



## Work-based Learning Handbook

A resource guide for Minnesota school districts implementing work-based learning programs

Career and College Success Division | February 2022

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## Handbook Introduction

Work-based learning is a structured educational program which provides students with instruction at both the school and at an employer work-site. Work-based learning experiences help students see the connection between the classroom and potential future careers, and they assist students in becoming career and college ready.

The Minnesota Work-based Learning Handbook is intended to be a one-stop guide for educators who are developing and implementing work-based learning programs within school districts and charter schools. By applying the information within this handbook, educators should be able to provide a variety of safe and engaging work-based learning experiences for all students.

# Work-based Learning as a Component of Career and Technical Education Programs

Career and Technical Education (CTE) programs are a sequence of courses that integrates academic knowledge with technical and occupational knowledge and skills to provide students a pathway to postsecondary education and careers. CTE teaches transferable workplace skills in applied learning contexts to provide opportunities to explore high-demand career options, and gives students the technology and skills needed for success in adult life.

## Minnesota Career Fields

Minnesota organizes CTE programs into six Career Fields. Careers within each field share common features and are further divided into Career Clusters and Career Pathways, which includes smaller groups of careers with similar skills. Work-based learning is a key component of all six Career Fields. Access additional details about the Minnesota Career Fields on the [Minnesota State Career and Technical Education webpage](http://www.MinnState.edu/System/CTE).



## Career and Technical Education Programs

School districts and charter schools intending to award CTE credit on student transcripts must submit a program approval form for each CTE program, including work-based learning, offered by the school district or charter school.

Program approval ensures districts have implemented the required components of a CTE program, as identified by [Minnesota Administrative Rule 3505.2550](#).

Access additional details about the program approval process on the [Minnesota Department of Education Program Approval website](#). This page includes access to the following:

- Program Application Form,
- Table C, which lists all CTE programs and courses and the related teacher licensure requirements for each, and
- Program Approval Database, which lists all approved CTE program by school district along with the program approval expiration date.

### CTE Program Approval Requirements

- ✓ Sequence of at least two courses (evidenced by syllabi)
- ✓ Appropriately licensed teacher
- ✓ Content standards aligned to current industry trends
- ✓ Active industry advisory committee
- ✓ Integrated leadership development activities
- ✓ Safety training
- ✓ Experiential and work-based learning opportunities
- ✓ Training Agreement and Training Plan for each student

CTE Program Code	Program Name
000750	Work-based Learning- ACTE-SPED
009090	Work-based Learning-Diversified
009095	Youth Apprenticeship-Diversified
019090	Agriculture Work-based Learning
019095	Agriculture Youth Apprenticeship
049090	Marketing Work-based Learning
049095	Marketing Youth Apprenticeship
079090	Health Work-based Learning
079095	Health Youth Apprenticeship
099090	Family and Consumer Science Work-based Learning
099095	Family and Consumer Science Youth Apprenticeship
149090	Business Work-based Learning
149095	Business Youth Apprenticeship
179090	Trade and Industry Work-based Learning
179095	Trade and Industry Youth Apprenticeship

## Related Funding Sources

Program approval allows school districts and charter schools to access state and federal funding to support CTE programs. Eligibility for each funding source varies and each funding source has a unique set of eligible expenses. The table below details each of these funding sources.

Funding Source	Description	Funding Type	Eligible Work-based Learning Program Codes	Eligible Expenses
<b>General Education Revenue</b>	Schools collect general education revenue for the credit hours that students spend in the program, including school hours that the students spend at a community-based worksite.	State	000750, 009090, 009095, 019090, 019095, 049090, 049095, 079090, 079095, 099090, 099095, 149090, 149095, 179090, 179095	<p>General operating expenses.</p> <p>For more information, visit the <a href="#">General Education Revenue webpage</a>.</p>
<b>Perkins</b>	Funding is allocated through regional Perkins consortia and is based on the priorities identified through a comprehensive local needs assessment. School districts and charter schools must be a member of a Perkins Consortium and have an approved CTE program in order to access funding.	Federal	000750, 009090, 009095, 019090, 019095, 049090, 049095, 079090, 079095, 099090, 099095, 149090, 149095, 179090, 179095	<ul style="list-style-type: none"> <li>• Activities and equipment that provide supplemental career exploration and career development</li> <li>• Professional development for CTE teachers</li> <li>• Integration of academic skills in technical coursework</li> </ul> <p>For more information, visit the <a href="#">Perkins webpage</a>.</p>

Funding Source	Description	Funding Type	Eligible Work-based Learning Program Codes	Eligible Expenses
<b>CTE Levy</b>	The CTE Levy is a permissive levy for school districts to provide extra support for approved CTE programs. School districts are eligible for career and technical revenue equal to 35 percent of approved expenditures in the fiscal year in which the levy is certified.	State	009090, 009095, 019090, 019095, 049090, 049095, 079090, 079095, 099090, 099095, 149090, 149095, 179090, 179095	<ul style="list-style-type: none"> <li>• Staff Time and Travel</li> <li>• Contracted Services</li> <li>• Specialized Instructional Supplies</li> <li>• Curriculum Development Activities</li> </ul> <p>For more information, visit the <a href="#">CTE Levy webpage</a>.</p>
<b>Access to Career and Technical Education for students with a disability (ACTE-SPED)</b>	Access to Career and Technical Education for students with a disability (ACTE-SPED) aid is designed for a student with a disability who requires curriculum modifications and other supplemental services (such as an assessment) to participate in Career Technical Education (CTE) programs. Access to Career Technical Education for a Student with a Disability is funded similar to all other special education programs.	State	000750	<ul style="list-style-type: none"> <li>• Staff Time and Travel</li> <li>• Contracted Services</li> <li>• Specialized Equipment</li> </ul> <p>For more information, visit the <a href="#">ACTE-SPED webpage</a>.</p>

## Experiential Learning

Experiential learning encompasses a variety of learning activities that support students across the career development continuum of career awareness, career exploration and career preparation. These activities provide students with opportunities to learn about specific career fields and occupations through a combination of hands on experience and reflection. Some examples of experiential learning activities include industry tours, guest speakers, job shadowing, service learning, internships, and apprenticeships.

**To ensure students are well-prepared to participate in work-based learning programs, they should have multiple, ladder opportunities to participate in experiential learning prior to enrolling in a work-based learning program.** The continuum below provides a high level overview of different types of experiential learning opportunities. A more detailed list of experiential learning activities and their definitions is located on the following page.





## Career Awareness

Career awareness activities are intended to provide students with an initial understanding of work in general and to make them aware of the various career fields and occupations available to them. These activities typically take place within the traditional classroom and are embedded within a CTE course other than work experience. These activities can begin in elementary school and continue on throughout a student's academic career.

**For the purposes of Minnesota Department of Education program approval and Perkins accountability, these activities DO NOT meet the CTE requirements for a work-based learning program.**

### Defining Characteristic

Students learn about careers in a traditional classroom setting.

Activity	Description
<b>Industry Speakers</b>	Professionals from community organizations, business and industry, and postsecondary institutions visit classrooms and share information about their careers or areas of expertise, educational background and personal choices that both prepared and facilitated their career success.
<b>Informational Interviews</b>	Students meet with professionals from community organizations, business and industry, and postsecondary institutions to learn about the real-life experience of someone working in a field or company of interest.
<b>Career Fairs</b>	Multiple representatives from postsecondary institutions, community organizations, and business and industry gather in one location to provide students the opportunity to explore several career options at one time.
<b>Career Research Projects</b>	Students complete an in-depth study on a career of interest. Commonly students research job descriptions, educational requirements, and the work environment for their chosen career.

## Career Exploration

Career exploration activities are intended assist students in developing career readiness skills and to increase their awareness of career options through hands-on experiences. These experiences typically take place outside of the traditional classroom with local business and community partners and are embedded within a CTE course other than work experience. Career exploration activities can begin in middle school and continue on throughout a student’s academic career.

**For the purposes of Minnesota Department of Education program approval and Perkins accountability, these activities DO NOT meet the CTE requirements for a work-based learning program.**

### Defining Characteristic

Students participate in off-site short-term, hands-on, career-related activities.

Activity	Description
<b>Industry Tours</b>	Industry tours allow students to visit worksites and see firsthand the day-to-day operations within a company.
<b>Job Shadows</b>	Job Shadows are where students make brief worksite visits to spend time with individual workers learning what knowledge, skills and education their jobs entail.
<b>Service Learning</b>	Service learning engages students in hands-on projects in the community to address authentic community needs.
<b>Entrepreneurship</b>	Entrepreneurship provides students with opportunities to own, organize and operate their own business or project.
<b>Clinical</b>	Clinical experiences needed in order to earn an industry recognized credential (e.g., CNA, EMT) immerse students in a health care setting where they apply classroom knowledge and technical skills. These experiences are less than 40 hours.
<b>Practicum</b>	Practicum experiences expose students to education-related careers and provide students the opportunity to observe and document a classroom activity.
<b>Mentorship</b>	Mentorship is a professional relationship in which an experienced person, typically from business and industry, assists a student in developing skills and knowledge that will enhance the student’s professional and personal growth.

Activity	Description
<b>School-based Enterprise</b>	School-based enterprises are student-led businesses that provide goods and services and are operated on campus using facilities and equipment provided by the school. When students work more than 40 hours in a school-based enterprise, these experiences require a licensed work-based learning coordinator to supervise the activity.
<b>Career Camps</b>	Career camps are day long events where students engage in hands-on activities related to a specific career and hear directly from professionals in the field.

### EXPERIENTIAL LEARNING LICENSURE REQUIREMENTS

Typically, experiential learning activities that support career awareness exploration are embedded in other coursework and the activities are less than 40 hours. In the event that these activities exceed 40 hours, the supervising teacher must hold a teacher coordinator of work-based learning endorsement. Experiences lasting less than 40 hours do not require the supervising teacher to hold this endorsement.

Additional resources for supporting experiential learning activities such as industry tours, job shadows, and informational interviews are located at the end of this guide in Appendix C.

## Career Preparation

Career preparation activities are intended to help students develop the technical skills and employability skills needed to be successful in a chosen career field. These experiences provide sustained interactions with industry in real workplace settings. These activities foster in-depth engagement with the tasks required in a given career field and they are aligned to curriculum and instruction. As part of these experiences, students work with an employer partner a minimum of 40 hours.

**For the purposes of Minnesota Department of Education program approval and Perkins accountability, these activities are specifically designated as work-based learning and meet the CTE requirements for approved work-based learning programs.**

**Defining Characteristic** Students practice specific technical skills at a worksite, primarily under the supervision of an employer partner.

