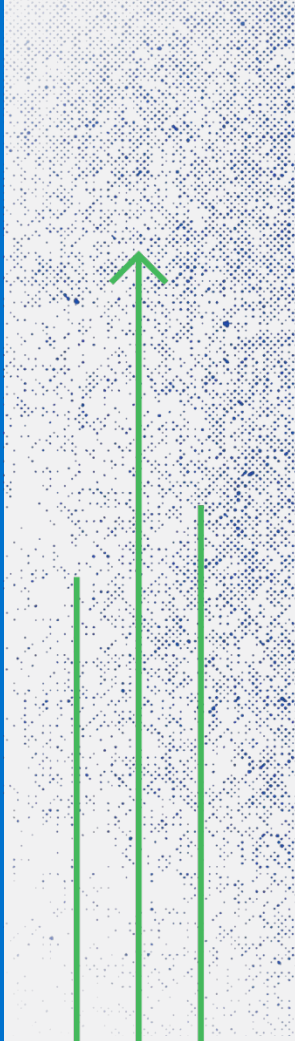




WORK-BASED LEARNING GUIDE



For Pennsylvania
Weatherization Employers

Table of Contents

Introduction	3
Misconceptions about Work-Based Learning	3
How to Conduct a Work-Based Learning Experience	4
How to Make it a Great Experience	12
Further Resources	15
References	15

Introduction

Work-based learning (WBL) experiences are a great way to ensure that technical high school graduates have the necessary skills to enter the weatherization workforce, to reduce the cost of and need for on-the-job training, and forge partnerships across traditional industry boundaries. These school and employer partnerships are vital to meet weatherization workforce needs long term and to holistically educate the next generation of workers.

This guide is intended to clarify how Pennsylvania employers can engage in work-based learning opportunities with high school students, including minors, covering topics from legal requirements and best practices.

Misconceptions about Work-Based Learning

Here are five common myths from employers about work-based learning experiences:

1. **Myth:** Work-based learning is a graduation requirement.

Fact: Work-based learning is not a graduation requirement for any high school students, including Career and Technical Education (CTE) students. The voluntary nature of WBL means employers get students who genuinely want to participate.

2. **Myth:** High school students lack necessary skills and thus will not be productive or may require too much supervision.

Fact: Students are carefully matched with employers and positions, ensuring they have the right skills, education, and certifications for the role. Only students 16 and older can participate in intensive WBL experiences like cooperative education and apprenticeships, ensuring they have enough prior knowledge, hands-on experience, and credentials to excel.

3. **Myth:** My company cannot hire minors because of the related legal restrictions and regulations.

Fact: Hiring minors as part of a work-based learning experience is easier than you think! The information in this guide simplifies the restrictions and regulations for you by each type of WBL experience. Additionally, if partnering with an educational institution, their cooperative education coordinator will work with you to ensure all legal and regulatory requirements are met, minimizing the burden on your company.

4. **Myth:** Integrating students into my workflow will disrupt my company's regular operations and reduce efficiency.

Fact: Work-based learning experiences are highly structured and designed to integrate smoothly with your company's operations, minimizing disruptions. While some work-based learning

experiences such as job shadowing may cause some temporary disruptions, establishing these educational institution partnerships can prove essential for creating a sustainable talent pipeline to support and grow your workforce.

5. **Myth:** Allowing high school students, particularly those under 18, to work in my client's homes creates liability and safety issues.

Fact: Prior to starting your WBL experience, clarify the insurance and legal protections in place that cover students to ensure that your company's liability is minimized. For more information on insurance and liability, see [How to Conduct a Work-Based Learning Experience](#).

Additionally, your company can minimize liability and safety issues by providing comprehensive safety protocols and training, adequate supervision by experienced staff members, undergoing background checks and vetting processes for students, training on client confidentiality and privacy, and by developing protocols to ensure clients are comfortable with the presence of students.

How to Conduct a Work-Based Learning Experience

WBL experiences offer students practical exposure to real-world work environments, helping them develop essential skills and gain valuable insights into their chosen careers. Different types of WBL experiences cater to varying age groups, time commitments, and legal requirements and restrictions. Understanding these variations ensures that both students and employers can maximize the benefits of these programs while complying with any necessary regulations.

