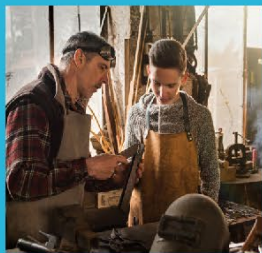# Work-based Learning Resource Manual

WORK-BASED LEARNING | CAREER AND TECHNICAL EDUCATION

NORTH CAROLINA
State Board of Education
Department of Public Instruction

Learning that works for North Carolina
CTE

Table of Contents

Introduction

This Work-based Learning (WBL) Resource Manual has been developed to assist WBL Designees across North Carolina to implement programs that prepare students to fulfill the State Board of Education's overarching vision of "Every public school student in North Carolina will be empowered to embrace academic challenges, ready to pursue their chosen path post-high school graduation and inspired to become lifelong learners capable of participating in a globally collaborative society."

Each academic credit-bearing WBL opportunity has been designed to include rigorous and relevant content based on state and national standards. These experiences are grounded in state and national content standards, utilizing technology to cater to the learning needs of today's generation. Input from business and industry representatives is intentionally integrated into shaping course standards, goals, and expectations, ensuring that students are well-prepared for high-skill, high-wage, or in-demand occupations.

The NCDPI CTE Course Management System includes course standards, course details, and career pathways. Aligned with the State Board of Education Policy CTED-003: Academic Credit for Work-based Learning, the Association for Career and Technical Education (ACTE), What is Work-based Learning? document, the work-based learning continuum, and course standards for each work-based learning course, this resource manual aims to offer additional information and effective strategies for districts to foster outcomes-oriented Work-based Learning (WBL) experiences and programs in North Carolina.

DISCLAIMER STATEMENT

The contributions of many individuals and many written resources have collectively made this resource manual possible. The major authors do not claim or guarantee that its contents will eliminate acts of malpractice or negligence. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document. This resource manual was developed with funds from the Federal Strengthening Career and Technical Education for the 21st Century Act of 2018.

Please be aware that links to some external resources and documents may not be fully accessible to users with disabilities. Those in need of alternative formats or assistance accessing the information should contact the NC State Work-based Learning Consultant at CTEWBL@dpi.nc.gov.

Acknowledgments

Special thanks are extended to the following Work-based Learning Designees, whose contributions were instrumental in the completion of this resource manual:
- Penny Clontz, Cleveland County Work-based Learning Coordinator
- Jason Perakis, Richmond County Career Development Coordinator

Purpose of the Resource Manual

The purpose of this resource manual is to provide comprehensive and practical guidance for implementing high-quality work-based learning (WBL) programs within the framework of North Carolina's Career and Technical Education (CTE) system. Designed for educators, practitioners, and key stakeholders, the manual serves as a strategic tool to navigate the complexities of WBL, ensuring alignment with both state and national standards. It supports the shared vision for WBL in North Carolina—one that emphasizes equitable access, career readiness, and sustained collaboration between education and industry. Through this framework, the manual promotes student success by fostering meaningful, career-connected learning experiences that prepare students for postsecondary education and the evolving workforce. By reinforcing the principles outlined in the state's WBL vision statement, this resource aims to empower districts and schools to design and refine robust programs that reflect North Carolina's educational priorities.
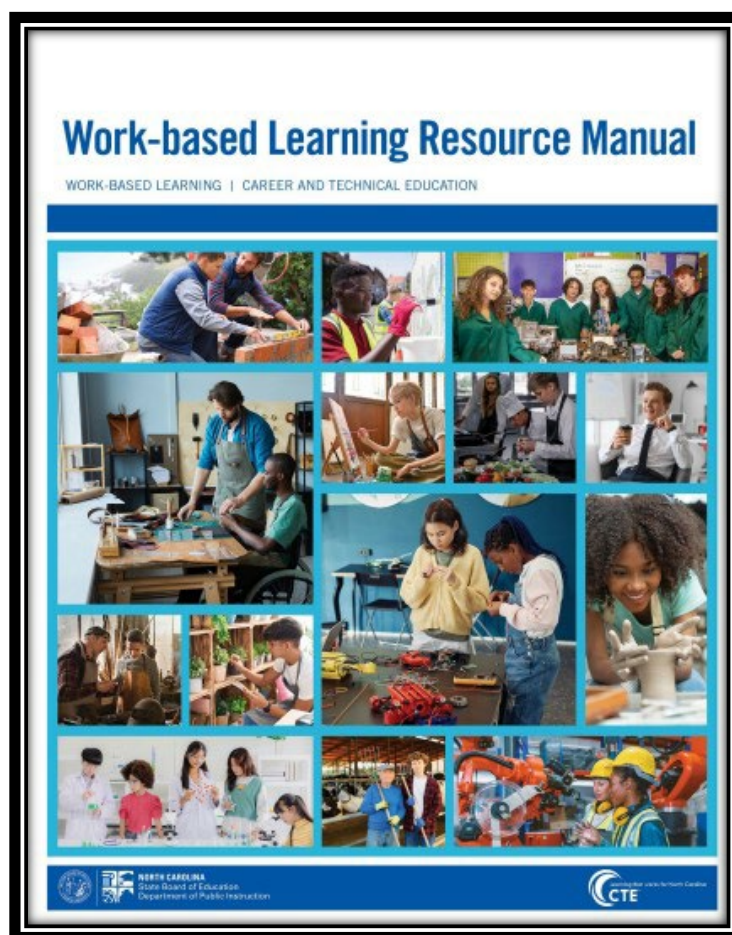
Importance of Work-based Learning (WBL)

Work-based learning is crucial for bridging the gap between education and the workforce, preparing students for successful and meaningful careers, and fostering collaboration between educational institutions and industry partners. By providing firsthand insights into the impact of course experiences on career development, work-based learning empowers students to observe and develop the essential traits and abilities necessary for workplace success. This tangible connection between classroom learning and career preparation benefits businesses by allowing them to hire students genuinely interested in specific industries and train future workers for those careers. Moreover, connecting motivated students with prospective employers establishes a pipeline for qualified workers. Schools also benefit from increased student engagement and motivation, reinforcing the importance of both classroom education and career readiness.

The advantages of work-based learning are numerous for students, educators, employers, and the community and are outlined in the tables below.

STUDENTS experience the following advantages:
• Apply classroom learning (both academic and technical) to real-world settings. • Gain insights into various career paths and industry requirements. • Enhance skill development such as critical thinking, problem-solving, communication, teamwork, and other essential workplace skills. • Increase employability and career advancement opportunities. • Foster enthusiasm for learning and future goals. • Establish a clear, stronger connection between school and work. • Assess future employees' interests, aptitudes, and abilities while exploring career possibilities. • Develop and practice positive work-related habits and attitudes. • Understand the expectations of the workplace. • Establish professional contacts for future employment. • Expand and refine technical skills. • Participate in authentic, job-related tasks. • Increase motivation and appreciation for staying in school. • Develop awareness of postsecondary education opportunities and their connection to career goals.

EDUCATORS experience the following advantages:

- Motivate students through hands-on, engaging experiences.
- Align curriculum with industry needs and standards.
- Collaborate with employers to improve teaching practices.
- Expand curriculum and facilities to offer diverse career options.
- Expose students to state-of-the-art equipment and techniques.
- Create individualized instruction to meet the needs of diverse learners.
- Foster faculty interaction with the business community.
- Enhance faculty and staff development efforts.
- Make education more relevant and valuable to students.
- Increase student retention rates.
- Utilize off-campus learning sites to reduce classroom overcrowding.

EMPLOYERS experience the following advantages:

- Access a pool of skilled and motivated future employees.
- Improve employee retention rates.
- Reduce training and recruitment costs.
- Develop opportunities for building future workforce pipelines.
- Develop new and innovative projects with student assistance.
- Collaborate with educators in the curriculum development process.
- Provide opportunities for students to engage in community service.

THE COMMUNITY experiences the following advantages:

- Develop a stronger, skilled, and adaptable workforce.
- Stimulate local economic growth through job creation.
- Enhance the overall well-being and quality of life of the community.
- Create an environment of collaboration among schools, businesses, and the community.
- Encourage respect and understanding among different groups.
- Foster confidence in the school

CHAPTER ONE: UNDERSTANDING WORK-BASED LEARNING

This chapter explores the following key areas:

- Definition of Work-based Learning in the K-12 Setting
- Career Development Continuum Overview
- Work-based Learning Cycle of Experiences Overview
- Durable Employability Skills and Work-based Learning

Work-based Learning Cycle of Experiences
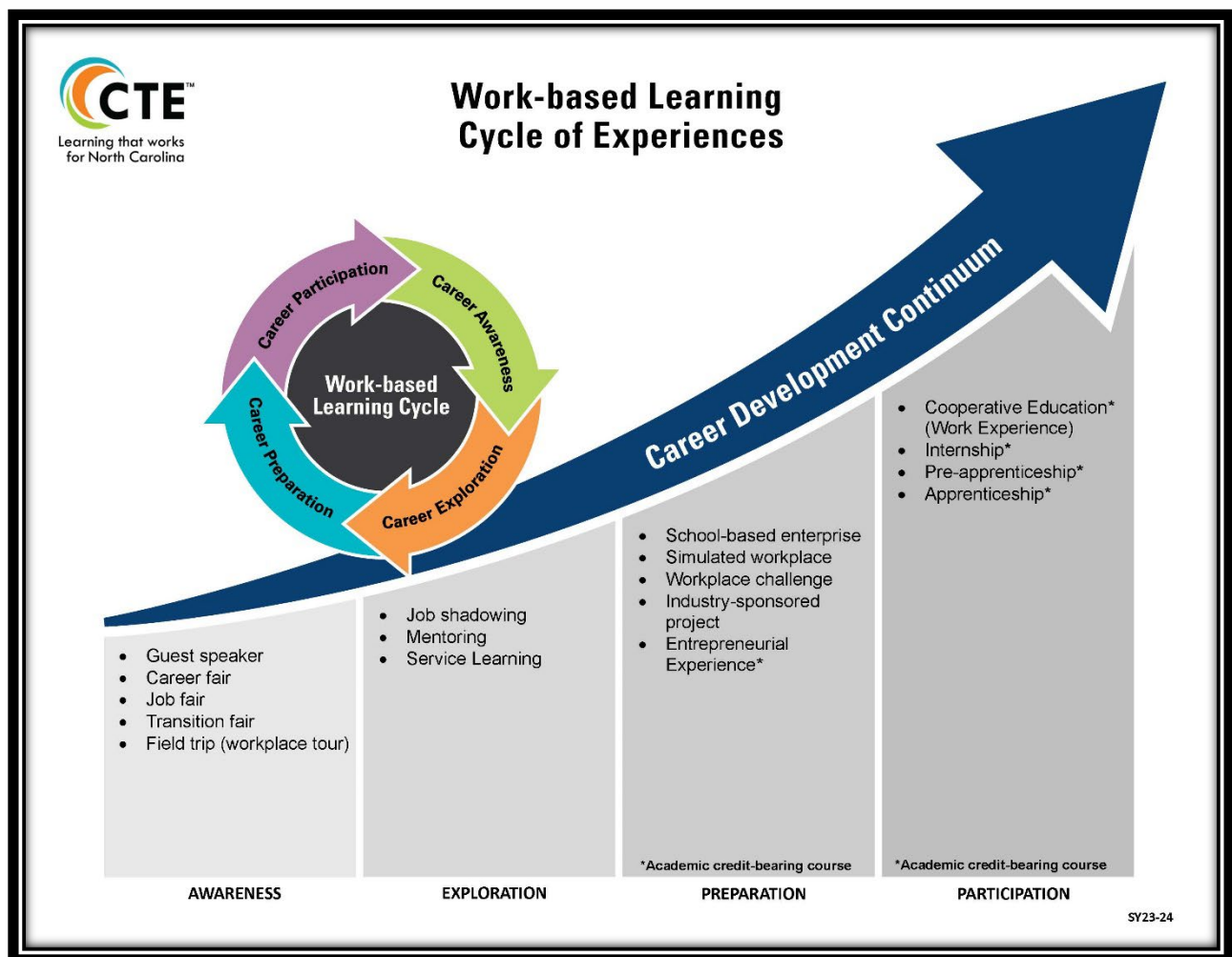
DEFINITION OF WORK-BASED LEARNING IN THE K-12 SETTING

Work-based Learning (WBL) is an integral educational strategy within the Career and Technical Education (CTE) system within the K-12 setting, dating back centuries. It provides students with real-life work experiences to apply academic and technical skills while developing crucial employability skills. These experiences occur at employer worksites, coordinated with school-based activities to illustrate the practical relevance of academic learning.

Work-based learning strategies, integral to all CTE clusters and pathways in North Carolina, encompass the four phases of the career development continuum — career awareness, exploration, preparation, and participation. These strategies facilitate career understanding, exploration, and the development of durable employability skills (as outlined in the [North Carolina Portrait of a Graduate](#)) and positive work attitudes. The program provides meaningful experiences aligned with learners' career interests, emphasizing hands-on learning in real or simulated work settings. Successful implementation relies on robust partnerships between schools, colleges, and local employers.

CAREER DEVELOPMENT CONTINUUM OVERVIEW

Understanding why work-based learning and different career paths matter starts with realizing the value of the career development journey.

Work-based learning and career development do not exist without each other. Work-based learning is one of the instructional strategies within a career development continuum. These strategies provide students with a variety of experiences designed to bridge the gap between classroom instruction and the world of work. Career development and work-based learning are both on a continuum that increases exposure to durable employability skills and career experiences over time.

In simple terms, a career development continuum for secondary students is a roadmap guiding students through different steps and experiences to help students plan, explore, and build future careers. It starts with identifying interests, skills, and aptitudes, then involves acquiring the right education and skills. As students enter the workforce, their focus should be on gaining hands-on experience with gradual advancement in their chosen field of study. Along the way, students may reassess and adjust career goals, ensuring continued learning and growth throughout their working lives. The continuum recognizes that every journey is unique and ongoing, emphasizing the importance of lifelong learning and adaptation to succeed in the ever-changing world of work.

Generic High School Career & Technical Education (CTE)
Career Development Continuum

5th – 6th Grade		6th – 8th Grade		9th – 10th Grade		11th – 12th Grade	
Establishing Career Awareness Career awareness prepares students by introducing them to the meaning of the word "career" and exploring what that might mean for them individually. Career education should begin in the 5th grade as the first step of career development by introducing the concept of a "career" to students and beginning the students' understanding of the different careers they may pursue. **Sample Student Learning Outcome:** Students become aware of what a career is, can talk about some careers they have learned about, and are exposed to self-awareness for potential career likes and dislikes.	**Career Awareness & Self Knowledge** Career development begins with career awareness and knowing oneself. Helping understand and reflect on their unique, personal characteristics allows them to answer the first question in their career plan – Who am I? Interests, values, skills, personality type, and career beliefs are examined. **Sample Student Learning Outcome:** Students become aware of their likes and dislikes and formulate career aspirations.	**Knowledge of the World of Work & Education** As students progress in their learning and maturity, a deeper approach to career awareness takes place. Tying students' understanding of the world of work to education is critical. They need to connect what they are learning in school to their dreams. **Sample Student Learning Outcome:** Students can give examples of how their skills and interests related to career fields and occupations.	**Decision Making & Goal Setting** Career decisions further students' understanding of themselves and of their options. Making decisions and setting goals advance students toward their future in a purposeful, personal, and meaningful way. **Sample Student Learning Outcome:** Students recognize that their educational performance is important for reaching their goals and make decisions in a systematic way.	**Learning ABOUT Work** Students build awareness of careers and begin to identify areas of interest. Students are aware of the role of post-secondary education. **Sample Student Learning Outcome:** Students understand the types of post-secondary education and training required in a variety of career field.	**Learning ABOUT Work** Activities provide students with a deeper understanding of the workplace. Students explore career options to provide motivation and inform decision-making in high school and post-secondary education. Students can explore and refine areas of interest and prepare for higher intensity work-based learning experiences through interactions with business partners. This includes learning about the basic skills necessary for work-based learning experiences such as internships. **Sample Student Learning Outcome:** Students can give examples of how their strengths and interests relate to career fields/occupations.	**Learning THROUGH Work** Activities are designed to help students develop the basic foundational skills needed for college and career readiness. Students apply learning through practical experience and interactions with professionals from industry and the community (higher-order thinking, technical skills, academic skills and applied workplace skills are used). **Sample Student Learning Outcome:** Students can work with diverse teams and collaborate effectively with colleagues, businesses & higher education partners.	**Learning FOR Work** Training for postsecondary education and/or employment/military in a specific range of occupations. **Sample Student Learning Outcome:** Students can demonstrate knowledge of occupations in a career and skills specific to employment in a range of fields or future college majors.

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Awareness, Exploration, Preparation, and **Participation** are the four key phases of the career development continuum, which maps a student's journey through different career stages. The continuum assists WBL Designees in developing work-based learning experiences, fostering student understanding of the significance of each phase, and enabling informed decisions impacting postsecondary choices.

WORK-BASED LEARNING CYCLE OF EXPERIENCES OVERVIEW

The Work-based Learning Cycle of Experiences, integrated across the career development continuum, reflects the evolving focus of work-based learning as students advance through education levels. This structured but flexible approach enables students to progressively deepen their understanding of talents, strengths, and interests. WBL programs should cover a range of experiences, starting from short experiences like field trips to longer commitments such as internships or apprenticeships. These experiences can happen in different places, like the community, colleges, or online, and are designed to enhance the skills students learn in CTE courses. WBL guides students in identifying postsecondary education required for chosen careers and provides opportunities to practice essential career readiness and technical skills. Postsecondary education, encompassing 2- and 4-year colleges/universities, on-the-job training, and short-term skill acquisition programs.
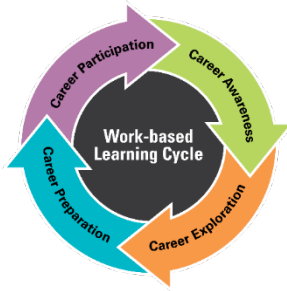
The Work-based Learning Cycle of Experiences ([template](#)), integrated into the Career Development Continuum, provides students with diverse, planned, and meaningful opportunities to actively engage in the world of work. The chart below outlines a summary of each phase of the work-based learning cycle, including anticipated outcomes and benefits for students:

Work-based Learning Cycle of Experiences	Summary	Anticipated Outcomes	Advantages for students
Awareness	Discover a variety of careers and industries, exploring different workplaces to identify personal interests and skills.	Develop a foundational understanding of various career options.	Enhanced self-awareness and informed decision-making about future career paths.
Exploration	Dive deeper into specific careers through job shadowing and mentorship, finding potential career pathways	Gain insights into specific industries and professions.	Informed decision-making, narrowing down areas of interest.
Preparation	Develop essential skills, craft resumes, and participate in formal training to grasp workplace expectations and norms.	Acquire practical skills and knowledge for the chosen career field.	Improved readiness for the workforce and enhanced employability.
Participation	Engage in hands-on experiences, cooperative work experiences, internships, pre-apprenticeships, and apprenticeships, applying learned skills in real-world settings for active workplace involvement.	Apply classroom knowledge to practical scenarios	Real-world experience, networking opportunities, and increased confidence in the chosen field

DURABLE EMPLOYABILITY SKILLS AND WORK-BASED LEARNING
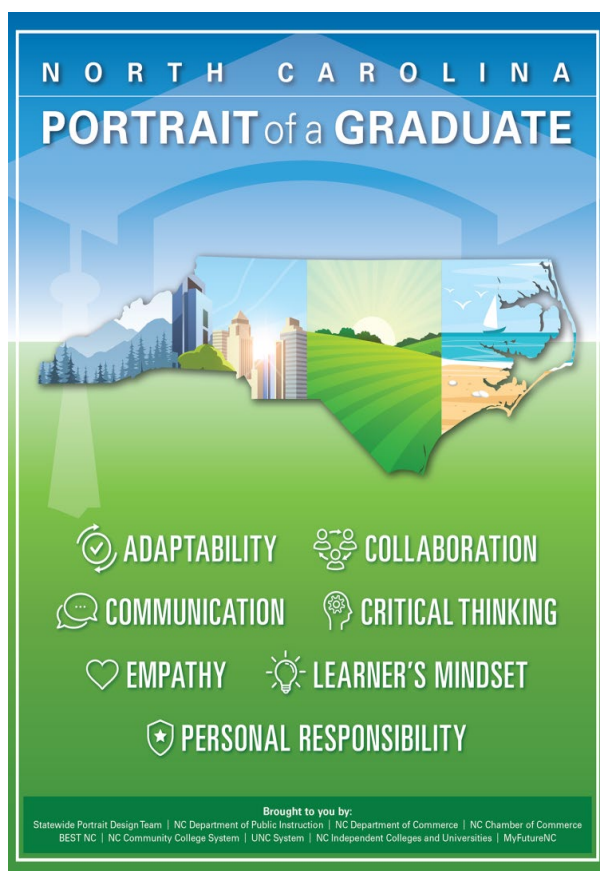
Today, North Carolina emphasizes the acquisition of rigorous academic content and durable skills essential for post-secondary success. Aligned with the Operation Polaris initiative, the North Carolina Portrait of a Graduate highlights seven crucial skills that are vital in preparing students for postsecondary success— adaptability, collaboration, communication, critical thinking, empathy, learner's mindset, and personal responsibility. Regardless of postsecondary plans, these skills are integral to thriving in the 21st-century workplace. In addition to these skills, confidentiality and resource management should also be incorporated as essential competencies to assess students in work-based learning experiences.

Schools must be strategic and intentional in focusing on specific skills during each phase of the work-based learning cycle of experiences. This ensures that students receive a well-rounded delivery of services that contribute to skill development before graduation. By engaging in real-world tasks, teamwork, effective communication, problem-solving, empathy-building, continuous learning, and accountability, students can develop and strengthen these skills. Upon graduation, students will possess the necessary skills to thrive in careers and contribute positively to society.

NOTE: The six essential employability skills have been replaced by the durable employability skills recognized in the North Carolina Portrait of a Graduate initiative. Work-based learning programs should now align all evaluations, documents, and resources with these durable employability skills.

Additional work characteristics to be addressed in any work-based learning program include honesty and integrity, a positive attitude, and strong reading, writing, and math skills.

The suggestions in the table below provide ways to align key work-based learning practices with these nine critical, durable, employability skills:

Durable Employability Skills	Alignment Strategies
Adaptability	• Emphasize open communication channels to facilitate adaptability in changing work environments. • Encourage students to maintain an open-minded approach to different ideas and situations.
Collaboration	• Foster positive interrelations between mentors and students, promoting supportive interactions and teamwork. • Advocate for effective communication techniques to enhance collaboration and productivity.
Communication	• Prioritize open and consistent communication with students throughout the work-based learning experiences. • Encourage students to be attentive listeners and assertive inquirers to facilitate effective communication.
Confidentiality	• Stress the importance of maintaining confidentiality in professional settings, ensuring students understand the significance of privacy and trust.
Critical Thinking	• Encourage creative problem-solving processes to tackle challenges encountered during work-based learning. • Promote independent thinking and discovery to cultivate a mindset of analytical inquiry and innovation.
Empathy	• Encourage students to recognize and appreciate individual strengths and uniqueness, fostering empathy and inclusivity. • Provide mentorship and guidance to nurture a sense of belonging within the work-based learning program.
Learner's Mindset	• Cultivate a positive attitude towards learning and growth, encouraging students to set achievable goals and celebrate successes. • Offer opportunities for skill development in a supportive environment, providing positive reinforcement and constructive feedback.
Personal Responsibility	• Assist students in developing self-confidence by offering mentorship and guidance. • Encourage students to take ownership of actions and decisions, fostering accountability and personal growth.
Resource Management	• Stress the importance of awareness and intuition in navigating work environments and maximizing opportunities. • Foster flexibility and adaptability to encourage students to seek alternative solutions and perspectives when faced with challenges.

CHAPTER TWO: IMPLEMENTING WORK-BASED LEARNING PROGRAMS

This chapter explores the following key areas:

- Criteria for Quality Work-based Learning
- Strategic Planning for Work-based Learning Programs
- Implementing Work-based Learning Programs
- Promoting Work-based Learning Programs
- Role of Career and Technical Student Organizations (CTSOs)
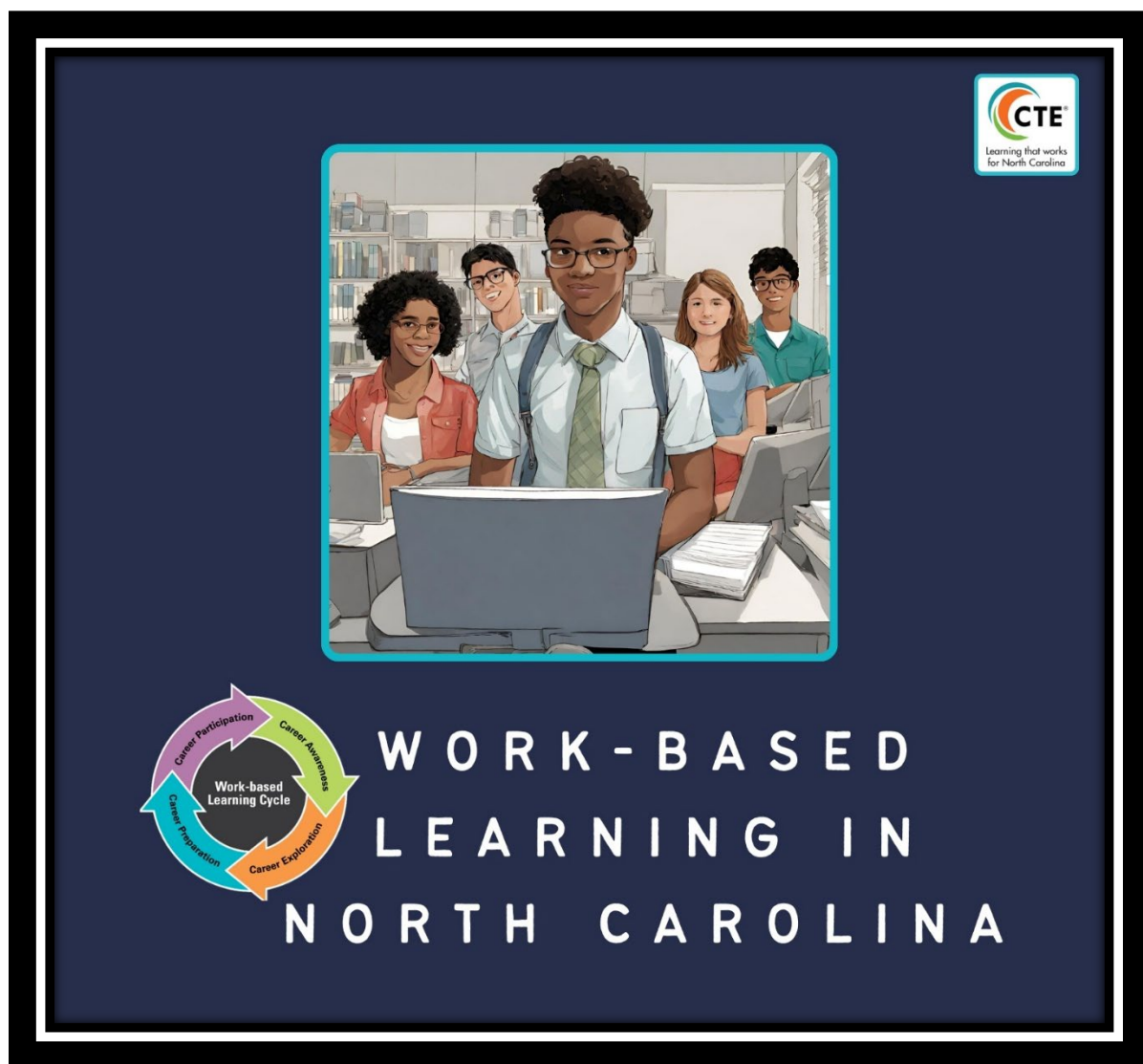
CRITERIA FOR QUALITY WORK-BASED LEARNING

Quality work-based learning (WBL) programs in North Carolina are encouraged to incorporate the principles set forth by the Association for Career and Technical Education (ACTE), outlined in the article Work-based Learning by Catherine Imperatore in the *Techniques* publication from January 2020. Aligned with ACTE's guidance, an educational institution ensures a comprehensive and enriching educational journey for students, built on nine key elements integral to programming. The elements identified by ACTE and detailed in the chart below are instrumental in shaping the commitment to excellence:

Key Elements of Programming	Description
Full Continuum of Work-based Learning Experiences	Progressing in intensity, a sequence of experiences that begins with awareness and moves on to fully involved participation, is accessible to every student.
Alignment with Content Standards and Industry/Occupational Standards	Guarantees students to acquire insights and skills directly applicable to real-world workplace expectations based on content learned in the classroom.
Development of Relevant Knowledge and Skills	Experiences designed to develop and reinforce technical, academic, and employability knowledge and skills.
Alignment with Education and Career Goals	Intentional alignment of work-based learning experiences with each student's education and career goals.
Meaningful Interaction with Professionals	Provided through delivery methods that maximize meaningful interaction with business professionals.
Formalized Requirements and Procedures	Comprehensive guidelines addressing access, selection, liability, supervision, rights and responsibilities, safety, transportation, clearly defined learning objectives, and evaluations are formalized and shared in advance with employers, students, and parents/guardians. Opportunities are made available to students classified under the Exceptional Children's Program, 504 Program, or English Learner Program.
Compliance with Laws and Regulations	Work-based learning experiences comply with relevant federal, state, and local laws and regulations.