Activity	Description
<b>Internships</b>	<p>Internships allow students to work in a professional setting in any career field under the supervision of a practicing professional, for at least 40 hours or more. Internships can be paid or unpaid and provide meaningful work assignments, training, structured evaluation and reflection. Students participating in internships must be supervised by a licensed work-based learning coordinator.</p> <p>In the past, these experiences have also been referred to as cooperative education (co-op) or on-the-job training. These terms are all synonymous with internship. Additionally, certain career fields may have different names for internships (e.g., clinical experiences in health care lasting more than 40 hours).</p>
<b>Youth Apprenticeships</b>	<p>Youth Apprenticeships are paid experiences for 11th and 12th grade students and requires a written agreement and training plan between school, employer, student, and parent/guardian and is governed by an industry recognized checklist. Youth Apprenticeship students must be supervised by a licensed work-based learning coordinator in a state approved program.</p> <p>In Minnesota, Youth Apprenticeships are administered by the Minnesota Department of Education and are a separate program from Registered Apprenticeships.</p>
<b>Registered Apprenticeships</b>	<p>Registered Apprenticeships are industry-driven and provide technical instruction and paid on-the-job training to participants.</p> <p>In Minnesota, registered apprenticeships are administered through the Minnesota Department of Labor and Industry and are a separate program from Youth Apprenticeships.</p>

# Benefits of Work-based Learning

## Benefits for Students

- Improve academic achievement
- Realize the relevance of their education
- Explore career options
- Increase self-confidence
- Acquire real workplace experience and work readiness skills
- Connect with an adult role models and expand professional network

## Benefits for Parents and Guardians

- Expand career awareness to enhance interest-based career selection before high school graduation
- Increase confidence that educational experiences are aligned with careers needed today and the future
- Foundational career training which has little or no cost to them

## Benefits for Schools

- Improve academic achievement of participating students
- Improve student motivation resulting in better attendance and graduation rates
- Improve relationships with the community

## Benefits for Employers

- Better prepared employees who understand workplace expectations
- Reduce recruitment and training costs
- Improve morale and management skills of current workers

## CHARACTERISTICS OF HIGH-QUALITY WORK-BASED LEARNING PROGRAMS

- Program is connected to school-based learning such as career and technical education coursework.
- Program provides students with well-planned, sequential experiential learning opportunities prior to enrolling in longer work-experiences.
- Formal leadership development activities are integrated into the work-based learning program.
- Collaboration between business and education is clearly defined.
- A licensed work-based learning coordinator supervises the program.
- Parents/guardians are supportive and involved in the program.
- Students are provided with safety training, worksite rules, and school and business expectations prior to beginning a work experience.
- Industry standards, when available, are used in developing students' training plans.
- All documentation from the work experience is maintained.

## ADDITIONAL RESOURCES

Looking for other resources related to work-based learning? Visit [MDE's work-based learning webpage](#).

## Types of Work-based Learning Programs

Work-based learning is structured academic program where students engage in real-world activities with instruction occurring both at school and at a community-based setting with an employer. The experience provides students with opportunities to explore careers, master specific learning objectives, and earn academic under the supervision of a licensed work-based learning coordinator. Schools collect general education revenue for the credit hours that students spend in the program, including school hours the students spend at a community-based worksite.

There are several types of approved work-based learning programs that can be offered for credit in Minnesota, and each program has its own requirements. The following section provides a brief introduction to the various programs.

### ***Work-based Learning-Access to Career and Technical Education for Students with Disabilities (Program Code 000750)***

Work-based Learning-Access to Career and Technical Education for Students with Disabilities (ACTE-SPED) programs are approved career and technical education programs which provides students with disabilities, ages 16-20+, the opportunity to develop work readiness skills and participate in competitive, integrated employment. In this program students, participate in both a career seminar course and at least 40 hours of work experience under the supervision of a licensed work-based learning coordinator.

In practice, a Work-based Learning-ACTE SPED program is implemented in the same manner as a Work-based Learning-Diversified program. The primary difference between the two programs is the accommodations and modifications provided to students in the program in order to master learning objectives. Approved Work-based Learning-ACTE SPED programs eligible for [Access to Career and Technical Education for Students with a Disability](#) special education funding to support curricular modifications and to provide other supplemental services.

### ***Work-based Learning-Diversified (Program Code 009090)***

Work-based Learning-Diversified programs are approved career and technical education programs which provides students ages 16-18 with career-related instruction both at school and at an employer partner's worksite. In this program, students participate in both a career seminar course and at least 40 hours of paid or unpaid work experience under the supervision of a licensed work-based learning coordinator. Work-based learning coordinators providing instruction within this program supervise work experiences in a variety (diversified) of career fields. Approved Work-based Learning-Diversified programs are eligible for CTE Levy and Perkins funding.

***Youth Apprenticeship-Diversified (Program Code 009095)***

Youth Apprenticeship-Diversified programs are approved career and technical education program which provide 11th and 12<sup>th</sup>-grade students with in-depth technical instruction both at school and at an employer partner's worksite. In this program, students participate in a career seminar course, at least 120 hours of related technical instruction, 50 hours of safety training, and 450 hours of paid work experience which is governed by an industry recognized checklist. Participating students are supervised by both an employer mentor and a licensed work-based learning coordinator. Work-based learning coordinators providing instruction within this program supervise work experiences in a variety (diversified) of, career fields. Approved Youth Apprenticeship-Diversified programs are eligible for CTE Levy and Perkins funding.

***Work-based Learning-Career Pathway (Program Codes 019090, 079090, 099090, 049090, 149090, 179090)***

Work-based Learning-Career Pathway programs are approved career and technical education programs which provide students ages 16-18 with career-related instruction both at school and at an employer partner's worksite. In this program, students participate in a career seminar course, at least one course of related technical instruction, and at least 40 hours of paid or unpaid work experience in the specific career field in which they have already taken technical coursework. Participating students are supervised by a licensed work-based learning coordinator who also has expertise within the career field students are working. Approved Work-based Learning-Career Pathway programs are eligible for CTE Levy and Perkins funding.

***Youth Apprenticeship-Career Pathway (Program Codes 019095, 079095, 099095, 049095, 149095, 179095)***

Youth Apprenticeship-Career Pathway programs are approved career and technical education program which provide 11th and 12<sup>th</sup>-grade students with in-depth technical instruction both at school and at an employer partner's worksite. In this program, students participate in a career seminar course, at least 120 hours of related technical instruction, 50 hours of safety training, and 450 hours of paid work experience which is governed by an industry recognized checklist. Participating students are supervised by both an employer mentor and a licensed work-based learning coordinator who also has expertise within the career field students are working. Approved Youth Apprenticeship-Diversified programs are eligible for CTE Levy and Perkins funding.

***Work Release***

Work release is NOT an approved work-based learning program. In work release, a school administrator releases a student from school to go and work. Employment is arranged by the student and exclusive of any school involvement. Students do not earn academic credit and school districts earn no general education revenue for the time the student is released to work. No state program approval is required for work release.

<b>Program Name</b>	<b>Work-based Learning-Diversified</b>	<b>Work-based Learning-Career Pathway</b>	<b>Youth Apprenticeship-Diversified</b>	<b>Youth Apprenticeship-Career Pathway</b>
<b>Program Code</b>	000750: ACTE-SPED 0009090: Diversified	019090: Agriculture 079090: Health 099090: Service Occupations 049090: Marketing 149090: Business 179090: Trade and Industry	0009095: Diversified	019095: Agriculture 079095: Health 099095: Service Occupations 049095: Marketing 149095: Business 179095: Trade and Industry
<b>Career Seminar Course Required</b>	Yes	Yes	Yes	Yes
<b>Related Career Pathway Instruction Required</b>	No; however previous experiential learning opportunities are recommended	Yes; at least one course from the related career field	120 hours of related career field instruction per year	120 hours of related career field instruction per year
<b>Required Hours of Work Experience</b>	Local decision; typically 90-120 hours per credit	Local decision; typically 90-120 hours per credit	450 hours per year	450 hours per year
<b>How is the program supervised?</b>	One work-based learning coordinator supervises students in multiple career fields.	A licensed teacher with specific experience in a single career field and who holds a teacher coordinator of work-based learning endorsement supervises students in their area of expertise.	One work-based learning coordinator supervises students in multiple career fields.	A teacher with specific experience in a single career field and who holds a teacher coordinator of work-based learning endorsement supervises students in their area of expertise.



## Licensure

The [Minnesota Professional Educators Licensing and Standards Board](#) (PELSB) requires individuals coordinating work-based learning experiences in excess of 40 hours to hold either a teacher-coordinator license issued under the Career and Technical Education teacher licensure rules of the state or a combination of a secondary classroom teaching license and a teacher coordinator of work-based learning endorsement. A full list of all work-based learning program codes and the teacher licensure requirement for each program is located on the [Minnesota Department of Education Program Approval](#) website on [Table C](#).

No license or endorsement is required if the type of experiential learning consists of 40 hours or less per year, per experience. This might include experiences such as job shadowing, industry tours, mentorships, or service learning.

### ***CTE Teacher Coordinator License***

CTE Teacher Coordinator licenses are old licensure codes that cannot be issued with a new license and can only be renewed. However, individuals who hold these licenses can still use these license codes to supervise work-based learning programs. These license codes include the following: 000740, 000745, 000750, 019090, 049090, 079090, 079091, 099090, 099092, 099094, 099096, 149090, and 179090.

### ***Teacher Coordinator of Work-based Learning Endorsement***

PELSB license code 160000 is the current licensure code that can be issued with a new license. Any secondary licensed teacher is eligible to complete the coursework for the teacher coordinator of work-based learning endorsement. Approved licensing programs offering coursework for the teacher coordinator of work-based learning endorsement include the following:

- [Bethel University](#)
- [St. Cloud State University](#)
- [University of Minnesota, Twin Cities/Crookston](#) (agriculture education only)

Any secondary licensed teacher is also eligible to complete PELSB's licensure via portfolio process for the teacher coordinator of work-based learning endorsement. Approved licensing programs offering assistance with the licensure via portfolio process include the following:

- [Lakes Country Service Cooperative](#).

### ***Out of Field Permission***

The [Minnesota Professional Educators Licensing and Standards Board](#) (PELSB) may grant an out of field permission which allows an educator not otherwise appropriately licensed to teach in Minnesota. Out of field permissions are valid for up to one year and may be renewed four times.

## Work-based Learning Program Components

Approved work-based learning programs include school-coordinated work experiences that are connected to a student’s career goals and integrate classroom instruction into a real world work environment. In order to be approved by the Minnesota Department of Education, work-based learning programs must include the following school-based components and workplace components:

### School-based Components

Component	Description
<b>Licensed Instructor</b>	Students participating in work experiences in excess of 40 hours must be supervised by a licensed work-based learning coordinator. A full list of all work-based learning program codes and the teacher licensure requirement for each program is located on the <a href="#">Minnesota Department of Education Program Approval</a> website on <a href="#">Table C</a> .
<b>Advisory Committee</b>	<a href="#">Minnesota Administrative Rule 3505.1400</a> requires each approved CTE program, including work-based learning programs, to establish a local advisory committee that meets at least two times a year. Membership of the local advisory committee must be made up of at least 50% of individuals from directly related businesses or industry groups in which students participate in work-based learning. The role of the local advisory committee is to advise programs on the current job needs and the relevance of courses being offered. Additional information related to advisory committees can be found within <a href="#">Minnesota’s Career Program Advisory Handbook</a> .
<b>Career Seminar Course</b>	Work-based learning programs must include at least one credit-bearing career seminar course. The career seminar course should provide instruction in career exploration, work-readiness skills, safety, and employment laws. Leadership development should also be embedded into the coursework. Detailed course frameworks and recommended best practices for a Career Seminar 1 and Career Seminar 2 course are included within the <a href="#">Work-based Learning Framework</a> .
<b>Work Experience Course</b>	Work-based learning programs must include at least one credit-bearing work experience course where students explore career fields of interest through sustained interactions with industry or community professionals in a real workplace and engage firsthand with the tasks required in a given career field. Detailed course frameworks and recommended best practices for a Work Experience course are included within the <a href="#">Work-based Learning Framework</a> .