The following table provides an overview of various WBL experiences, including their time commitments, age restrictions, compensation requirements, and other pertinent details:

Table 1. Comparing Types of Work-Based Learning Experiences

WBL Experience	Time Commitment	Age Restrictions	Required Wages	Hourly Restrictions for Minors	<u>Occupational Restrictions for Minors</u>	Staff Background Checks
Job Shadowing	1-2 days	No	No compensation	N/A	N/A (Not hands-on)	Yes
Cooperative Education	1 school year (~9 mo.)	16+	Minimum wage	Yes (up to 44 hrs/wk during school year)	Limited restrictions, given certain conditions are met	Yes
Unpaid Internships	Can vary, 6-wk standard	No legal restriction, suggest 16+	No compensation	N/A	Unclear, follow all occupational restrictions to be safe	Yes
Registered Apprenticeships	1-6 years	16+	Minimum wage, typically increases throughout program	Yes (up to 44 hrs/wk during school year)	Limited restrictions, given certain conditions are met	Yes
Service Learning (Volunteering)	Varies	N/A	N/A	N/A	Unclear, follow all occupational restrictions to be safe	
Employment	Varies	14+	Minimum wage	Yes (up to 48 hrs/wk, depending on their age)	Yes	Yes (if student is a minor)

The rest of this section will dive deeper into the legal requirements of the following experiences: Job Shadowing, Cooperative Education, and Unpaid Internships.

Job Shadowing

Job shadowing consists of structured student visits to worksites, with the goal of increasing career exposure and awareness. When job shadowing, students follow employees through their daily routines, observing their roles and responsibilities, without engaging in the actual work, providing a “hands-off” experience. Generally, these experiences last 4-6 hours for 1-2 days and are open to all high school students.

Employer Responsibilities

Before the job shadowing session(s):

- Coordinate with the school(s) on appropriate date(s), time(s), and the number of students to participate.
- Select the appropriate employees to be shadowed. If the students participating in the experience are minors, ensure that your employees have the appropriate legal clearances (see [Staff Background Checks](#) for more information).
- While job shadowing is meant to be relatively flexible, having a structured, well-planned agenda is crucial to a successful experience. Outline appropriate activities that the students will observe beforehand so that the day runs smoothly, ensuring that students are not partaking in hazardous work or privy to confidential information.

During the job shadowing session(s): Assigned employees should...

- Provide the student(s) exposure to your typical work environment, various tasks and responsibilities, and job characteristics typical to their role.
- Encourage active engagement, but ensure that any student experience remains “hands-off”.
- Thoroughly answer any questions that the student(s) may have.
- Discuss their personal career path with the student(s) and what personality traits, qualifications, and/or experience someone in their role and/or field should have.
- Give the student(s) a tour of the facility, if appropriate.

Legal Requirements

Pay

In a job shadowing experience, the student is not considered an “employee” within the meaning of the Fair Labor Standards Act (FLSA) and Child Labor Law (if the student is under 18), and therefore are not entitled to either minimum wage or overtime pay, given that the following remain true:

- The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a career and technical school;
- The training is for the benefit of the trainees or students;
- The trainees or students do not displace regular employees, but work under close supervision;
- The employer that provides the training receives no immediate advantage from the activities of the trainees or students and, on occasion, his operations may even be impeded;
- The trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
- The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

Staff Background Checks

[Act 15 of 2015](#) (amending Act 153 of 2014) requires employees and volunteers who have direct and routine contact with children to have the following: Act 34 PA Criminal History Clearances, an Act 151 PA

Child Abuse History Clearance, and, if the employee has lived outside the Commonwealth of Pennsylvania in the last 10 years, an Act 114 FBI Federal Fingerprint Report. Only the employee(s) assigned to directly participate in the experience (i.e., the employee who is being shadowed during job shadowing) must have this clearance, as long as they remain in the immediate vicinity of the student(s) and is identified as the responsible adult. Learn more about clearances [here](#).

Cooperative Education Programs

Cooperative Education programs are organized hands-on, paid work experiences where the student is employed by an employer, and also gains school credit. They are essentially paid internships within a structured program, governed by a written training agreement between the employer, educational institution, student, and, if the student is under 18, the student's parents. These programs are managed by a certified Cooperative Education Coordinator connected to the educational institution.

Cooperative Education programs provide students with paid job opportunities that align with their educational and career goals. They consist of periods of in-school instruction and supervised employment, which may include the following schedules depending on the employer's needs and the student's class schedule:

- **Parallel programs:** Students attend school part-time and the workplace part-time, typically working approximately 15-20 hours per week during the school year.
- **Alternating programs:** Students work full-time, approximately 40 hours per week for a specified time frame within the school year. Then, during a separate time period, students attend school full-time.