Key Elements of Programming	Description
Supervision by CTE Staff	Supervision (adequate monitoring and communication) by CTE staff with clearly defined roles.
Reflection and Documentation	Students participate in reflection and document the learning acquired from work-based experiences, either by assembling a portfolio or delivering a presentation.

STRATEGIC PLANNING FOR WORK-BASED LEARNING PROGRAMS

A robust Work-based Learning (WBL) program entails careful planning and execution, which requires considerable time investment. Without a well-thought-out strategy, crucial tasks might be overlooked, impeding the integration of WBL experiences into classrooms and potentially overwhelming employers with fragmented requests. The implementation of WBL experiences can vary, with responsibility distributed among different individuals.

The key elements for implementing work-based learning experiences are detailed in the table below. These guidelines are created to assist districts and schools of all sizes, with a more simplified approach specifically for smaller rural areas.

Key Elements	Summary of each Element
Coordinating Multiple WBL Experiences	Managing various WBL experiences for students from one or more schools.
Recruiting Employers	Actively engaging employers to participate in multiple WBL experiences.
Aligning with School Schedules	Ensuring WBL experiences align seamlessly with school schedules.
Matching Students with Employers	Aligning students with employers based on career interests and expectations.
Managing Logistical Details	Overseeing the logistical aspects of WBL activity implementation.
Preparing for WBL Experiences	Ensuring thorough preparation for both students and employers for each activity.
Facilitating Post-Activity Reflection and Evaluation	Encouraging reflection and evaluation for continuous improvement.
Capturing Lessons Learned	Documenting lessons learned to enhance future WBL initiatives.

The WBL Designee, along with school and district staff, should initiate the planning and implementation process by bringing together key stakeholders. This collaborative approach should create a comprehensive WBL plan that:

- Establishes a framework for all WBL experiences.
- Develops local policies and guidelines for WBL courses, prioritizing workplace safety.
- Engages education and employer stakeholders for efficient implementation.
- Creates a schedule for WBL experiences throughout the year.
- Identifies and allocates human and financial resources effectively.
- Clearly defines roles and responsibilities.
- Integrates WBL experiences into academic learning.

Additionally, the planning process should focus on:

- Fostering community ties to enhance program support and participation.
- Ensuring adherence to relevant laws and regulations.
- Managing resources for streamlined coordination.
- Establishing a framework for ongoing assessment and improvement.
- Facilitating training sessions for involved stakeholders.
- Encouraging networking opportunities within the community.

If a WBL plan is in place, the WBL Designee should review it for necessary updates. It is important to engage past employers and key stakeholders for their support on any changes. During implementation, focus on critical aspects such as course selection, transportation, credit hours, grading protocols, and coding usage. The following chart outlines key factors for implementing WBL courses.

Key Factors	Considerations for Implementation
Selecting Courses	Identify the work-based learning courses that meet the needs of both students and employers within your district.
Student Transportation	Determine the mode of transportation for students to reach their work sites.
Working Hours for Credit	Understand which hours worked are eligible for course credit, including those during school days, weekends, holidays, and summer.
Credit Requirements	Check if the school has increased credit requirements or adheres to state guidelines.
Grades and Reporting	Establish how grades will be calculated and reported for the courses.

Key Factors	Considerations for Implementation
Proper Code Usage	Ensure the precise application of the designated work-based learning course codes outlined in the NC CTE Course Management system.

Roles and Responsibilities of Key Work-based Learning Stakeholders

In the field of Work-based Learning (WBL), the WBL Designee serves as the primary coordinator for WBL experiences and as the main contact for employers involved in internships, apprenticeships, cooperative education, and other opportunities. The success of these experiences relies on collaboration among various stakeholders, including school administrators, CTE directors, instructors, post-secondary partners, students, parents/guardians, and employers. Each plays a crucial role in designing programs that align with students' career aspirations. The following sections will detail the specific roles and responsibilities of key stakeholders, demonstrating how their collective efforts contribute to meaningful and effective work-based learning experiences.

The Work-based Learning (WBL) Designee

Public school units should appoint a WBL Designee to oversee and implement WBL initiatives while ensuring compliance with federal and state regulations. This individual coordinates efforts to help students develop workforce skills through program planning, development, evaluation, on-the-job instruction, and community relations.

The WBL Designee could be a teacher, career development coordinator, or dedicated work-based learning coordinator who operates within the district framework. Essential qualifications include being a certified educator who regularly communicates with students to monitor their progress, address questions, and highlight the connections between classroom learning and workplace experiences. The following tables outline the roles and responsibilities of the WBL Designee, providing an overview that is not fully exhaustive.

Program Planning, Development, and Evaluation
• Review the components and requirements of a work-based learning program with CTE administrators and school administration.
• Effectively leverage community resources.
• Develop objectives and responsibilities for the program.
• Include student self-knowledge exploration and planning.
• Design the program for continuous improvement and reevaluation.

Program Planning, Development, and Evaluation

- Collaborate with school counselors, CTE teachers, EC teachers, EL teachers, and staff, ensuring decisions prioritize equity and inclusion.
- Orient new training supervisors and business mentors.

Related Class Instruction (Cooperative Education)

- Review and evaluate curriculum.
- Develop curriculum for both general related and specific supplemental education, collaborating with other career and technical education staff.
- Create outcome-based, measurable student objectives.
- Correlate classroom and on-the-job training.
- Individualize instruction as appropriate.
- Evaluate instruction and curriculum with input from students, employers/worksite supervisors, and advisory council members.

On the Job Instruction and Coordination

- Evaluate, select, and establish worksites (student placement).
- Inform worksite supervisors and parents/guardians of roles and responsibilities.
- Create, monitor, and adjust training agreements and training plans in collaboration with the worksite supervisor and student.
- Ensure consistent, effective guidance and supervision from the training supervisor following the student's training plan and assist the employers in developing effective teaching techniques.
- Monitor student progress through regular on-site visits and ongoing communication.
- Resolve any challenges that arise between the student and the training supervisor.
- Review state and federal labor, safety, and health laws with the employer/worksite supervisor and student.
- Use suitable evaluation instruments to measure student job competencies.
- Seek student evaluation of the worksite.

Guidance and Advising

- Advise potential program enrollees in collaboration with school counselors, CTE, EC, EL teachers, and staff.
- Provide career information reference materials.
- Help students develop good work habits.
- Inform students about relevant Career and Technical Student Organization (CTSO) opportunities.
- Coordinate work experiences, emphasizing nontraditional occupational opportunities.
- Recognize when students need counseling from other staff or agencies.
- Hold conferences with students, employers, and parents/guardians.
- Assist students in effectively describing marketable skills.
- Support graduating students in various aspects of the job search.
- Write letters of recommendation for students.

Program Administration, Management, and Evaluation

- Collaborate with the local advisory council on work-based learning programming.
- Develop and file written training plans and agreements.
- Complete all paperwork for each student and ensure compliance with labor laws.
- Manage resources efficiently, including facilities and supplies.
- Ensure safety, conduct surveys, analyze reports, and record grades.

Community and Public Relations

- Utilize community resources for enhanced work-based learning.
- Engage news media to publicize student programs, events, and advisory council meetings.
- Create promotional materials for training stations and students.
- Promote work-based learning at previous and potential training stations.
- Leverage resources from agencies like local and regional chambers of commerce, Employment and Independence for People with Disabilities (formerly Vocational Rehabilitation), NC Department of Labor, NC Department of Economic Development, and NC Association of Workforce Development Board.
- Develop a community personnel resource file and represent work-based learning as a guest speaker.
- Publicize student organizations' meetings and experiences.
- Maintain effective communication and public relations.

Sample Forms and Documentation for the WBL Designee

The following section includes a collection of essential forms designed for the WBL Designee. These samples serve as tools to facilitate effective planning and coordination, ensuring a smooth and organized approach to work-based learning programs.

- **Coordination and Mileage Form for the WBL Designee**
    - The WBL Designee should use a coordination/mileage form to record work activities and request travel reimbursement. The school or PSU may need this form to document coordination activities. Update information daily and submit it monthly. If the PSU mandates a specific mileage form, ensure its use.
    - The Work-based Learning Designee Coordination Record is a tweaked version of the form above that provides more detailed and thorough notes. Another variation of this same documentation is the Work-based Learning Designee Monthly Travel Log.

- **Work-based Learning Designee Sign-out Sheet**
    - The WBL Designee should create a clear sign-out process for work-based learning experiences. If the school lacks a sign-out system, this form may be used to notify and document off-campus duties, such as student placement and employer visits. The WBL Designee should use this sheet when leaving school grounds for coordination-related tasks.

- The following list includes actual links to additional sample forms provided for convenience, which can be modified for use with the school district and/or school.
    - Orientation with Employers Hosting Students
    - Parent/Guardian Permission Form - Generic WBL Experience
    - Photo and Promotional Media Release Form - Generic WBL Experience
    - Sample Email - Potential WBL Sponsor
    - Student Schedule Accountability Form
    - Tips for Worksite Visits – After Placement
    - Topics Employers Should Cover in the Orientation with Students in Work-based Learning Experience
    - WBL School Policies and Regulations
    - Work-Based Learning Experience Framework – Sample
    - Worksite Selection Checklist (simple checklist)
    - Worksite Selection Checklist, v2 (expanded checklist)

The CTE Director and/or School Administrator

The roles of administrators, including the CTE Director and School Level Administrator/Principal, are crucial in providing high-quality and meaningful work-based learning opportunities for students. Students engaged in work-based learning experiences must receive quality opportunities that foster and promote career awareness.

To ensure compliance with federal and state laws, as well as local policies, the following key areas should be monitored closely. The tables below reference the roles and responsibilities of the CTE Director and the School-level Administrator/Principal.

Roles and Responsibilities of Career and Technical Education (CTE) Directors
• Assure compliance with the policies of the local and state boards of education. • Assure compliance with all state policies and procedures. • Provide appropriate facilities, equipment, and materials. • Ensure proper insurance paperwork is documented and completed for students. • Support and inform principals of the role in maintaining quality work-based learning programs. • Maintain a system for required reports and documentation. • Require documentation of student placements and travel for coordination purposes. • Determine the need for and development of in-service training for local staff. • Provide leadership in establishing and maintaining advisory committees. • Publicize successful work-based learning programs.

Roles and Responsibilities of the School Administrators/Principals
• Assure high-quality programs by monitoring the alignment of students' career development plans with work-based learning experiences. • Respond to the needs of students, Work-based Learning (WBL) Designee, and businesses. • Assign appropriate facilities for classroom and office use for work-based learning. • Provide a telephone within the WBL Designee office area. • Provide adequate time for the WBL Designee to perform coordination activities. This might include additional summer hours. • Review WBL Designee's itinerary and monitor coordination activities.

Roles and Responsibilities of the School Administrators/Principals
• Review student files for required forms (training agreement, training plans, documentation of conferences, employer contacts, etc.).   • Review required records and documentation maintained by the WBL Designee.   • Provide input on strengths and weaknesses of the program to the WBL Designee and the CTE Director.

The Students

Students have many roles and responsibilities to ensure that parts of the work-based learning program are successful. For many students, this is the first glimpse into the real world of work. Therefore, students must understand their roles and responsibilities for a successful journey. The role and responsibility of the student must be carefully documented and reviewed by the Work-based Learning (WBL) Designee, employee, mentor, and parent/guardian. This monitoring should take place regularly with the students to ensure that their work-based learning experience is meaningful and valuable, as outlined in the table below, which details the students' roles and responsibilities.

Roles and Responsibilities of the Student
• Maintain a good attendance record (on time, every day), not only at school but also on the job.   • Complete and sign appropriate forms.   • Obtain a work permit when under the age of 18.   • Complete all requirements of the training plan.   • Participate in the career and technical student organization. (recommended)   • Maintain up-to-date wage and hour reports.   • Maintain pertinent work-based learning documentation.   • Cooperate with WBL Designee in securing an appropriate on-the-job placement.   • Conform to the rules and regulations of the training station.   • Notify the WBL Designee and employer if unable to work, according to school guidelines and the policies of the training station.   • Dress appropriately; behave in a professional manner; be prompt, courteous, and groomed according to the training supervisor's requirements.   • Secure transportation to and from the work-based learning site.   • Participate in employer recognition activities.

Roles and Responsibilities of the Student
• Comply with guidelines established by the school and the employer for the work-based learning program.
• Commit to a long-term occupational and educational program where appropriate.
• Assume the dual role of student and employee at the work-based learning site.
• Maintain satisfactory performance in both the school-based environment and work-based learning site.

The Parents/Guardians

Parental/guardian guidance and input are essential for students to feel supported and encouraged in the work-based learning experience. Students need parental/guardian encouragement and involvement to navigate new challenges, new opportunities, and new environments. Parents/Guardians play an integral and paramount role in ensuring students are successful in the selected work-based learning opportunity, as outlined in the table below detailing their roles and responsibilities.

Roles and Responsibilities of the Parent/Guardian
• Provide guidance in the career decision process.
• Ensure students' work schedules and attendance hours are met.
• Approve the student's involvement in the work-based learning program.
• Support and understand the policies of the program.
• Be knowledgeable of all roles for each person to ensure the student is successful in the work-based learning program.
• Sign appropriate forms to allow students to participate in work-based learning opportunities.
• Provide support and encouragement for student success in school and on the job.
• Work cooperatively with the WBL Designee and the student to help eliminate or reduce any barriers to success regarding school, work, and home problems.
• Discuss transportation logistics with the student, employer, and WBL Designee.
• Provide consent for students to participate in the program if under 18.
• Provide the student encouragement to perform at a high level of academic and technical skill attainment relating to all aspects of the industry.
• Partner with the employer, the high school, the community college, and the consultant during the recruitment program.
• Participate in activities designed for parent/guardian involvement.
• Be a champion for students, praise students' efforts, and write success stories.

The Employers and/or Business Mentors

The business mentor is the employer who coordinates the student's learning at the workplace. The success of work-based learning hinges on the educational and hands-on experiences students gain, facilitated by a business mentor. Business mentors have many roles and responsibilities and are pivotal for the success of the learning experiences, as outlined in the table below.

Role and Responsibilities of the Business Mentor/Employer
• Provide orientation for the student at the beginning of the experience of the business environment, protocols, and processes, as well as the job duties and responsibilities. • Assist the student in setting realistic, obtainable goals. • Establish a set meeting schedule with the student, ensuring regular meetings to review progress and reflect on experiences. • Keep personal discussions to a minimum, emphasizing a coworker relationship rather than a parental/guardian one. • Recognize the significance of the relationship process alongside guiding the student through job tasks. • Coordinate for the student to be actively engaged in the workplace. • Refrain from selling the student on performing duties and responsibilities, focusing on encouraging motivation. • Be a great listener, fostering open communication and asking questions that prompt detailed responses. • Interview and select students for employment without regard to gender, race, color, national origin, creed, or disability. • Collaborate with the WBL Designee and the students to develop a training plan. • Offer feedback to the WBL Designee on student job performance through calls or on-site visits. • Ensure adequate monitoring and supervision for the student in the workplace. • Be alert for signs of boredom or indifference. • Provide an appropriate and safe work environment. • Pay progressive wages if the work-based learning opportunity is paid. • Complete a written evaluation each grading period.

The three tables below provide additional tips and strategies to help business mentors effectively engage with students in the work-based learning opportunity. These resources are designed to enhance the mentor's guidance and support.

Table 1 - Effective Instructional Strategies for the Student Mentee
- Explain how to perform a task correctly.   - Demonstrate the task that is to be performed.   - Highlight and discuss any problems that may occur.   - Identify and discuss possible problem-solving strategies with the student.   - Ask specific questions to the student about why and how to complete a task.   - Encouraging the student to ask questions while completing a task.   - Explain the reason a task is performed a certain way and provide information about the business management or scientific principles underlying the procedures.   - Critique the student's attempts to do the task.   - Clearly explain the task that was accomplished and give immediate feedback.   - Periodically assess the student's learning progress.   - Advise the student on career directions and opportunities.   - Foster discovery of new ideas and the development of skills through creating opportunities and experiences.   - Employ open-ended questions, such as "What has been most challenging for you this past week?"   - Offer career advice regarding education and training requirements for a particular field.   - Introducing students to others who can share experiences or expand the students' conceptions of career domains.   - Resolve any problems the student might experience on the job.   - Provide support without intervening immediately. Instead of saying, "Let me show you how to do that," encourage the student to think about the next steps with questions like, "What do you think you should do next?" This approach promotes growth through facing the discomfort of working through new situations.

Table 2 - Effective Listening Strategies for Business Mentors
- Avoid judgment and maintain an open conversation with the student.   - Focus on the message, not personal judgments.   - Active listening is important; pretending to pay attention is obvious to the student.   - Listen for ideas, not just facts, and seek the deeper meaning in the words.   - Analyze responses, avoiding action words that hinder communication.

Table 2 - Effective Listening Strategies for Business Mentors
- Repeat and use the student's words for clarity, fostering understanding and agreement in the learning task.   - Refrain from conveying messages of perfection. Demonstrate authenticity by acknowledging mistakes, emphasizing the learning process, and highlighting that everyone, including yourself, is a continual learner.

Table 3 - Effective Praise Strategies for Business Mentors
- Ensure immediate and purposeful praise.   - Catch students doing tasks correctly and offer praise immediately.   - Be sincere, avoiding insincere comments or praise.   - Be specific when discussing accomplished tasks, focusing on what was done rather than generalities.   - Highlight the benefit and consider how the effort helps the student.   - State genuine reactions, as students want to know how feelings are perceived.   - Offer assistance by asking if help can be provided.   - Avoid giving directives in a demanding tone.   - Remember to praise students publicly and correct students privately to encourage repetition of good behavior.

IMPLEMENTING WORK-BASED LEARNING PROGRAMS

When introducing WBL experiences to a community or region, it is advisable to begin with those easiest to implement and where employer participation is most likely. Initiating with experiences like guest speakers, workplace tours, or informational interviews allows minimal risk and a modest time commitment for employers. Positive initial experiences may subsequently increase employer willingness to participate in more engaging WBL experiences, such as job shadows or internships. For guidance on identifying appropriate entry points and aligning WBL efforts with local priorities, refer to the Quick Start Guide for Work-based Learning Implementation aligned to the Comprehensive Local Needs Assessment (CLNA).

Sequential Steps in Implementing Work-based Learning (WBL) Experiences
• Identify the stakeholders needed to assist with the specific WBL activity.
• Collect information on students' career interests to guide targeted employer recruitment.
• Recruit stakeholders to participate in the WBL activity. Early initiation is essential due to the time required.
• Ensure stakeholder communication by keeping all participating stakeholders informed at each stage of implementation.
• Plan for summer WBL experiences by budgeting for related staffing and logistical costs and ensuring appropriate staffing throughout implementation.
• Prepare students, employers, and other participants for the WBL activity, ensuring everyone understands and accepts responsibilities.
• Carry out the WBL activity and document it through photos, attendance lists, or other appropriate means.
• Implement structured student reflections by offering opportunities for students to reflect on what students learned and how students can apply it to subsequent career development and academic work.
• Obtain evaluations of the WBL activity from students and employers, using the data for continuous improvement of the WBL program.
• Express gratitude and recognition by extending thanks and providing acknowledgment to participating stakeholders, with a special emphasis on employers.

Key Stakeholders

The first crucial step in developing a work-based learning (WBL) plan is to assemble a committee of stakeholders to actively participate as partners in the planning process.

The following stakeholder partners play a critical role:

- District and school administrators (including career and technical education [CTE] administrators)
- Major employers and employer associations (e.g., chambers of commerce)
- Relevant local, regional, and state agencies (e.g., workforce development boards, economic development agencies, and state departments of labor and/or commerce)
- CTE Advisory Committees
- Career development coordinators
- School Counselors
- Teachers
- Postsecondary representatives (from two- and four-year colleges and universities, technology centers and other technical schools, certificate or licensure programs, and apprenticeships)
- Parents/Guardians
- Students (current and alumni)

Recruiting employer representatives should focus on individuals offering diverse perspectives and dedicated time. While engaging the region's largest employers is essential, emphasis should be on employer associations (e.g., chambers of commerce), industry/trade associations (e.g., manufacturers associations), and service clubs (e.g., Rotary, Kiwanis, Lions). These groups provide valuable perspectives and can aid in recruiting members for WBL experiences. Involving representatives from local governments, workforce development boards, economic development agencies, non-profits, and state departments adds expertise to the planning process. Consider accommodating smaller employers, perhaps through one-time meetings or telephone conversations, to gather perspectives on the WBL plan efficiently.

The WBL Designee should streamline the planning process, minimizing meetings and delegating tasks to staff between sessions.

- A kickoff meeting can introduce WBL objectives, review past experiences, explain the benefits, and gather partner perspectives.
- A second meeting may review a staff-prepared draft plan, identifying gaps and potential revisions, with wider circulation for additional stakeholder input.

- The final meeting would approve the plan and focus on partner roles in implementation.

The WBL Designee should determine the most effective format for the plan, considering a simple calendar or a more detailed narrative document. While the latter can aid awareness and employer recruitment, it is not essential within the plan. A widely available plan summary serves stakeholders and media engagement in WBL.

Managing Stakeholder Information

When implementing WBL experiences, clear communication is essential. The WBL Designee must ensure stakeholders understand the purpose, benefits, specific roles, implementation timeline, and available resources.

Efficiently track stakeholder interactions, roles, and responsibilities using a WBL database managed by district or school staff. It monitors individual WBL experiences and participation over time and ensures consistency amid staff changes. Accessible to the WBL Designee and stakeholders, the database, whether in spreadsheet or other formats, facilitates seamless coordination.

The cornerstone for managing a comprehensive WBL plan efficiently is the WBL database. Whether a spreadsheet or a sophisticated information management system, it is invaluable for tracking schools and employers. Investing time in setting up a WBL database using readily available software pays off.

A comprehensive WBL database empowers the WBL Designee to generate strategic overviews, reporting on specific schools, employers, upcoming WBL experiences, and participation. Positive initial experiences significantly increase the likelihood of ongoing employer participation and engagement in challenging WBL experiences.

Employer Engagement and Communication

Engaging a diverse range of employers in multiple annual work-based learning (WBL) experiences is crucial for program viability and success. WBL Designees play a pivotal role in this by ensuring effective engagement on two levels:

1. Broad Community Awareness about Work-based Learning:

- Create general community awareness regarding the role of WBL in guiding students toward education and career goals.
- Strategically reach a diverse range of employers across various sectors, including business, public, non-profit, and self-employed realms.

- Engage diverse employer associations, leverage strategic contacts, involve parents/guardians, utilize personal networks, conduct media outreach, and consider electronic newsletter publication for outreach.
- Present information in an engaging manner to emphasize the benefits of participation for students, schools, and employers.

2. Strategic Engagement of Specific Employers for WBL Participation:

- Tailor outreach to employers offering careers of interest to students and teachers.
- Personalize each request based on researched information in the database, offering a menu of WBL experiences for flexibility.
- Adjust requests based on employer characteristics and provide feasible options, considering employer realities and seasonal industries.
- Conduct local employer research, engage public sector employers, involve students in research, and prioritize key employer relationships.
- Adopt an "account management" approach, using the WBL database consistently for streamlined communication and coordination.
- Minimize multiple, uncoordinated requests to high-priority employers to avoid conveying disorganization.

Effective Communication with Employer Partners

Maintaining a positive relationship in work-based learning (WBL) requires effective communication with employers. By following key communication principles, one can ensure clarity, efficiency, and respect for the employer's time, leading to smooth implementation of WBL activities. The table below outlines essential principles for successful communication and best practices for discussing specific WBL experiences.

Principle	Guidelines for Effective Communication
Frequency	Communicate only as often as necessary to accomplish tasks, avoiding unnecessary calls and emails.
Clarity	Clearly state the purpose of each communication and its relevance to the recipient.
Least Intrusive Method	Use the least intrusive communication method that effectively achieves the task (e.g., email vs. call, meeting vs. call).
Preparation	Research the company and its prior WBL experiences before a call or meeting. Have a list of topics to cover.
Clarity on Requests	Clearly articulate what is requested, why it is important, and how both students and the employer will benefit.
Responsibility Understanding	Ensure employers comprehend and accept the responsibilities associated with participating in a specific WBL activity.

Effective Employer Retention Strategies

Business wisdom applies to work-based learning (WBL) programs as well—maintaining positive relationships with existing employers is more efficient than constantly seeking new participants.

To enhance employer retention in work-based learning (WBL), it is essential to maintain clear and concise communication throughout all stages of the activity—before, during, and after. Employers should have a clear understanding of what to expect to ensure alignment with anticipated outcomes and avoid any surprises. Additionally, ensuring that students are well-prepared enhances their contributions and fosters a positive experience for employers.
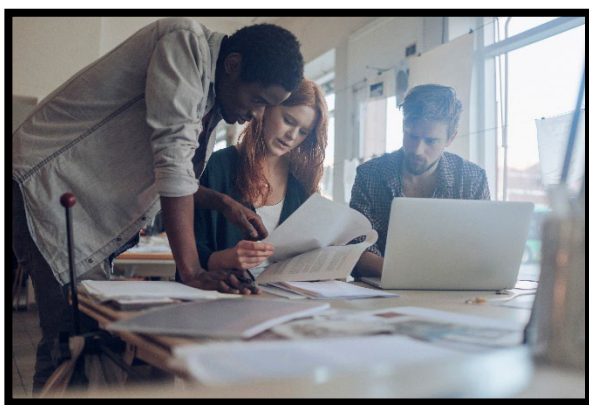
Establishing a feedback loop is crucial for continuous improvement, allowing employers to share their insights and helping refine WBL experiences. Expressing appreciation and recognizing employers' contributions is equally important, whether through direct feedback or other forms of acknowledgment.

In larger communities, consider organizing an annual recognition event to celebrate and honor all participating employers. In rural areas, explore alternative recognition methods that are more suited to the local context.

