Work-based Learning Resource Manual

WORK-BASED LEARNING | CAREER AND TECHNICAL EDUCATION

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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 especially 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 employment in 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, Association for Career and Technical Education (ACTE) What is Work-based Learning?, 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. Links to documents will also be housed in the WBL Moodle.

DISCLAIMER STATEMENT

Contributions of many individuals and from 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 federal Strengthening Career and Technical Education for the 21st Century Act of 2018 funds.

Acknowledgements

All images featured in this resource manual are sourced from Microsoft stock images, while the graphics were produced by the Graphic Design department of the NC Department of Public Instruction. Express written permission to include the names and/or logos of partner organizations has been granted for use within this manual.

Generative AI was employed to enhance this Work-based Learning Resource Manual, providing insights into formatting, grammar, and content to optimize the effectiveness of this document. ⌷

Purpose of the Resource Manual

The purpose of this resource manual is to provide comprehensive and practical insights into implementing effective work-based learning programs within the context of North Carolina's educational landscape. Aimed at educators, practitioners, and stakeholders, this resource manual serves as a valuable resource to navigate the intricacies of work-based learning, ensuring alignment with state and national standards, promoting student success, and fostering meaningful collaborations between educational institutions and industry partners. By offering a framework for program development and enhancement, this resource manual strives to empower North Carolina's secondary educational community to create robust work-based learning experiences that equip students with the skills and knowledge necessary for successful transitions into the workforce or further education, in accordance with the state's educational vision and 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. Work-based learning is important for several reasons, as it offers a range of benefits for students, educators, and employers:

Benefits of Work-based Learning for Students, Educators, and Employers	
Real World Application: • Applies academic knowledge in real-world settings, enhancing practical skills and understanding. **Skill Development:** • Cultivates essential durable skills like critical thinking, problem-solving, communication, and adaptability.	**Career Exploration:** • Students explore diverse career paths, gaining insights into industry-specific requirements and qualifications. **Industry Relevance:** • Aligning education with industry standards ensures students acquire directly applicable knowledge and skills.
Transition to Workforce: • Prepares students for a seamless transition from education to the workforce, familiarizing students with professional expectations. **Networking Opportunities:** • Provides chances for students to build professional networks, increasing access to potential employers.	**Increased Motivation:** • Engages and motivates students with hands-on experiences, sparking interest and passion for learning. **Employer Engagement:** • Benefits employers by identifying and training potential future employees and contributing to workforce education.

Benefits for Students, Educators, and Employers

The advantages of work-based learning are substantial and gratifying for students, providing firsthand insights into the impact of course experiences and career development. Students not only observe the traits and abilities essential for success in the world of work but also gain a tangible connection between classroom learning and career preparation. This benefits businesses by being able to hire students genuinely interested in specific industries and to train future workers for those careers. The establishment of a pipeline for qualified workers is a direct result of connecting motivated students with prospective employers. Furthermore, schools' benefit from increased student engagement and motivation to learn, reinforcing the importance of both classroom education and career readiness.

Benefits for Students:	Benefits for Schools:
• Apply classroom learning (both academic and technical) in real-world setting. • Establish a clear connection between school and work. • Assess future employees' interests, aptitudes, and abilities while allowing students to learn about career possibilities. • Improve post-graduation employment opportunities. • Develop and practice positive work-related habits and attitudes including the ability to think critically, solve problems, work in teams, and resolve issues. • Assess and 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 its connection to the student's intended career choices.	• Expand the curriculum and learning facilities to offer career options. • Expose students to state-of-the-art equipment, technology, and techniques. • Meet the needs of diverse student populations. • Create individualized instruction for students. • Promote and foster faculty interaction with the business community. • Enhance faculty/staff development efforts. • Make education more relevant and valuable to students. • Increase student retention rates in schools. • Reduce overcrowding by utilizing off-campus learning sites.
Benefits for Employers:	Benefits for Community:
• Access a pool of skilled and motivated future employees. • Improve employee retention. • Reduce training/recruitment costs. • Develop opportunities for building future pipeline possibilities. • Develop new projects with student assistance. • Involve employers in the curriculum development process. • Provide opportunities for community service for students.	• Create an environment of collaboration and cooperation among the school, the employers, and the community. • Encourage respect, tolerance, and understanding among different groups. • Contribute to building a more productive local economy. • Foster confidence in the school system as practical and beneficial results are observed.