For example, a typical parallel program schedule might have the student attend classes for two learning blocks in the morning, then spend the rest of the day at their work site.

Employer Responsibilities

Prior to the Cooperative Education program:

- Create a job description with the position you have available for a student learner. List the qualifications, including any certifications and specific hands-on skills, that the student learner should have. Share this opportunity with the Cooperative Education Coordinator(s) in your school district. Please note that the student learner hired for this position cannot displace a regular worker.
- Coordinate with the educational institution's Cooperative Education Coordinator to be matched with a student learner and complete necessary paperwork such as training plans and training agreements.
- With the Cooperative Education Coordinator, student learner, and student learner's parental guardian (if applicable), agree on a realistic and reasonable work schedule for the student learner and set the end date for the experience. Additionally, agree on a pay for the student learner that is comparable to entry-level wage, with the legal requirement to at least pay minimum wage (see [Legal Requirements](#) for more information).

- Assign one of your employees as the supervisor to the student learner. Ensure that your assigned employee has the appropriate legal clearances (see [Staff Background Checks](#) for more information).
- Provide an adequate orientation for the student learner, including a safety briefing, company policies, and job performance expectations.

During the Cooperative Education program:

- Provide a variety of supervised work assignments for the student.
- Evaluate student’s job performance and progress on a rating form provided by the school on a monthly basis.
- If a student issue arises, arrange a conference with the cooperative education coordinator.
- Keep student exposure to hazardous work incidental and under the direct supervision of an experienced, qualified person.
- Maintain a list of all minor employees and their schedules, including the maximum number of hours each minor is required or permitted to work on each day of the week; their weekly total hours; and their daily logged hours (including breaks) in compliance with the recordkeeping requirements of [the act of January 17, 1968 \(P.L.11, No.5\)](#).
- Permit on-site visits from the student learner’s Cooperative Education Coordinator at least monthly.

Legal Requirements

Pay & Liability

As students are considered both “student learners” and “employees” in cooperative education programs, they are subject to all applicable federal and state employment laws, including the FLSA and Child Labor Law (if students are under 18), and therefore entitled to minimum wage and overtime pay. As of July 2024, the minimum wage in Pennsylvania is [\\$7.25 per hour](#).

Additionally, employers are not responsible to pay unemployment compensation for student’s wages during “a full-time program, taken for credit at such institution which combines academic instruction with work experience” (Section 4(l)(4)(10)(C) of the [Pennsylvania Unemployment Compensation Law](#)).

If the employer pays the student, they are responsible for wages, taxes, liability, and workers’ compensation coverage. Conversely, if the educational institution pays the student, the school district assumes responsibility for these expenses.

Restrictions for Minors

Work Permits

Before employing a minor, verify their work permit. For more information on work permits, see [here](#).

Once hired, employers must:

- Notify the issuing officer of the work permit in writing, of the minor’s employment, detailing their normal duties and hours, their age, and their permit number, within 5 days of

employment. Additionally, the employer must notify the issuing officer if the employed minor is terminated, within 5 days of the termination.

- Employers must keep a copy of the student's work permit, the original written statement from the parental or legal guardian (if applicable), and a copy of the letter sent to the issuing officer announcing the employment of the minor.

Occupational Restrictions

Students who are under 18 and enrolled in a CTE Cooperative Education program under a recognized state or local educational authority are not subject to many of the occupational restrictions listed [here](#), given the following conditions:

- That the work of the student learner in the occupations declared particularly hazardous shall be incidental to their 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 instructions shall be given by the school and correlated by the employer with on-the-job training.
- That a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall contain the name of the student learner and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer.

Hourly Restrictions

All employed minors must receive a 30-minute rest break for every 5 hours of continuous work and cannot work more than 6 consecutive days.

Cooperative Education students may be employed for hours, when combined with school hours, not exceeding eight in a day. Additionally, during a regular school week (including Fridays), minors 16 years of age or older cannot be employed before 6 am or after 12 am (midnight). Cooperative education students are allowed to work 28 hours during a school week (M-F), outside of regular school hours, plus any additional hours worked during excused school hours. Including the weekends, Cooperative Education students may work a total of 44 hours per week.