Over time, it is beneficial to maintain regular communication with the most engaged WBL employers to gather feedback on program strengths and areas for improvement. Sharing success stories can also inspire potential employers to participate. Lastly, learning from negative experiences by addressing employer concerns and implementing necessary changes can lead to more positive and effective WBL opportunities in the future.

By implementing these strategies, the WBL Designee can foster positive and lasting relationships with employers, ensuring continued engagement in WBL programs.

PROMOTING WORK-BASED LEARNING PROGRAMS

To optimize the outcomes of a work-based learning (WBL) initiative, it is imperative to develop a robust promotion and recruitment plan. This plan must integrate data storytelling as a strategic component. By harnessing the power of data storytelling, stakeholders such as prospective employers, advisory groups, students, and parents/guardians can be effectively reached and engaged.

What is Data Storytelling?

Data storytelling involves using data to communicate a narrative or convey a message effectively. It is about turning raw data into a compelling story that resonates with the audience. In the context of work-based learning (WBL) in schools, data storytelling could involve presenting statistics and success stories to demonstrate the benefits and impact of WBL programs on students' academic performance, career readiness, and future employment opportunities.

A school implementing a work-based learning (WBL) program can use data storytelling to highlight its impact. The table below outlines key areas where WBL participation contributes to student success, supported by data insights and real-life examples.

Impact Area	How Data Storytelling Showcases WBL Success
Graduation Rates	Present data showing how WBL participation correlates with higher graduation rates. Highlight success stories of students who were at risk of dropping out but stayed in school and graduated due to WBL involvement.
Academic Achievement	Share data demonstrating how WBL students achieve higher grades or improved standardized test scores. Include anecdotes of students who struggled academically before WBL but saw significant progress afterward.
Career Readiness	Use data to illustrate how WBL enhances career readiness skills like communication, teamwork, and problem-solving. Feature employer testimonials on the professionalism and preparedness of WBL students.
Post-Graduation Success	Showcase data on positive post-graduation outcomes, such as higher college enrollment rates or successful workforce entry. Share alumni stories that highlight how WBL shaped their career paths and achievements.

A school can also use data storytelling to highlight its partnership with a local company that participates in a work-based learning (WBL) program. For example, a manufacturing company offering apprenticeships to high school students interested in engineering and manufacturing careers can showcase the benefits of WBL. The tables below outline how these programs positively impact both businesses and the local economy.

Benefit to Businesses	Explanation of Benefit
Workforce Development	Participate in WBL allows businesses to build a skilled talent pipeline. Companies can identify and train future employees who have a strong understanding of operations and industry practices.
Fresh Perspectives	Host students as interns brings fresh ideas and creativity to the company. These new perspectives can lead to innovation and improvements in processes.
Community Engagement	Engage with local schools through WBL shows a company's commitment to the community, enhancing its reputation as a responsible corporate citizen. This also strengthens relationships with local educational institutions and stakeholders.

Benefit to the Local Economy	Explanation of Benefit
Economic Growth	As students gain skills through WBL, they become more employable, contributing to the local workforce, and stimulating economic growth in the community.
Retention of Talent	By offering local students valuable work experience, WBL programs encourage them to stay in the area instead of seeking opportunities elsewhere, helping retain skilled workers.
Enhanced Workforce Readiness	WBL programs equip students with the skills and knowledge needed to succeed in the workforce. As more students graduate with relevant experience, the overall quality of the local workforce improves, making the community more attractive to prospective employers and investors.

By incorporating data storytelling into promotional materials and presentations, schools can effectively communicate the value of work-based learning (WBL) programs to key stakeholders, including students, parents, educators, and potential employers. This approach not only provides measurable evidence of program success but also personalizes the data through real-life stories, making the benefits of WBL more relatable and impactful. The table below outlines various strategies for promoting WBL programs to different audiences.

Target Audience	Promotional Strategies
Employers	- Mail promos to introduce the high school WBL program. - Attend and present at local industry meetings. - Hold individual meetings with prospective employers. - Leverage existing employer networks for outreach. - Use local media to promote the program.
Advisory Groups	- Establish an advisory group with local business representatives. - Conduct regular meetings to gather feedback and assess program effectiveness. - Involve key stakeholders such as the ApprenticeshipNC consultant, community college staff, and the school-based WBL designee.
Students, Parents, or Guardians	- Use social media and online platforms to share program information. - Present at PTSA meetings. - Hold individual meetings with prospective students. - Conduct presentations in CTE classes, including middle school grades. - Promote WBL through local media, school newspapers, and PTSA newsletters. - Develop a dedicated section on the school's website. - Organize special events to connect students, parents, and employers.
Recognition Activities	- Recognize WBL participants at school honors/awards programs. - Host a district-wide WBL recognition banquet or event. - Feature success stories in school newspapers and CTE district newsletters. - Promote WBL achievements through local media. - Offer leadership seminars for current students.

Business/Industry Involvement

Actively involve business and industry representatives, emphasizing the mutually beneficial aspects of partnership.

- Use local news media for news releases about WBL.
- Present to civic organizations and community meetings.
- Join community and professional organizations for networking.
- Feature stories and success stories on the school's webpage.
- Form an alumni group to promote WBL.
- Conduct annual training sponsor appreciation functions.
- Present certificates of appreciation to training sponsors.
- Invite training sponsors to observe classes or make presentations.

Parental/Guardian Involvement

Implement initiatives to engage parents/guardians, seeking support and providing information about the benefits of WBL.

- Send letters to parents/guardians explaining WBL methods and seeking support.
- Have students prepare WBL newsletters for parents/guardians.
- Hold open houses for parents/guardians.
- Showcase multimedia programs for parents/guardians, featuring graduates of WBL experiences.
- Host personal conferences with parents/guardians
- Present to parent/guardian organization meetings such as Freshmen Open House events and/or Curriculum and Registration Nights.
- Involve parents/guardians as resource speakers and WBL training sponsors.

These strategies aim to create awareness, engage stakeholders, and foster a positive environment for the WBL program. Consistently emphasize the significance of why work-based learning is effective in all promotional efforts.

Student Recruitment and Enrollment

The WBL Designee plays a pivotal role in recruiting and enrolling students, with the following steps recommended during the recruitment and enrollment period:

1. Publicize various work-based learning programs, detailing purposes, career opportunities, and enrollment procedures.
2. Provide access to application forms for specific work-based learning courses to homeroom teachers, CTE teachers, counselors, and students.
3. Review submitted applications, adhering to established local admission policies. Priority is given to students who:
   a. Fulfill prerequisites for work-based learning.

b. Confirm any required safety training by the employer.
c. Express career objectives aligned with the identified work-based learning area.
4. Conduct interviews with students to discuss practices and procedures.
5. Host follow-up conferences with students choosing to participate in work-based learning.
6. Notify students not accepted, ensuring adherence to local non-discriminatory admission policies.

Key Steps for a Successful Work-based Learning Experience

Once students are recruited for work-based learning (WBL) courses, it is important to follow a series of structured steps to ensure a successful and smooth experience for both students and employers. The table below highlights these key steps, which lay the groundwork for an effective WBL program. By following this process, students and employers receive the support needed throughout the experience, ultimately leading to improved outcomes for everyone involved.

Steps for Smooth Implementation	Description of each step
Orientation Session	Conduct an orientation to introduce students to the program structure, goals, and expectations. Obtain signed agreements and training plans from all relevant parties. Schedule follow-up meetings for ongoing support.
Provide Information	Share detailed information about the specific tasks, responsibilities, and learning outcomes expected from the work-based learning experience.
Review Program Policies	Ensure students understand and agree to comply with program policies, including safety regulations, attendance, and conduct standards.
Connect with Employers	Introduce students to their employers and encourage discussions on expectations, goals, and specific work-based learning requirements.
Meaningful Experiences	Create engaging and impactful learning experiences that help students develop valuable employability skills.
Coordinate Logistics	Address logistical needs, such as transportation, scheduling, and any additional support students may require.
Regular Check-Ins	Schedule ongoing check-ins to monitor student progress, address challenges, and provide necessary guidance.
Feedback Mechanism	Implement a system for students to provide feedback on their experiences, helping to improve the program continuously.
Documentation and Reflective Practices	Keep thorough records of each student's work-based learning experience, including achievements, challenges, and assessments
Celebrate Success	Recognize and celebrate the successes of students, fostering a positive and rewarding atmosphere
Evaluate and Adjust	Regularly assess the effectiveness of the program by gathering feedback from both students and employers, making adjustments as needed for improvement.

ROLE OF CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

Encouraging students to join the appropriate Career Technical Student Organization (CTSO) is crucial for enhancing the work-based learning experience. These organizations provide an integral component of comprehensive training, fostering a supportive community where students can further develop practical skills, expand professional networks, and gain valuable insights that complement hands-on learning in the workplace. Furthermore, students can assume leadership roles at local, state, and national levels, participating in leadership development conferences to connect with peers and industry professionals.

Active participation in a CTSO contributes significantly to a well-rounded and enriched work-based learning journey, preparing students for success in their chosen careers. CTSOs play a supportive role in diverse work-based learning opportunities.

- CTSOs seamlessly integrate with classroom curriculum, reinforcing employability and career skills.
- CTSOs involve students in hands-on demonstrations and real-life work experiences within a Career and Technical Education (CTE) program, enhancing practical learning.
- CTSOs assist students in shaping career paths, creating a program of study, and gaining crucial skills for success through various activities, programs, and competitions.

Please visit the CTSO website that corresponds to each career cluster to find more information. For more comprehensive details regarding CTSOs, please explore https://www.ctsos.org/ website.

CTSO	National Website	North Carolina State Website
DECA	DECA, Inc website	North Carolina DECA website
FBLA	FBLA, Inc website	North Carolina FBLA website
FCCLA	FCCLA, Inc website	North Carolina FCCLA website
FFA	FFA, Inc website	North Carolina FFA website
HOSA	HOSA, Inc website	North Carolina HOSA website
SkillsUSA	SkillsUSA, Inc website	North Carolina SkillsUSA website
TSA	TSA, Inc website	North Carolina TSA website

CHAPTER THREE: STRATEGIES WITHIN THE WBL CYCLE OF EXPERIENCES

This chapter explores the following key areas:

- Literacy in Work-based Learning
- Remote Work-based Learning Opportunities
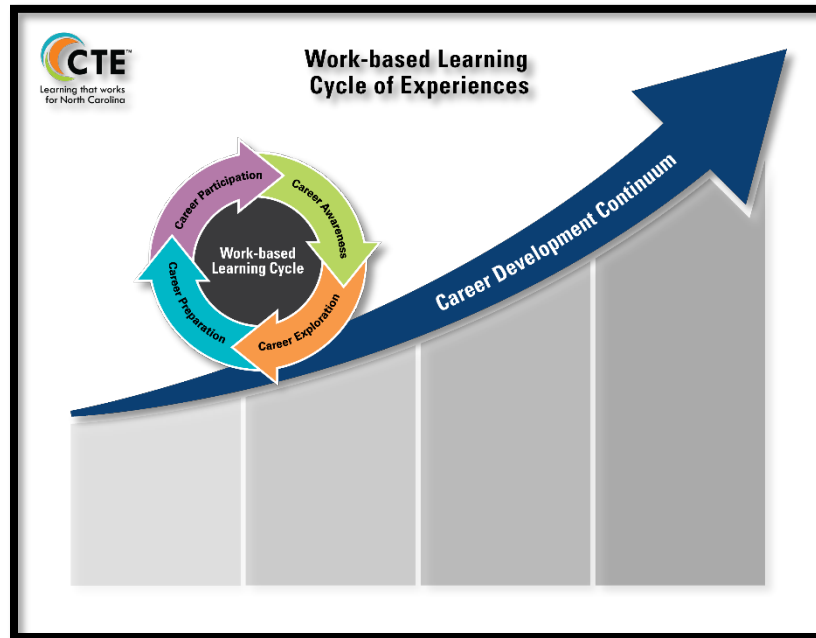- Work-based Learning Cycle of Experiences
  - Career Awareness and Related Activities
  - Career Exploration and Related Activities
  - Career Preparation and Related Activities
  - Career Participation and Related Activities
- Teacher Externships
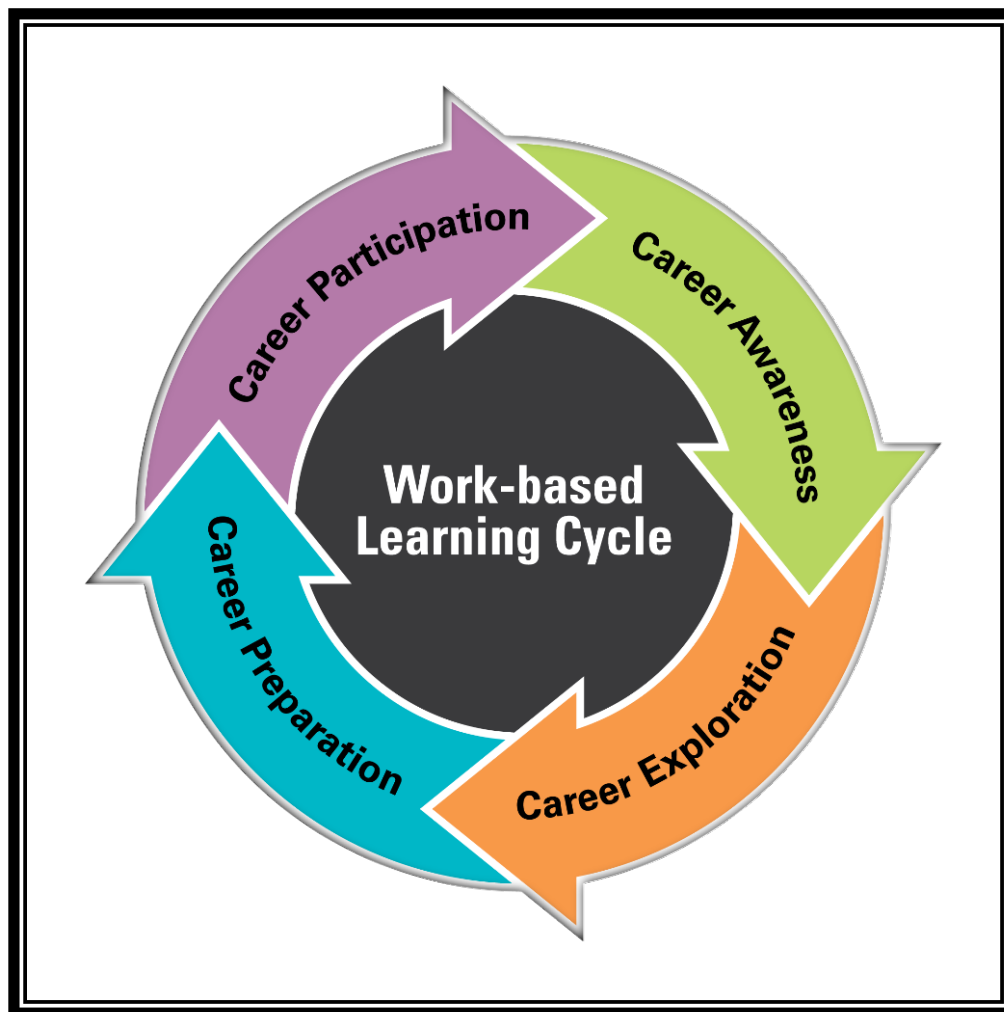
Work-based learning and career development are integral components within a comprehensive instructional strategy known as the career development continuum. This continuum consists of four distinct phases—Awareness, Exploration, Preparation, and Participation. It involves students identifying personal interests, skills, and aptitudes, acquiring relevant education, entering the workforce, and continuously adapting career paths. The continuum acknowledges the uniqueness of each student's journey, emphasizing the importance of lifelong learning for success in a dynamic work environment.

Key points:

- Work-based learning is integral to the career development continuum, bridging the gap between classroom instruction and real-world work experiences.
- The career development continuum is a roadmap that guides students through stages such as Awareness, Exploration, Preparation, and Participation.
- Students identify interests, skills, and aptitudes, gain education and skills, enter the workforce, and continually reassess and adjust career paths.
- The continuum recognizes the uniqueness of each student's journey and underscores the significance of lifelong learning and adaptation for success in the evolving world of work.
- Students may cycle through these phases multiple times as they become aware of different jobs and careers, and as their interests evolve.

LITERACY IN WORK-BASED LEARNING

Understanding why literacy is crucial in Work-based Learning is vital to include these strategies in programming efforts. Proficiency in industry-specific language and effective communication skills ensures that students not only gain practical knowledge but can also articulate and apply experiences successfully in a professional setting. This comprehensive approach not only enriches the learning experience but also enhances the ability to contribute meaningfully to the workplace, fostering a seamless integration of theoretical and practical aspects. In essence, recognizing the importance of literacy in Work-based Learning empowers students to navigate and thrive in the dynamic landscape of chosen fields.

What does literacy in Work-based Learning look like when students are in these courses? When planning work-based learning experiences for students, educators should consider the importance of reading and writing skills, understand the different phases of students' career journeys, and recognize how these aspects work together to support success in future careers.

When Students are:	Key Insights
READING	• Students are not just reading; students are actively acquiring and applying practical skills relevant to the chosen field (Skill Acquisition and Application) • Reading industry-related materials, such as articles and case studies, helps students understand current trends and challenges, building essential competencies (Professional Exposure and Networking)
WRITING	• Writing is not just about assignments; it is documenting and reflecting on real-world experiences. • Students write reports and communicate effectively, improving skills to convey information clearly to colleagues or clients (Communication and Collaboration) • Using writing as a tool for professional documentation, students create reports or analyses that evaluate and assess specific projects, processes, or initiatives within the workplace (Professional Documentation & Analysis)
THINKING	• Thinking is not just pondering; it is critically analyzing challenges in the professional environment (Critical Analysis of Work Challenges) • Students navigate real-world issues, applying analytical thinking to devise effective solutions and contribute positively to the work environment (Strategic Problem Solving) • By embracing continuous learning, students stay ahead in a dynamic work environment, fostering personal and professional growth (Continuous Learning and Adaptation)

REMOTE WORK-BASED LEARNING OPPORTUNITIES

Schools are embracing remote work-based learning to provide students with flexible, future-ready education. This approach ensures accessibility, adaptability, and valuable career preparation in an evolving world. The table below highlights the key benefits of remote work-based learning and how it enhances students' educational and career readiness.

Benefit	Description
Flexibility and Accessibility	Students can create personalized schedules, accommodating various commitments and learning preferences. Remote opportunities break down geographical and transportation barriers, expanding access to valuable experiences.
Adaptation to Changing Circumstances	Enables continued learning during unexpected disruptions like pandemics or natural disasters.
Enhanced Learning Experiences	Connects students with professionals and industries beyond their local community. Provides diverse virtual experiences not typically available in traditional classrooms.
Preparation for Future Careers	Aligns education with the increasing prevalence of remote and virtual work environments. Develops essential digital skills for modern workplaces.
Cost-Efficiency	Reduces expenses related to transportation, facilities, and other resources needed for on-site learning.
Safety Considerations	Offers a secure alternative during health crises or other safety concerns.
Broader Industry Connections	Expand networking opportunities by linking students with a wider range of businesses and industries.
Individualized Learning	Supports diverse learning styles, allowing students to take ownership of their experiences.
Technological Integration	Uses digital tools to enhance education and prepare students for tech-driven careers.

Other Considerations for Remote Work-based Learning Experiences

To ensure a high-quality remote learning experience, schools should focus on interaction, integrity, and credibility. Key questions to consider include:
- How can students actively engage in self-reflection and be supported in working independently?
- What guidance can employers follow for safe communication and intentional mentoring of students?
- How should expectations for work products and outcomes be communicated to students?

- What accountability measures can be put in place for students with the worksite sponsor?
- Are virtual platforms being utilized to enhance engagement? (e.g., polls, small breakout groups)

Examples of remote work-based learning opportunities
• Implement virtual field trips in the classroom without needing permission slips. These virtual field trips allow educators to take students on virtual journeys to incredible places, offering remarkable experiences without leaving the classroom. • Explore free virtual job shadowing options for students and educators. • Explore remote internship offerings with local business/industry. • Host a virtual business mentor session with the class using web-based platforms (Microsoft Teams, Zoom, Google Hangout, etc.). Conduct weekly/monthly meetings to discuss various topics like employability skills, in-demand jobs, soft skills, business challenges, and preparation for life after the learning experience. • Find additional strategies for remote workplace experiences through available resources.

Below is an overview of the Work-based Learning (WBL) Experiences, detailing key elements. This chart serves as a reference point for understanding the structure and requirements of WBL experiences.

WBL Experience (no prerequisites)	Grade Level	Course Credit	Minimum Duration	Training Agreement	Training Plan	Paid or Unpaid	Insurance
Guest speaker	6 – 12	No	Varies by purpose	No	No	No	No
Career fair	6 – 12	No	Varies by size and audience	No	No	No	No
Job fair	11-12	No	Varies, typically 1 day	No	No	No	No
Transition fair	11-12	No	Varies, typically 1 day	No	No	No	No
Field trip (workplace tour)	6 – 12	No	Varies by type and audience	No	No	No	No
Job shadow	6 – 12	No	Varies by type	Yes	No	No	Yes
Mentoring	6 – 12	No	Varies by type	Yes	No	No	No
Service learning	6 – 12	No	Varies	No	No	No	No
School based enterprise	9 – 12	No*	Varies by type	No	No*	No	No
Simulated workplace	9 - 12	No	Varies by type	No	No	No	No
Workplace challenge (Industry-sponsored challenge)	9 - 12	No	Varies by type	No	No	No	No

* Academic credit is not usually granted for a school-based enterprise. However, if a PSU applies for and obtains permission to use the WCO local course option, enrolled students may then earn credit. In such cases, a training plan should be integrated into the course to outline the student's learning goals and outcomes.

WBL Experience	Grade Level	Course Credit	Prerequisite	Minimum Duration	Training Agreement	Training Plan	Paid or Unpaid	Insurance
CTE Entrepreneurial Experience	10 – 12	Yes	Two CTE Courses with 1 being a CTE Concentrator Course	1 semester or yearlong course	Yes[EE1]	No	Yes[EE2]	No
CTE Cooperative Education (Cooperative Work Experience)	11 – 12	Yes	Must be taken in conjunction with a connecting CTE course in the same academic school year.	Minimum 120 hours	Yes	Yes	Yes	Yes
CTE Internship	11 – 12	Yes	No	Minimum 120 hours	Yes	Yes	Varies	Yes
CTE Pre-apprenticeship	11 – 12	Yes	No[%]	Minimum 120 hours	Yes	Yes^	Varies	Yes
CTE Apprenticeship	11 – 12	Yes	No	Minimum 120 hours	Yes	Yes^	Yes	Yes
CTE Advanced Studies*	10 - 12	Yes	Two CTE Courses with 1 being a CTE Concentrator Course	1 semester or yearlong course	No	No	No	Maybe

[EE1] - It is advisable to use a mentor agreement form in this course to guarantee that all involved parties are well-informed about the expectations. [EE2] - Compensation for the course involves receiving profits calculated from a 25% share of the business [%]- Prerequisites must be fulfilled before enrolling in DPI-sponsored Pre-apprenticeships. ^ - The training plan utilized in pre-apprenticeship and apprenticeship programs is detailed within the agreement created by ApprenticeshipNC.

NOTE: For program-specific experiential learning information in Agriculture, Early Childhood Education, Health Science, or other areas, please refer to the CTE Course Management System or the program-specific Moodle for details and resources.

CAREER AWARENESS

Learning About Work

Engaging in career awareness experiences enables students to explore diverse career options, understand the educational and training prerequisites, and become familiar with the usual routes for entering and advancing in a career. These experiences provide students with exposure to a broad spectrum of occupations across private, public, and non-profit sectors.

Typically, career awareness experiences possess the following traits:

- Learning experiences provided by industry or community partners are typically in group settings.
- Educators and employer partners carefully craft these experiences to enhance students' understanding by introducing a diverse array of careers and occupations.
- Information is shared about the available career types, the individuals in those roles, the responsibilities, and the education and training prerequisites for those careers.
- Students gain insights into appropriate workplace behaviors.
- Opportunities for reflection are incorporated, allowing students to ponder and identify interests for further exploration.
- Career awareness experiences are beneficial for students in middle and high school, provided these experiences are tailored to the specific grade level.

Securing employers for career awareness experiences can lay the groundwork for lasting partnerships. These experiences encompass guest speaker events, career fairs, job fairs, transition fairs, and field trips, also referred to as workplace tours. Please refer to the tables on the following pages for supporting details and resources.

| Career Awareness Experiences	Description of Experiences	Links to Resources
Guest speaker	Industry professionals are invited to provide insight into the various job experiences. Guest speakers contribute a firsthand account of workplace engagement and connection to classroom curriculum. Guest speakers can serve as advocates for underrepresented students, facilitating representation in various industries.	• [fhi360 Guest Speakers - Chapter 2 - Tips, Tricks, and Forms (fhi360).pdf](#) • [North Carolina Business Committee for Education (NCBCE) Initiatives](#)
Career fair	An event that can occur at any educational level and typically provides hands-on demonstrations, activities, and interaction with employers who are providing information about the company (or jobs) in that particular industry sector.	• [Career Fair pdf (from previous WBL toolkit)](#) • [fhi360 Career Fairs - Chapter 4 - Checklist and Forms (fhi360).pdf](#) • [SchooLinks Career Fair Toolkit - Industry Partner Communications](#) • [SchooLinks Career Fair Toolkit - Planning Timeline and Checklist](#) • [SchooLinks Career Fair Toolkit - Sample Surveys](#)
Job fair	An event attended by job seekers at the secondary or post-secondary level. Employers and recruiters provide information about the company or organization to potential employees along with current job openings and required credentials for open positions. Attendees should come with resumes and typically seek employment.	• [Job Fair Preparation Tips for Students](#) • Use the same forms from the career fair section as appropriate.
Transition fair	An event designed for students with disabilities who are exiting high	• [Post-Secondary Transitioning Planning](#)

Career Awareness Experiences	Description of Experiences	Links to Resources
	school. Community support organizations, post-secondary institutions, and employers provide information about opportunities and support for education, employment, and independent living.	Guide from Charlotte-Mecklenburg Schools • Transition Fair Toolkit (National Secondary Transition Technical Assistance Center)
Field trip (workplace tour)	An offsite learning opportunity/experience for a class or small group of students to experience course-related experiences. This is a short-term work-based learning experience aimed at expanding the learning context for participating students. The field trip allows students to observe and investigate experiences related to a specific subject and career development objective.	• fhi360 Field Trips (workplace tours) - Chapter 3 - Checklist and Forms • Field Trip Permission Form • Field Trip - Student Preparation Checklist

Twenty Tips for Planning Career Awareness Experiences

To effectively plan and execute career awareness experiences, it is important to consider key logistical and engagement strategies. The table below provides twenty essential tips, numbered for clarity, to ensure a well-organized and impactful event for both students and presenters.

Tip Category	Best Practice
Administrative & Logistics	1. Secure administrative approval for activities involving guest speakers or off-campus trips. 2. Make transportation arrangements in advance, ensuring all necessary forms and permissions are completed
Speaker & Presenter Coordination	3. Contact participants early, providing details on the class and subject matter. 4. Confirm and discuss presentation topics, offering guidance as needed. 5. Gather information about equipment or materials required and ensure proper setup.
Event Preparation	6. Prepare students in advance with research assignments and discussion topics. 7. Inform visitors about school policies, including dress code and campus rules. 8. Avoid scheduling speakers for the entire day unless they have proven engaging and effective.
Hospitality & Engagement	9. Provide light refreshments for speakers and a hospitality room for Career Day events. 10. Arrange greeters to welcome presenters and assist with setup. 11. Ensure speakers are never left alone with students; maintain supervision at all times.
Event Publicity & Recognition	12. Publicize the event when applicable to increase awareness. 13. Set up a designated space with ample room for displays and easy traffic flow. 14. Capture event photos for school displays and social media. 15. Have presenters sign a poster with their name and business for use at PTA meetings and other events.
Appreciation & Follow-Up	16. Prepare thank-you bags with school and CTE program materials. 17. Provide a certificate of appreciation to presenters. 18. Send thank-you notes to speakers, administrators, and parents/guardians.
Student Engagement & Reflection	19. Encourage presenters to identify and mentor a student, coordinating follow-up through the school. 20. Require students to submit a written reflection on the event, counting it as a graded assignment.