## Workplace Components

Component	Description
<b>Individual Training Agreement</b>	<p>An individual training agreement is an agreement between the school, students, parents/guardians and employers that clearly explains the responsibilities of each involved party during the student’s work experience. The agreement should include schedules, work hours, whether the work-based learning is paid or unpaid, wages, an understanding of liability and insurance and employer and school expectations. A student should not begin a work experience at a worksite until all parties have signed this agreement and the work-based learning coordinator has visited the worksite to understand the nature of the work and meet the worksite supervisor. A sample individual training agreement is included in Appendix C.</p>
<b>Individual Training Plan</b>	<p>An individual training plan outlines the specific learning to occur for each student at their assigned worksite during their work experience. The individual training plan should be developed prior to the beginning of the work-based learning experience and should include both the duties and tasks students will perform and the specific knowledge and skills the student will develop at the worksite. The individual training plan should also include documentation on the specific safety instruction the student will receive and who will provide it. A sample individual training plan is included in Appendix C.</p>
<b>Performance Evaluation</b>	<p>A performance evaluation is an assessment of the skills and competencies outlined in the individual training plan and is used to determine the level of competency a student has achieved during their work experience. This assessment may be completed through examination, a practical test, performance observation, and/or the completion of portfolios of work assignments. A sample performance evaluation is included in Appendix C.</p>

## Roles and Responsibilities

Students, employers and educators, including work-based learning coordinators and school administrators, all have specific roles and responsibilities within approved work-based learning programs that must be met in order to ensure students have successful workplace experiences. The roles and responsibilities for a variety of stakeholders are included below.

### Work-based Learning Coordinators

#### Program Development

- Design and deliver the school-based career seminar course, including instruction on career exploration, safety, and employee rights
- Link work-based learning experiences to related instruction, including CTE courses
- Design and implement a process for accepting students into the work-based learning program
- Recruit employers to participate in the work-based learning program
- Secure suitable worksites for students

#### Program Management

- Develop partnerships with employer partners
- Coordinate the work-based learning advisory committee
- Confirm logistics, including transportation for students, parent/guardian permission and emergency contact information
- Partner with employers and students to finalize an individual training agreement and training plan

#### Program Supervision

- Review worksite responsibilities with the student and employer
- Conduct worksite visits to ensure workplace is a safe and appropriate environment
- Monitor and track students' work experience hours
- Encourage students to share information regarding supports and accommodations needed to be successful in the workplace
- Maintain communication with employer
- Follow-up on any concerns or questions raised by the student, parent/guardian, or employer

#### Program Evaluation

- Evaluate student progress on individual training plan
- Collect documentation and submit reports as required by school district
- Coordinate the evaluation of the work-based learning program on a yearly basis and make changes as needed

#### Program Marketing

- Work with school administrators and school counselors to ensure the program is included in the class schedule
- Create promotional materials
- Promote the program to parents, students, and employer partners

## School Administrators

- Determine how work-based learning fits into the master schedule
- Ensure work-based learning coordinators have adequate time to supervise students at worksites
- Maintain manageable coordinator to student ratio
- Be informed of employer partners and student's worksite placements

### AWARDING CREDIT FOR WORK-BASED LEARNING

Within approved work-based learning programs, students earn credits in both the seminar/classroom instruction and the supervised work site. The local district determines the number of credits the student will earn, depending upon their own credit policies.

Generally, a course credit is equivalent to a student's mastery of the applicable subject matter, as determined by the local school district and as documented in the individual learning plan. It is recommended that credit awards are based on how the district awards credits in other disciplines, such as math, science, etc.

A general guideline is one-half credit per seminar and one-half credit per actual work-based learning (annually).

The decision of whether students need to repeat a seminar when a work-based learning experience continues across semesters is a local decision.

## Parents and Guardians

- Understand responsibilities within the work-based learning program and sign the student's individual training agreement
- Support student in work-based learning experience
- Ensure student has transportation to worksite, as needed

## Career and Technical Education Teachers

- Recommend students who might benefit from the work-based learning program
- Assist work-based learning coordinators in location potential worksites
- Assist in identifying appropriate learning targets for students' individual training agreements

## Students

- Understand and sign individual training agreement
- Participate in the development of an individual training plan
- Meet the academic and attendance requirements established by the school and employer
- Abide by the company's policies and procedures (e.g., attendance, confidentiality, accountability, safety, rules of conduct, etc.)
- Maintain acceptable performance at school and on the job
- Provide proof of accident insurance coverage if using own transportation to and from the worksite
- Contact the WBL coordinator if difficulties come up at the worksite

## Employers and Worksite Supervisors

- Understand responsibilities within the work-based learning program and sign the individual training agreement
- Partner with the work-based learning coordinator to finalize an individual training plan for each student
- Ensure compliance with local, state, and federal safety regulations and labor laws and requirements, including wage and hour laws, child labor laws, worker's compensation laws, insurance and liability requirements, non-harassment policies, and ADA guidelines
- Provide information about safety and the general operation of the business
- Provide instruction in specific tasks students are expected to complete on the job
- Communicate clearly with work-based learning coordinator about student performance
- Evaluate the student's progress and performance on the work site
- For paid experiences, pay at least the state minimum wage for hours worked by the student

### SUPERVISING STUDENTS AT EMPLOYER WORKSITES

There are no requirements within state legislation that identify a specific number of hours a work-based learning coordinator should spend monitoring students at worksites. However, to be an approved program, the school must demonstrate the work-based learning coordinator's class load, seminar time, and coordination time allow the work-based learning coordinator to address all necessary components to ensure that the student is in a safe and effective learning environment.

In general, it is recommended work-based learning coordinators spend one half hour per student per week. Using this as a guideline, for example, 20 students at work sites would require approximately 10 hours per week to regularly observe students at the worksites. This would be in addition to the classroom instruction time and travel time to the various worksites.

## Work-based Learning Schedules

### Work-based Learning Coordinator Schedule

Ensuring work-based learning coordinators have adequate time to connect with employer partners, complete administrative tasks, and support students is critical to a successful work-based learning program and reduces liability concerns. There are a variety of schedules that school districts can implement to ensure work-based learning coordinators have adequate time in their schedule. Whether the work-based learning coordinator is full time or part-time, the following are important considerations:

- Work-based learning coordinators should be provided with adequate time to travel to employer worksites and to meet with both the student and the employer.
- Teaching assignments should be adjacent to one another so work-based learning coordinators do not have to travel back and forth to the school and worksites throughout the day
- Teaching assignments should be adjacent to the work-based learning coordinator’s prep time. For example, in a seven period day, the work-based learning coordinator would teach periods one through three, fourth period would be their prep, and periods five through seven would be reserved for visiting students at their workplace and for cultivating employer relationships.
- Within the master schedule, consider labeling the periods in which the work-based learning coordinator is visiting student worksites and cultivating employer relationships as “Industry Partner Support” rather than leaving those periods unlabeled.

### Student Schedule

As student schedules for work-based learning are developed, the following are important considerations:

- Student schedules should allow for them to work during the school day. For example, many employers start to wrap-up their workday at 3 p.m. when the school day is over. If students are scheduled to complete their work experience completely outside of the school day, they may not have access to as many learning opportunities. If students must work outside the school day, consider scheduling one or two days a week when they can work during the school day.
- Student schedules for work experiences should align as much as possible to the time work-based learning coordinators are scheduled to visit student worksites and to connect with employer partners.

#### SAMPLE STUDENT SCHEDULES

- Students attend the career seminar course every day during the first semester (or trimester), and then spend the second semester (or trimesters two and three) at their worksite.
- Students attend the career seminar course the first month of the course, and spend the remainder of the semester at the worksite.
- Students attend the career seminar course one day a week and work the remaining four days.

## Work-based Learning Advisory Committee

[Minnesota Administrative Rule 3505.1400](#) requires each approved CTE program, including work-based learning programs, to establish a local advisory committee that meets at least two times a year. Membership of the local advisory committee must be made up of at least 50% of individuals from directly related businesses or industry groups in which students participate in work-based learning. The role of the local advisory committee is to advise programs on the current job needs and the relevance of courses being offered. Advisory committees serve in a consultative role and typically have no administrative policy-making authority in a school district or building. Additional information related to advisory committees can be found within [Minnesota's Career Program Advisory Handbook](#).

### Possible Advisory Committee Members

- Employer partners who host work-based learning students
- Chamber of Commerce representatives
- Vocational Rehabilitation Services representatives
- CareerForce representatives
- Postsecondary educators
- Students
- Parents/Guardians
- Career and Technical Student Organization (CTSO) advisors
- School administrators
- School counselors

### Advisory Committee Best Practices

- Include 6-12 committee members
- Rotate meeting locations to different employer locations
- Take action on employer recommendations
- Listen to feedback from current and former students

### Questions for Advisory Committees

- Does our curriculum align with current industry expectations?
- What industry recognized credentials are helpful for students interested in their industry?
- What experiential learning activities would best prepare students for work-based learning in their industry?
- Is there training a teacher should consider to stay up to date?
- How can schools advocate for their work-based learning program?

#### ADVISORY COMMITTEE MEMBERSHIP

**Membership of the local advisory committee must be made up of at least 50% of individuals from directly-related business or industry groups in which students participate in work-based learning. While it is helpful to include educators in the committee, business and industry partners should lead the conversations within meetings.**



## Safety Education

Ensuring students are safe while participating in work-based learning programs is one of the biggest responsibilities of a work-based learning coordinator. Specific safety instruction should be incorporated into both the classroom and workplace components of a work-based learning program.

### Classroom Instruction

Students should be provided with safety education as part of their career seminar course prior to starting a workplace experience. A variety of resources are available to address safety topics.

Title	Description
<b>Youth@Work – Talking Safety</b>	Talking Safety The Department of Health and Human Services, in conjunction with the Centers for Disease Control and Prevention and the National Institute for Occupational Safety and Health, has developed “Youth@Work – Talking Safety”, a curriculum for teaching safety to young workers. Additional information is located at the <a href="#">Youth@Work webpage</a> .
<b>YouthRules!</b>	The United States Department of Labor has established a separate section on its website specifically addressing the youth workforce, including much information about workplace hazards and employment rules for various age groups (under 14, 14 and 15, 16 and 17, 18 and older). Additional information is located at the <a href="#">YouthRules! webpage</a> .
<b>Occupational Safety and Health Administration (OSHA)</b>	The Occupational Safety and Health Administration has a separate section for young workers that focuses on the rights and responsibilities associated with youth employment from the perspective of the young worker, the employer, and the parent or educator. Additional information is located at the <a href="#">OSHA webpage</a> .
<b>Minnesota Department of Education Laboratory/Shop Safety Manual</b>	The Minnesota Department of Education has developed a safety resource for CTE programs across the state to assist educators in reducing and eliminating accidents in educational laboratories, shops, and the workplace. To request a copy of the manual, <a href="mailto:mde.cte@state.mn.us">contact MDE</a> (mde.cte@state.mn.us).

## Workplace Instruction

Employers should also provide students with safety instruction at the workplace. Safety topics may include:

- Basic safety rules
- Proper use of safety equipment and protective clothing
- Ergonomics
- Proper handling of materials
- Maintaining safe and clean work areas
- Safe practices with machines and tools
- Reporting of illnesses, injuries or unsafe conditions

## Workplace Visits

Workplace visits are another key component for ensuring student safety. Work-based learning coordinators should, at a minimum, complete workplace visits prior to a student beginning a work experience at an employer site. Additional workplace visits should be completed throughout students' work experience to ensure a safe environment is maintained. During the initial workplace visit, work-based learning coordinators should assess the workplace for any safety concerns. Questions to consider include:

- What tasks or activities will the student be doing?
- What equipment will the student be using?
- Where will the student be working? What are the specific locations?
- With whom will the student be working?