Eighteen year old students are not covered by the Child Labor Act, and therefore do not have to comply with the legal restrictions listed above, but are still covered by applicable state and federal employment laws.

Staff Background Checks

[Act 15 of 2015](#) (amending Act 153 of 2014) requires employees and volunteers who have direct and routine contact with children to have the following: Act 34 PA Criminal History Clearances, an Act 151 PA Child Abuse History Clearance, and, if the employee has lived outside the Commonwealth of Pennsylvania in the last 10 years, an Act 114 FBI Federal Fingerprint Report. Only the employee(s) assigned to directly participate in the experience (i.e., the supervisor of the student learner) must have

this clearance, as long as they remain in the immediate vicinity of the student(s) and is identified as the responsible adult. Learn more about clearances [here](#).

Workplace Postings

If you have hired a minor, ensure you have the following information posted in the workplace for employees:

- [Abstract of the Pennsylvania Child Labor Act Form No. LLC-5 \(Rev 1-13\)](#)
- [Resumen de la Ley de Trabajo Infantil Form No. LLC-5 \(ESP\) \(6-08\)](#)
- [Hours of Work for Minors Under Eighteen Form No. LLC-17 \(Rev 2-07\)](#)

Unpaid Internships

Unpaid internships are variable-term, unpaid, hands-on work experiences that may or may not result in school credit. These programs can be operated independently by employers, with no requirement for partnership with educational institutions. Their typical duration ranges from three to nine months and is typically part-time during the school week, although there are no legal restrictions on hours or program duration. It is suggested to begin unpaid internship programs with a minimum commitment of 4 hours per week for a total duration of 6 weeks.

Employer Responsibilities

Prior to the internship:

- Create a job description with the position you have available for a student learner. List the qualifications, including any certifications and specific hands-on skills, that the student learner should have. You can choose to conduct this program independently (e.g., posting your internship to online job boards) or cooperate with the Cooperative Education Coordinator(s) in your school district. Please note that the intern cannot displace a regular worker.
- If coordinating with the educational institution's Cooperative Education Coordinator, complete any necessary paperwork to ensure that the student obtains school credit for the internship.
- Set a realistic and reasonable work schedule for the student learner and set the end date for the experience.
- Assign one of your employees as the supervisor to the student learner. Ensure that your assigned employee has the appropriate legal clearances (see [Staff Background Checks](#) for more information).
- Provide an adequate orientation for the student learner, including a safety briefing, company policies, and job performance expectations.
- As unpaid internships are largely unregulated, it is suggested that employers have a written agreement with the student, the student's parental guardians (if applicable), and preferably their educational institution as well to avoid liability. This agreement should clarify that there is no expectation of compensation for the student, that the internship does not necessitate a job position at its end, and should specify the job responsibilities, required hours, and the length of the internship position.

During the internship:

- Provide a variety of supervised work assignments that contribute to the student’s education.
- Track and monitor student progress throughout the internship. For more information, see [Training Plans](#).

Legal Requirements

Pay & Liability

If all of the following criteria apply, students are not legally considered “employees” within the meaning of the Fair Labor Standards Act (FLSA), and therefore are not entitled to either minimum wage or overtime pay:

- The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a career and technical school;
- The training is for the benefit of the trainees or students;
- The trainees or students do not displace regular employees, but work under close supervision;
- The employer that provides the training receives no immediate advantage from the activities of the trainees or students and, on occasion, his operations may even be impeded;
- The trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
- The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

Additionally, the student will need to be covered by personal insurance and the student (or their parental guardian, if under 18) should sign a release form to relieve the employer of any financial responsibility.

However, if not all of the above criteria apply, students are then legally considered “employees”. Therefore, they are subject to all applicable federal and state employment laws, including the FLSA and Child Labor Law (if students are under 18), and entitled to minimum wage and overtime pay under the FLSA.

Staff Background Checks

[Act 15 of 2015](#) (amending Act 153 of 2014) requires employees and volunteers who have direct and routine contact with children to have the following: Act 34 PA Criminal History Clearances, an Act 151 PA Child Abuse History Clearance, and, if the employee has lived outside the Commonwealth of Pennsylvania in the last 10 years, an Act 114 FBI Federal Fingerprint Report. Only the employee(s) assigned to directly participate in the experience (i.e., the supervisor of the intern) must have this clearance, as long as they remain in the immediate vicinity of the student(s) and is identified as the responsible adult. Learn more about clearances [here](#).