CAREER EXPLORATION
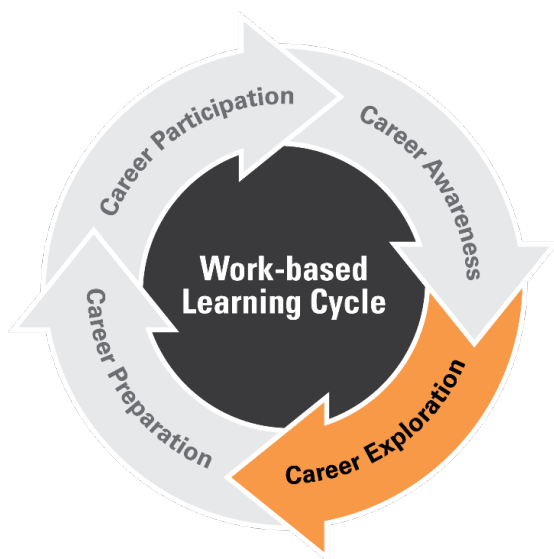
Learning ABOUT Work

Explore careers by observing and interacting with employees in the work environment, gaining insights into the skills required for specific professions. These experiences, a natural progression from career awareness, focus on the specific careers that capture students' interest.

Typically, career exploration experiences possess the following traits:

- Students connect with professionals in a specific job or industry one-on-one.
- These experiences are usually one time or one day events.
- Students get to choose and shape these experiences based on hobbies and interests.
- Students can think deeply and reflect on experiences to make postsecondary plans or goals.
- These experiences are usually great for high school students, although there may be exceptions.

These experiences include job shadowing, mentorship, and service learning.

NOTE: In terms of job shadowing, mentoring, or service learning as work-based learning experiences, students do not earn course credit. However, there may be an opportunity to convert service learning into an internship.

Job shadowing: A short-term educational experience that ranges in length from a half day to multiple days. It introduces a student or group of students to a specific job or career by pairing the student with an employee of a business, industry, or agency. By following or "shadowing" the employee, the student becomes familiar with the duties associated with that occupation, the physical setting of the occupation, and the compatibility of the occupation with his or her own career goals.

There are formal programs for job shadowing offered nationally, statewide, and locally.

- National Job Shadow Day occurs each year on Groundhog Day and is marketed across the United States to students at all grade levels.
- North Carolina promotes the Students@Work job shadowing experience for 8th graders and high school students as an extension of the Governor's work-based learning initiative.
- Locally, Rotary organizations, Chambers of Commerce, and public-school units design experiences for local K-12 students.

Rationale for Job Shadowing

- Shadowing develops an awareness of the educational and technical skills required for entry and advancement in a specific occupation.
- The student becomes familiar with the work-site environment and the job-related characteristics of the specific job or career.
- Shadowing provides students with the opportunity to discuss areas of interest or concern with the employee in the "real world" occupation.
- By providing relevant experience outside the classroom, employers can contribute to the education of youth and help prepare students for future careers.

Mentoring: A program involves pairing a student (mentee or protégé) with a community professional (mentor) in a one-to-one relationship with the intent of providing first-hand experience in a career field/cluster of the student's choice. Mentors are encouraged to

provide as much hands-on experience as possible and to give learners a view of all aspects of the career, including routine tasks, as well as creative and challenging opportunities.

- Mentoring differs from a job shadow experience in that it is a sustained one-to-one relationship and tends to be more flexible and adaptable to the needs and goals of the mentee, allowing for personalized guidance and support.
- It may be a component of one of the work-based learning academic bearing courses, such as CTE Advanced Studies, CTE Entrepreneurial Experience, and CTE Internship. In CTE Pre-apprenticeship and CTE Apprenticeship, mentors are mandatory and will be assigned in the workplace by the employer.
- Mentoring can serve as a standalone work-based learning experience for students, depending on involvement in other experiences related to the job or career cluster. The mentorship can be delivered face-to-face, online, or blended.

Rationale for Mentoring

- Mentoring is a deliberate pairing of a more-skilled or experienced person with a lesser-skilled or inexperienced learner with the agreed-upon goal of having the lesser-skilled learner (mentee) grow and develop specific occupational competencies.
- The individualized approach to teaching and learning allows a self-motivated learner to excel and to become proficient in many skills.
- The mentor, guided by the learner's Work-based Learning Designee, follows an agreed-upon training agreement.

Service learning: A work-based learning strategy that combines community service with career and technical learning goals. Students provide volunteer service to public and non-profit agencies, and civic, charitable, and governmental organizations in the local community. Students benefit by acquiring career-related skills and knowledge while learning civic responsibility and gaining personal satisfaction. Service learning can be short-term projects and can be individual, team, career technical student organization (CTSO), or classroom-oriented.

There are three types of service-learning experiences: indirect, direct, and advocacy. Who is served and how the service is rendered distinguish the different types.

1. Indirect service involves students working behind the scenes. Students channel resources to the problem without working directly with a service recipient. Generally, indirect service projects are done by groups and promote teamwork and organization skills. Examples include collecting food for disadvantaged families or landscaping a public park.
2. Direct service experiences require contact with the people being served. These experiences teach students to take responsibility for actions and provide immediate feedback in the process of service. Students learn how to make a difference. Examples include reading to small children or working with senior citizens.
3. Advocacy requires students to use voices and skills to help eliminate the causes of identified problems. Not only do students work to correct problems but also make the public aware of them. Students learn to present concerns clearly and concisely and to propose feasible solutions. Examples include establishing health care for migrant families or increasing literacy among incarcerated youth.

Rationale for Service Learning

- Engaging in Career Technical Student Organizations (CTSOs) enables students to effectively undertake service-learning experiences, finding a balance between addressing learning needs and fulfilling the community's requirements. This integration benefits local communities as students' efforts in service learning through CTSOs contribute to addressing the various needs.
- Students, by actively contributing to the communities, not only make a positive impact but also grow and learn through practical experiences.
- The hands-on application of knowledge to real tasks in service learning enhances the value and interest of learning, making it more engaging.
  - Service learning, when integrated with CTSOs, strikes a balance between addressing the student's learning needs and fulfilling the community's need for assistance.
  - Valuable skills and knowledge acquired during service learning contribute to students' personal satisfaction and the development of a sense of civic responsibility.
  - This approach fosters personal, social, and intellectual development, while also encouraging civic responsibility and offering opportunities for career exploration.

Please refer to the tables on the following pages for supporting details and resources for job shadowing, mentoring, and service learning work-based learning experiences.

Career Exploration Experiences	Links to Resources
Job shadowing	- Employer Job Shadow Checklist/Expectations - fhi360 Job Shadowing - Chapter 5 - Resources and Forms.pdf - Iredell -Statesville Schools - Parent/Guardian - Child Job Shadow Day Event - Job Shadowing - Planning & Implementing & NCBCE Initiatives (Students@Work) - Job Shadow Student Evaluation - Job Shadow Training Agreement - Student Registration and Parent/Guardian Permission Form for Job Shadows - Public Schools of Robeson County – Job Shadow Packet - Wake County - Job Shadow Guide and Forms.pdf
Mentoring	- Dr. John Vasquez - Questionnaire for Aligning Expectations in Mentoring Relationships - GA - Thomas County Mentor Handbook.pdf - Mentoring Agreement Template - Mentoring - Quick Tips for Successful Implementation
Service learning	- K-12 Standards - National Youth Leadership Council (nylc.org) - Service-Learning Starter Packet

Twenty Tips for Planning Career Exploration Experiences

1. Adhere to all local policies and administrative procedures whenever students leave campus or when community members visit the campus.
2. Utilize resources from various sources, including parents/guardians, instructors, spouses, friends, advisory committee members, and civic organizations.
3. Create a calendar of career exploration experiences and share it at the beginning of the year to ensure students are aware of upcoming opportunities.
4. Work collaboratively as a team to coordinate career exploration experiences, capitalizing on each member's strengths and expertise.
5. Execute schoolwide or districtwide CTSO service or community projects.
6. Utilize suitable forms to ensure accurate documentation is maintained.
7. Make thorough plans well in advance of scheduled experiences.
8. Maintain open communication with administrators, parents/guardians, and fellow instructors regarding planned experiences that may result in missed class time.
9. Maintain organized records, including names and contact information, for future reference.
10. Avoid overreliance on the same sources to prevent burnout among key supporters.
11. Express gratitude in writing consistently.
12. Capture moments with photographs whenever possible.
13. Promote experiences effectively to maximize participation.
14. Utilize social media platforms to promote and advertise upcoming events.
15. Connect experiences to classroom participation.
16. Incorporate student feedback into the grading process.
17. Leverage pre-existing initiatives like Students@Work to avoid reinventing the wheel and maximize resources for career exploration experiences.
18. Engage with non-profit organizations and other local community agencies to identify and connect with suitable mentors, leveraging resources and networks to enhance mentorship opportunities for students.
19. Include background checks for mentors as a proactive measure to safeguard the safety and security of students. Consult your local school administrations for detailed guidelines on how to obtain background checks.
20. Gather feedback from all stakeholders involved in career exploration experiences to ensure comprehensive reflection and effective planning for future opportunities

CAREER PREPARATION

Learning THROUGH Work

Career preparation programs are tailored to equip students with fundamental skills essential for college and career readiness. These initiatives involve hands-on experiences and interactions with industry professionals and the community. Through practical learning, students acquire higher-order thinking, technical, academic, and applied workplace skills crucial for success in future careers.

Typically, career preparation experiences possess the following traits:

- Students apply classroom learning through hands-on experiences for success in careers and higher education.
- Students collaborate effectively within diverse teams, respecting varied perspectives and strengths.
- Students consistently engage with partners directly over time, participating in integrated projects and entrepreneurial experiences.
- The skills acquired are transferable and adaptable to various career paths.
- Recognizing consequences, students value learning for themselves and their teammates equally.

These experiences include school-based enterprise, simulated workplace, workplace challenge/industry-sponsored project, and CTE Entrepreneurial Experience.

NOTE: In the realm of school-based enterprise, simulated workplace, and workplace challenge/industry-sponsored projects as work-based learning experiences, students do not receive course credit. Nevertheless, there is a chance to earn academic credit for the school-based enterprise by securing approval for its use as a local course option.

It is also worth noting that the CTE Entrepreneurial Experience stands out as the sole work-based learning experience in this category that permits students to acquire academic credit for involvement in the course.

School-based enterprise: This enterprise mode of learning is integrated into a CTE course or CTSO and involves students in the creation and operation of a simulated or bona fide business on the school premises. This venture mirrors a particular business or industry, generating revenue for the CTSO or school. Through these enterprises, students produce goods and provide services for sale or use by external individuals, establishing a direct connection between classroom learning and real-world work experiences. It replicates a specific business and is a learning experience that provides direct links between classroom learning and the world of work.

Rationale for School-based Enterprise

A school-based enterprise can fill the void where many communities may not have the business and industry base to provide sufficient opportunities for students to gain work-based learning experiences.

- The school-based enterprise should be designed to lead a student to a productive career, and the school programs of study must have the course capacity to provide the learning needed by the student to become successfully employed.
- In a school-based enterprise, the student's career courses and academic courses integrate around the school-based enterprise.
- Developing a school-based enterprise can be a creative challenge to a school, department, Work-based Learning Designee, and students. Large-scale endeavors will probably need input and assistance from more than one person to be successful.
- A collaborative agreement with local business/industry or well-organized advisory committees would be helpful.
- The school-based enterprise must be oriented and run by students. Work-based Learning Designees serve as advisors, but not chief executive officers.
- Some school-based enterprises operate much like regular small businesses, letting students apply the academic and career/technical content learned in school.
- A school-based enterprise can also give students real practice in entrepreneurship, accounting, budgeting, cash-flow management, marketing, inventory control, and business/industry/technical skills.
- Students in school-based enterprises develop skills in problem-solving, communication, interpersonal relations, and learning how to learn in the context of work.

Accepted forms of school-based enterprises include but are not limited to culinary café or catering services, agriculture greenhouse operation and plant sales, childcare programs, retail stores, automotive services, carpentry services, and creative design services.

Production Work Handbook

Production Work is a key element of Career and Technical Education (CTE) that connects classroom learning with real-world application. It involves students creating goods or services as part of their education while engaging in hands-on, project-based activities that reflect industry practices.

As a component of Work-based Learning, Production Work focuses on experiential learning, allowing students to apply technical skills in real-world settings. This process helps students develop essential workforce skills, including problem-solving, teamwork, and quality assurance, all of which are crucial in today's job market. It also teaches workplace expectations such as safety standards, time management, and customer service. By participating in Production Work, students gain valuable experience and industry-relevant skills that improve their career readiness.

The Production Work Handbook – July 2020 edition details the benefits of production work, the necessary steps to begin, operational considerations, and how to evaluate production work activities.

Simulated workplace: Classrooms are organized as a virtual or mock business operated by learners. Industry professionals serve as mentors/inspectors for each simulated workplace.

Tips for Implementing a Simulated Workplace in Classrooms:
1. Clearly outline the roles and responsibilities of each student in the simulated workplace. This mirrors real-world job dynamics and fosters a sense of accountability.
2. Develop realistic scenarios that closely mimic challenges faced in the actual industry. This provides practical experience and better prepares students for the workforce.

Tips for Implementing a Simulated Workplace in Classrooms:
3. Integrate tools and technologies commonly used in the industry to familiarize students with the working environment. This hands-on experience enhances the students' skill set. 4. Establish a chain of command within the simulated workplace, including supervisors and managers. This helps students understand the importance of communication and hierarchy in a professional setting. 5. Encourage collaboration and teamwork by assigning group projects and tasks. This reflects the collaborative nature of many workplaces and helps students develop interpersonal skills.

Rationale for Simulated Workplace

- Simulated workplaces offer a hands-on learning experience, allowing students to apply theoretical knowledge in a controlled and supportive environment.
- These environments help students develop crucial real-world skills like teamwork, problem-solving, communication, and decision-making, preparing for workforce demands.
- Simulated workplaces enable exploration of various career paths by simulating job scenarios from different industries, aiding informed career decisions, and fostering understanding of interests and strengths.
- The interactive nature of simulated workplaces boosts student engagement, providing a dynamic learning experience that captures interest and encourages active participation.
- Familiarizing students with workplace dynamics and expectations early on facilitates a smoother transition from school to employment, equipping graduates with practical skills and a realistic understanding of professional environments.

Workplace challenge (**industry-sponsored project**): A workplace challenge (industry-sponsored project) involves individuals to small student groups (four to six members per team) tackling a real-world problem or challenge set by an employer. The challenge, identified in collaboration with the WBL Designee and a classroom teacher, follows effective project-based learning approaches. It is structured to align with a targeted career pathway, addressing an authentic problem faced by an employer partner.

In this collaborative effort, students work together to identify potential solutions and then present the findings to the employer. These workplace challenges are intentionally designed to fulfill specific learning outcomes, integrating educational richness, and

aligning with the curriculum. These experiences serve as a bridge, helping students establish connections between academic learning and the practical aspects of the workplace.

Rationale for Workplace Challenge (Industry-Sponsored Project)

- Beyond simulations, these projects allow students to develop practical skills for future success by tackling real-world challenges and providing hands-on problem-solving experience in authentic work settings.
- Industry-specific projects offer dynamic exposure to potential careers, immersing students in real-world scenarios beyond textbooks, and aiding informed decisions about future paths by directly addressing challenges specific to various professions.
- Workplace challenges seamlessly enrich traditional curricula with real-world, industry-specific projects, ensuring students grasp theoretical concepts and apply learning to solve tangible business challenges.
- Collaborating with local businesses goes beyond traditional partnerships, immersing students in the actual workings of industries, providing a unique perspective and practical insights for a profound understanding of the professional landscape.
- Engaging in industry-sponsored projects fosters dynamic collaboration and networking between students and businesses, establishing valuable connections for a mutual exchange of ideas and expertise, benefiting both students and industry partners.

Career Preparation Experiences	Links to Resources
School-based enterprise	- [Steps for Implementing a School-based Enterprise](#)
Simulated workplace	- [Simulated workplace experiences](#)
Workplace challenge/industry-sponsored project	- [Implementing Workplace Challenges into Your WBL Programming Efforts](#) - [NYC Provider Guide for Workplace Challenges](#)

CTE ENTREPRENEURIAL EXPERIENCE
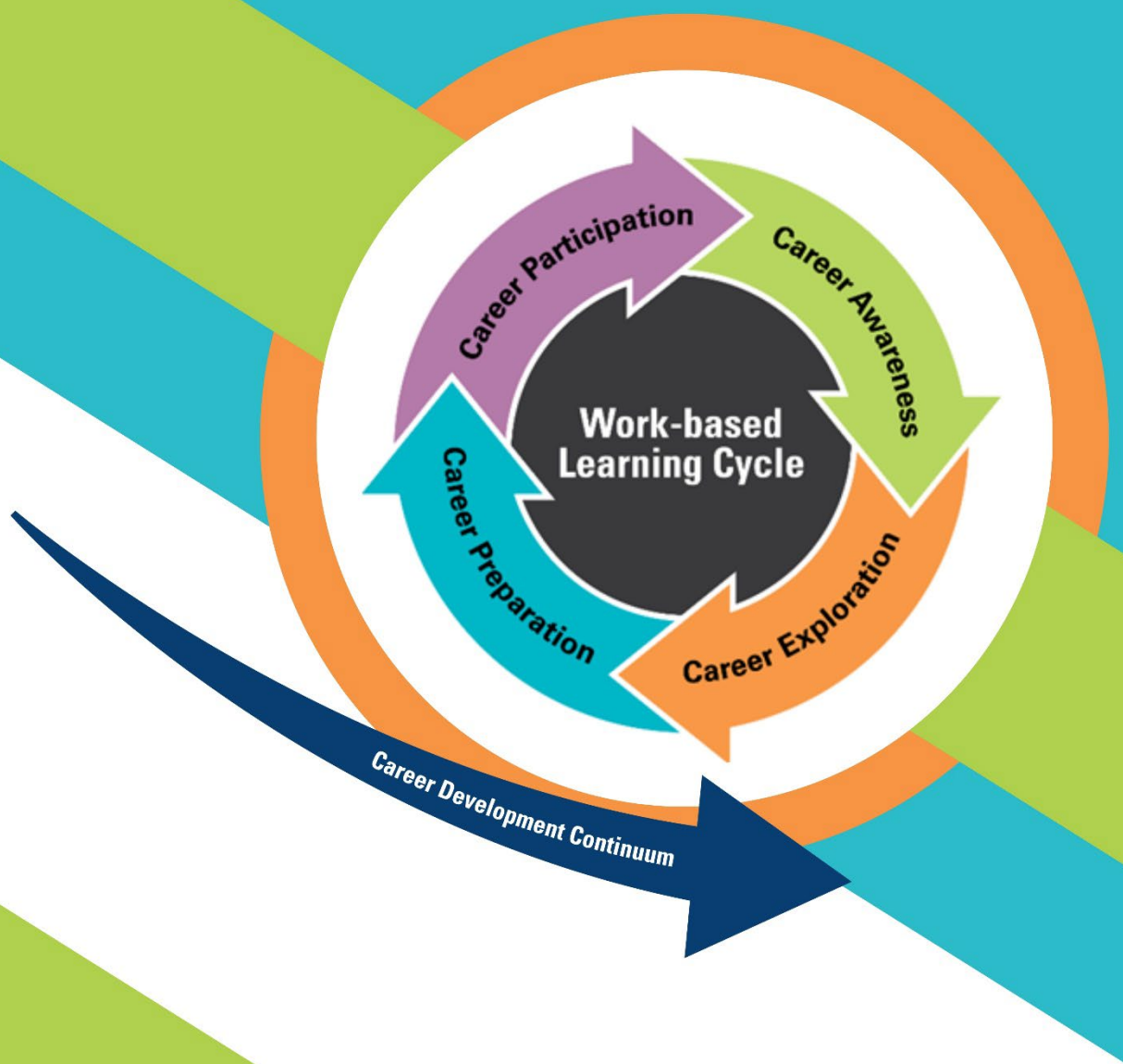
CTE Entrepreneurial Experience

The CTE Entrepreneurial Experience course provides a valuable work-based learning strategy, allowing students to own and operate an enterprise. This approach refines workplace skills and nurtures a comprehensive understanding of small business management. Students assume all risks and take responsibility for decisions, fostering a holistic learning experience to increase knowledge and proficiency in running a business.

This entrepreneurial journey serves as a capstone experience, ideal for students who have developed career and technical skills and aspire to apply concepts in a personal business venture. For those who have crafted a business plan in a prior entrepreneurship course, this experience becomes an opportunity to put skills into practice. Importantly, the entrepreneurial experience aligns with the student's career objectives, providing a pathway for potential profit and furthering expertise in the business realm.

In the CTE Entrepreneurial Experience course, students must:
- Develop knowledge or skills in owning/managing a business that the student created or owns at least a 25% share of.
- Generate revenue through the business.
- Not receive compensation through hourly wages or a fixed salary for involvement

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NOTE: School credit CANNOT be earned for entrepreneurial experiences

before July 1, 2022, according to [SBE Policy CTED-003: Academic Credit for Work-based Learning](#)

Rationale for the CTE Entrepreneurial Experience Course

- Providing a practical application of classroom learning, the course enables high school students to apply theoretical knowledge in a real-world business setting.
- Running a small business, students actively take on the associated challenges and risks while fostering a sense of responsibility and accountability for decisions.
- Engaging in entrepreneurship allows students to earn income from business endeavors, turning the experience into a paid learning opportunity.
- Covering the entire entrepreneurial process, from ideation to business launch and independent management, the course ensures students gain a comprehensive set of skills valuable in both academic and professional pursuits.
- Encouraging students to think innovatively through crafting a business idea and developing a business plan, the course fosters creativity and problem-solving abilities crucial for success in various aspects of life.

CTE Entrepreneurial Experience Snapshot

The following table provides a comprehensive overview of the CTE Entrepreneurial Experience course, detailing essential aspects such as course prerequisites, duration, and student eligibility standards.

Course Snapshot Category	Description of Course Features
Course Definition	High school students can gain hands-on experience in the business world through Entrepreneurial Experience—a ***credit-bearing*** opportunity where students apply classroom learning to run a small business. The students take on all the risks to make a profit and expand their entrepreneurial knowledge. Under the guidance of the teacher, students start a business from scratch. This involves crafting a business idea, developing a plan, launching, and managing the business independently. The income generated from selling a product or providing a service makes it a paid experience, and students face challenges with the expectation of gaining both profit and valuable entrepreneurial skills.
Prerequisite	The CTE Entrepreneurial Experience is a Career Pathway Major course. The prerequisite for the Entrepreneurial Experience is two CTE course credits, of which one must be a concentrator course.
Recommended Grade Levels	10 – 12
Course Duration	Throughout the semester, to earn academic credit for the course, students are required to create a project encompassing a presentation, portfolio, and a business model. This project should effectively showcase how the course has contributed to the development of the students' durable skills.
Primary Instructor	CTE Classroom teacher
Course Orientation	No, course orientation is unnecessary as the teacher guides the students through the entire process.
Training Agreement	Not required
Training Plan	Not required
Compensation Type	Profits received based on a 25% share of the business.
Student Eligibility Standards	Students with a genuine interest in owning a business would

Course Snapshot Category	Description of Course Features
	benefit most from this course. In alignment with the student's career development plan, the course's content and expectations should cater to each specific need for additional information about business ownership within a specific career area. Students who operate a small business must comply with all local, state, and federal regulations, including acquiring all necessary licenses and permits.
Additional Resources	Refer to the CTE Course Management System and the Work-based Learning Moodle for access to course information and standards. • Tips for Planning & Implementing CTE Entrepreneurship at Your School

Establishing CTE Entrepreneurial Experience

Differing from typical Work-based Learning (WBL) experiences, the CTE Entrepreneurial Experience course emphasizes a student-driven and managed approach. The CTE WBL teacher functions more as a consultant, offering guidance and ensuring accountability within the framework of WBL. Successful WBL experiences allocate time for reflection and planning future steps, allowing students to engage in critical thinking about these experiences.

Moreover, it is worthwhile to acknowledge and celebrate student participation in entrepreneurship. This recognition can take various forms such as certificates, assemblies, or media coverage.

Roles, Duties, and Timelines in Focus – CTE Entrepreneurial Experience

Providing students with a structured entrepreneurial experience requires clear roles and responsibilities for both educators and students. The following tables outline the duties of classroom teachers and students at different stages of the course.

At the Beginning of the Course

At the start of the entrepreneurial experience, the focus is on laying the foundation for students by introducing key concepts, selecting mentors, and completing necessary documentation.

Classroom Teacher	Student
• Introduce characteristics and processes essential for a successful entrepreneurial experience.	• Engage in understanding characteristics and processes for a successful entrepreneurial experience.
• Facilitate an understanding of entrepreneurship, its needs, and various types of businesses.	• Learn about the characteristics of entrepreneurs and leaders.
• Guide students in the entrepreneurship discovery processes.	• Recognize the importance of entrepreneurship and different types of businesses.
• Explain the value and processes of mentorship.	• Participate in the entrepreneurship discovery processes.
• Assist in selecting an appropriate business/industry mentor.	• Understand the value and process of mentorship and select a suitable mentor.
• Guide students in completing relevant paperwork and documentation.	• Actively participate in completing relevant paperwork and documentation.

During the Course

As students progress, they will develop and refine their business plans while applying entrepreneurial skills in collaboration with their mentors and instructors.

Classroom Teacher	Student
• Instruct students on developing a business plan with a minimum 25% ownership share.	• Apply entrepreneurial skills to contribute actively to a business plan with a minimum 25% ownership share.
• Break down business plan components, emphasizing the significance of each part.	• Identify and understand business plan components.
• Guide students in identifying operational policies, procedures, and personnel plans.	• Contribute to the development of operational policies, procedures, and personnel plans.
• Provide insights into crafting unique value proposition, competitive advantages, and marketing and financial plans.	• Collaborate in crafting unique value proposition, competitive advantages, and marketing and financial plans.
• Collaborate with students to analyze the business plan with the mentor.	• Work with the mentor to analyze and refine the business plan.
• Support completion of relevant paperwork and documentation.	• Actively engage in completing relevant paperwork and documentation.
• Evaluate student progress and conduct progress conferences.	• Provide updates to the teacher and mentor.

| Classroom Teacher	Student
• Maintain ongoing communication with students and entrepreneurship stakeholders.	• Demonstrate workplace readiness skills and maintain communication with stakeholders.
• Ensure compliance with applicable local, state, and federal laws.	• Comply with applicable local, state, and federal laws.
• Encourage reflection on the connection between school learning and entrepreneurship.	• Reflect on the connection between school learning and the entrepreneurship business.

At the End of the Course

After the course, students will transition from planning to actively managing their businesses, ensuring compliance with regulations, and reflecting on their experiences.

