Student agrees to provide all required documentation in Seamless WBL each week. This could include but is not limited to pay stubs, time cards, and evaluations.



Evaluation of Prospective Work Site

Employer Information

Name of Business:	
Owner's Name:	
Physical Address:	
Type of Business:	
Contact Person:	
Title:	
Email:	
Phone Number:	
Possible Job(s) for Student Learners:	
Possible Work Site Supervisor:	
Department:	
Date Visited:	
Number of Employees:	

Work Site Qualifications & Ratings

Work Site Characteristic	Circle Rating 1=Good, 2=Fair, 3=Poor	Comments or Documentation	
1. Management willing to participate in the WBL program	1 2 3		
2. Suitable job(s) for student-learner training	1 2 3		
3. Worksite will provide exposure to a variety of occupational tasks	1 2 3		
5. Safe work environment (SDS, safety equipment, injury prevention program, etc.)	1 2 3		
6. Equal opportunity employer	1 2 3		
7. Facilities are handicapped accessible	1 2 3		
8. Facilities and equipment meet industry norms	1 2 3		
9. Union issues will not interfere with student-learner	1 2 3		
10. Employer will offer orientation in safety, emergency situations, & work environment issues	1 2 3		
11. Employer will furnish necessary tools, equipment, and supplies	1 2 3		
12. Employer will comply with all applicable state and federal child labor laws	1 2 3		
13. Worksite supervisor is willing to participate in developing student-learner training plans	1 2 3		
14. Worksite supervisor is willing to comply with school district policies for work-based learning (evaluations, site visits, communication with teacher-coordinator, etc.)	1 2 3		

Overall Evaluation (Circle One)	(1) Good	(2) Fair	(3) Poor
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Comments:

Career Development Coordinator Signature:

2022-2023 EARLY EXPERIENCE APPLICATION

Student Name: _____ I.D. Number: _____

Student Program: _____ Date: _____

****COMPLETE ONLY IF YOU HAVE A CURRENT EMPLOYER****

Organization Name (Business): _____

Business Contact Person: _____ Phone: _____

Business Street Address: _____

City _____ State _____ Zip Code _____

Business Phone Number: _____

The Early Experience Program is designed to allow you to work on a job which is related to the career/technical area you are studying. This work experience will take the place of a portion of your career/technical experience, and you will receive a grade which is cooperatively arrived at by your CTE instructor and your employer. The Early Experience Program is designed for those students who have done well in their technical and academic classes and who would benefit more from the work experience than they would benefit from continuing in their lab.

A student may find an Early Experience job, or they may be referred to the job by school personnel. In all cases, a student must meet the guidelines for participation in the Early Experience Program. A student who does not meet the guidelines will not be allowed to participate in the Early Experience Program.

Student and Parent/Guardian Authorization

- I have read, understand, and will adhere to the responsibility associated with the Early Experience program. I understand that participation in this program can be revoked for any of the following reasons: Discipline, Grades, Attendance, or at the request of the business partner.
- Participation in this program is a supplemental learning experience in which the student will sometimes leave the TCTC school site to go participate in a work experience (paid or unpaid). TCTC is not responsible for transportation for the student to or from the work experience.

TCTC Student Signature

Parent/ Guardian Signature

****The following must be verified with the required person's signature.****

Initials:	Completed By:	Statement:
	Student	I am in grade 12 and in the second year of a CTE program.
	Student	My job/internship is related to my current CTE program. Job Title: _____
	Student	I know that the Career Development Coordinator will be checking my junior final grades. I need to have earned an A/B in all CTE classes and C or better in all academics.
	Student	I am part of the TCTC random drug testing program. I understand this is random, and I might be chosen. If I do not pass, OR if I refuse to test, I will immediately be removed from Early Experience.
	Student	I will report directly to work on the days that I am leaving early from school for Early Experience.
	Student	I will use Seamless WBL to track my work hours weekly.
	Student & Academic Teacher	One of my junior academic teachers completed the Recommendation form. https://tinyurl.com/tctcrecommend
	CTE Program Instructor	I have the recommendation of my CTE Program Instructor.
	CTE Program Instructor	I have earned a score of proficient on EACH webexam taken during my junior year.
	WBL/Career Development Coordinator (Mr. Berry)	During my junior year, I maintained 90% attendance or better.
	Guidance Counselor	I have no barriers to graduation (i.e: credits, etc.)
	Student Success Coordinator (Mr. Ramey - in guidance office)	I am on track with an ODE graduation pathway with test scores, seals, etc. Student Success Coordinator: Is this student using as part of Option 1? YES NO
	School Cashier (Mrs. Kreager)	I understand all my school fees need to be paid OR I am on a fee payment schedule that is up to date OR Approved for Free/reduced lunch.
	Student & Parent/ Guardian	I understand that the school is not providing any transportation to and from my job/internship.

Verified by WBL Coordinator: _____

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