## Documenting Safety Education

It is important for work-based learning coordinators and employers to document the safety instruction provided to students prior to and during their work experience. Documentation should include:

- Date, time, and length of safety instruction
- Description of safety instruction provided
- Signature of student and work-based learning coordinator for safety instruction completed at school
- Signature of student and employer for safety instruction completed at workplace

## Integrated Leadership Development

Approved work-based learning programs provide students with multiple opportunities to develop their leadership skills through a variety of activities integrated into the career seminar and work experience coursework.

### Career and Technical Student Organizations

Career and Technical Student Organizations (CTSO) provide students leadership development opportunities through applied learning, real world application, and competitive events. In addition, students have the opportunity to hold leadership positions at the local, state, and national level and attend leadership development conferences to network with other students as well as business and industry partners. The following CTSOs are recognized in Minnesota:

CTSO	Description
<b>Business Professionals of America (BPA)</b>	BPA offers programs in business management, office administration, information technology and other related career fields. Additional information is available at the <a href="#">BPA website</a> .
<b>DECA</b>	DECA offers programs in marketing, finance, entrepreneurship, hospitality, and management. Additional information is available at the <a href="#">DECA website</a> .
<b>Family, Career, and Community Leaders of America (FCCLA)</b>	FCCLA offers programs in Family and Consumer Science Education focused on personal, work, and societal issues. Additional information is available at the <a href="#">FCCLA website</a> .
<b>National FFA Organization</b>	FFA offers programs in agriculture, food and natural resources. Additional information is available at the <a href="#">FFA website</a> .
<b>Health Occupations Students of America (HOSA)</b>	HOSA offers programs related to the health care industry. Additional information is available at the <a href="#">HOSA website</a> .
<b>SkillsUSA</b>	SkillsUSA offers programs related to careers in trade, technical, and skilled service occupations. Additional information is available at the <a href="#">SkillsUSA website</a> .

## Other Leadership Activities

In addition to participating in Career and Technical Student Organizations (CTSOs), students enrolled in work-based learning programs can practice and develop leadership skills through a variety of classroom activities in the Career Seminar 1 and Career Seminar 2 courses.

Activity	Description
<b>Student Ambassadors</b>	Student ambassadors are responsible for greeting visitors to the classroom, explaining what’s happening upon their arrival, and answering any question the visitor might have. Student ambassadors may also serve as a moderator for class discussions or debates.
<b>Service Learning Projects</b>	All students in the class work together to apply content knowledge, critical thinking and good judgment to address a genuine community need.
<b>Guest Presentations</b>	Students share presentations about their career development with community-based organizations such as the Chamber of Commerce or with younger students at local elementary or middle schools.
<b>Student Organizations Focused on Career Development</b>	Student groups, such as <a href="#">MAAP STARS</a> , which focus specifically on career development.  Student groups with goals other than career development DO NOT meet the requirements of leadership activities for work-based learning programs (e.g., student council).

## Legal Requirements

Many state and federal laws impact work-based learning programs. Work-based learning coordinators should be familiar with these laws to ensure the school district and employer adhere to these legal requirements.

A summary of the various legal requirements is listed below. When the federal, state and local laws pertaining to the employment of students are different, the **stricter standard** must always be observed.

### Fair Labor Standards Act

The Fair Labor Standards Act (FLSA) is a federal law enforced by the U.S. Department of Labor's Wage and Hour Division. It covers employees of most non-agricultural businesses, and its provisions apply whenever an employer/employee relationship exists. The FLSA and its associated regulations affect employment in two primary areas, (1) wages and hours, and (2) child labor safety laws.

### Hazardous Occupations

The Fair Labor Standards Act prohibits minors under the age of 18 from working occupations deemed to be hazardous. Among these occupations are excavation, manufacturing, and operating many types of power-driven equipment. Certain industries whose primary work activity is dangerous allow minors under age the age of 18 to perform certain tasks at worksites, but these tasks are very specific and the state and federal government closely monitor compliance. Complete lists of hazardous occupations are provided on the Department of Labor's website, separated for agriculture and non-agriculture applications.

### FAIR LABOR STANDARDS ACT FACT SHEETS

The US Department of Labor provides detailed information about child labor through a series of fact sheets. The fact sheets may be accessed at the [US Department of Labor website](#) and include topics such as:

- Farm Jobs
- Health Care
- Retail Establishments

### EXEMPTIONS TO HAZARDOUS OCCUPATIONS

Exemption permits can be requested for identified hazardous occupations if the work-based learning program is state-approved and the student is employed under a written agreement, which provides that:

- All hazardous work will be performed under the direct supervision of a qualified and experienced person.
- Safety instructions will be given by the school and reinforced by the employer with on-the-job training.
- The job training follows a schedule which reflects organized and progressive skill development.
- The work in the exempted hazardous occupation must be
- Incidental to the training
- Intermittent and for short periods of time
- Under the direct and close supervision of a journeyperson.

## Wages and Exemptions

The Fair Labor Standards Act designates work performed by students enrolled in work-based learning programs into two categories: employment or internship.

When work performed by a student is considered employment, the employer is subject to the requirements of the Fair Labor Standards Act and the student must be paid. When work performed by a student is considered training, the employer is not required to pay the student.

To be designated an internship not covered by the Fair Labor Standards Act, all seven of the following criteria must be met:

1. The student and the employer partner clearly understand there is no expectation of compensation
2. The work experience provides training that would be similar to that which would be given in an educational environment
3. The work experience is tied to the student's formal education program by integrated coursework or the receipt of academic credit
4. The work experience accommodates the student's academic commitments by corresponding to the academic calendar
5. The work experience's duration is limited to the period in which the work experience provide the inter with beneficial learning
6. The work experience complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern
7. The student and the employer understand the work experience is conducted without entitlement to a paid job at the conclusion of the work experience.

The determination of whether a work experience meets the requirements of an internship program will depend on the circumstances of each student's experience. Additional information to determine if a student is entitled to wages under the Fair Labor Standards Act can be found on [Fact Sheet #71](#).

## Independent Contractors

Students participating in work-based learning programs should not to be utilized as, or considered to be, independent contractors. For example, many online food delivery services employ individuals as independent contractors. This type of employment should not be used for a student's work experience.

## Equal Employment Opportunity Commission

The U.S. Equal Employment Opportunity Commission enforces Federal laws prohibiting employment discrimination. These laws protect individuals against employment discrimination when it involves:

- Unfair treatment because of race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age, disability or genetic information.
- Harassment by managers, co-workers, or others in the workplace, because of race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age, disability or genetic information.
- Denial of a reasonable workplace accommodation because of religious beliefs or disability.
- Retaliation due to a complaint about job discrimination, or assistance with a job discrimination investigation or lawsuit.

Written assurances of non-discrimination from employer partners should be included as part of the school districts work-based learning training agreement. An example of this statement is provided in Appendix C as part of the sample training agreement.

## Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal civil rights law that prohibits discrimination against people with disabilities in

everyday activities. Employers must provide people with disabilities an equal opportunity to benefit from the employment-related opportunities available to others. This includes things like recruitment, hiring, promotions, training, pay, and social activities.

### MINNESOTA'S EMPLOYMENT FIRST POLICY FOR COMPETITIVE AND INTEGRATED EMPLOYMENT

As a result of the Supreme Court's decision in *Olmstead v. L.C.*, Minnesota supports an Employment First approach for people with disabilities and helps people with disabilities find competitive, integrated employment.

As such, work-based learning programs providing services to students with a disability must include opportunities for students to engage in competitive, integrated employment. Competitive, integrated employment means the student is working full or part-time at minimum wage or higher, with wages and benefits similar to those without disabilities performing the same work, and fully integrated with coworkers without disabilities.

Additional information regarding competitive, integrated employment can be found on the [Minnesota Department of Employment and Economic Development website](#).

## Minnesota Child Labor Laws

The Minnesota Department of Labor and Industry’s Labor Standards oversees laws related to unpaid wages, youth labor, parental leave, nursing mothers and minimum wage, among other state employment laws. A summary of the age groups, occupations, and hours of the day minors can work is included in the chart below.

Question	Minor <14 Years of Age	Minor <16 Years of Age	Minor <18 Years of Age
<b>Can the Minor Work?</b>	Generally not able to work except by exemption or by permit.	Generally able to work at 14 years of age.	Generally able to work at 14 years of age.
<b>Are There Occupations That the Minor May Not Engage In?</b>	Subject to all hazardous occupations restrictions—unless an exemption is met.	Subject to all hazardous occupations restrictions—unless an exemption is met.	Subject to hazardous occupations restrictions for minors under the age of 18 unless exemption is met.
<b>What Hours Can the Minor Work?</b>	Between 7 a.m. – 9 p.m. only, maximum of 8 hours in 24-hour period and 40 hours in a week. Employment during school hours requires employment certificate from the school district.	Between 7 a.m. – 9 p.m. only, maximum of 8 hours in 24-hour period and 40 hours in a week. Employment during school hours requires employment certificate.	High school students cannot work after 11 p.m. on evening before school day or before 5 a.m. on school day, except can work until 11:30 p.m. and at 4:30 a.m. with written parental permission.
<b>Can the Minor Work During School Hours?</b>	If working during school hours, must obtain employment certificate—unless an exemption is met.	If working during school hours, must obtain employment certificate – unless an exemption is met.	No limitation on working during school hours.



## Prohibited Work for Minors Under Age 18

The Minnesota Department of Labor and Industry prohibits minors under the age of 18 from working in some occupations which have been established as hazardous or detrimental to the well-being of minors. Among occupations are related to hazardous materials, hazardous operations, liquor, machinery, tobacco, and transportation. Complete lists of prohibited work are provided on the Minnesota Department of Labor and Industry's website, separated for minors under 16 and minors under 18.

### EXEMPTIONS TO PROHIBITED WORK

Exemptions to the prohibited-work limitations include:

- A 17-year-old high school graduate;
- A minor employed by a business solely owned and daily supervised by one or both parents/guardians;
- A minor employed at tasks away from or outside the area of hazardous operation, equipment or materials.

## Additional Legal Requirements

Work-based learning coordinators should be generally aware the wide range of other laws and policies that may impact students enrolled in work-based learning programs. References for these additional laws and policies are included below:

- [Minnesota Human Rights Act](#)
- [OSHA Compliance](#)
- [Wage Theft](#)
- [Women's Economic Security Act](#)
- [Workers Compensation](#)

### *Questions Regarding Minnesota Labor Laws*

A work-based learning coordinator may contact the Minnesota Department of Labor and Industry for additional information and to ask more detailed questions: Minnesota Department of Labor and Industry – Labor Standards, 443 Lafayette Road N, St. Paul, Minnesota 55155, 651-284-5075.

It is not, however, legal advice. In order to comply with federal, state, and local statutes, regulations, and policies, it is recommended to consult with district leadership regarding legal issues associated with work-based learning. Legal concerns related to work-based learning fall into three broad areas:

1. Safety concerns,
2. Wage and hour/child labor law concerns, and
3. Insurance/liability concerns.

## Insurance

### Liability Insurance

Both school districts and employer partners should be aware of liability concerns associated with experiential learning and work-based learning activities, including the possibility of

- Injury occurring to the student while at the workplace,
- Injury occurring to the student while in transit to or from the workplace,
- Injury to patrons or employees of the workplace, and
- Damage to employer partner's property
- Regardless of the type of activity, liability insurance is required for all experiential learning and work-based learning experiences.