Classroom Teacher	Student
• Oversee business initiation and management with a minimum 25% ownership share, utilizing the developed business plan.	• Initiate and manage the business independently with at least a 25% ownership share, utilizing the developed business plan.
• Ensure students secure the necessary licenses or permits for the entrepreneurial experience.	• Ensure compliance with necessary licenses or permits for the entrepreneurial experience.
• Support the implementation of operational policies, procedures, and personnel plans.	• Implement operational policies, procedures, and personnel plans with guidance.
• Monitor the execution of marketing and financial management plans.	• Actively participate in selling goods or services through identified channels, executing marketing and financial plans.
• Collaboratively evaluate start-up and management with the mentor.	• Collaboratively evaluate start-up and management with the mentor.
• Guide students to completing final paperwork and documentation.	• Take responsibility for completing the final paperwork and documentation.
• Evaluate student performance, collect documentation, and submit required reports.	• Fulfill feedback and reflection assignments.

This structured approach ensures that both teachers and students understand their responsibilities throughout the entrepreneurial experience, leading to a more effective and successful learning process.

CAREER PARTICIPATION
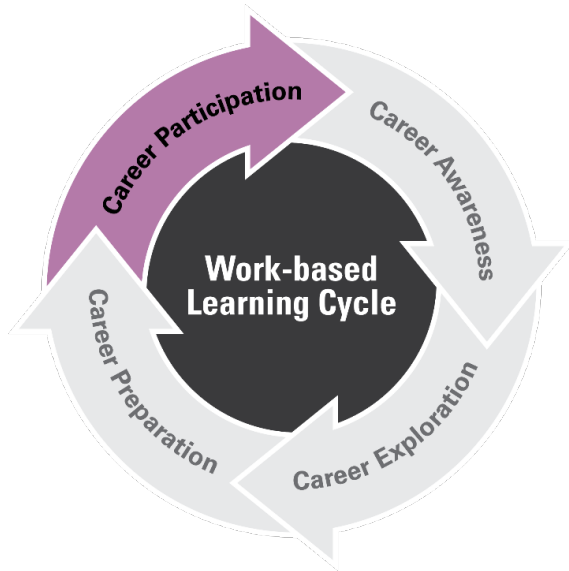
Learning FOR Work
Explore careers by observing and interacting with employees in the work environment, gaining insights into the skills required for specific professions. These experiences, a natural progression from career awareness, focus on the specific careers that capture students' interest.

Typically, career participation experiences possess the following traits:

- Students receive specialized training for employment or postsecondary education in specific occupations.
- Students demonstrate and apply knowledge and skills tailored to various occupations within the chosen career field.
- Engaging consistently with partners over time, students prioritize the primary benefit to the partner.
- Mastery of occupation-specific skills is developed through hands-on experiences.
- Students pursue certifications, internships, apprenticeships, clinical experience, and on-the-job training to fulfill requirements and gain practical insights into the chosen occupations.

These experiences include CTE Cooperative Education (cooperative work experience), CTE Internship, CTE Pre-apprenticeship, and CTE Apprenticeship. All these work-based learning experiences provide students with the chance to earn academic credit and should align with the student's career development plan. Program quality and the safety of students should always be priorities, not the quantity of students enrolled in these courses.

NOTE: Part-time jobs are not considered work-based learning. In part-time employment, a student may be permitted to leave school for work under the authorization of a school administrator. The work arrangement is initiated solely by the student without any direct school involvement. The student does not accrue school credits, and the time spent working does not generate general education revenue for the school. It is crucial to note that, since part-time jobs are not categorized as a work-based learning program and is not part of a state-approved initiative, careful consideration is necessary to assess any potential liability associated with the time a student spends away from school.

Effective Communication with Employers in Work-based Learning Programs

Establishing and maintaining effective communication with employers is crucial for a successful work-based learning (WBL) program. The following guidelines outline the timing, methods, and frequency of engagement with employers of students enrolled in WBL courses.

When to Contact Employers

Initiate communication at the beginning of the school year with each employer. During this initial contact, consider the following:

- Introduce yourself and build a rapport.
- Discuss program expectations.
- Review student progress.
- Provide a school calendar.
- Explore opportunities for employer involvement, such as:
    - Guest speaker engagements
    - Serving as a judge for Career and Technical Student Organizations (CTSO)
    - Sponsoring events or activities
- Leave behind a business card, Training Agreement, and Employer Evaluation form.

Frequency of Contact

Maintain regular communication with employers, aiming for a minimum of two contacts per grading period. During these interactions, focus on:
- Discussing ongoing student progress.
- Collecting employer evaluations of student performance.

Methods of Contact
1. Personal Visits:

- o   Schedule visits quarterly.
- o   Arrange appointments in advance to ensure availability.
- o   Keep visits brief to respect the employer's time.

2. Phone Contact:
   - o   Use phone calls for appointment scheduling and follow-ups.
   - o   Choose phone communication when a personal visit is inconvenient.

3. Email Contact:
   - o   Secure evaluations if not obtained during a visit.
   - o   Send greeting cards for positive public relations and to maintain rapport.

The Importance of Work-based Learning Documentation

Having comprehensive work-based learning documentation is crucial for bridging academic knowledge with practical skills. This includes elements such as training agreements and plans, which play a pivotal role in establishing connections between classroom learning and real-world applications.

- **Training Agreement:** This document outlines clear expectations and commitments for both learners and industry mentors, ensuring alignment and accountability.
- **Training Plan:** This document provides a structured path for individuals to acquire practical and adaptable skills tailored to their chosen careers.
- **Course Orientation:** Before students begin the work-based learning experience, a course orientation is essential to familiarize students with program expectations, objectives, roles, responsibilities, and safety guidelines.

Below are sample forms tailored for WBL courses, which can be used as-is or customized to meet specific requirements, including the option to add the school's logo.

General Forms Applicable to Career Participation Courses
• [A. Course Orientation for Students - Example](#) – USE for all courses
• [B. WBL Training Agreement](#)
• [C. Student Training Plan: Task Based Approach](#)
• [C. Student Training Plan: Competency-Based Approach](#)
• [C. Student Training Plan: Comprehensive Approach](#)
• [C. Student Training Plan: Task Based Approach](#)
• [C. Student Training Plan with Evaluation Component](#)
• [Student Timesheet – Monthly](#)
• [Student Timesheet – Weekly](#)
• [Student Performance Evaluation: Personal Qualities & Skill Attainment](#)
• [Student Performance Evaluation: Task Progress](#)

General Forms Applicable to Career Participation Courses
• [Student Schedule Accountability Form](#)
• [Student Self-Assessment of Skills](#)
• [Student Self-Assessment of Skills Rubric](#)
• [WBL – Interview Tips for Students](#)
• [WBL – Monthly Log of Activities](#)
• [WBL – Preparing for an Informational Interview](#)
• [WBL – Student Reflection Questions](#)
• [WBL – Proof of Insurance and Emergency Contact Form](#)
• [WBL – Transportation Agreement](#)

Youth Employment Identification Number

As a Work-based Learning Designee, it is crucial to be familiar with the Youth Employment Identification Number (YEIN) and assist students in obtaining it. Staying updated on youth employment regulations is essential. Effective immediately, individuals under 16 are barred from working in establishments with an ABC on-premises permit, except for those working outside the premises as per [North Carolina General Statute 91-25.5(j).](#) It is important for students under 16, unless exempt, to adhere to this rule without exception. Additionally, for students under 18 working in North Carolina, securing a Youth Employment Certificate is vital.

Encouraging students to obtain a YEIN and provide it to the employer, especially for paid work-based learning experiences, is strongly recommended. This proactive approach ensures compliance, fosters a positive work environment, and enriches the learning experience.

Any inquiries can be directed to the N.C. Department of Labor (NC DOL) – Wage and Hour Bureau, accessible Monday through Friday from 8 a.m. to 4:45 p.m., at 1-800-625-2267. For more information, visit the [NC DOL – Wage and Hour YEIN](#) website. For more detailed information on youth engaged in detrimental or hazardous occupations, please refer to Chapter 4, where a section is dedicated to Federal and State Labor Regulations.

CTE COOPERATIVE EDUCATION

(CTE COOPERATIVE WORK EXPERIENCE)
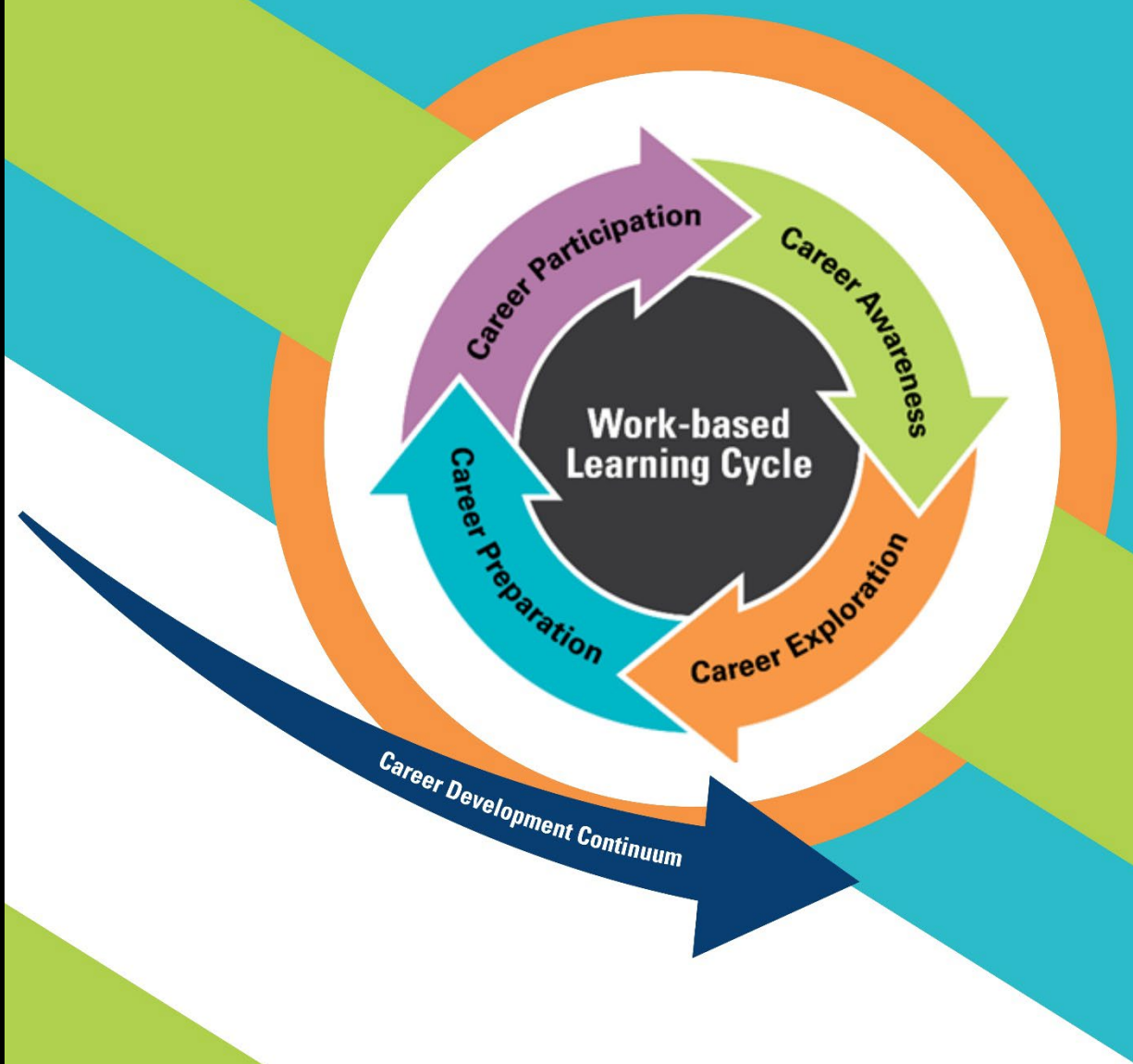
CTE Cooperative Education (Cooperative Work Experience)

Cooperative Education, often referred to as Co-op, is an educational approach that integrates classroom learning with practical work experience, and it is usually a paid opportunity. The key here is to bridge the gap between what students learn in the Career and Technical Education (CTE) classes and the real-world work environment. This work experience should align closely with the student's personal interests, abilities, and career goals, as well as the specific CTE course students are enrolled in.

In Co-op, a well-structured curriculum is combined with hands-on experience in a particular occupational field. To ensure a smooth and beneficial experience, students in Co-op follow a formal training plan. This plan outlines the academic and workplace skills students are expected to master during the program.

Both the school and the employer play pivotal roles in planning and supervising these experiences. The work undertaken must contribute directly to the student's chosen career path or major. To formalize this arrangement, schools and employers collaborate on written cooperative agreements, specifying the instructional components to be provided.

One notable aspect is that students earn school credit for both the on-the-job training and the classroom elements. This dual recognition emphasizes the value and importance of the integrated learning experience that Co-op provides. Overall, Co-op is a strategic blend of academic and practical learning, facilitated by a partnership between educational institutions and employers.

Rationale for CTE Cooperative Education (Cooperative Work Experience)

- Developing occupational competence through job training experiences is the aim of cooperative education.
- Extending employment preparation for students in career and technical courses beyond the classroom is its goal.
- Enhancing workplace readiness benefits from workplace immersion in specific career objectives.
- Accessing state-of-the-art equipment through collaboration with local employers addresses resource limitations in school labs.
- Emphasizing the integration of classroom instruction and on-the-job training, the cooperative method involves shared responsibility between schools and businesses for student competency attainment.

CTE Cooperative Education (Cooperative Work Experience) Snapshot

The following table provides a comprehensive overview of the CTE Cooperative Education course, detailing essential aspects such as course prerequisites, duration, and student eligibility standards.

Course Snapshot Category	Description of Course Features
Course Definition	Experience paid employment aligned with classroom instruction, creating a structured work-based learning experience. Devise a jointly agreed training plan involving the student, teacher, employer, and parent/guardian which outlines specific learning outcomes aligned with the student's career objective. Synthesize classroom content, career goals, roles, and responsibilities through a written agreement between the school and employer. Experience real-world application of technical skills, durable employability skills, and related education in an authentic workforce environment. Gain the knowledge and skills for careers in the pathway of choice.
Prerequisite	To get academic credit, the aligned coursework and related paid employment must be completed in the same academic year, which may be the concurrent or consecutive semester.
Recommended Grade Levels	11 – 12
Course Duration	Throughout the semester, students must complete tailored assignments that align with the standards of the concurrent course to earn academic credit. These assignments should also clearly demonstrate how the course has enhanced the students' durable skills.
Primary Instructor	CTE Classroom Teacher
Course Orientation	Yes
Training Agreement	Yes
Training Plan	Yes
Paid or Unpaid	Paid, in compliance with state and federal labor laws.
Student Eligibility Standards	Students must have a clear career objective aligned with the CTE field, maintain a satisfactory academic record, possess acceptable workplace readiness skills, uphold regular attendance, and be at

Course Snapshot Category	Description of Course Features
	least 16 years old unless an employment certificate is secured. These criteria ensure that participating students are well-prepared and focused on maximizing the benefits of practical experiences in the program.
Additional Resources and Forms	Refer to the CTE Course Management System and the Work-based Learning Moodle for access to course information and standards. • Use any applicable forms from the table in the section titled **Importance of Work-based Learning Documentation** • A. Program Management for CTE Cooperative Education • B. Cooperative Education (CE) Training Agreement • C. Student Training Plan: Competency-Based Approach • Cooperative Education Connecting Activities • Cooperative Education Contact Record • Cooperative Education Wage and Hour Report • Cooperative Education Student Placements Report • Summer Wage and Hour Report for Cooperative Education • Part I - Job Search Form • Part II - Interview Summary Form • Request for Job Change Form

Establishing CTE Cooperative Education (Cooperative Work Experience)

How do schools determine which programs to offer?
Schools determine the programs they offer based on the following factors:

- Local employment opportunities
- Student interest and demand
- Availability of training stations within the community

NOTE: While students may benefit from working part-time, the purpose of cooperative education is not to provide students with part-time jobs. The purpose is to help students develop occupational competencies related to classroom instruction as students prepare for meaningful employment in their chosen career area.

To implement the cooperative method of instruction, several key components must be in place:

- Counselors and teachers play a crucial role in guiding students to choose courses aligning with tentative career objectives.
- A licensed CTE teacher in the relevant content area coordinates both classroom instruction and on-the-job training, ensuring a comprehensive learning experience.
- A signed training agreement is essential and should be on file at both the school and the training station for each participating student.
- Detailed training plans are developed and adhered to for each student, providing a structured framework for educational and workplace experiences.
- Beyond general employability skills, students are encouraged to develop competence in specific areas related to their chosen career paths.
- Continuous correlation and evaluation between classroom and on-the-job training ensure a seamless integration of theoretical knowledge and practical application, fostering a well-rounded educational experience for students.

The cooperative method of instruction must also adhere to the following:

- Federal laws governing the workplace and cooperative education,
- State laws and policies governing the workplace and cooperative education,
- Policies adopted by the State Board of Education, and
- Locally developed policies, specifically designed to promote high expectations for students, should be established in alignment with the overarching regulations.

Training Agreement and Training Plan for CTE Cooperative Education

A training agreement is a crucial document for each student participating in CTE Cooperative Education (Cooperative Work Experience). It serves as a written commitment made by the student, parent/guardian, CTE teacher-coordinator, school administrator, and employer. This formal agreement outlines mutually agreed-upon expectations and roles for all parties involved, addressing factors like employment terms, schedule, duration of work, compensation, and termination. It establishes a clear understanding of expectations and responsibilities for all parties involved, ensuring a basis for a successful work-based learning experience.

A comprehensive training agreement must be on file for each student placed in a CTE Cooperative Education program, with each involved party (student, teacher, and employer) advised to retain a signed copy of the agreement. The responsibilities and roles of each party involved in the training agreement are detailed in the table below.

Parties Involved	Responsibilities	Important Notes
Student	Sign and adhere to the agreement, follow agreed-upon work terms	Essential for protection against negligence and liability claims.
Parent/Guardian	Review and sign the agreement and support the student's work experience.	Ensure understanding of terms and responsibilities.
CTE Teacher-Coordinator	Develop, supervise, and review the agreement. Ensure proper documentation is kept.	Teacher-Coordinator must supervise students and collaborate with employers.
School Administrator	Sign the agreement and ensure school policies are followed.	The administrator ensures the agreement aligns with school policies.
Employer	Provide work-based learning experience and sign the agreement.	Employer outlines the job expectations, schedule, and terms of employment.
Classroom Teacher*	Involved if the CTE teacher-coordinator supervises students from other CTE classes.	

Additionally, a training plan outlines classroom instruction and workplace training, focusing on the development of both technical and workplace readiness skills. This plan is a collaborative effort between the CTE teacher-coordinator, employer, and student. The training plan, which includes workplace readiness skills, specific job duties, and related classroom instruction, is also summarized in the table below.

Category	Description	Purpose
Workplace Readiness Skills	Skills related to professional behavior, teamwork, and communication.	Ensure students are prepared for the workplace environment.
Specific Duties and Tasks	Detailed description of tasks performed by the student on the job.	Focuses on the technical skills needed for the job.

Category	Description	Purpose
Related Classroom Instruction	Skills and knowledge learned in the classroom that apply to the job.	Connects classroom learning to real-world experience.

Flexibility in Credit and Grading for CTE Cooperative Education

In addition to the considerations for program development and placement, it is important to understand the flexibility in credit and grading when it comes to cooperative education programs.

There are two primary methods for issuing credit for cooperative education programs:

- Programs can link classroom instruction and cooperative education components together for a single grade, worth two credits in a school term.
- Alternatively, grades can be issued separately for the classroom instruction and cooperative education components.

If grades are issued separately, students must pass the classroom instruction component to receive credit for the cooperative education component. It is also important to note that students cannot receive credit for the cooperative education component by performing school services such as being bus driver, cafeteria worker, office assistant, or teacher assistant.

Regarding on-the-job hours, these may be counted on the student's timesheet during periods when school is not in session, provided that the teacher or coordinator is on contract with the school during that time, such as during holiday breaks.

If a student is enrolled in the concurrent course during the fall or spring semester, the cooperative education course is ideally scheduled within the same semester. However, there is flexibility in scheduling the cooperative education course in the following semester, under the condition that:

- The teacher-coordinator approves the student's spring or summer cooperative education placement and is available to coordinate the work-based learning.
- All coordination policies are followed.
- A training agreement is on file for the student.
- The student follows an appropriate training plan based on the concurrent course standards.

For further details on how to effectively implement CTE Cooperative Education in your district, be sure to consult the Program Management for CTE Cooperative Education

document available in the Relevant Forms and Resources section of the Course Snapshot table.

Roles, Duties, and Timelines in Focus – CTE Cooperative Education

Providing students with structured cooperative education experiences requires clear roles and responsibilities for both educators and students. The following tables outline the duties of classroom teachers and students at different stages of the course.

At the Beginning of the Course

The roles and responsibilities outlined in this table focus on the initial steps of cooperative education, emphasizing career assessment, job placement, and orientation activities for teachers, students, and employers to ensure a successful start to the experience.

Role	Duties
CTE Teacher-Coordinator	• Review career assessment results. • Identify interested and qualified students. • Assist students in identifying career interests. • Cultivate community partnerships to help secure contacts for students. • Use the workplace evaluation checklist to screen potential employers. • Counsel students regarding job placement and interview techniques. • Orient students to expectations, including safety requirements (e.g., PPE). • Confirm logistics, including transportation for students, parent/guardian permission, and emergency contact information. • Encourage students to share information regarding support and accommodations needed to be successful in the workplace. • Finalize each student training agreement and training plan with the appropriate parties.
Student	• Research the industry and workplace before the experience. • Identify job opportunities of interest. • Submit required forms. • Develop a résumé. • Complete an application and participate in an interview. • Conduct an interview follow-up (e.g., send a thank-you note, or make a follow-up phone call to check the status of the application).

Role	Duties
	• Upon acceptance of a job offer, complete the required federal and state tax forms. • Participate in orientation activities required by the employer.
Employer	• Communicate expectations and confirm logistics with the teacher-coordinator. • Create a job description. • Interview and select the student worker. • Work with the teacher-coordinator and student on the training plan, citing specific goals and benchmarks. • Interview and select students. • Orient students to the workplace and position.

During the Course

This table describes the ongoing duties during the cooperative education experience, where communication, progress evaluations, and compliance with workplace rules are essential for students, teachers, and employers to maintain a productive learning environment.

Role	Duties
CTE Teacher-Coordinator	• Approve wage and hour records. • Evaluate student progress. • Observe students in workplaces. • Conduct progress conferences. • Develop appropriate student assignments that align with concurrent courses' standards. • Comply with applicable local, state, and federal laws. • Maintain communication with employers.
Student	• Provide updates to the teacher-coordinator. • Participate in progress conferences. • Maintain expected hours of work and school attendance. • Complete appropriate student assignments that align with concurrent courses' standards while reflecting on the connection between what is learned at school and the workplace. • Comply with all workplace rules and exercise workplace readiness skills. • Record observations of career and workplace. • Document wages and hours.
Employer	• Participate in progress conferences. • Supervise and assist students in working toward learning objectives.

Role	Duties
	• Document and assess student job performance.
	• Coordinate and communicate with the teacher-coordinator.
	• Comply with applicable local, state, and federal laws.

After the Course

The final table highlights the concluding responsibilities after the cooperative education experience, including performance evaluations, feedback, and résumé updates, ensuring that all parties reflect on the experience and document the student's progress.

Role	Duties
CTE Teacher-Coordinator	• Evaluate student performance. • Collect documentation. • Submit reports as required.
Student	• Complete feedback and reflection assignments. • Update résumé based on new skills and experiences gained.
Employer	• Complete feedback and evaluation form.

CTE Pre-apprenticeship

CTE Internship

CTE Apprenticeship

Guiding Students in Choosing Between Internship, Pre-apprenticeship, or Apprenticeship

Before reviewing the chart below, school districts must recognize the significant importance of fostering career development from the early stages of a student's education. Introducing work-based learning (WBL) opportunities can profoundly influence career paths. By facilitating these experiences, districts empower students to explore various paths that lead to fulfilling futures.

It is essential to acknowledge that each student is unique, with distinct interests and learning styles. Therefore, WBL programming efforts should be carefully tailored to individual needs, ensuring a personalized approach. In doing so, it is equally important to differentiate WBL experiences based on both student interest and employer need, creating mutually beneficial partnerships that support meaningful learning and workforce development. Additionally, collaborating with local business partners enhances the authenticity of these experiences, connecting students with real-world opportunities.

The aim of providing the chart below is to assist school districts in identifying the most suitable WBL path for each student—whether it involves a CTE Internship, CTE Pre-apprenticeship, or CTE Apprenticeship. For example, a student interested in healthcare may benefit from reviewing how to align their career interest with the appropriate course and course code. Additional guidance is available in the document "CTE Work-based Learning Course Differences- Example," which illustrates how to make informed decisions when selecting the most appropriate WBL experience.

Student Proclivity	Internship	Pre-apprenticeship	Apprenticeship
Purpose	☐ Exploration	☐ Introduction	☐ Skill Development
Benefits	☐ Learning Experience, Networking Opportunities	☐ Skill Development, Mentorship	☐ Paid Training, Career Advancement Opportunities, Mentorship
Career Pathway Awareness	☐ Exposure	☐ Foundation	☐ Specialization
Skill level to be achieved	☐ Basic	☐ Intermediate	☐ Advanced
Commitment Level	☐ Short-term	☐ Moderate	☐ Long-term
Credential importance	☐ Optional	☐ Relevant	☐ Essential
Wages	☐ Paid or Unpaid	☐ Paid or Unpaid	☐ Progressive Pay
Post-experience plans	☐ Exploring Options	☐ Preparing for the Future	☐ Starting Career with Advancement Opportunities
Post-secondary education plans	☐ Flexible	☐ Support Future Education (Tuition-free)	☐ Integrated with Future Education (Tuition-free)
Which one?	☐ INTERN	☐ PRE-APPRENTICE	☐ APPRENTICE

CTE INTERNSHIP
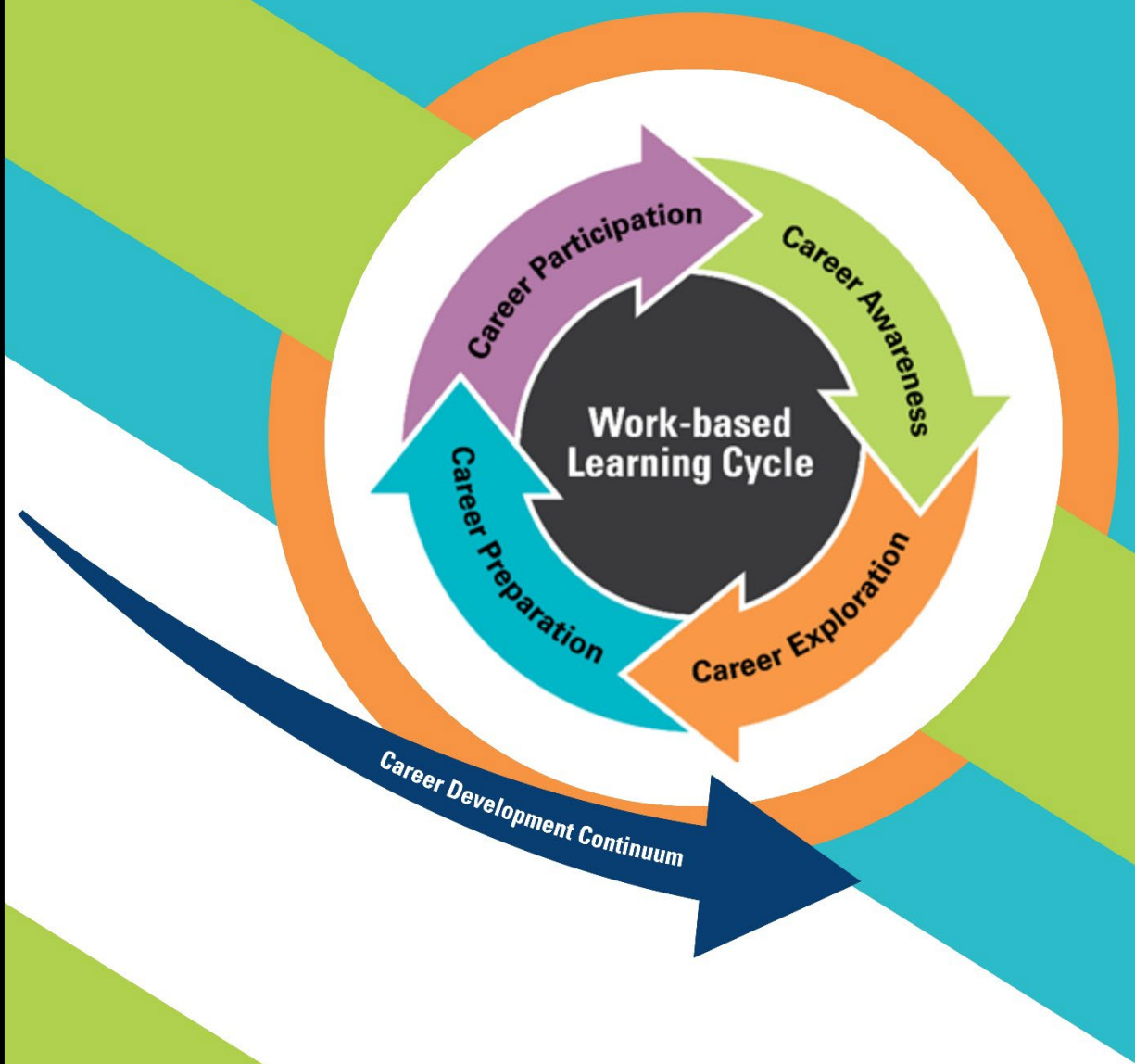
CTE Internship

CTE Internship is a work-based learning (WBL) course that places students in real workplace settings. This opportunity helps students develop and apply career-related knowledge and skills in a specific field aligned with interests, abilities, and goals. Internships, whether paid or unpaid, are linked to classroom learning and include structured reflection experiences.