Other Work-Based Learning Experiences

Additional types of work-based learning experiences include:

- **Registered Apprenticeships:** Longer-term (1-6 years), registered, nationally recognized training program where student(s) receives paid work experience, structured on-the-job learning, mentorship, and school credit. For more information, see [ApprenticeshipUSA](#) and the [Pennsylvania Department of Labor & Industry](#).
- **Service Learning (Volunteering):** A partnership with an educational institution to give students an unpaid volunteer opportunity in experiential learning. For example, a local nonprofit organization undertakes a project to build affordable housing for low-income families in the community. They partner with trade schools or Career and Technical Education programs to engage trade students in the construction process while providing valuable housing resources to those in need. For more legal information regarding volunteers, see this [article from the Nonprofit Risk Management Center](#).
- **Employment:** There is also always the option of hiring a student part or full-time during the school year, summer break, and/or after they graduate. They are subject to all applicable federal and state laws for any other employee (e.g., FLSA), with additional applicable laws and regulations for workers under the age of 18 (e.g., Child Labor Law). This is not considered to be an education program such as Cooperative Education or a Registered Apprenticeship, but rather paid employment completely independent of their educational institution.

How to Make it a Great Experience

Tips for Success

- **Goal Setting.** Set goals with students to understand what they are looking to get out of the experience, and what your goals are for this experience as well.
- **Clear Expectations.** Explain to students how their work will be evaluated, how performance at work might differ from a school setting, and define appropriate behavior in the workplace.
- **Welcoming Environment.** Fostering a welcoming environment is essential to ensuring that all students feel valued, respected, and supported in their learning journey. Keep it professional and ensure that students from diverse backgrounds feel welcomed and comfortable at your workplace.
- **Health & Safety Regulations.** Stress the importance of following applicable health & safety regulations upfront to get students into good safety habits early in their career.
- **Understanding Limitations.** Students should not replace entry-level employees. They are still in training, and these experiences are intended to be a vital piece of that training.
- **Encourage Retention.** Lay out possible career paths with your company to encourage long-term retention. Introduce students to your employees in various positions to give them a more holistic understanding of the workplace and future career options.

Training Plans

Prior to beginning the work-based learning experience, craft clear educational, skill, and other professional objectives with the student. These may vary depending on the type of experience and the position available, but some ideas are included below.

Educational Objectives:

- Connect the principles of building science to your daily tasks at your company.
- Gain knowledge of how to conduct comprehensive energy audits.
- Study various weatherization techniques and assess when they are appropriate.
- Understand the environmental impact of weatherization and energy conservation.
- Develop the ability to read and interpret blueprints, technical manuals, and energy audit reports.
- Learn how to analyze data from energy audits to recommend improvements.
- Understand local, state, and federal building codes related to weatherization.
- Gain proficiency in using thermal imaging cameras to identify areas of heat loss.

Skill Objectives:

- Learn techniques for effectively sealing air leaks in buildings, installing various types of insulation, and applying weatherstripping to windows and doors.
- Become proficient in using tools and equipment commonly used in weatherization, such as blower doors and duct testers.
- Learn how to conduct basic quality control checks to ensure weatherization work meets company standards.
- Gain hands-on experience following safety procedures and using personal protective equipment.
- Develop skills in taking accurate measurements and performing calculations for material usage and energy savings.
- Learn to troubleshoot and resolve technical issues that arise during weatherization projects.

Professional Objectives:

- Develop effective, professional communication skills for interacting with clients, coworkers, and supervisors.
- Learn to manage time efficiently to complete tasks within set deadlines.
- Gain experience working as part of a team to achieve common goals.
- Learn to build and maintain positive relationships with clients.
- Develop a clearer understanding of potential career paths within the weatherization field.

Monitoring & Evaluation

Monitoring and evaluating your student's progress will differ depending on the type of work-based learning experience. For example, Cooperative Education programs have a standard rating form provided by the Cooperative Education Coordinator. Student progress in other work-based learning experiences can be monitored by rating their educational, skill, and professional objectives (as mentioned in [Training Plans](#)) on a 1-5 scale, on a biweekly or monthly basis.