### School District Insurance

School districts should ensure appropriate insurance coverage is in place, and work-based learning coordinators should be familiar with the school district's insurance coverage before placing students at employer worksites. Insurance coverage should be clearly outlined and understood as part of the work-based learning training agreement and work-based learning coordinators should have insurance policy information readily available so in the event of an injury or property damage, it can be accessed in a timely manner.

### Employer Insurance and Worker's Compensation

School districts should ensure employer partners have adequate liability insurance coverage and the work-based learning coordinator should obtain, at a minimum, verification of the employer's insurance company name and policy number for each worksite where students are placed. Employer partners providing paid work experiences must also have workers compensation coverage.

In the event a student is injured at the worksite and needs medical attention, several possibilities exist regarding coverage:

- If the student is considered a paid employee, the medical expenses resulting from the injury would ordinarily be paid by the employer's workers' compensation policy.
- If the student is participating in a non-paid work experience, the medical expenses would generally be paid by the student's individual (or parent/guardian/caregiver's) insurance policy.
- The employer's general liability insurance policy may provide coverage for visitors, volunteers, or unpaid WBL experiences.

## Transportation

Type of Work Experience	Description	School District		Employer	
		<b>Liability Insurance Coverage</b>	<b>Workers Compensation Coverage</b>	<b>Liability Insurance Coverage</b>	<b>Workers Compensation Coverage</b>
<b>Industry Tour</b>	Employer led tours to increase students' awareness of careers	Required	No	Required	No
<b>Job Shadow</b>	Students shadows an employee to explore careers	Required	No	Required	No
<b>Non-Paid Work-Experience</b>	Student develops skills and earns school credit at a worksite and the experience meets all federal employment relationship requirements to be a non-paid experience.	Required	No	Required	No
<b>Paid Work-Experience</b>	Student develops skills, school credit, and is a paid employee at a worksite.	Required	No	Required	Required
<b>Youth Apprenticeship</b>	Extensive paid work-experience for student where school credit is earned.	Required	No	Required	Required

The school district must establish policies regarding transportation of students to work-based learning experiences. Transportation policies should be established prior to students beginning their work experience and should be documented within each student's training agreement. In instances when a student drives a personal vehicle to a workplace, the school district should obtain a signed agreement with the parent/guardian verifying the student's valid driver's license and insurance coverage and should limit transportation to the student driver only (no passengers).

## Records Retention

The Minnesota Department of Education recommends the following records be kept on file for each student enrolled in a work-based learning program.

- Individual Training Agreement
- Individual Training Plan
- Transportation Agreement
- Record of Safety Training for all work-based learning experiences
- Documentation of hours and earnings for the duration of the work-based learning experience

Work-based learning coordinators should follow the school district's records retention policies to determine the file format and length of time in which each file should be kept.

### ADDITIONAL RESOURCES

Looking for other resources related to work-based learning? Visit [MDE's work-based learning page](#).

## Equity in Work-based Learning Programs

Work-based learning programs provide students with a number of benefits, including the opportunity to learn employability skills, practice technical skills in a real-world setting, and build a professional network that will serve them for years to come. As such, school districts must carefully review work-based learning program participation data, as well as related policies and practices, on a regular basis to identify and remove barriers that might prevent students from accessing work-based learning programs.

### Common Barriers to Work-based Learning

Barrier to Work-based Learning	Examples	Possible Solutions
<b>Program is cost prohibitive</b>	<ul style="list-style-type: none"> <li>• Transportation costs (e.g., gas, bus passes, etc.)</li> <li>• Uniform, tool, or protective equipment costs (e.g., steel toe boots)</li> </ul>	<ul style="list-style-type: none"> <li>• The school owns uniforms or tools that can be checked out to students.</li> <li>• The school creates a budget to purchase uniforms, tools, or protective equipment for students.</li> <li>• Partner with local community organizations to cover the cost of program expenses.</li> </ul>
<b>Lack of transportation to the workplace</b>	<ul style="list-style-type: none"> <li>• Travel time to the worksite takes up a majority of the time allotted to the student for work-based learning.</li> <li>• Public transportation routes do not travel near the student’s assigned worksite.</li> <li>• The student does not have access to a personal vehicle or carpool to travel to the worksite.</li> </ul>	<ul style="list-style-type: none"> <li>• Double-check with each student to ensure they have transportation to the worksite.</li> <li>• The school bus provides bussing to the worksite for students.</li> <li>• Coordinate groups of students to share rides</li> </ul>

Barrier to Work-based Learning	Examples	Possible Solutions
<b>Language barriers</b>	<ul style="list-style-type: none"> <li>Promotional materials for the work-based learning program are only provided through written materials or websites.</li> <li>Promotional materials do not take language or reading levels into consideration.</li> </ul>	<ul style="list-style-type: none"> <li>Promotional materials are provided through a variety of mediums, including large print and braille.</li> <li>Promotional materials are provided in multiple languages and reading levels.</li> <li>All program materials are translated into the most common languages spoken by students and families in the school.</li> </ul>
<b>Programs are not promoted to all students</b>	<ul style="list-style-type: none"> <li>Program materials include negative micro-messages that discourage students from enrolling in work-based learning.</li> <li>Work-based learning is only available to students who have enrolled in certain pre-requisite coursework.</li> </ul>	<ul style="list-style-type: none"> <li>Program materials affirm students for their efforts rather than perceived attributes.</li> <li>Program materials make students feel valued, included, and encouraged.</li> <li>All students, regardless of course enrollment, are made aware of the work-based learning program.</li> </ul>
<b>Physical barriers in the workplace</b>	<ul style="list-style-type: none"> <li>A student requiring a wheelchair has inadequate space to move about in an office cubicle.</li> <li>A student requires special tools, such as screen reader, to complete work on a computer.</li> </ul>	<ul style="list-style-type: none"> <li>School district ensures the student's worksite is ADA compliant.</li> <li>School provides students with instruction on how to advocate for their workplace needs.</li> </ul>
<b>Students feel singled out in the workplace</b>	Student is valued in the workplace based on an unchangeable characteristic such as race or gender.	<ul style="list-style-type: none"> <li>Students are able to incorporate their experiences and personal expertise in the workplace.</li> <li>Students have mentors who share similar identities and experiences.</li> </ul>

Barrier to Work-based Learning	Examples	Possible Solutions
<b>Need for compensation</b>	Some students may not be able to participate in an unpaid work experience because they rely on wages from a part-time job to financially support their families or pay for transportation expenses.	<ul style="list-style-type: none"> <li>• Connect students with a paid work experience.</li> <li>• Connect students with a work experience that may lead to a full-time position, scholarship, or additional paid training.</li> <li>• If a paid work experience is not available, provide students time during the school day to participate in an unpaid work experience in a career field of interest so they can work at their part-time job after the school day.</li> </ul>
<b>Conflicts in student schedules</b>	<ul style="list-style-type: none"> <li>• Students' academic courses are scheduled throughout the day and students do not have a block of time to participate in work-based learning.</li> <li>• Students have required prerequisite coursework that must be completed before enrolling in a work-based learning program.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust scheduling so students' academic coursework is scheduled adjacently and students have a longer block of time where they can attend their worksite.</li> <li>• Review pre-requisite coursework requirements and determine if that content has been covered elsewhere and is truly a necessary pre-requisite.</li> </ul>
<b>Limited Industry</b>	A community partner in a student's career field of interest cannot be found locally.	<ul style="list-style-type: none"> <li>• Connect the student to a related career path. For example, students interested in health care may find opportunities at a veterinary clinic.</li> <li>• Investigate options for online work-based learning experiences where students can complete short-term, hands-on, meaningful projects with an employer partner within the student's career field of interest.</li> </ul>

## Work-based Learning and Youth with Disabilities

Work-based learning is a key component for of transition planning for students who are served through special education, including adult-learners 18-21 years of age. Work-based learning offers these students a variety of benefits as they make plans for postsecondary training and employment.

### ***Transition Planning***

By age 14, a student’s individualized education program (IEP) must include a statement of needed transition services. Transition services are a coordinated set of activities that prepare students for life after high school and include planning for postsecondary education, employment, and independent living. A student’s specific needs, based on preferences and interests, define the services included in the transition plan. A work-based learning coordinator may be involved in the transition planning of youth with disabilities by attending meetings and collaborating with IEP teams.

### ***Technical Tutors and Job Coaches***

If a student needs support in developing technical skills to meet their employment goals, a technical tutor or job coach may provide support. Technical tutors and job coaches work in a CTE classroom with students as they learn specific technical skills and at a worksite, coaching students on the technical tasks related to their job. The amount of coaching depends the student’s skill level. Gradually, the amount of support given to the student will be reduced as the student begins to learn the skills necessary to complete the tasks themselves.

### EMPLOYMENT RESOURCES FOR YOUTH WITH DISABILITIES

Youth with disabilities have opportunities to become employed adults within the communities in which they live with support from a variety of state agencies.

#### [Vocational Rehabilitation Services \(VRS\)](#)

Every high school in Minnesota has an assigned Vocational Rehabilitation (VR) counselor who can help students who have an identified disability to gain skills, find a job and start a career.

#### [State Services for the Blind \(SSB\)](#)

If a student is blind or has a visual impairment, Minnesota State Services for the Blind and Visually Handicapped is an employment resource to get assistance in adult and work life. Some services include job seeking and keeping assistance, telecommunication and sensory aids and low vision services.



## Related State and Federal Work-based Learning Programs

### Youth Skills Training Program

The Minnesota Department of Labor and Industry coordinates the Youth Skills Training (YST) Program which encourages, promotes and supports the development of local partnerships between schools, employers and community organizations. These local partnerships provide students with related classroom instruction, safety training, industry-recognized credentials and paid work experience in high-growth and high-demand occupations in the industries of advanced manufacturing, agriculture, automotive, health care and information technology.

Though the Youth Skills Training Program includes similar components to those found in work-based learning programs approved by the Minnesota Department of Education, the Youth Skills Training Program has different funding sources, approval processes, and reporting requirements. For additional information, visit the [Youth Skills Training Program webpage](#).

### Registered Apprenticeship

The Minnesota Department of Labor and Industry coordinates Minnesota's Registered Apprenticeship Program which is an employee training program tailored to meet the needs of individual employers. Technical instruction is coupled with on-the-job training and registered apprentices earn a salary while they gain work-related skills and training alongside an experienced mentor. Upon completion, registered apprentices earn a nationally recognized credential.

Minnesota's Registered Apprenticeship Program is a separate program from the Youth Apprenticeship Program administered by the Minnesota Department of Education. The work hours students complete in a Youth Apprenticeship Program do not transfer to the Registered Apprenticeship Program. For additional information, visit the [Registered Apprenticeship Program webpage](#).

### Pre-Employment Transition Services

Vocational Rehabilitation Services, in collaboration with local educational agencies, must provide statewide access to Pre-Employment Transition Services for all students with disabilities who are between the ages of 14 through 21. Pre-Employment Transition Services include job exploration counseling, work-based learning experiences, counseling on opportunities for enrollment in postsecondary education programs, workplace readiness training, and instruction in self-advocacy. For additional information, visit the [Pre-Employment Transition Services webpage](#).