Throughout the internship, students follow a formal training plan that outlines academic and workplace skills to master. It is a hands-on learning experience where students actively participate in daily operations under the guidance of a business mentor. This provides a practical environment for students to understand and apply classroom-taught knowledge and skills to a particular industry or occupation.

The goal of this work experience is to support the student's career pathway by helping them refine their career choices. Internship compensation varies and may include both paid and unpaid opportunities.

Rationale for CTE Internship

- Applying what students learn in real jobs is the focus of students participating in internship experiences.
- Teaching students practical skills important for jobs is a key aspect of internships.
- Allowing students to explore various occupations to determine preferences is facilitated through internships.
- Giving students a chance to meet and learn from people working in the field is a benefit of participating in internships.
- Combining classroom learning with hands-on experience, internships offer students a complete education for success in a chosen career.

CTE Internship Snapshot

The following table provides a comprehensive overview of the CTE Internship course, detailing essential aspects such as course prerequisites, duration, and student eligibility standards.

Course Snapshot Category	Description of Course Features
Course Definition	A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about careers, and perform certain job tasks. This activity is exploratory

Course Snapshot Category	Description of Course Features
	and allows the student to get hands-on experience in several related areas. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.
Prerequisite	None
Recommended Grade Levels	11 – 12
Course Duration	Students should work a minimum of 120 hours for the school year to earn credit toward graduation. Internships of shorter duration do not earn credit outside of that already earned for the related CTE course.
Primary Instructor	Work-based Learning Designee – any certified CTE licensure
Course Orientation	Yes
Training Agreement	Yes
Training Plan	Yes
Paid or Unpaid	May be paid or unpaid
Student Eligibility Standards	Internships do not have state-mandated eligibility criteria for students. To support a successful experience, it is important to thoughtfully consider the following factors before placement to ensure students are well-prepared and positioned for success. • Successful completion of career inventory and exploration experiences. • Relevant work experience, such as job shadowing or part-time jobs. • Recommendation from a classroom teacher or counselor. • Meeting minimum attendance and/or grade point average requirements. • Possession of acceptable workplace readiness skills. • Completion of the application and interview process with the host employer. • Fulfillment of student registration and obtaining parent/guardian permission.

Course Snapshot Category	Description of Course Features
	• Ability to meet the time demands of the internship.
Additional Resources and Forms	Refer to the CTE Course Management System and the Work-based Learning Moodle for access to course information and standards. • Use any applicable forms from the table in the section titled **Importance of Work-based Learning Documentation** • fhi360 - Internships - Chapter 7.pdf • Hickory Public Schools – CTE Internship Handbook • Wake Forest High School - Observational Plan of Work - Veterinarian example • Wilkes County Schools - CTE Internship Form and Guidelines • Wilkes County Schools - CTE Internship Honors Presentation Rubric.docx.pdf • United States Department of Labor – Internship Programs Under the Fair Labor Standards Act – Fact Sheet #71

Establishing CTE Internship

To ensure successful internships, effective collaboration, communication, and preparation are essential among school and community stakeholders. Consider the recommendations outlined in the following table when developing an internship model for the school division:

Recommendations	Purpose for Developing an Internship Model
Convene Stakeholders	Bring together key participants, including employers, professional associations, school administrators, counselors, career advisors, and the Work-based Learning Designee.
Define Scope and Structure	Determine the overall framework of the internship, establishing policies for student selection and supervision of interns.
Assess Students' Interests	Before the internship, assess students' career interests and qualifications to identify potential interns, focusing on suitable employers. Ensure that the internship aligns directly with the student's career development plan.
Build Employer Relationships	Cultivate strong ties with employers willing to host internships, collaborating to structure meaningful experiences for students, employers, and workplace supervisors.
Facilitate Interviews	When necessary, allow employers the opportunity to interview student candidates for internships, thus making the final selections.
Prepare Students & Define Expectations	Conduct orientation sessions for both students and parents/guardians, and simultaneously, establish clear internship training agreements to outline expectations and responsibilities.
Ensure Supervision	Guarantee adequate supervision during internships, incorporating elements like workplace visits, employer evaluations, and regular communication with employers and students.
Meet Legal Requirements	Ensure compliance with legal requirements, particularly safety regulations in the work environment.
Structured Reflection	Implement structured reflection for students, both individually and in groups, before, during, and after internship experiences.
Acknowledge Stakeholders	Recognize the contributions of all involved stakeholders, with special emphasis on host employers and students.
Promote Internship Experience	Actively promote the internship program to local businesses, parents/guardians, school administrators, students, and advisory groups to enhance awareness and participation.
Manage Documentation	Ensure effective record-keeping by overseeing documentation processes, including the maintenance of training agreements, training plans, timesheets for hour requirements, and other reflective assignments related to students' experiences.

Training Agreement and Training Plan for CTE Internship

Training Agreement
A training agreement, a crucial document for each student participating in a CTE Internship, serves as a written commitment made by the student, parent/guardian, Work-based Learning Designee, school administrator, and employer.
A comprehensive training agreement must be on file for each student placed in a CTE Internship program, with each involved party advised to retain a signed copy of the agreement.

- This formal agreement outlines mutually agreed-upon expectations and roles for all parties involved, addressing factors like employment terms, schedule, duration of work, compensation (if appropriate), and termination. This document is essential for protection against accusations of negligence and liability claims.
- It establishes a clear understanding of expectations and responsibilities for all involved parties, ensuring a basis for a successful work-based learning experience.

Training Plan
The training plan is a pivotal element in the internship experience, outlining a minimum of 120 hours of hands-on training. This formal document serves as a roadmap, identifying goals, skills, and competencies essential for the student's mastery and workplace training.

- Developed collaboratively by the WBL Designee, employer, and student, the training plan is a comprehensive guide that not only documents key aspects for evaluation but also encompasses the development of occupation-specific skills and knowledge.
- Additionally, it plays a crucial role in enhancing career readiness skills, contributing significantly to the student's employability and continuous personal and professional development.

Roles, Duties, and Timelines in Focus – CTE Internship

Providing students with structured internship experiences requires clear roles and responsibilities for both educators and students. The following tables outline the duties of all parties at different stages of the course.

The roles and responsibilities outlined in this table focus on the initial steps of an internship for Work-based learning Designees, students, and employers to ensure a successful start to the experience.

Role	Duties
CTE Teacher-Coordinator	● Review career assessment results. ● Identify interested and qualified students. ● Assist students in identifying career interests. ● Cultivate community partnerships to help secure contacts for students. ● Use the workplace evaluation checklist to screen potential employers. ● Counsel students regarding job placement and interview techniques, if needed. ● Conduct a thorough course orientation for students to cover expectations, guidelines, and safety requirements (e.g., PPE). ● Confirm logistics, including transportation for students, parent/guardian permission, and emergency contact information. ● Encourage students to communicate needs, such as health issues or dietary restrictions, to ensure workplace success and awareness by the employer. ● Finalize each student internship training agreement and training plan with the appropriate parties.
Student	● Research the industry and workplace before the internship. ● Identify internship opportunities of interest. ● Submit required forms. ● Develop a résumé. ● Complete an internship application and participate in an interview. ● Conduct an interview follow-up (e.g., send a thank-you note, or make a follow-up phone call to check the status of the application). ● Upon acceptance of an internship offer, complete any required federal and state tax forms, if necessary. ● Participate in orientation activities required by the employer.
Employer	● Communicate expectations and confirm logistics with WBL Designee ● Create a job description. ● Work with the WBL Designee and the student on the training plan, citing specific goals and benchmarks. ● Interview and select the intern. ● Orient the intern to the workplace and position.

During the Course

This table describes the ongoing duties during the internship experience, where communication, progress evaluations, and compliance with workplace rules are essential for everyone to maintain a productive learning environment.

Role	Duties
CTE Teacher-Coordinator	- Approve student hours. - Evaluate student progress. - Observe students at the workplace. - Conduct progress conferences. - Maintain communication with employers. - Comply with applicable local, state, and federal laws.
Student	- Provide updates to WBL Designee - Participate in progress conferences. - Maintain school attendance. - Reflect on the connection between what is learned at school and at the workplace. - Comply with all workplace rules and exercise workplace readiness skills.
Employer	- Participate in progress conferences. - Supervise and assist students in working toward learning objectives. - Document and assess student performance. - Coordinate and communicate with WBL Designee. - Comply with applicable local, state, and federal laws.

After the Course

The final table highlights the concluding responsibilities after the internship experience, ensuring that all parties reflect on the experience and document the student's progress.

Role	Duties
CTE Teacher-Coordinator	- Evaluate student performance - Collect documentation - Submit reports as required.
Student	- Complete feedback and reflection assignments. - Update résumé based on new skills and experiences gained.
Employer	Complete feedback and evaluation forms.

CTE
PRE-APPRENTICESHIP
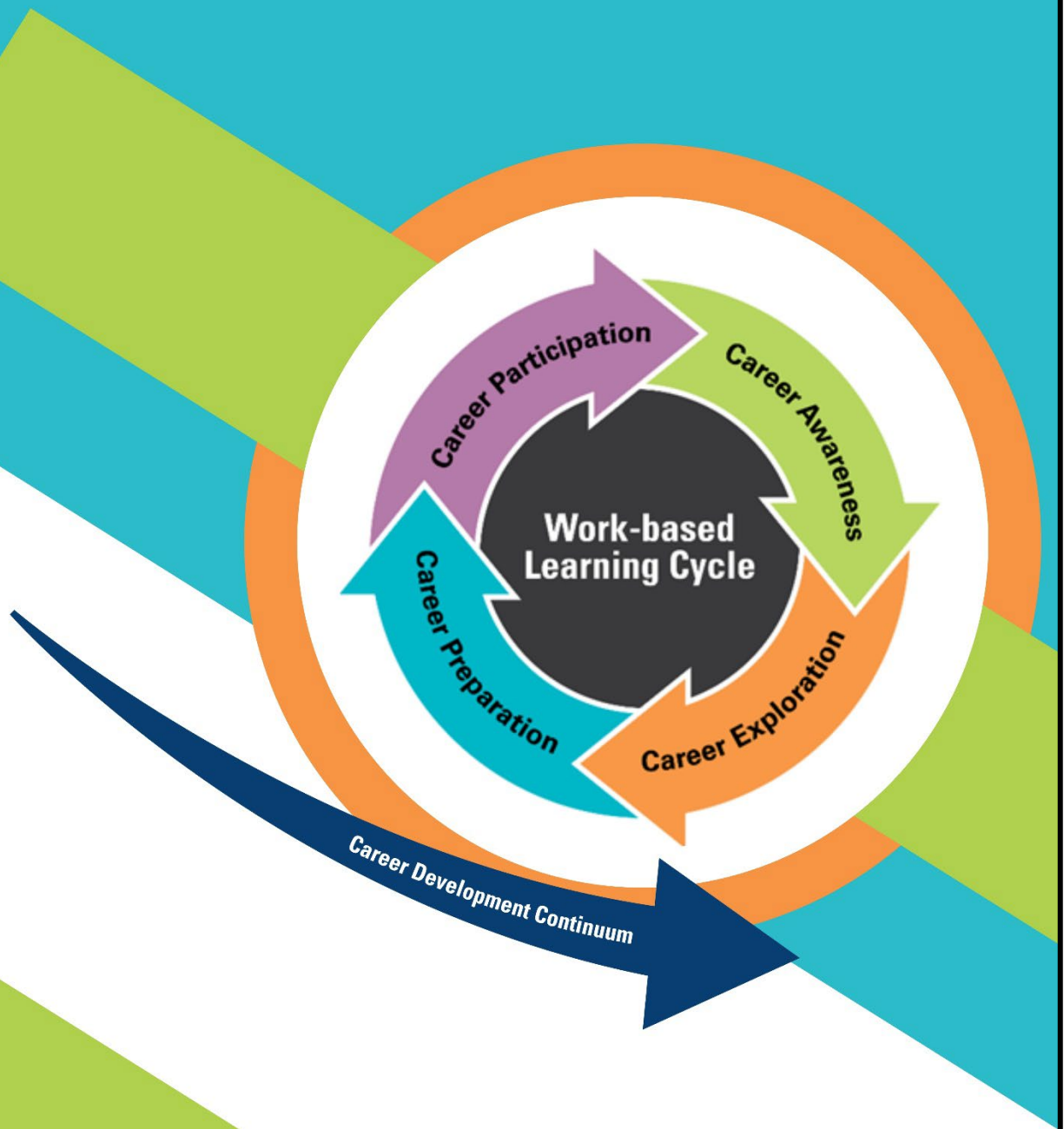
CTE Pre-apprenticeship

The CTE Pre-apprenticeship course is a credit-bearing recruiting and screening tool designed to prepare the student for success in a registered apprenticeship. Aligned with the [United States Department of Labor Registered Apprenticeship Program](#) (RAP), this course allows employers and students to assess if the apprenticeship is the right fit.

While the components listed for registered apprenticeships are below, not all are mandatory when establishing a pre-apprenticeship. However, it is considered ideal to incorporate all components to encourage students to progress into the full apprenticeship. It may involve on-the-job learning, work-based learning, or a combination, and may be paid or unpaid.

Three Components of a Registered Apprenticeship
• Supplemental Education: Training based on industry standards and approved by a RAP partner. The supplemental education could vary from CTE courses, Career and College Promise courses, to approved instruction provided by the employer.
• On-the-Job Learning & Mentoring: Structured on-the-job learning and mentoring involve acquiring practical skills and guidance directly within the workplace environment, typically from experienced individuals in the field.
• Progressive Wage: A system where pay increases in tandem with advancing skills and proficiency. This structure ensures equitable pay as apprentices enhance their capabilities, fostering continuous improvement throughout the program.

All pre-apprentices must be registered through ApprenticeshipNC at the North Carolina Community College System. Pre-apprenticeships require the involvement of many partners, most importantly, industry partners willing to participate in a registered apprenticeship agreement with the state.

Students independently contributing to a company's ROI must be paid. Pre-apprentices earn a state certificate, but moving into an apprenticeship is not guaranteed.

NOTE: The term "youth apprentice" is commonly interchanged with the term "pre-apprentice," although pre-apprenticeship is considered a recruiting and screening tool for both adult and youth programs. The Workforce Innovation and Opportunity Act (WIOA) defines youth as a person 16-24 years old and often provides funding and support for apprentices (pre-apprentices).

Rationale for CTE Pre-apprenticeship

- Offering pre-apprenticeships provides students with hands-on exposure to the skills and tasks related to a specific occupation, fostering a practical understanding of the work environment.
- Completing a pre-apprenticeship enables students to build a foundational set of skills essential for a particular industry, laying the groundwork for a future apprenticeship.
- Allowing students to become familiar with the industry's expectations, culture, and practices, preparing for a smoother transition into an apprenticeship or full-time employment. Pre-apprenticeships are also effective in recruiting and preparing students from underrepresented populations for success in an RAP.
- Engaging in a pre-apprenticeship helps students make informed decisions about pursuing a specific career path by assessing their level of interest and suitability before committing to a longer apprenticeship. Any work completed by a high school student in a CTE pre-apprenticeship could be transferred to a Registered Apprenticeship upon high school graduation.
- Distinguishing itself from an internship, a pre-apprenticeship focuses specifically on occupation or competency-related skills, while an apprenticeship involves a more in-depth and extended commitment to learning a trade. It serves as a stepping stone, offering a taste of the industry before a full apprenticeship commitment.
- Starting in a qualifying pre-apprenticeship program in high school and enrolling in a registered apprenticeship within 120 days after graduation qualifies for a youth apprenticeship tuition waiver at the community college. This financial incentive encourages the seamless transition from high school pre-apprenticeship to a registered apprenticeship program.

CTE Pre-apprenticeship Snapshot

The following table provides a comprehensive overview of the CTE Pre-apprenticeship course, detailing essential aspects such as course prerequisites, duration, and student eligibility standards.

Course Snapshot Category	Description of Course Features
Course Definition	CTE Pre-apprenticeship prepares students for opportunities for postsecondary education and employment in an apprenticeship in a career field registered with ApprenticeshipNC. Experience real-world application of technical skills, employability skills, and related education in an authentic workforce activity. Evaluate and plan for

Course Snapshot Category	Description of Course Features
	a postsecondary career in the career cluster/pathway. Gain the knowledge and skills for careers in the pathway of choice.
Prerequisite	None Pre-apprenticeships may require specific course prerequisites before enrolling. This is determined to enhance the student's readiness for future success in the program.
Recommended Grade Levels	11 – 12
Course Duration	Students should work a minimum of 120 hours for the school year to earn credit toward graduation.
Primary Instructor	Work-based Learning Designee – any certified CTE licensure
Course Orientation	Yes
Training Agreement	Yes
Training Plan	Yes – following the standard documentation outlined by ApprenticeshipNC*; Attach ApprenticeshipNC documentation to the student's training plan.
Paid or Unpaid	May be paid or unpaid
Student Eligibility Standards	Students must be at least 16 years old and in the 11th or 12th grade. Students should be doing well in school and maintaining good grades and attendance. While not mandatory, students are better prepared by taking CTE or dual enrollment courses related to the job. Employers might have extra requirements based on hours or needed skills.
Additional Resources and Forms	Refer to the CTE Course Management System and the Work-based Learning Moodle for access to course information and standards. - Use any applicable forms from the table in the section titled **Importance of Work-based Learning Documentation** - ApprenticeshipNC - Dare County Schools – Parent/Guardian Permission Form for Pre-apprenticeship or Apprenticeship Participation

Course Snapshot Category	Description of Course Features
	- [How-To-Guide: Developing a Locally Led Pre-apprenticeship Program](#) - [Information Regarding Minors Involved in Work-based Learning Programs](#) - [North Carolina Career Launch Youth Pathways](#) - [Youth Certificate Directions on Working in Hazardous or Detrimental Occupations – Crystal Folger Hawks, Surry-Yadkin Works Director](#)

Establishing a CTE Pre-apprenticeship Program

To develop effective pre-apprenticeship programs, districts should collaborate with their regional ApprenticeshipNC Consultant and/or local community college. This partnership helps ensure alignment with existing registered apprenticeship programs and supports local labor market demand. See the How-to-Guide in the list of resources on the previous page.

NOTE: Pre-apprenticeships are not stand-alone programs. A registered apprenticeship must exist. The pre-apprenticeship serves as a stepping stone into the registered apprenticeship.

Roles, Duties, and Timelines in Focus – CTE Pre-apprenticeship

Providing students with structured pre-apprenticeship experiences requires clear roles and responsibilities for both educators and students. The following tables outline the duties of all parties at different stages of the course.

The roles and responsibilities outlined in this table focus on the initial steps of a pre-apprenticeship for Work-based learning Designees, students, and employers to ensure a successful start to the experience.

Role	Duties
CTE Teacher-Coordinator	- Identify interested and qualified students. - Assist students in identifying career interests. - Cultivate community partnerships to help secure contacts for students. - Use the workplace evaluation checklist to screen potential employers. - Counsel students regarding job placement and interview techniques, if needed. - Conduct a thorough course orientation for students to cover expectations, guidelines, and safety requirements (e.g., PPE). - Confirm logistics, including transportation for students, parent/guardian permission, and emergency contact information. - Encourage students to communicate their needs to ensure workplace success and awareness by the employer. - Ensure all documentation is complete with ApprenticeshipNC and the appropriate parties.
Student	- Identify apprenticeship opportunities of interest. - Submit required forms. - Develop a résumé. - Complete relevant pre-apprenticeship paperwork and participate in an interview, if applicable. - If applicable, conduct an interview follow-up (e.g., send a thank-you note, or make a follow-up phone call to check the status of the application). - Upon acceptance of an offer, complete any required federal and state tax forms, if necessary. - Participate in orientation activities required by the employer.
Employer	- Communicate expectations and confirm logistics with WBL Designee - Work with appropriate ApprenticeshipNC personnel to outline components of the training plan. - Work with the WBL Designee and student on the training plan, citing specific goals and benchmarks. - Interview and select the pre-apprentice. - Orient the pre-apprentice to the workplace and position.

During the Course

This table describes the ongoing duties during the pre-apprenticeship experience, where communication, progress evaluations, and compliance with workplace rules are essential for everyone to maintain a productive learning environment.

Role	Duties
CTE Teacher-Coordinator	- Approve student hours. - Evaluate student progress. - Observe students at the workplace, as needed. - Conduct progress conferences. - Maintain communication with employers. - Comply with applicable local, state, and federal laws.
Student	- Provide updates to WBL Designee - Participate in progress conferences. - Maintain school attendance. - Reflect on the connection between what is learned at school and the workplace. - Comply with all workplace rules and exercise workplace readiness skills. - Record observations of the job and workplace. - Document CTE Pre-apprenticeship experience hours
Employer	- Participate in progress conferences. - Supervise. Mentor and assist students in working toward learning objectives. - Document and assess student performance. - Coordinate and communicate with WBL Designee and/or ApprenticeshipNC. - Comply with applicable local, state, and federal laws.

After the Course

The final table highlights the concluding responsibilities after the pre-apprenticeship experience, ensuring that all parties reflect on the experience and document the student's progress.

Role	Duties
CTE Teacher-Coordinator	- Evaluate student performance. - Collect documentation. - Submit reports as required.

Role	Duties
	● Inform the ApprenticeshipNC consultant that the student has completed the program requirements so that a program certificate will be issued.
Student	● Complete feedback and reflection assignments.
	● Update résumé based on new skills and experiences gained, including state certificate of pre-apprenticeship completion.
	● Make an informed decision to continue into a registered apprenticeship program. Follow up on the tuition waiver process.
Employer	● Complete feedback and evaluation forms.
	● Make informed decisions to accept pre-apprentices into a registered apprenticeship program.

CTE APPRENTICESHIP
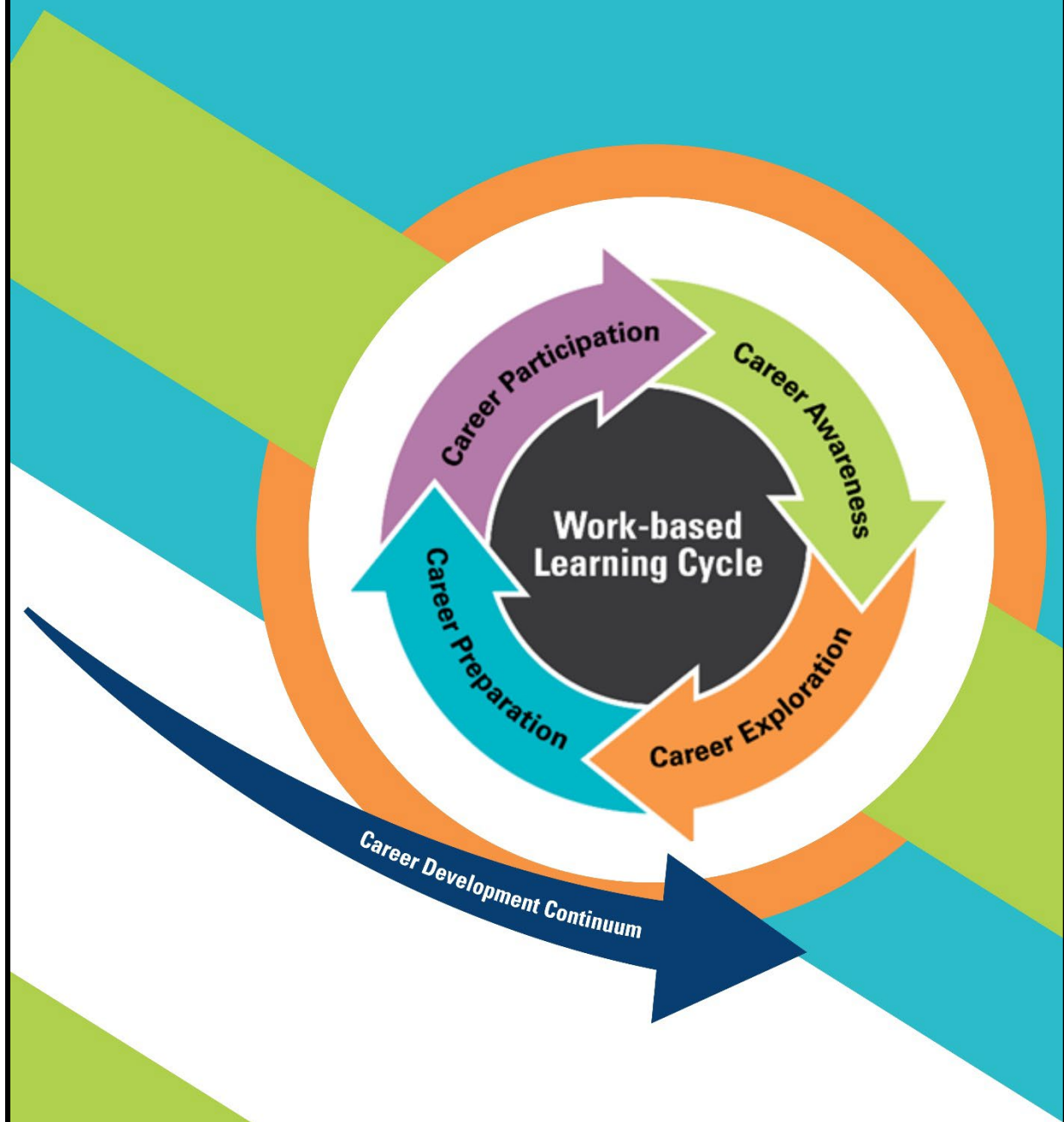
CTE Apprenticeship

NC DPI CTE defines CTE Apprenticeship as an innovative credit-bearing system of skilled occupational training that combines practical work experience, on-the-job learning, and mentoring with related academic and technical instruction, and wages earned for skills gain, called a progressive wage scale. Through this "Earn and Learn" model, students also earn a state and national credential, or Journey Worker Credential, upon completion of an apprenticeship.