Further Resources

Commonwealth of Pennsylvania. (n.d.). *Employer's Guide to Cooperative Education from the Pennsylvania Department of Education*. <https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/Teacher%20Resources/Cooperative%20Education/EmployersGuidetoCooperativeEd.pdf>

Pennsylvania CareerLink. (2023). *Pennsylvania Standards of Registered Apprenticeship*. <https://www.pacareerlink.pa.gov/jponline/Apprenticeships/ResourcesForRAPrograms>

U.S. Department of Energy. (2023). *Weatherization Single-Family and Manufactured Home Job Aids*. <https://www.energy.gov/sites/default/files/2023-12/SCEP-Job-Aids-English-Complete.pdf>

U.S. Department of Labor. (n.d.). *Employer Guide: Job Shadowing*. <https://files.constantcontact.com/0bdcfebb001/d0441c44-4573-4df8-a62d-34378249df74.png>

References

Connecticut Technical Education and Career System. (n.d.). WORK-BASED LEARNING. <https://www.cttech.org/wp-content/uploads/2021/09/WBL-Manual-8-19.pdf>

Fairfax County Public Schools. (2024). *Work-Based Learning Misconceptions*. <https://www.fcps.edu/node/40268>

Herman, M.L. (n.d.). *Employee or Volunteer: What's the Difference?*. <https://nonprofitrisk.org/resources/articles/employee-or-volunteer-whats-the-difference/>

Pennsylvania CareerLink. (2024). *I'm an Employer/Sponsor Interested in Registered Apprenticeship*. <https://www.pacareerlink.pa.gov/jponline/Apprenticeships/InterestedInApprenticeship>

Pennsylvania Department of Education. (2024). *Child Labor Law*. <https://www.education.pa.gov/Pages/Codes%20and%20Regulations/Child-Labor-Law.aspx>

- Pennsylvania Department of Education. (2017). *Work-Based Learning Toolkit*.
<https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/Toolkits/Work-based%20Learning%20Toolkit.pdf>
- Pennsylvania Department of Human Services. (2021). *Keep Kids Safe: Volunteer FAQ*.
https://www.dhs.pa.gov/KeepKidsSafe/Clearances/Documents/KKS-VolunteerFAQ_2021.pdf
- Pennsylvania Department of Labor and Industry. (n.d.). *Child labor law prohibitions*.
https://www.dli.pa.gov/Individuals/Labor-Management-Relations/llc/Documents/child_labor_law_prohibitions.pdf
- Pennsylvania Department of Labor and Industry. (2023). *LLC-5: The Pennsylvania Child Labor Law*.
<https://www.dli.pa.gov/Individuals/Labor-Management-Relations/llc/Documents/llc-5.pdf>
- Pennsylvania Department of Labor & Industry. (2019). *PA Act 15 Summary*.
https://cdn1.sportngin.com/attachments/document/0b57-1736765/Pa_Act_15_Summary.DAB.9.2.19.pdf
- Pennsylvania Department of Labor and Industry. (2023). *Unemployment Compensation Law*.
https://www.uc.pa.gov/documents/uc_law.pdf
- Pennsylvania General Assembly. (1968). *The Public School Code of 1949*.
<https://www.legis.state.pa.us/WU01/LI/LI/US/HTM/1949/0/0014..HTM>
- Pennsylvania General Assembly. (2012). *Act 151 of 2012: An Act Amending the Public School Code of 1949*.
<https://www.legis.state.pa.us/CFDOCS/LEGIS/LI/uconsCheck.cfm?txtType=HTM&yr=2012&sessInd=0&smthLwInd=0&act=0151.&CFID=341765195&CFTOKEN=69173171>
- Pennsylvania General Assembly. (n.d.). *The Pennsylvania Crimes Code - Title 18, Section 4904: Unsworn Falsification to Authorities*.
<https://www.legis.state.pa.us/cfdocs/legis/LI/consCheck.cfm?txtType=HTM&ttl=18&div=0&chpt=49&sctn=4&subsctn=0>
- The Lunt Group LLC. (2024). *Pennsylvania Child Labor Laws*.
<https://www.employmentlawhandbook.com/employment-and-labor-laws/states/pennsylvania/wage-and-hour/pennsylvania-child-labor-laws/>
- U.S. Department of Labor. (2018). *Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act*. <https://www.dol.gov/agencies/whd/fact-sheets/71-flsa-internships>
- U.S. Department of Labor. (2024). *State Minimum Wage Laws*.
<https://www.dol.gov/agencies/whd/minimum-wage/state#pa>