## Related State and Federal Legislation

### Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V)

The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) is intended to improve career and technical education and create opportunities for students to enter high-skill, high-wage, or in-demand employment. This Act provides an increased focus on the academic achievement of CTE students, strengthens connections to experiential learning and work-based learning opportunities, and increases the emphasis on students' earning industry recognized credentials and postsecondary credit. The legislation provides dedicated resources to school districts to implement CTE programs, including work-based learning programs and includes an accountability measures specifically related to the number of CTE concentrators participating in work-based learning. For additional information, visit the [Perkins V legislation webpage](#).

### Workforce Innovation and Opportunity Act (WIOA)

The Workforce Innovation and Opportunity Act (WIOA) sets forth requirements to ensure students with disabilities gain skills and have experiences that lead to success in competitive integrated employment. These requirements fall under the categories of Pre-Employment Transition Services (Pre-ETS) and Limitations on the Use of Subminimum Wage. For additional information, visit the [WIOA webpage](#).

### World's Best Workforce

The World's Best Workforce was developed in 2013 under [Minnesota Statutes, section 120B.11](#) to ensure school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports. As a part of this legislation, school boards are required to develop comprehensive, long-term strategic plans that address the following goals:

- All children are ready for school.
- All third-graders can read grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Work-based learning programs are well suited to support school districts in meeting their goals for ensuring all students are ready for career and college and all students graduate from high school. For additional information, visit the [World's Best Workforce webpage](#).

## Personal Learning Plans

[Minnesota Statutes, section 120B.125](#) requires all students, beginning no later than ninth grade, to have a Personal Learning Plan which includes the opportunity to explore educational, college and career interests, aptitudes and aspirations and to develop a plan for a smooth and successful transition to postsecondary education or employment. The Personal Learning Plan should be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district. Work-based learning programs directly address many of the Personal Learning Plan requirements and may be easily included as part of the career seminar curriculum. For additional information, visit the [Personal Learning Plans webpage](#).

## Ongoing Professional Development and Resources

The following organizations provide ongoing professional development throughout the year, as well as opportunities to network with other work-based learning coordinators.

### Association of Career and Technical Education-Work-based Learning Division

The Association of Career and Technical Education (ACTE) provides an opportunity to connect nationally with other work-based learning coordinators through a variety of professional development and networking opportunities. For additional information about the organization, and specifically the work-based learning section, visit the [Association of Career and Technical Education website](#).

### Minnesota Department of Education

The Minnesota Department of Education coordinates a number of professional development events throughout the year. To view a full list of events, along with other resources, visit the [Minnesota Department of Education Work-based Learning webpage](#).

## Appendix A: Work-based Learning Framework

The Minnesota Work-based Learning Framework is intended to be a guide for work-based learning coordinators as they develop or modify work-based learning courses. The framework serves as a guide for three courses that can be taught in an approved work-based learning program and was developed in partnership with work-based learning coordinators and Vocational Rehabilitation Services counselors from across the state.

The framework is not intended to serve as a course curriculum. Rather, the framework includes performance indicators, performance measures, and classroom applications that can be used to guide local school districts and charter schools in creating local standards-based curriculum and assessments for career and technical education (CTE) programs which identify what students should be able to do at the end of their participation in a work-based learning program. Performance indicators and sub-indicators may be used to help identify major units of study within each course. Performance measures are provided to guide the development of formative and summative assessments within the course. Finally, classroom applications are provided to assist school districts in providing work-based learning to a wider population of student needs and abilities.

The use of this framework is voluntary. Local school districts and charter schools are encouraged to develop standards that meet their needs and are free to use the framework as a starting point for their local standards development process for career and technical education programs.

To view the Work-based Learning Framework, visit the [Minnesota Department of Education's work-based learning webpage](#).

## Appendix B: Continuous Improvement for Work-based Learning Programs

Starting a new work-based learning program can be a daunting process. The chart below is intended to serve as a framework for school districts as they begin a new work-based learning program and continue to grow the program over time.

	Emerging Work-based Learning Programs	Thriving Work-based Learning Programs	Exemplary Work-based Learning Programs
<b>Instructor Qualifications</b>	Work-based learning coordinator holds an out of field permission for work-based learning, or a teacher coordinator of work-based learning endorsement.	Work-based learning coordinator holds a teacher coordinator of work-based learning endorsement.	Work-based learning coordinator holds a teacher coordinator of work-based learning endorsement.
<b>Advisory Committee</b>	Advisory committee consist of three to five individuals and at least two committee members are from business and industry.	Advisory committee consists of five to seven individuals and at least five committee members are from business and industry.	Advisory committee consists of seven to twelve individuals and at least seven committee members are from business and industry.
<b>Coursework</b>	<p>Students may or may not participate in experiential learning opportunities prior to entering the work-based learning program.</p> <p>The school district offers a Career Seminar I course and a Work Experience course.</p>	<p>The school district provides students with one to two experiential learning opportunities prior to entering the work-based learning program. Students may have the option to take related technical coursework.</p> <p>The work-based learning program offers either a Career Seminar I or Career Seminar II course and a Work Experience course.</p>	<p>The school district provides students with multiple opportunities to engage in technical coursework and experiential learning prior to entering the work-based learning program.</p> <p>The work-based learning program offers both Career Seminar I and Career Seminar II courses and a Work Experience Course.</p>

	<b>Emerging Work-based Learning Programs</b>	<b>Thriving Work-based Learning Programs</b>	<b>Exemplary Work-based Learning Programs</b>
<b>Equity of Access</b>	<p>The district has addressed common barriers such as transportation to worksites and program costs to ensure more students can participate in the program.</p> <p>The district has ensured employer partners do not engage in discriminatory practices.</p>	<p>The school district reviews enrollment data and identifies barriers to participation and the school district takes action to remove the barriers.</p>	<p>School district reviews enrollment data and gathers feedback from students and employer partners at least annually for the express purpose of identifying barriers to access to work-based learning programs. As barriers are identified, the school district takes action to remove the barrier.</p>
<b>Work-based Learning Coordinator Schedule</b>	<p>The work-based learning coordinator has time during the school day to visit each employer partner one time prior to a student starting a work experience.</p>	<p>The work-based learning coordinator has time during the school day to visit each employer partner one time prior to a student starting a work experience and time to visit employer partners one to two times during a students work experience.</p>	<p>Work-based learning coordinator is able to spend at least 30 minutes per student per week engaged in supervision and employer partnership development activities. Schedules for classroom instruction and off-site employer engagement are well-coordinated so the work-based learning coordinator does not have travel back and forth between the school and employers throughout the day.</p>
<b>Student Schedule</b>	<p>Students are provided with an extended amount of time during the school day to travel to and participate in a work experience.</p>	<p>Student schedules for classroom instruction and their work experiences are well coordinated so the student does not have to travel back and forth between the school and the worksite throughout the day.</p>	<p>Students have flexibility in terms of if the work experience is completed during or outside of the school day based on employer availability.</p>

	<b>Emerging Work-based Learning Programs</b>	<b>Thriving Work-based Learning Programs</b>	<b>Exemplary Work-based Learning Programs</b>
<b>Documentation</b>	<p>The school district ensures the following documentation is in place prior to the start of a work experience:</p> <ul style="list-style-type: none"> <li>• Training Agreement</li> <li>• Training Plan</li> <li>• Documentation of safety training</li> <li>• Transportation Agreement</li> </ul>	<p>The school district ensures the following documentation is in place prior to the start of a work experience:</p> <ul style="list-style-type: none"> <li>• Training Agreement</li> <li>• Training Plan</li> <li>• Documentation of safety training</li> <li>• Transportation Agreement</li> </ul>	<p>The school district ensures the following documentation is in place prior to the start of a work experience:</p> <ul style="list-style-type: none"> <li>• Training Agreement</li> <li>• Training Plan</li> <li>• Documentation of safety training</li> <li>• Transportation Agreement</li> </ul>
<b>Program Marketing</b>	<p>The work-based learning coordinator has prepared a one-page document that can be shared with prospective employers that details the benefits of hosting work-based learning students and includes the high-level responsibilities required of employer partners to participate.</p>	<p>The work-based learning coordinator promotes the program to students and parents during school events, such as conferences, and at community events such as chamber mixers or Rotary meetings.</p>	<p>The work-based learning program is highlighted on the school district’s social media channels.</p> <p>The school district hosts an end-of year event recognizing employer partners and celebrating student success.</p> <p>Advisory committee members assist in recruiting new employer partners.</p>
<b>Student Evaluation</b>	<p>Employer completes student evaluation, and the student completes a reflection on what was learned during the work-based learning experience.</p>	<p>Employer completes student evaluation and the student completes a reflection on what was learned during the work-based learning experience.</p> <p>The student creates or updates a hard-copy portfolio or online profile.</p>	<p>Employer completes student evaluation and the student completes a reflection on what was learned during the work-based learning experience.</p> <p>Student creates or updates a hard-copy portfolio or online profile. The student earns an industry recognized credential or postsecondary credit.</p>

	Emerging Work-based Learning Programs	Thriving Work-based Learning Programs	Exemplary Work-based Learning Programs
<b>Program Evaluation</b>	The school district gathers employer partner feedback and student feedback to inform program changes.	<p>The school district gathers feedback from employer partners, parents/guardians, and students to inform program changes.</p> <p>Feedback from employers not participating in the program is also obtained.</p>	<p>The school district gathers feedback from employer partners, parents/guardians, and students to inform program changes.</p> <p>Feedback from employers not participating in the program is also obtained.</p> <p>Program alumni are surveyed to assist in understanding the impact of program.</p>



## **Appendix C: Sample Forms for Experiential Learning**

The following sample forms are included on the following pages:

- Industry Tour Student Checklist
- Job Shadow Student Observation
- Informational Interview Questions



## **SAMPLE-Industry Tour Student Checklist**

This is a sample form and is intended for districts to modify for their own use.

### **BEFORE FOR THE TOUR**

- Determine the dress code is for the worksite you are visiting.
- Research the company you are visiting. For example, how did their business begin and what kinds of jobs do they have?
- Make a list of at least three questions about the business that you want to learn on the tour.

### **DURING THE TOUR**

- Look around the workplace. Could you work in a place like this?
- Ask the questions you prepared before the tour.
- What connections do you see in the workplace to the material we are learning in class?
- If you want to learn more, ask the individual leading the tour for a business card or if they will connect with you on LinkedIn.

### **AFTER THE TOUR**

- Reflect on the tour. What was most interesting to you during the tour? Are there types of jobs you want to know more about based on the tour? How did the tour inform your future career goals?
- Write a thank you note to the employers who hosted the tour.



## **SAMPLE-Job Shadow Student Observation**

This is a sample form and is intended for districts to modify for their own use.

**Student Name:**

**Employer Name:**

**Employer Host Name:**

**Employer Host Title:**

**Date of Job Shadow:**

### **DESCRIBE THE ORGANIZATION**

- What does the company do?
- How many people work there?
- Describe your employer host's workspace.
- How are people dressed? Are there differences in how people dress for different jobs?
- What kinds of careers are available at this company?

### **CAREER EXPLORATION**

- What sort of training or experience do you need to get a job at this company?
- How do individuals progress in this particular career?
- What are the potential salary ranges for careers in this company?

### **JOB SHADOW OBSERVATIONS**

- What was most surprising to see during your job shadow?
- After your job shadow, are you still interested in this career? Why or why not?



## SAMPLE-Informational Interview Questions

This is a sample form and is intended for districts to modify for their own use.