Three (3) components of a Registered Apprenticeship
• Supplemental Education: Training based on industry standards and approved by a RAP partner. The supplemental education could vary from CTE courses, Career and College Promise courses, to approved instruction provided by the employer. • On-the-Job Learning & Mentoring: Structured on-the-job learning and mentoring involve acquiring practical skills and guidance directly within the workplace environment, typically from experienced individuals in the field. • Progressive Wage: A system where pay increases in tandem with advancing skills and proficiency. This structure ensures equitable pay as apprentices enhance their capabilities, fostering continuous improvement throughout the program.

A youth apprenticeship is defined by NC Apprenticeship as an industry-driven education and career training program based on recognized industry standards. Workforce Innovation and Opportunity Act (WIOA) defines a youth as a person 16-24 years of age. Frequently, the term "youth" is used to refer to apprentices who have not turned 18, or who are still high school students.

All apprentices must be registered through ApprenticeshipNC at the North Carolina Community College System. Apprenticeship requires the involvement of many partners, most importantly, industry partners willing to participate in a registered apprenticeship agreement with the state.

Apprenticeship programs are customizable, and collaboration with local partners is important when defining youth apprenticeship as programs are developed.

Rationale for CTE Apprenticeship

• Offering high school students a hands-on learning experience, CTE Apprenticeship allows students to apply theoretical knowledge gained in the classroom to real-world

situations, enhancing understanding and mastery of skills relevant to chosen career paths.

- Providing a structured environment for skill development, apprenticeships enable students to acquire and refine industry-specific skills, better preparing them for the demands of chosen professions.
- Equipping high school students with practical insights into desired professions, engaging in a CTE Apprenticeship helps make informed decisions about career paths and enhances overall career readiness, increasing competitiveness in the job market.
- Involving working closely with professionals in the field, apprenticeships offer students a networking opportunity to build valuable connections with industry experts, potentially leading to mentorship opportunities, job offers, or a better understanding of the industry landscape.
- Providing a structured transition from high school to the workforce, CTE Apprenticeships equip students with hands-on experience and industry-specific skills, positioning students for successful entry into chosen professions immediately after graduation.

Upon high school graduation, any student who has successfully completed a pre-apprenticeship and intends to enroll in an apprenticeship, or a student who enrolls or continues in a registered apprenticeship, is eligible for the following additional benefits. The table below highlights these key benefits, emphasizing financial incentives, academic advantages, and career growth opportunities. These benefits support a seamless transition from high school to higher education and the workforce, helping students gain valuable skills and credentials.

Key Benefits	Description and Advantages
Tuition Assistance	High school students who start in a qualifying apprenticeship program and enroll in a registered apprenticeship within 120 days after graduation qualify for a youth apprenticeship tuition waiver at the community college. This financial incentive reduces the cost of higher education and encourages continued career preparation.
College Credit Transferability	College credits earned through certified Career & College Promise pathways during high school can be applied toward a community college degree. This allows students to make progress toward a degree while still in high school, saving time and money.

Key Benefits	Description and Advantages
Career Growth and Advancement	Apprenticeships are increasingly designed to align with higher education and career pathways, allowing students to develop industry-relevant skills and advance in their chosen fields. This structured learning experience opens doors to further educational and professional opportunities.

CTE Apprenticeship Snapshot

The following table provides a comprehensive overview of the CTE Apprenticeship course, detailing essential aspects such as course prerequisites, duration, and student eligibility standards.

Course Snapshot Category	Description of Course Features
Course Definition	CTE Apprenticeship prepares students for opportunities for postsecondary education and employment in an apprenticeship in a career field registered with ApprenticeshipNC. Experience real-world application of technical skills, employability skills, and related education in an authentic workforce activity. Evaluate and plan for a postsecondary career in the career cluster/pathway. Gain the knowledge and skills for careers in the pathway of choice.
Prerequisites	None Apprenticeships may require specific course prerequisites before enrolling. This is determined to enhance the student's readiness for future success in the program.
Recommended Grade Levels	11 – 12
Course Duration	Students should work a minimum of 120 hours for the school year to earn credit toward graduation.
Primary Instructor	Work-based Learning Designee – any certified CTE licensure
Course Orientation	Yes
Training Agreement	Yes
Training Plan	Yes – following the standard documentation outlined by ApprenticeshipNC*; Attach ApprenticeshipNC documentation to the student's training plan.
Paid or Unpaid	May be paid
Student Eligibility Standards	Students must be at least 16 years old and in the 11th or 12th grade. Students should be doing well in school and maintaining good grades and attendance. While not mandatory, students are better prepared by taking CTE or dual enrollment courses related to the job. Employers might have extra requirements based on hours or needed skills.

Course Snapshot Category	Description of Course Features
Additional Resources and Forms	Refer to the CTE Course Management System and the Work-based Learning Moodle for access to course information and standards. • Use any applicable forms from the table in the section titled **Importance of Work-based Learning Documentation** (especially the course orientation, training agreement and training plan forms*, timesheets, and more) • ApprenticeshipNC | NC Community Colleges) • ApprenticeshipNC Linktree • Approved Occupations for Registered Apprenticeships

Roles, Duties, and Timelines in Focus – CTE Apprenticeship

Providing students with structured apprenticeship experiences requires clear roles and responsibilities for both educators and students. The following tables outline the duties of all parties at different stages of the course.

At the Beginning of the Course

The roles and responsibilities outlined in this table focus on the initial steps of an apprenticeship for Work-based learning Designees, students, and employers to ensure a successful start to the experience.

Role	Duties
CTE Teacher-Coordinator	• Identify interested and qualified students. • Assist students in identifying career interests. • Cultivate community partnerships to help secure contacts for students. • Use the workplace evaluation checklist to screen potential employers. • Counsel students regarding job placement and interview techniques, if needed. • Conduct a thorough course orientation for students to cover expectations, guidelines, and safety requirements (e.g., PPE). • Confirm logistics, including transportation for students, parent/guardian permission, and emergency contact information. • Encourage students to communicate needs, such as health issues or dietary restrictions, to ensure workplace success and awareness by the employer.

Role	Duties
	• Ensure all documentation & registration is complete with ApprenticeshipNC and appropriate parties.
Student	• Identify apprenticeship opportunities of interest. • Submit required forms. • Develop a résumé. • Complete relevant paperwork and participate in an interview, if applicable. • If applicable, conduct an interview follow-up (e.g., send a thank-you note, or make a follow-up phone call to check the status of the application). • Upon acceptance of an offer, complete any required federal and state tax forms, if necessary. • Participate in orientation activities required by the employer.
Employer	• Communicate expectations and confirm logistics with WBL Designee • Work with appropriate ApprenticeshipNC personnel to outline components of the training plan. • Work with the WBL Designee and student on the training plan, citing specific goals and benchmarks. • Interview and select the apprentice. • Orient the apprentice to the workplace and position.

During the Course

This table describes the ongoing duties during the apprenticeship experience, where communication, progress evaluations, and compliance with workplace rules are essential for everyone to maintain a productive learning environment.

Role	Duties
CTE Teacher-Coordinator	• Monitor student hours. • Evaluate student progress. • Observe students at the workplace, as needed. • Conduct progress conferences. • Maintain communication with employers. • Comply with applicable local, state, and federal laws.
Student	• Provide updates to WBL Designee • Participate in progress conferences. • Maintain school attendance. • Reflect on the connection between what is learned at school and the workplace.

Role	Duties
	- Comply with all workplace rules and exercise workplace readiness skills. - Record observations of the job and workplace. - Document CTE Apprenticeship experience hours.
Employer	- Participate in progress conferences. - Supervise. Mentor and assist students in working toward learning objectives. - Document and assess student performance. - Coordinate and communicate with WBL Designee and/or ApprenticeshipNC. - Comply with applicable local, state, and federal laws.

After the Course

The final table highlights the concluding responsibilities after the apprenticeship experience, ensuring that all parties reflect on the experience and document the student's progress.

Role	Duties
CTE Teacher-Coordinator	- Evaluate student performance. - Collect documentation. - Submit reports as required. - In the rare instance a student completes an apprenticeship while in high school, please inform the ApprenticeshipNC consultant that the student has successfully completed the program requirements so that a program certificate will be issued.
Student	- Complete feedback and reflection assignments. - Update résumé based on new skills and experiences gained
Employer	Complete feedback and evaluation forms.

TEACHER EXTERNSHIPS

Teacher externships resemble educational field trips, but instead of visiting museums or parks, educators venture into real workplaces to gain insights into current practices and how to align course curricula with industry standards. These experiences help secondary teachers stay current with real-world developments.

The Value of Externships for Educators

Externships provide valuable opportunities for teachers to gain real-world experience, ensuring that classroom instruction remains relevant and aligned with workforce needs. The following are three key reasons why externships are beneficial:

1. Keeping Instruction Current – Externships allow educators to stay informed about industry trends, ensuring that teaching materials reflect current workplace expectations. This helps prepare students for the workforce before graduation.

2. Professional Growth – By participating in externships, teachers gain exposure to new technologies, methodologies, and industry practices. These experiences enhance their professional development, improving their ability to teach and support students effectively.

3. Strengthening School-Industry Partnerships – Externships foster connections between schools, local businesses, and industry professionals. These relationships create more opportunities for students to engage in internships, mentorships, and hands-on learning experiences, bridging the gap between education and the workforce.

How Schools Can Support Teacher Externships

Schools play a vital role in making externship opportunities accessible for educators. The following strategies can help fund and implement these valuable experiences:

1. Securing External Funding – Schools can seek financial support from businesses, foundations, or government grants to fund externship programs. Demonstrating the benefits of externships for both teachers and students can increase the likelihood of receiving funding.

2. Engaging the Community – Schools can request donations from alumni, local businesses, or community members. Crowdfunding platforms can also be used to generate financial support for teacher externships.

3. Allocating School Resources – Schools can designate a portion of their professional development budget toward externships. Investing in teacher growth enhances student learning outcomes, making it a valuable use of resources.

Teacher Externship Resources
• [fhi360 - Teacher Externships - Chapter 9](#)
• [Teachers@Work](#) – An Externship Work-based Learning via North Carolina Business Committee for Education

CHAPTER FOUR: ENSURING COMPLIANCE AND SAFETY

This chapter explores the following key areas relative to work-based learning:

- North Carolina State Board Policy CTED-0003
- Equity and Access
- Federal and State Labor Regulations
- Work-based Learning Program Insurance
- Safety and Work-based Learning

In Chapter 4, the exploration of the world of work-based learning unfolds as the guide through a complex map. The chapter commences with an investigation of the rules and standards outlined in the [NC SBE CTED-003 Policy](#), establishing connections with industry expectations. Subsequently, the discussion focuses on promoting fairness for all students, encompassing aspects such as nondiscrimination and support for the special population group of students. Additionally, the chapter addresses challenges like transportation and other pertinent issues. Concurrently, the examination of legal and safety considerations integral to this domain takes place. Conceive this as a journey – the objective is to ensure a secure and equitable experience for every student involved in work-based learning. Let the exploration commence!

NORTH CAROLINA STATE BOARD POLICY CTED-0003

This policy outlines the approved forms of work-based learning eligible for academic credit. Students can earn credit through high school - entrepreneurial experiences, cooperative education, internships (paid/unpaid), and apprenticeships. Academic credit is based on hours spent in the workplace and required projects, with a minimum of 120 hours for one high school academic credit. Work-based learning must align with a student's career goals, documented in the Career Development Plan. Formal agreements involving the school, business partner, student, and parent/guardian are necessary.

Specifically:

- Entrepreneurial Experience involves developing business knowledge or skills, generating revenue, and presenting a project for academic credit.
- Cooperative education (work experience) requires enrollment in specific Career and Technical Education (CTE) courses, a training agreement, and a training plan. Cooperative education involves teacher coordination and training agreements.
- Paid and unpaid internships require supervision by a licensed teacher, written agreements among stakeholders, and a program of work outlining goals and competencies.
- High school apprenticeships have specific requirements and must follow Department of Labor registration, apprenticeship standards, and a work process.

The policy encourages a comprehensive approach to work-based learning that aligns with academic and career goals.

Guided by the State Board of Education's Work-based Learning (WBL) policies, it is clear that students must gain exposure to industry standards. These policies provide schools with a blueprint to create programs that blend theoretical classroom knowledge with practical skills needed in real-world jobs. Understanding the importance of this, it is not merely a choice but a crucial need for public schools. These programs serve as a crucial link between academic learning and the specific skills demanded by professional environments, offering students valuable experiences and skill sets aligned with the

dynamic demands of the workforce. This blend of education and industry standards is crucial for several reasons:

- Promoting a holistic approach to student development, including relevance to career goals
- Hands-on learning
- Skill enhancement
- Networking opportunities
- Overall workplace readiness

EQUITY AND ACCESS

Perkins V
According to [Perkins V Supporting Access & Success – Special Populations Information Briefs](#), it is imperative to articulate comprehensive strategies for special populations. This involves ensuring that individuals belonging to special populations have equitable access to experiences funded under Perkins V. Discrimination based on the status as members of these special groups should be strictly prohibited. The plan should emphasize the provision of programs specifically tailored to help students achieve or surpass state-defined performance benchmarks, gearing students towards further education or entry into high-skill, high-wage, or in-demand industry sectors. It is crucial to incorporate accommodations to meet students' needs and ensure the inclusion of instruction and work-based learning opportunities in integrated settings, fostering a supportive environment for competitive and integrated employment. This commitment aligns with the stipulations outlined in Perkins V section 122(d)(9).

Perkins V designates nine student subgroups as "special populations," and the state agency overseeing Perkins V (state eligible agency) and local subrecipients bear specific responsibilities toward these groups. The identified special populations include:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults.
- Individuals preparing for nontraditional fields.
- Single parents, including single pregnant women.
- Out-of-workforce individuals
- English learners
- Homeless individuals
- Youth who are in, or have aged out of, the foster care system.
- Youth with a parent/guardian who is on active duty in the armed forces (Perkins V section 3(48))

Ensuring that students from special populations receive ample support and access to work-based learning programs is crucial for fostering inclusive and equitable educational environments. Recognizing the unique needs of these youth facing specific

life challenges is fundamental to promoting success. In the table below are some essential tips to enhance the support and accessibility of work-based learning programs for students within these special populations:

Essential Tips for Working with Special Populations in Work-based Learning
1. Develop individualized support plans for students, considering specific needs, challenges, and goals.
2. Ensure that learning materials and resources are accessible to individuals with disabilities, English learners, and others who may require alternative formats.
3. Find and provide financial assistance or resources to alleviate economic barriers for students from economically disadvantaged families.
4. Implement flexible scheduling options to accommodate the unique circumstances of single parents, including single pregnant women, and out-of-workforce individuals.
5. Offer comprehensive career counseling services to guide individuals preparing for nontraditional fields, helping students navigate and succeed in less traditional career paths.
6. Establish partnerships with community organizations to support homeless individuals, addressing not only educational but also housing and other essential needs.
7. Implement trauma-informed practices to support youth who are in, or have aged out of, the foster care system, recognizing and addressing the impact of past experiences.
8. Develop military-friendly initiatives to cater to the unique needs of youth with a parent/guardian on active duty in the armed forces, such as providing resources for transitions and addressing potential relocation challenges.
9. Ensure that all policies and publications related to work-based learning programs are inclusive and considerate of the diverse needs and backgrounds of special populations, promoting equal opportunities for success.

NOTE: It is essential to recognize that the receipt of special education support in specific classes does not imply a need for support in all classes for students with disabilities. Ensuring that students with disabilities are educated alongside nondisabled peers to the maximum extent appropriate is imperative.

For students who can work independently and participate in the regular education Work-based Learning (WBL) program with accommodations, these accommodations should be specified in the Individualized Education Program (IEP). The Special Populations Coordinator (SPC) serves as the primary resource for offering guidance to the WBL Designee concerning the employment of students with disabilities and the provision of appropriate accommodations. In schools lacking an SPC, the WBL Designee must

collaborate closely with the student's Exceptional Children's case manager. Additionally, the SPC can also provide support for students with language differences or students facing other challenges.

Legal Protections for Individuals: ADA, FERPA, and HIPAA

Navigating the legal landscape of work-based learning requires a thorough understanding of key statutes such as the [Americans with Disabilities Act (ADA)](#) and the [Family Education Rights and Privacy Act](#) (FERPA), as outlined in the tables below. These laws are essential for ensuring compliance and upholding the rights and privacy of individuals, particularly students engaged in work-based learning initiatives. Additionally, adherence to the [Health Insurance Portability and Accountability Act](#) (HIPAA), as detailed in the tables below, is vital to maintaining the confidentiality and security of individuals' health information within educational and professional settings.

Americans with Disabilities Act (ADA)
ADA, or the Americans with Disabilities Act prohibits discrimination based on disability and ensures equal opportunities for individuals with disabilities. In the context of work-based learning, it means that employers and educational institutions must provide reasonable accommodations to enable individuals with disabilities to participate fully in work-related experiences. Reasonable accommodations may include modifications to the workplace, adjustments to work schedules, or the provision of assistive technologies. Employers and educational institutions must engage in the interactive process with individuals with disabilities to determine appropriate accommodations.   For example, in a work-based learning setting, ADA compliance might involve ensuring that the physical workspace is accessible, providing materials in alternative formats for those with visual impairments, or allowing flexible work arrangements to accommodate medical needs.

Federal Family Education Rights and Privacy Act (FERPA)
FERPA, or the Family Educational Rights and Privacy Act, safeguards the confidentiality of student education records and grants specific rights to parents/guardians and eligible students (those over 18 or attending postsecondary education). Given that work-based learning programs often entail sharing information between educational institutions and employers, FERPA regulates the disclosure of education records, including details about a student's participation in such programs. Under FERPA: • Educational institutions typically require written consent from the student or parent/guardian (if the student is a minor) before divulging education records.

Federal Family Education Rights and Privacy Act (FERPA)

It is imperative for employers and educational institutions involved in work-based learning to:

- Establish clear communication channels.
- Secure necessary consent
- Adhere to FERPA guidelines to preserve the privacy of students' educational records.

This also entails obtaining permission from the student or parent/legal guardian, as per the Federal Family Educational Rights and Privacy Act, before disclosing information such as classes taken, skills, grades, or Social Security Numbers to employers.

WBL Designees should:

- Facilitate the completion of application forms by students.
- Ensure the provision of all necessary information to employers during the employment process.

This approach ensures that students, rather than the WBL Designee, furnish employers with any confidential information upon request. WBL Designees must refrain from providing employers with student records, including Social Security Numbers, for identification or record-keeping purposes unless appropriate permission releases are secured. A release statement should be included in the educational training agreement to formalize this process.

Health Insurance Portability and Accountability Act (HIPAA):

HIPAA or The Health Insurance Portability and Accountability Act provides data privacy and security provisions for safeguarding medical information. WBL students working in the healthcare field need to understand the guidelines of HIPAA and adhere to the confidentiality policy.

Harassment in the Workplace

As Work-based Learning (WBL) Designees, it is imperative to create a safe and inclusive environment for students to thrive and grow professionally. This includes fostering an understanding of what harassment can entail and ensuring students feel empowered to report any encountered instances of harassment. WBL Designees play a crucial role in promoting a workplace culture that prioritizes respect and safety for all individuals by offering a thorough overview of the different forms of harassment and establishing clear reporting procedures. Additionally, WBL Designees need to handle reported incidents of harassment swiftly and appropriately, taking necessary steps to

address and resolve the situation while supporting the affected students throughout the process.

Sexual harassment encompasses verbal and/or physical actions targeting a person's sexual orientation, regardless of gender, and can profoundly impact self-esteem and productivity. There are two primary forms of sexual harassment:

1. Quid pro quo sexual harassment, where submission to or rejection of such behavior is tied to employment decisions, creating a condition of employment.
2. Hostile environment sexual harassment occurs when unwelcome conduct interferes with job performance or creates an intimidating or offensive workplace atmosphere. Examples of sexual harassment in the workplace may include:
   - Discussing sexual activities
   - Unwanted physical contact
   - Making comments about physical appearance
   - Engaging in inappropriate gestures
   - Using crude or offensive language
   - Displaying sexually suggestive images
   - Excluding or ostracizing workers based on gender.
   - Providing job benefits to employees involved in consensual sexual activity.

Racial harassment involves physical or verbal behavior related to an individual's race, which can create an intimidating, hostile, or offensive work or academic environment, substantially interfering with performance or adversely affecting employment or academic opportunities. A single severe incident may be sufficient to establish a racially hostile environment.

> **NOTE:** It is crucial to make sure that everyone involved is familiar with the non-discrimination policies that Career and Technical Education (CTE) programs must follow, both in written documents and verbal communication. When forming partnerships, it is essential to emphasize these policies.

In case of questions about supporting students classified as special populations, it is important to follow the proper chain of command. Start by collaborating with the Special Populations Coordinator (SPC), EC or EL staff, school counselors, and/or district-level administrators of these programs. Seek answers to your questions at this level first. If queries persist or are not resolved, escalate the matter by reaching out to program consultants at the state level. This step-by-step approach ensures that issues related to special populations are addressed appropriately and following established protocols.

Equity and Access Resources
• [ADA Reasonable Accommodations in the Workplace – English](#)
• [ADA Reasonable Accommodations in the Workplace – Spanish](#)
• [Designing and Delivering Equity-Minded Work-Based Learning Programs](#) – Full Folder of Resources from 2024 ACTE WBL Preconference by Dr. John Vasquez
• [Equity and Access - Tips and Resources](#)
• [NC CTE Special Populations Handbook](#)
• [Special Population Information Briefs](#), pgs. 12 – 15.
• [US Department of Education (Office of Civil Rights) Guidelines for Vocational Education Programs](#)

FEDERAL AND STATE LABOR REGULATIONS

All Work-based Learning (WBL) experiences must adhere to relevant child labor and workplace safety laws and regulations. The designated person for WBL should stay informed about these regulations to guarantee compliance. In case of any regulatory concerns, the WBL Designee ought to promptly inform the involved parties in the training agreement and reach out to the school or district administrator for guidance and support from the state or federal labor office.

If there are uncertainties about any procedures, the WBL Designee is encouraged to seek assistance from the state or federal labor and employment office. It is advisable to keep the contact information easily accessible for prompt access when needed.

Several key areas to concentrate on include laws regarding child labor (youth employment), equal opportunity, privacy rights (as discussed earlier), hazardous occupations, and apprenticeship. It is advisable to make it an annual practice to examine youth employment laws and their relevance to work-based learning programs to guarantee the protection of students.

NC General Statute § 95-25.5

This general statute regulates youth employment in North Carolina, requiring individuals under 18 to have a youth employment certificate unless exempt. It sets work-hour restrictions, prohibits hazardous occupations, and outlines guidelines for workers aged 14-15, with exceptions for apprenticeships. The statute includes exemptions for certain roles (e.g., models, actors), employment by parents/guardians, and those holding ABC permits. It also provides exemptions for persons and establishments complying with the Fair Labor Standards Act, as well as provisions for supervised practice, driving assignments, higher education jobs, and fire department training for qualified minors. For full details, refer to the Wage and Hour Act, [Article 2A, § 95-25](#).

To ensure the safety and legal protection of students participating in work-based learning (WBL) programs, it is essential to comply with federal and state youth employment regulations. The Youth Employment Regulations and Resources table

below provides key guidelines and resources to help educators, employers, and parents/guardians navigate these requirements. These regulations outline work-hour limitations, prohibited hazardous occupations, necessary certifications, and employer responsibilities, ensuring that students gain valuable experience in a safe and supportive environment.

Youth Employment Regulations and Resources

Regulation/Resource	Description
NC General Statute § 95-25.5 website	Establishes youth employment laws in North Carolina, including work-hour restrictions, hazardous occupation prohibitions, and certification requirements for minors.
US DOL Child Labor Laws • Youth and Young Worker Employment website • Frequently Asked Questions About Youth Employment (Non-Agricultural)	Provides industry-specific fact sheets outlining federal child labor regulations.
US DOL Fair Labor Standards Act • Fact Sheet#43 – Child Labor Provisions for Nonagricultural Occupations	Special provisions exist for student learners and apprentices, with restrictions on the employment of minors under 18, including limitations on daily and weekly work hours and specific evening hours.
US DOL Timesheet App	A mobile app that helps track work hours, breaks, and overtime for young workers in compliance with labor laws. This user-friendly app is available for free on iOS and Android, offering convenience in English and Spanish. *Please read the disclaimer on the website.*
US DOL Young Worker Toolkit	Offers resources to help parents, educators, and employers understand youth employment laws and safe work practices

Regulation/Resource	Description
NC DOL Youth Employment Rules	Details state regulations for youth employment, including stricter limitations than federal law for non-farm jobs.
NC DOL Youth Employment Certificate	Requires all minors to obtain a Youth Employment Certificate before starting work, available through the North Carolina Department of Labor.
NC DOL Hazardous and Detrimental Occupations	Identifies jobs deemed too dangerous for individuals under 18, even with parental employment.
NC DOL Work Hour Limitations • Work Hour Limitations for Youths	Outlines legal work-hour restrictions for minors under 18.
NCDOL Driving on Private Property Rule • Youth Employment Position on Driving on Private Property	Specifies conditions under which 16- and 17-year-olds may drive as part of employment.
NCDPI & NCBCE WBL Guidelines • Information Regarding Minors Involved in Work-based Learning Programs • Youth Certificate Directions on Working in Hazardous or Detrimental Occupations – Crystal Folger Hawks, Surry-Yadkin Works Director	Provides information on legal exemptions and safety requirements for minors in WBL programs, including necessary agreements between youth, schools, and employers.

Criminal Background Checks

It is particularly crucial to diligently adhere to district policies concerning background checks for adults participating in work-based learning programs, especially in the case of one-on-one situations like mentoring. This adherence is essential for creating a safe and secure environment where students, staff, and the community feel protected, particularly when individuals are directly interacting in close settings. By meticulously following these protocols, school districts demonstrate unwavering commitment to safeguarding the well-being of all involved, minimizing any potential risks that may arise in such intimate settings. Through thorough screening processes, any potential risks can be identified and addressed, ensuring that only individuals with suitable backgrounds and qualifications contribute positively to the educational experience. Embracing these policies fosters a culture of trust, accountability, and professionalism, ultimately enhancing the overall effectiveness and integrity of work-based learning initiatives, especially in one-on-one mentoring scenarios.

WORK-BASED LEARNING PROGRAM INSURANCE

School districts should purchase liability insurance for Work-based Learning (WBL) programs for several important reasons:

- Financial Protection: Liability insurance shields the school district from financial responsibility if a student causes injury or property damage during a work-based learning program. Without this coverage, the district could face substantial costs and legal fees. By mitigating financial risks, liability insurance safeguards the district's budget from unexpected liabilities.

- Alleviating Employer Concerns**:** Liability insurance eases worries for employers hosting students in work-based learning programs. Concerns about liability exposure may deter employers from participating. By offering liability coverage, school districts reassure employers, protecting them from potential financial burdens. This assurance encourages more employers to engage in work-based learning, expanding opportunities for students.

- Student Protection**:** Work-based learning exposes students to various risks in real-world environments. Liability insurance provides added protection, ensuring coverage for students in case of accidents or injuries during work-based learning experiences. This safety net fosters confidence among students, parents/guardians, and educators, emphasizing the program's commitment to student well-being.

> **NOTE:** It is also recommended that all students participating in work-based learning be covered by adequate medical and accident insurance.

First, check with the district insurance coordinator to see if they are aware of any work-based learning program policies available with the current insurance plans. If there are further questions, reach out to the Work-based Learning Consultant at DPI. For more

information about the work-based learning insurance program coordinated by the North Carolina Chief of School Insurance, visit the Work-based Learning Moodle.

SAFETY AND WORK-BASED LEARNING

Ensuring safety in work-based learning programs is paramount to protecting the well-being of young individuals embarking on professional journeys. Safety policies play a crucial role in managing the risks associated with various types of work, particularly those that are hazardous to young people. According to the Fair Labor Standards Act (FLSA), certain types of work, such as operating heavy equipment or working with electrical hazards, are considered hazardous and are not permitted for young workers. However, even in permissible work environments, young people may lack the life experiences and workplace exposure of older employees, resulting in a potential lack of knowledge and common sense regarding safety issues. Therefore, employers must implement robust safety precautions to safeguard young individuals.

Types of Work Most Often Hazardous to Young People:

- Work in or around motor vehicles.
- Operation of tractors and other heavy equipment
- Work near electrical hazards (e.g., overhead power lines while using poles, ladders, pipes, or cranes)
- Work performed in retail and service businesses where there is a risk of robbery-related injury.
- Work on ladders, scaffolds, roofs, or construction sites.
- Work in or around cooking appliances.
- Continuous manual lifting and lifting of heavy objects.

NOTE: The majority of these are considered by the FLSA to be hazardous occupations and are not permitted. However, there is a state law that permits youths aged 16-17 to engage in supervised practice experiences with employers, exempting employers from prohibitions of detrimental occupations as long as the student is enrolled in a work-based learning experience. There are even some exemptions for hazardous occupations. For more information, refer to the Youth Certificate Directions Provided by Surry-Yadkin Works Director document.

Safety First

Students participating in work-based learning opportunities often lack the life experiences and exposure to workplace environments compared to older employees. This can lead to a lack of knowledge and common sense regarding safety matters. Employers who engage students in work-based learning should prioritize safety by taking the following precautions:

1. Ensure compliance with all child labor laws and occupational safety/health regulations applicable to your business.
2. Identify and eliminate hazards specific to student workers.
3. Provide thorough training to help students recognize hazards and adopt safe work practices. Regularly monitor adherence to safety protocols.
4. Assess the legality and safety of equipment used by students.
5. Ensure adequate supervision of students to minimize the risk of injuries and exposure to hazardous situations.
6. Collaborate with supervisors and experienced workers to develop an injury and illness prevention program and involve students in identifying and resolving safety and health issues.

Employers play a crucial role in ensuring a safe and healthy environment for students engaged in work-based learning (WBL) opportunities. It is essential that every student receives thorough safety training upon starting their placement, including identifying workplace hazards, and understanding protective measures. WBL Designees and employers must collaborate to uphold health and safety standards, fostering a secure learning environment that supports student success. The tables below outline the responsibilities of both WBL Designees and employers in maintaining workplace safety.

WBL Designees' Responsibilities
- Conduct risk assessments before student placements.   - Ensure employers provide safety training during orientation.   - Monitor student experiences and address safety concerns.   - Collaborate with employers to provide necessary safety equipment.   - Maintain records of student safety training.

Employer's Responsibilities
- Comply with all health and safety regulations.   - Identify and address workplace hazards promptly.   - Provide ongoing support for implementing safety measures.   - Promote a workplace culture that prioritizes safety.   - Communicate openly with WBL Designees about safety procedures.

Transportation

Typically, the party responsible for transportation is also liable for any injuries that occur while a student is being transported. However, in certain cases, traveling to and from a job is considered part of one's "work" and may be covered by the employer's workers'

compensation insurance. When schools transport students, the standard insurance coverage usually extends to cover the students as well. Employers who provide transportation to and from the job site are responsible for the student's safety during that time. If a student drives the family car, the family's insurance policy covers accident risks. Similarly, if a student drives the family car from school to work, it falls under the same category as driving from home to school or back. Since a work-based learning (WBL) placement is an extension of the classroom, a student who drives to work is essentially moving from one school location to another and therefore assumes personal responsibility for safety in the process. WBL Designees are encouraged to consider including a waiver or permission form in the application packet to ensure that both the student and parents/guardians understand this arrangement.

Safety Resources

The table below provides supplemental resources that the Work-based Learning (WBL) Designee can use to support workplace safety initiatives, ensure compliance with labor laws, and provide essential training for students and employers.

Resource	Description
#KeepTeenWorkersSafe Educational Resources	A campaign promoting workplace safety, created by CareerSafe and various partners.
Pathways to Prosperity Network - What Employers Need to Know	Frequently asked questions about high school students in workplaces
Sample Safety Training Orientation Checklist	A checklist from Worksafe BC (2024) to help structure workplace safety training.
Support for Employers	Guidance from Worksafe BC (2024) on training and orienting young workers.
Understanding the Fair Labor Standards Act	An adapted document from MN DOE Employer's Guide to WBL, outlining key labor regulations.
Sample Young Worker Safety and Health Checklist	A FedNet resource (Fact Sheet #9) to help employers and young workers recognize and mitigate workplace hazards.
Verification of Safety Training	A safety training verification template from the Southern Regional Education Board.
Youth@Work - Talking Safety	A safety and health curriculum tailored for young workers in the North Carolina Department of Health and Human Services.
Young Workers - You Have Rights!	An OSHA website dedicated to ensuring a safe workplace for young workers.

CHAPTER FIVE: ASSESSING AND EVALUATING WORK-BASED LEARNING

This chapter explores the following key areas relative to work-based learning:

- Program Maintenance and Assessment
- Assessing Student Performance
- Assessing Program Quality and Sustainability

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PROGRAM MAINTENANCE AND ASSESSMENT

In the realm of Work-based Learning (WBL), ongoing program maintenance and assessment are integral components facilitated by WBL Designees. Throughout the academic year, these professionals engage in reflective practices, evaluating WBL experiences to enhance program effectiveness and support student success. The compilation and preservation of student records serve as a cornerstone in this process, ensuring accurate documentation of student progress and program implementation. Moreover, student assessments extend beyond tasks performed solely at the work site, encompassing a comprehensive approach to grading that includes various evaluation methods. Additionally, coordination visits to work sites offer valuable opportunities for the WBL Designee to assess student progress and workplace dynamics firsthand. These visits, along with meticulous record-keeping and student assessments, constitute key strategies employed by WBL Designees to uphold program quality and foster student growth throughout the academic year.

Management and Preservation of Student Records

WBL Designees are responsible for compiling and maintaining comprehensive records for each WBL student. Some forms and documents are legally required, while others are mandated by local systems or are at the discretion of the WBL Designee to facilitate program implementation. It is essential to maintain student records in an organized, secure, and safe environment, with access restricted to appropriate school personnel. File cabinets equipped with locks should be used for storing student files.

The retention and disposition schedule for work-based learning records are as follows:

- enrollment—retain one year, then destroy.
- evaluation—retain three years, then destroy.
- experience—review annually; destroy records that have no administrative value
- work experience forms (including training agreements, training plans, student competency records, local wage and hour information, and documentation of workplace visits)—retain five years after the student graduates, then destroy
- record of employment—retain five years after the completion of the experience, then destroy.
- employment evaluations—retain five years from the year in which the evaluation is completed, then destroy.

Coordination Visits in Work-Based Learning (WBL) Programs

A key responsibility of the WBL Designee is conducting work site visits during the instructional day to assess student progress and provide necessary support. As the instructor of record for all enrolled WBL students, the Designee's schedule must align with students' job site assignments. Being available during students' work hours is crucial for mitigating liability risks and ensuring student safety.

Coordination visits involve a range of off-site activities, including training site visits, student work observations, and discussions with employers and training personnel. *Each student must receive a minimum of two visits per semester, with additional visits as needed.* It is important to note that phone calls or emails do not qualify as visits.

Given the unique nature of the role, WBL Designees must maintain professionalism, accountability, and integrity. This includes thorough record-keeping and clear communication with administrators, counselors, and instructors. Additionally, they should promote an understanding of their responsibilities through positive public relations and strong collaboration with stakeholders.

Monitoring students' workplace experiences is essential for ensuring their success. WBL Designees must oversee students' progress, support skill development, and supplement hands-on learning with technical and general knowledge to enhance employability.

Objectives of Coordination Visits

Coordination visits serve several key purposes:

- Prevent potential student exploitation.
- Assess student progress on the job.
- Address and resolve job-related issues.
- Expand the WBL Designee's knowledge of job requirements and industry standards.
- Strengthen the WBL Designee's understanding of employer expectations.
- Evaluate students' work habits, attitudes, and professionalism.
- Gather employer and employee feedback on student performance.
- Strengthen cooperation between employers, employees, and the school.
- Collaborate with employers to determine student grades for job training.
- Ensure alignment between school instruction and real-world experiences.

Conducting Coordination Visits

During a visit, the WBL Designee should assess the student's understanding of job requirements, attire, grooming, and overall workplace demeanor. When possible, direct observation of student engagement and interactions is beneficial.

Additionally, discussions with the employer, supervisor, or mentor should cover:

- job duties and tasks outlined in the training plan.
- student performance on assigned tasks.
- attendance, punctuality, and reliability.
- expected vs. actual quality and quantity of work.
- student's attitude toward the job, employer, colleagues, and clients.
- student's response to feedback and constructive criticism.
- workplace safety conditions.
- verification of work hours.
- recognition or disciplinary actions, if applicable.
- student's work habits and adaptability.
- rotation through different job roles.
- readiness for future job changes or career advancements.
- additional opportunities for WBL participation.

Scheduling Coordination Visits

The frequency and nature of coordination visits depend on multiple factors. These visits fall into two categories:

1. Scheduled Visits – Arranged in advance with the employer or appropriate contact.
2. Drop-in Visits – Unannounced visits to observe real-time workplace conditions.

To ensure student success and maintain program integrity, WBL Designees must plan and conduct visits strategically. Key factors influencing visit scheduling include:

- familiarity with the employer and past student placements.
- business size and student work schedules.
- student employment duration and performance based on evaluations.
- any recent concerns from employers, students, counselors, administrators, or parents.
- peak business periods that may affect employer availability or student workload.

Best Practices for Coordination Visits

- Employers familiar with WBL may be more receptive to drop-in visits, fostering transparency and collaboration.
- Drop-in visits provide firsthand insights into daily operations and allow for proactive intervention.
- Scheduled visits, conducted at least twice per semester, facilitate structured progress evaluations aligned with training benchmarks.
- Bring training plans and student evaluations to support meaningful discussions during scheduled visits.
- Respect the employer's time, adapt to unforeseen circumstances, and prioritize business needs during visits.
- Maintain detailed records of all visits to ensure thorough supervision and documentation.
- Stay proactive and engaged, recognizing the positive impact of on-site observations on student morale and performance.
- Treat coordination visits as a core responsibility, ensuring they remain a top priority in WBL oversight.

ASSESSING STUDENT PERFORMANCE

To effectively assess student performance in Work-based Learning (WBL) experiences, a comprehensive approach is needed that incorporates self-assessments, regular feedback, and multiple evaluation tools. The following table outlines the key components of this assessment process:

Assessment Component	Description & Purpose
Initial Self-Assessment	Students identify their strengths, weaknesses, and goals, establishing a baseline to track progress throughout the WBL experience.
End-of-Experience Reassessment	After the WBL experience, students reassess their growth and accomplishments to measure their development.
Constructive Feedback	Regular feedback from both the WBL Designee and employer, focusing on areas of improvement and success, to guide student development.
Training Plan Alignment	The training plan serves as a framework to evaluate whether students have met specific goals and objectives established for the WBL experience.

Assessment Component	Description & Purpose
Comprehensive Evaluation	Feedback from the WBL Designee, employer, and other assessments combined to provide a well-rounded picture of student performance in the workplace.
Holistic Grading Approach	Grading incorporates more than worksite tasks, including elements like student portfolios to evaluate overall growth and achievement.
Documentation & Record-Keeping	Accurate and up-to-date records of grades, maintained by the WBL Designee, which are subject to parental/guardian review and must be justified with detailed documentation.
Reflection on Growth	Students reflect on their progress, recognizing how the WBL experience has contributed to their personal and professional development.

ASSESSING PROGRAM QUALITY AND SUSTAINABILITY

NOTE: In conducting program reviews, it is essential to interpret the data to understand program effectiveness and reach, particularly among underrepresented populations. If disparities exist, proactive measures should be taken to improve access and address equity gaps. This analysis is integral to enhancing the inclusivity and impact of work-based learning initiatives, ensuring all students have equitable opportunities for success. Work with the Special Populations Coordinator and other stakeholders to determine best practices.

Work-based Learning (WBL) programs are essential in preparing students for the workforce by providing real-world experiences and skill development. To ensure their effectiveness and long-term success, ongoing program assessments are crucial. These assessments help evaluate the quality of the program and monitor student outcomes, enabling stakeholders to make informed decisions for improvement.

A robust assessment framework fosters collaboration among educational institutions, employers, and industry partners, leading to high-quality programs that meet both student and workforce needs. Through continuous evaluation, WBL programs can adapt and improve, ensuring students thrive in future careers while contributing to community growth.

Program Evaluation Framework

To effectively assess and improve the quality and impact of Work-based Learning (WBL) programs, a structured evaluation framework is essential. The following guidelines outline a comprehensive approach for evaluating the program before, during, and after implementation:

Pre-Assessment Preparation:

1. Define clear goals and objectives for the WBL program.

2. Create assessment tools, such as surveys, SWOT analyses, and local needs assessments (CLNA), to collect data.

3. Involve students, employers, industry partners, and school staff in the planning process to ensure diverse perspectives.

During Program Evaluation:

1. Collect feedback from students, employers, and stakeholders to evaluate effectiveness and identify improvement areas.

2. Regularly conduct SWOT analysis to assess program strengths, weaknesses, opportunities, and threats.

3. Use data from biennial CLNAs to align program goals with assessment results.

4. Gather feedback from teachers on instructional strategies and community involvement to strengthen program integration.

Post-Assessment Analysis and Improvement:

1. Analyze assessment results to identify trends, strengths, and areas needing improvement.

2. Recommend necessary modifications based on feedback and assessment findings.

3. Implement changes to enhance program effectiveness.

4. Share results and planned improvements with stakeholders, including students, employers, and school districts.

Sharing Assessment Insights:

1. Provide students with feedback on their performance and areas for growth.

2. Share assessment results with employers and industry partners to improve collaboration and program effectiveness.

3. Engage school personnel by sharing data and improvement strategies to foster a culture of continuous improvement.

4. Work with WBL Designees to ensure program changes align with objectives and goals.

Ensuring Program Excellence:

1. Assess student learning outcomes to confirm they acquire the necessary workforce skills.

2. Collect employer feedback on the effectiveness of student preparation and work-based learning experiences.

3. Seek feedback from teachers on instructional strategies and community involvement to strengthen program integration.

4. Ensure the program meets established standards and benchmarks for quality assurance.

By consistently gathering and applying feedback from various stakeholders, WBL programs can continuously enhance their quality and student outcomes, leading to greater student success and community prosperity.

The table below provides supplemental resources for the Work-Based Learning (WBL) Designee on assessment and evaluation, including tools and surveys to assess both student and employer satisfaction, as well as methods for evaluating the overall effectiveness of WBL programs:

Assessment and Evaluation Resource	Description of Resource
Employer Evaluation of WBL Program – adapted from the Alaska Work-based Learning Manual	Evaluation tool for employers to assess the overall WBL program.
Employer Satisfaction Survey – from the Tennessee Work-based Learning Implementation Guide	Survey to gather feedback from employers regarding their satisfaction with WBL program participation.
General WBL Activity – Evaluation by Adult	A tool for adults to evaluate WBL activities and student progress.
General WBL Activity – Evaluation by Student	A tool for students to evaluate their own work-based learning experience.
LEA Satisfaction Survey – from the Tennessee Work-based Learning Implementation Guide	Survey to gauge satisfaction of Local Education Agencies (LEA) with the WBL program.
Student Evaluation of Work-based Learning Site	A tool for students to assess the work site and learning environment.

Assessment and Evaluation Resource	Description of Resource
SWOT Analysis for Work-based Learning Program Evaluation	A strategic tool to evaluate the strengths, weaknesses, opportunities, and threats in the WBL program.
Work-based Learning Designee Self-Assessment Rubric	Self-assessment tool for WBL Designees to evaluate their performance and effectiveness.

CHAPTER SIX: SUPPLEMENTAL RESOURCES

This chapter explores the following key areas relative to work-based learning:

- Frequently Asked Questions
- Supplemental Resources
- References

FREQUENTLY ASKED QUESTIONS

The frequently asked questions (FAQs) listed below, highlighted in blue and numbered, offer answers focused on work-based learning courses. The responses begin at the bullet point.

1. If a student completes the necessary 120 hours early within the semester, can they stop working and no longer be required to go to the work site?
   - No. The student should not "burn bridges" and damage the relationship that has been established with the local business partner.
     - Remember, this is an educational experience designed to provide students with skills and competencies, not just work experience.
     - The required number of hours is a minimum and serves as a guideline, not a limit.
     - To receive credit, students should work continuously throughout the term and must record all hours on the designated timesheet.
     - This information is needed by the Work-based Learning Designee for reporting purposes.

2. Can students count the hours spent on related assignments toward the 120-hour requirement?
   - No. Students should not count hours spent on other assignments in the 120-hour minimum requirement. WBL courses require a minimum of 120 hours, allowing the extra 15 hours for related tasks. Aim for 120 hours of genuine on-site experiences. If a related assignment involves working with the supervisor or other employees, those hours can contribute to the 120 minimum.

3. How many times can a student take a Work-based Learning (WBL) course, and is there an option for repeating the course?
   - Per [SBE Policy CCRE – 001. 7.2](#), Local boards of education may develop policies that define specific circumstances when students other than those who fail a course may repeat a course for credit.
   - In such cases, if a student chooses to enroll in an additional work-based learning course, the student should not receive duplicate credit for the same experience.
   - When public school units use the same course code within the same cluster for a given student, the student's training plan must be adjusted to establish new learning goals, ensuring a completely fresh experience for the student.

4. What criteria define a Work-based Learning (WBL) course as Honors?
   - Making a CTE Work-based Learning (WBL) course honors means providing students with opportunities for enhanced rigor, depth, and complexity. Students who participate in honors-level courses develop critical-thinking

skills, take ownership of personal learning, and become creative problem-solvers and collaborators (CCRE-001). If a CTE WBL Course is not inherently honors, the Work-based Learning Designee should collaborate with the Curriculum & Instructional Management Coordinator (CIMC) to follow the district honors process to incorporate changes to create an Honors version of the course. (Honors Level Coursework | NC DPI)

5. **Is it possible for a student to earn academic credit while employed at the family business?**

- In considering whether a high school should allow a student to complete a work-based learning course (cooperative education, internship, pre-apprenticeship, or apprenticeship) for course credit at the family's business, several ethical considerations come into play.
- Firstly, it is important to ensure a level playing field for all students. If such opportunities are exclusive to those with family businesses, it might create an unfair advantage. The school should strive to provide equal opportunities for all students to gain diverse experiences.
- Transparency is crucial. The school should clearly communicate its policies regarding internships, especially those at family-owned businesses, to avoid any perception of favoritism or nepotism. This helps maintain trust within the school community.
- Additionally, the educational value of the internship should be a priority. The experience should align with the educational goals of the course and provide valuable insights and skills relevant to the student's academic development.
- Lastly, monitoring and assessment mechanisms should be in place to ensure that the student is actively engaged and learning during the internship. This helps prevent the arrangement from becoming a mere formality and ensures that the student genuinely benefits from the experience.
- Balancing fairness, transparency, educational value, and accountability will contribute to an ethically sound decision regarding allowing a student to complete an internship at the family's business for course credit.

6. **If a student is enrolled in CTE Cooperative Education and wants to change jobs, what is the process?**

- Before students make any job changes, the student must complete the CE Job Change Request form and talk to the teacher.
- To avoid having penalized grades, students must obtain the teacher's permission before changing jobs.
- The work-based learning program is a learning experience, not just a part-time job. Changing jobs will limit the effectiveness of the experience.

7. Should the internship be paid or unpaid?
   - To decide if an internship should be paid or unpaid, high school students can refer to the [US Department of Labor's Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act](#) for valuable insights and guidelines. This resource provides essential information to help understand compensation expectations during internships, facilitating informed decisions about the most suitable internship experience.

8. Does a student have to complete a pre-apprenticeship first before entering an apprenticeship program?
   - Whether a student must complete a pre-apprenticeship before transitioning to an apprenticeship depends on several factors, including the specific requirements of the apprenticeship program, the preferences of sponsoring employers, and the student's willingness to commit directly to a full apprenticeship. Some programs may mandate pre-apprenticeship completion as a prerequisite, while others might allow direct entry. Students should carefully review the specific guidelines of the apprenticeship and seek guidance from program coordinators or sponsoring employers for clarity on entry requirements and the best pathway for career goals.

9. When considering the need for coordination and visits of students enrolled in CTE WBL courses, what is the recommended ratio of Work-based Learning Designees to students in a high school setting, keeping in mind that visits are recommended twice per semester?
   - Work-based Learning Designees should consult the [NCDPI CTE Course Management](#) system to ascertain the recommended enrollment size for each work-based learning course. Afterward, the WBL Designee should consider the following variables:
   - In a high school setting where visits are recommended twice per semester, it is important to consider the following variables:
     - The additional time needed for coordination and support due to personalized attention and guidance.
     - The necessity for careful planning and coordination due to the frequency of visits.
     - Ensuring that WBL Designees have adequate time to support and coordinate visits to maintain program effectiveness and quality.
     - The possibility of adjusting the visit ratio based on program complexity and the demands of coordinating visits.
     - Training new employers about expectations and providing additional guidance to support the work-based learning experience for the student(s).

The frequently asked questions (FAQs) listed below, highlighted in blue and numbered, offer answers focused on safety (insurance, age restrictions, weather). The responses begin at the bullet point.

10. Are school districts required to purchase the Work-based Learning Insurance Policy provided by DPI?
    - No. It is not mandatory for school districts to purchase the DPI-provided Work-based Learning Insurance Policy. However, it is crucial to understand the benefits it offers. Coverage is available if the need arises, and school districts can register at any time. This policy provides essential protection for involved students, ensuring readiness to address unforeseen situations, and prioritizing safety.

11. How can students under the age of 18 address concerns with employers regarding age, and is there a way to provide assurance?
    - To address concerns with employers employing students under the age of 18, WBL Designees can take proactive steps and provide assurance to alleviate any apprehensions. Here are some strategies that can be employed by WBL Designees:
        o Provide assurance through purchasing WBL Program Insurance and then sharing a copy of the Certificate of Insurance, to alleviate employer concerns and demonstrate proactive risk management, offering tangible evidence of coverage and medical payment provisions for students.
        o Engage in conversations with the employer to work with the company's insurance carrier to update policies for registered apprenticeship and pre-apprenticeship programs or suggest employing under-age students in lower-risk occupations covered under the school district's insurance policy, which often provides a practical solution while still offering valuable work-based learning experiences.
        o Have conversations with employers about the North Carolina law that permits youths aged 16 to 17 to engage in supervised practice WBL experiences with employers, exempting employers from prohibitions on detrimental occupations, given enrollment in a public school and submission of a written agreement outlining conditions, including direct supervision, safety training, and organized work processes. For detailed documentation requirements, refer to Chapter 4: [Information Regarding Minors Involved in Work-based Learning Programs](#).
        o For hazardous occupations, there are also certain exemptions to the rules. Refer to the [Youth Certificate Directions Provided by Surry-Yadkin Works Director document](#) for further details.

12. What should the student who is enrolled in WBL courses do when the school schedule is changed for testing, assemblies, or bad weather?
    - If the student is enrolled in WBL courses and the school schedule is changed due to testing, assemblies, or bad weather, the student should:
        - Prioritize attending school and classes (including testing) as the first priority.
        - Attend all scheduled classes at school, regardless of any changes.
        - Notify their employer as soon as possible about any changes to the school schedule to make necessary work arrangements.
        - If the student is not classified as an "employee," they should not report to the work site during inclement weather. The student should still inform the work site supervisor.
        - If the student is considered an "employee," they should communicate with the employer to discuss concerns about travel arrangements during inclement weather.
    - The key is to ensure that the student maintains communication with both the school and the employer to avoid any disruptions while still fulfilling the WBL course requirements.

Additional questions have surfaced that reflect evolving needs and implementation considerations. These are compiled in the document "CTE Work-based Learning Frequently Asked Questions and Responses," which serves as a companion to the original list of twelve questions included above.

This list includes a selection of frequently asked questions; however, additional inquiries may arise. For further clarification, contacting the CTE Director in the local district is recommended as the first step. If further assistance is needed, the Work-based Learning Consultant at the NC Department of Public Instruction can be reached at CTEWBL@dpi.nc.gov.

SUPPLEMENTAL RESOURCES

North Carolina is fortunate to enjoy backing from diverse partnerships involving educational institutions, government entities, and business collaborators that endorse work-based learning. Numerous collaborations have spawned various initiatives, incentives, and opportunities. The resources below are just a few examples to consider when constructing a comprehensive work-based learning framework in a district:

The North Carolina Business Committee for Education (NCBCE) works to make the critical connection between North Carolina employers and the NC education systems through work-based learning. NCBCE provides work-based learning opportunities statewide, helping students gain hands-on experience in diverse industries. The organization supports North Carolina teachers through high-quality professional development initiatives.

NCBCE also facilitates engagement between businesses and students, addressing the lack of awareness about local job industries among students and helping businesses connect with local talent. By serving as a connector, NCBCE promotes collaboration between businesses and school systems, fostering community awareness and creating sustainable talent pipelines through apprenticeships and internships.

- Building Bright Futures (NC Apprenticeships in Early Childhood)
- NC A&T Steps4Growth (Clean Energy Initiative)
- Experience More (Website that provides toolkits, information, examples, and strategies to support work-based learning)
- LiNC-IT (Autism Support in WBL)
- Navigator (Tool to connect classroom learning to business & industry)
- Career Launch (Website dedicated to Youth Apprenticeships)
- NC Student Connect (Professional Development for Educators
- Ready, Set, App (Industry-sponsored challenge – mobile app development)
- Students@Work (Job Shadowing for Middle Grades Event)
- Teachers@Work (Teacher Externships)
- Tech Team (Student Technology Support Desk framework)
- Governor's Educator Discovery Award (Educator funding to support professional development)
- And more…

myFutureNC is a statewide nonprofit organization that is the result of collaborative efforts among North Carolina's education, business, and government leaders. They are dedicated to educational attainment. myFutureNC is on a mission to prepare North Carolina for the future. Great resources such as newsletters, county data profiles, and prosperity zone data profiles are available for all WBL endeavors. Their focus is to empower individuals, strengthen communities, and ensure economic viability in a global economy.

NCcareers.org is North Carolina's central online resource for students, parents/guardians, educators, job seekers, and career counselors looking for high-quality job and career information. Within this website, users will identify skills/interests; explore occupations and local job/employer needs; identify education and training opportunities and prepare to enter/re-enter the job market. The system provides clear, consistent information about NC's current and future job needs and education/training offerings to all, starting with students in middle school and continuing through adulthood. This workforce product is partially funded by a grant awarded by the U. S. Department of Labor's Employment and Training Administration.

With advancements in computer technology, software development, and online access, public school units have abundant resources to develop robust work-based learning programs. This manual aims to provide valuable resources without endorsing any specific organization, school system, or individual responsible for these resources. The state relies on local school districts to determine the resources suitable for its work-based learning programs.

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