**Student Name:**

**Business Name:**

**Name of Interviewee:**

**Date:**

### INFORMATIONAL INTERVIEW QUESTION:

- What are your major job responsibilities?
- How did you decide to go into this career?
- What type of training or education did you need for this job?
- How did you get your job with this company? Did you have to interview, take any tests or complete an internship for this position?
- What personality traits are important for this job?
- How do you spend your workday?
- Do you have to depend on others to accomplish your work?
- How many hours do you work in a typical week?
- What type of benefits are offered with this company?
- Are certain times of the month or year busier than others?
- Do you have to take work home?
- What do you like about your job?
- What do you like least about your job?
- What advice would you give a student interested in this career?

## Appendix D: Sample Forms for Work-based Learning Programs

The following sample forms are included on the following pages:

- Work Experience Planning Checklist
- Student Application
- Worksite Selection Checklist
- Planning a Worksite Visit
- Individual Training Agreement-Non-Paid Work Experience
- Individual Training Agreement-Paid Work Experience
- Individual Training Plan
- Sample Training Plan Competencies
- Transportation Agreement
- Weekly Time Form
- Reflection Questions
- Student Performance Evaluation

## **SAMPLE-Work Experience Planning Checklist**

This is a sample form and is intended for districts to modify for their own use.

### **PLANNING THE WORK EXPERIENCE**

- Communicate with principals, teachers and counselors about the work experience program and related policies.
- Determine how to obtain student registration and parent/guardian permission for work experience.
- Identify potential employers where students might work.
- Begin employer outreach and identify employers willing to participate in the work-based learning program.
- Ask each employer to designate a contact to work with the work-based learning coordinator. This may be a human resources manager or an employee in a specific department who will supervise the student on the job.
- Conduct a site visit at the employer worksite to ensure student safety and to learn more about the employer.
- Make sure that all the policies and training agreement are communicated with the employer.
- Be prepared to answer questions about financial commitments expected from employers, liability coverage, etc.
- Match students with work experiences.

### **BEFORE THE START OF THE INTERNSHIP**

- Prepare students for the work experience, including safety training and other career development activities such as resume development and interview prep.
- Review signed training agreement to ensure they are completed by all parties.
- Make sure that each student's training plan is complete and review it with the workplace supervisor and the student.
- Make sure all students have arranged transportation to and from their workplaces.

### **DURING INTERNSHIP**

- Schedule meetings with workplace supervisors periodically throughout the work experience.
- Conduct site visits, typically early in the work experience and at about the three-quarters point. More frequent telephone or email check-ins are advised.
- Be sure the workplace supervisors and the student are aware of whom to contact with any questions during the work experience.
- Monitor student progress in meeting required hours; Review student reflections and timecards.
- Students update their resumes with experience and training received during internship.

### **AFTER INTERNSHIP**

- Encourage employer to have exit interview with student.
- Recognize employers and students who participated in internship program.
- Student self-reflection about internship experience and future plans.
- Collect final evaluation and follow up with employer on experience with student/s.



## **SAMPLE-Work-based Learning Student Application**

This is a sample form and is intended for districts to modify for their own use.

**Student's Name:**

**Student's Address:**

**Home Phone:**

**Cell Phone:**

**E-mail Address:**

**Parent/Guardian's Name:**

**In what extracurricular activities in or out of school do you participate in?**

**What classes have you taken to help you in your career?**

**What is your career choice?**

**Why do you think an Internship Program is for you?**

**What are your immediate plans after graduation?**

**Work Experience** (*Begin with your most recent position first*)

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Name of Employer	Address	What did you do?
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Name of Employer	Address	What did you do?
------------------	---------	------------------

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Name of Employer	Address	What did you do?
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Name of Employer	Address	What did you do?
------------------	---------	------------------

**Personal References** (*Include at least one teacher*)

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Name	Email or Phone Number	Relationship
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Name	Email or Phone Number	Relationship
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Name	Email or Phone Number	Relationship
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**Can you provide transportation to your job?**

**Do you have a driver's license?**

**Job Interest**

First Choice: \_\_\_\_\_ Second Choice: \_\_\_\_\_



**Current Class Schedule**

	Class	Teacher
<b>Period 1</b>		
<b>Period 2</b>		
<b>Period 3</b>		
<b>Period 4</b>		
<b>Period 5</b>		
<b>Period 6</b>		
<b>Period 7</b>		

Student Signature: \_\_\_\_\_

## SAMPLE – Worksite Selection Checklist

This is a sample form and is intended for districts to modify for their own use.

It is strongly recommended this checklist be used as a guideline for developing and reviewing safety; rules and regulations; and individual training agreements and training plans.

Date of visit: \_\_\_\_\_

Type of employer:    \_\_\_ Private    \_\_\_ Nonprofit    \_\_\_ Government    \_\_\_ Family-Owned

Name of Company/Organization: \_\_\_\_\_

Employer Contact Person: \_\_\_\_\_ Phone Number: \_\_\_\_\_

### 1. Safety

- Physical Plant/Environment (e.g., accessible to students, noise, lighting, aisles open, ventilation, cleanliness, protective safety gear)
- Equipment/Machines (e.g., machine guarding, hazardous occupation orders prohibiting use of specific equipment/machines, safe operating conditions)
- Training (e.g., identify who provides orientation safety training, safety training for operation of specific equipment, the person who is responsible for day-to-day supervision while operating equipment)

### 2. Rules and Regulations

- Employer complies with Federal FLSA and State Child Labor Laws
- Employer complies with OSHA
- Employer provides documentation for workers' compensation and liability insurance
- Rate of pay, benefits, scheduling of work hours are identified

### 3. Training Agreement and Training Plan

- Identify skills and competencies to be developed
- Identify expectations of employer, parent/guardian, student, school
- Identify contact person and student's worksite supervisor
- Hazardous Occupations are addressed in the training agreement

Comments:

## **SAMPLE – Planning a Worksite Visit**

This is a sample form and is intended for districts to modify for their own use.

### **INITIAL VISIT INFORMATION**

- Inform the student that you plan to stop in for a visit, make sure you are on time and plan not to stay too long.
- Call the employer that you plan to stop in for a visit, make sure you are on-time and plan not to stay too long.
- Represent your school, wear your name tag (badge) and give out your business card.

### **OBSERVATIONS OF THE STUDENT**

- Is the student working in a safe environment? Do they have proper safety equipment on (PPE) and are they in a safe work area?
- Is the student wearing proper clothing, clothes that represent their company?

### **CONVERSATIONS WITH THE EMPLOYER**

- Is the student getting to work and staying on task every day?
- Is the student practicing all the safety procedures on the job?
- Is the student getting along and feeling comfortable with coworkers?
- Is the student progressing on-the-job, growing, doing more work and doing different tasks on-the-job?
- Can I (the work-based learning coordinator) answer any questions or solve any problems?

### **ADDITIONAL QUESTIONS**

- Does the employer promote their industry? Suggesting more training or education?
- Is the employer paying the student at the proper rate?
- Is the workplace facility following up on all the required safety protocols?
- Is the student performing the tasks assigned or meeting all their goals?

### **FOLLOW-UP CONVERSATION**

- Have a private conversation back at school with the student for further reflection.
- If the student agrees, have a conversation with the class about the worksite visit so they can learn more about the experience.



## SAMPLE - Individual Training Agreement for Non-Paid Work Experience

This is a sample form and is intended for districts to modify for their own use

Type of Training Agreement: \_\_\_ Internship \_\_\_ Youth Apprenticeship

Educational Objective: \_\_\_\_\_

Student: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Teacher Coordinator: \_\_\_\_\_

Experiential Learning Site/Agency: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Experiential Learning Site/Agency Contact Person: \_\_\_\_\_

The experiential learning opportunity will begin on \_\_\_\_\_ and end on \_\_\_\_\_

Safety Training will begin on \_\_\_\_\_ and end on \_\_\_\_\_

Coordinator check box and verify completion date of training. List completion date: \_\_\_\_\_

All participating parties agree to enter into a work-based learning opportunity authorized by the laws of Minnesota for the purpose of providing education, career exploration and training. The following criteria **must** be met for a non-paid experience: 1) The internship is similar to training in an educational environment; 2) The internship is for the benefit of the intern; 3) The employer derives no immediate advantage from the activities of the student; 4) The student does not displace a regular employee and is closely supervised; 5) The student understands he or she is not entitled to receive any wages during the agreement time; and, 6) The student understands he or she is not entitled to a job at the end of the experience.

This agreement may be terminated for any reason during the probationary period by showing good cause by the student, school district or employer. Copies of this agreement should be distributed to the student, parent/guardian, experiential learning site and the original kept on file at the school. (Attach Training Plan.)

Participants also agree to the following responsibilities in the implementation of this agreement:

### Student Agrees to:

- Meet the academic and attendance requirements established by the school district and work-based learning site.
- Abide by the company’s policies and procedures (e.g., attendance, confidentiality, accountability, safety, rules of conduct).
- Maintain acceptable performance at school and at the work-based learning site.
- Participate in progress reviews scheduled with mentors, school personnel and/or parent/guardian; and share information of events or facts relevant to your progress in this program.
- The release of information (e.g., progress reports, grades, activity-related evaluations, and attendance reports) between school and work-based learning site while this agreement is in effect.

Student understands he or she is not entitled to a job at the end of the experiential learning opportunity or to receive any wages during the agreement time.

Student’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent/Guardian of Student Agrees to:**

- Support the student in meeting the requirements of the work-based learning opportunity.
- Ensure transportation to and from the work-based learning site is provided when required.
- Participate in any progress reviews scheduled with mentors, school personnel, and student; and communicate information vital to the success and development of the student.
- The release of information (e.g., progress reports, grades, work-related evaluations, and attendance reports) between the school and work-based learning site while this agreement is in effect.

**Parent/Guardian's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Agrees to:**

- Not exclude students from participation in the work-based learning opportunity on the basis of race, color, creed, religion, gender, national origin, age, disability, marital status, and status in regard to public assistance or any other protected groups under state, federal or local Equal Opportunity Laws.
- Support the student in meeting the requirements of the work-based learning opportunity.
- Participate in progress reviews scheduled with mentors, student and student's parent/guardian.
- Comply with all federal, state and local regulations.
- Place students in appropriate work-based learning opportunities based on tested interests, aptitudes and abilities and provide appropriate accommodations when required.
- Provide orientation to the activities and tasks prior to placing students in a non-paid work-based learning opportunity.
- Follow the curriculum provided for the program for all related instruction.
- Assign the appropriately licensed teacher to monitor the work-based learning opportunity (includes regularly scheduled telephone/on-site contact with the student and the experiential learning opportunity site).

**School Coordinator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Work-based Learning Site/Supervisor Agrees to:**

- Derive no benefit from the activities of the student at their site.
- Not displace a regular employee with the student.
- Assure the student is closely supervised at the work-based learning site.
- Provide evidence of general liability insurance coverage for visitors, volunteers, and non-paid work-based learning opportunities.
- Instruct the student in the competencies identified in the training plan provided and document the student's progress when applicable.
- Conduct progress reviews, when applicable, with the student (which may include the parent/guardian and school personnel) and provide copies of those reviews to the school.
- Not exclude students from participation in the opportunity on the basis of race, color, creed, religion, gender, national origin, age, disability, marital status, and status in regard to public assistance or any other protected groups under state, federal or local Equal Opportunity Laws.
- Protect the student from sexual harassment.
- Provide student with safety training, safe equipment, and a safe and healthful workplace that conforms to all health and safety standards of federal and state law (including the Fair Labor Standards Act, OSHA, and Child Labor).

**Work Experience Site Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## SAMPLE - Individual Training Agreement for Paid Work-Based Learning

This is a sample form and is intended for districts to modify for their own use

Type of Training Agreement:        \_\_\_ Internship        \_\_\_ Youth Apprenticeship

Educational Objective: \_\_\_\_\_

Student: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

School Coordinator: \_\_\_\_\_

Employer/Agency: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Employer/Agency Contact Person: \_\_\_\_\_

Dates: The work-based learning will begin on \_\_\_\_\_ and end on \_\_\_\_\_

Hours: The hours of work will be from \_\_\_\_\_ to \_\_\_\_\_ on \_\_\_\_\_ (days of the week).

Wages: Starting wages for the student will be \$\_\_\_\_\_ per hour. The employer will determine incremental increases. A probationary period of \_\_\_\_\_ days from the date of initial employment will exist. Continued employment will be based on a performance review. Effective July 22, 2016, vocational rehabilitation pre-employment transition services and other requirements (detailed in WIOA, 511(397)) must be provided before a student can receive sub-minimum wage.

This agreement may be terminated for any reason during the probationary period by showing good cause by the student, school district or employer. Copies of this agreement should be distributed to the student, parent/guardian, employer and the original kept on file at the school. (Attach copy of Individual Training Plan.)

Participants also agree to the following responsibilities in the implementation of this agreement:

### Student Agrees to:

- Meet the academic and attendance requirements established by the School District and employer.
- Abide by the employer's policies and procedures (e.g., attendance, confidentiality, safety, rules of conduct, etc.).
- Maintain acceptable performance at school and on the job.
- Participate in progress reviews scheduled with mentors, school personnel and/or parent/guardian; and share information of events or facts relevant to your progress in this program.
- The release of information (e.g., progress reports, grades, work-related evaluations, and attendance reports) between school and employer while this agreement is in effect.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Parent/Guardian of Student Agrees to:

- Support the student in meeting the requirements of the work-based learning program.
- Ensure transportation to and from the work site is provided when required.
- Participate in any progress reviews scheduled with mentors, school personnel, and student; and communicate information vital to the success and development of the student.
- The release of information (e.g., progress reports, grades, work-related evaluations, and attendance reports) between the school and employer while this agreement is in effect.

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**School Agrees to:**

- Not exclude students from participation in the work-based learning program on the basis of race, color, creed, religion, gender, national origin, age, disability, marital status, and status in regard to public assistance or any other protected groups under state, federal or local Equal Opportunity Laws.
- Support the student in meeting the requirements of the work-based learning program.
- Participate in progress reviews scheduled with mentors, student and student’s parent/guardian.
- Comply with all federal, state and local regulations.
- Place students in appropriate work-based learning programs based on tested interests, preferences, skills and needs (and described in Individual Education Program (IEP), when appropriate). Provide accommodations when required.
- Ensure employment is competitive and integrated, paying at least minimum wage, and not less than the customary wage paid by the employer. Ensure the student’s wage is paid by employer, who is **not** the individual’s service provider.
- Ensure work is performed in an integrated work setting typically found in a competitive labor market.
- Provide orientation to the activities/tasks and safety training, prior to placing students at a work site.
- Follow the curriculum provided for the program for all related instruction.
- Provide supervision of the student by an appropriately licensed work-based learning coordinator. Supervision cannot be outsourced to a community rehabilitation provider/agency.
- Monitor academic progress of the student to ensure high school graduation requirements are met (includes regularly scheduled telephone/on-site contact with the student and the experiential learning opportunity site).
- When needed, obtain an exemption permit from the Minnesota Department of Labor and Industry (in collaboration with the employer) for work designated as “hazardous” for employing 14- or 15-year-olds, and/or for work hours extending after 11 p.m. and before 5 a.m. on school days for 16- and 17-year-olds. The exemption permit must be obtained before the student begins work.

**School Coordinator’s Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Employer/Supervisor Agrees to:**

- Provide a work-based learning experience and supportive supervision for the length of the agreement.
- Pay at least the state minimum wage for hours worked by the student, and issue a statement of earnings to the student.
- Provide evidence of workers’ compensation and general liability insurance coverage for the student for all paid hours worked.
- Instruct the student in the competencies identified in the training plan provided and document the student’s progress.
- Conduct progress reviews with the student (which may include the parent/guardian and school personnel) and provide copies of those reviews to the school.
- Not exclude students from participation in the opportunity on the basis of race, color, creed, religion, gender, national origin, age, disability, marital status, and status in regard to public assistance or any other protected groups under state, federal or local Equal Opportunity Laws.
- Protect the student from sexual harassment.
- Provide student with safety training, safe equipment, and a safe and healthful workplace that conforms to all health and safety standards of Federal and State Law (including the Fair Labor Standards Act, Child Labor and OSHA).
- Check box to verify completion. List date completed: \_\_\_\_\_
- Properly train students before they operate any equipment.
- When needed, obtain an exemption permit from the Minnesota Department of Labor and Industry (in collaboration with work-based learning coordinator) for work designated as “hazardous” for employing 14- or 15-year-olds, and/or for work hours extending after 11 p.m. and before 5 a.m. on school days for 16- and 17-year-olds. The exemption permit must be obtained before the student begins work.

**Employer’s Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Worksite Supervisor’s Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_





## **SAMPLE — Training Plan Competencies**

This is a sample set of competencies and is intended for districts to modify for their own use.

### **ORIENTATION ACTIVITIES:**

- Trained in basic business procedures for position
- Met supervisors and co-workers
- Reviewed training materials and procedures
- Understands expectations of the position

### **SAFETY ACTIVITIES:**

- Trained to identify potential safety hazards and how to handle safety issues.
- If encountered a safety issue, was able to report properly and promptly.
- Student has been trained on the equipment by the manager for the internship and follows Child Labor Laws.
- List equipment the student will be trained on that follows Child Labor Laws:
- If applicable, identify equipment at the internship site the student is restricted from using - if documentation is needed.

### **WORKPLACE COMPETENCIES:**

- Student attends work as scheduled and on time.
- Student is well-groomed and appropriately dressed for position.
- Student uses a team approach to daily workplace expectations.
- Student is trustworthy and dedicated to the position.
- Student is respectful and polite with supervisors/staff/clients.
- Student listens and follows directions with minimal repetition.
- Student take the initiative to find and complete tasks without supervision.
- Student is enthusiastic and displays a positive behavior/interest in developing professional workplace skills.
- Student consistently accomplishes expected tasks.
- Student consistently complete tasks correctly without supervision.
- Accepts and implements constructive criticism to improve workplace performance professionally.

### **SKILLS SPECIFIC TO THE POSITION**

- Will vary by position and industry, but may include using certain software, demonstrating specific technical skills such as welding or programming
- The job description for the position may be helpful in identifying these skills



## SAMPLE – Transportation Agreement

This is a sample form and is intended for districts to modify for their own use.

As a parent or guardian of (student) \_\_\_\_\_, I grant my permission to the above named student to use his/her car for transportation to and from: \_\_\_\_\_ (name of work site) in \_\_\_\_\_ (city) in order to participate in the Work-Based Learning Experience.

I and the above named student understand that the student is to drive directly to the work site and return directly to school at the conclusion of the work experience, unless the work experience is at the end of the school day. Additionally, it is understood that no other students are to be transported by the above named student during their transportation to and from the worksite.

I agree for myself and on behalf of my student to waive all liability and to release and hold harmless (school district), its School Board members, agents, employees, and volunteers in the event of injury, death, loss or damage to person or property that occurs as a result of my student's transportation to or from an extracurricular activity by transportation other than that provided by (school district). In addition, I agree for myself and on behalf of my student, not to assert against the District, its Board members, agents, or employees in any court of law, any claim or claims whether known or unknown, that arise as a result of such transportation except for claims arising out of gross negligence or willful and wanton conduct by a District representative. I have read and voluntarily sign the release and waiver of liability, and further agree that no oral representations, statements, or inducements apart from the foregoing written agreement have been made.

Student Drivers License #: \_\_\_\_\_

State of Issuance: \_\_\_\_\_ Issued Date: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Insurance Carrier: \_\_\_\_\_

Policy #: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

This Agreement is for \_\_\_\_\_ Semester 1 \_\_\_\_\_ Semester 2

Signatures:

Parent or Legal Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Program Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

High School Principal: \_\_\_\_\_ Date: \_\_\_\_\_



### SAMPLE – Weekly Time Form

This is a sample form and is intended for districts to modify for their own use.

Each student will complete a time-card and obtain the employer’s signature

Student Name: \_\_\_\_\_

Employer Name: \_\_\_\_\_

Job Title: \_\_\_\_\_

Week Beginning/Ending: \_\_\_\_\_

	Time In	Time Out	Hours Worked	Tasks Performed
<b>Monday</b>				
<b>Tuesday</b>				
<b>Wednesday</b>				
<b>Thursday</b>				
<b>Friday</b>				
<b>Saturday</b>				
<b>Sunday</b>				

Student, list date(s) absent and reason(s): \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employer Comments:



## **SAMPLE – Reflection Questions**

This is a sample form and is intended for districts to modify for their own use.

### **WEEKLY REFLECTIONS**

- What was something interesting that happened at work this week?
- What progress have you made on the skills identified on your training plan? Include any new skills or information you learned and how you will apply this information in the future.
- What individual successes or challenges did you encounter this week?
- What are you most excited about at your work experience?
- How are you applying the academic skills or technical skills you have learned at school in your work experience?
- Are there any concerns with your worksite you would like to share or questions you need answered?

### **OVERALL REFLECTIONS**

- What did you like most about your work experience?
- What did you like least about your work experience?
- What could be changed in your work experience so it better matches what you want in your career?
- How have you grown your personal network as part of your work experience?
- Did you learn anything surprising about the career you are interested in? If so, what?
- Did your work experience change your perception of this career field? Why or why not?
- Would you consider a career in the field you observed? Why or why not?
- Did you discover any new strengths or identify areas you need to practice more? What were they?
- Are there any ways the work-based learning program can be improved? What changes would you recommend?



### SAMPLE – Student Performance Evaluation

This is a sample form and is intended for districts to modify for their own use.

Please complete this form and return it to the Work-Based Learning Coordinator no later than \_\_\_\_\_

Student’s Name \_\_\_\_\_ Date \_\_\_\_\_

Job Title \_\_\_\_\_

Business/Employer \_\_\_\_\_

Assigned Supervisor \_\_\_\_\_

Work-Based Learning Coordinator \_\_\_\_\_

School \_\_\_\_\_

Evaluation Period \_\_\_\_\_ / 20\_\_ to \_\_\_\_\_ / 20\_\_

**Ratings for level of attainment of performance of tasks (to be used in the table below)**

- Not observed during evaluation period – **NO**
- Level of performance not acceptable, student unable to perform task – **NA**
- Task performed with assistance, student unable to complete task on own. – **Novice (1)**
- Task performed with monitoring by supervisor, occasional questions asked – **Developing (2)**
- Task performed independently and meets industry standards – **Proficient (3)**
- Task performed consistently at level exceeding industry standards and employer expectations – **Mastery (4)**

**Level of Attainment**

Area/Task Assigned	NO	NA	1	2	3	4	Comments

Student’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Work-Based Learning Coordinator’s Signature \_\_\_\_\_ Date \_\_\_\_\_