CHAPTER ONE (1): UNDERSTANDING WORK-BASED LEARNING

- Definition
- Career Development Continuum Overview
- Work-based Learning - Cycle of Experiences Overview
- Durable Employability Skills and Work-based Learning
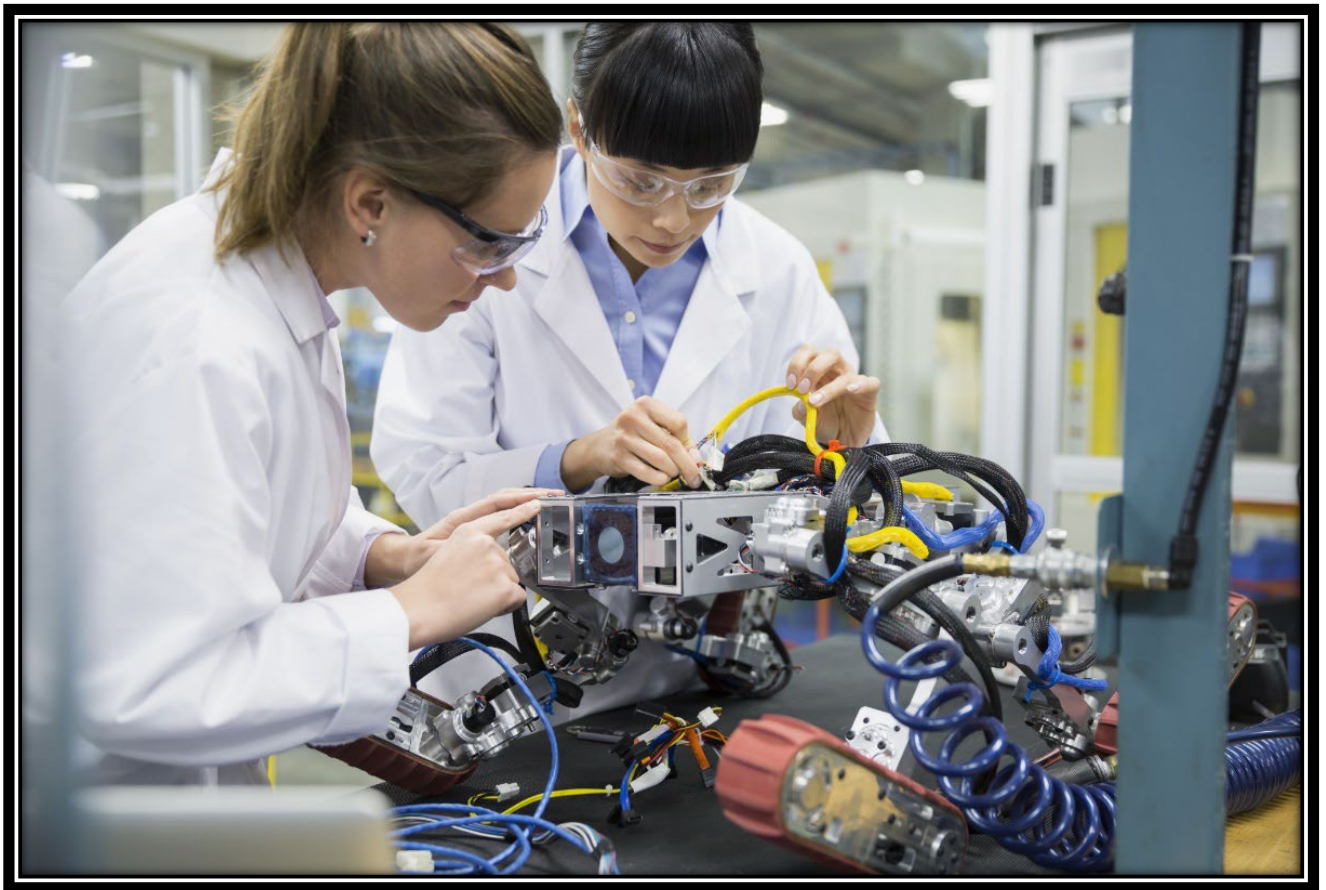
DEFINITION

Work-based Learning (WBL) is an integral educational strategy within the Career and Technical Education (CTE) system, 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 increase 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 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 the chosen field of study. Along the way, students may reassess and adjust career goals, ensuring continued learning and growth throughout 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
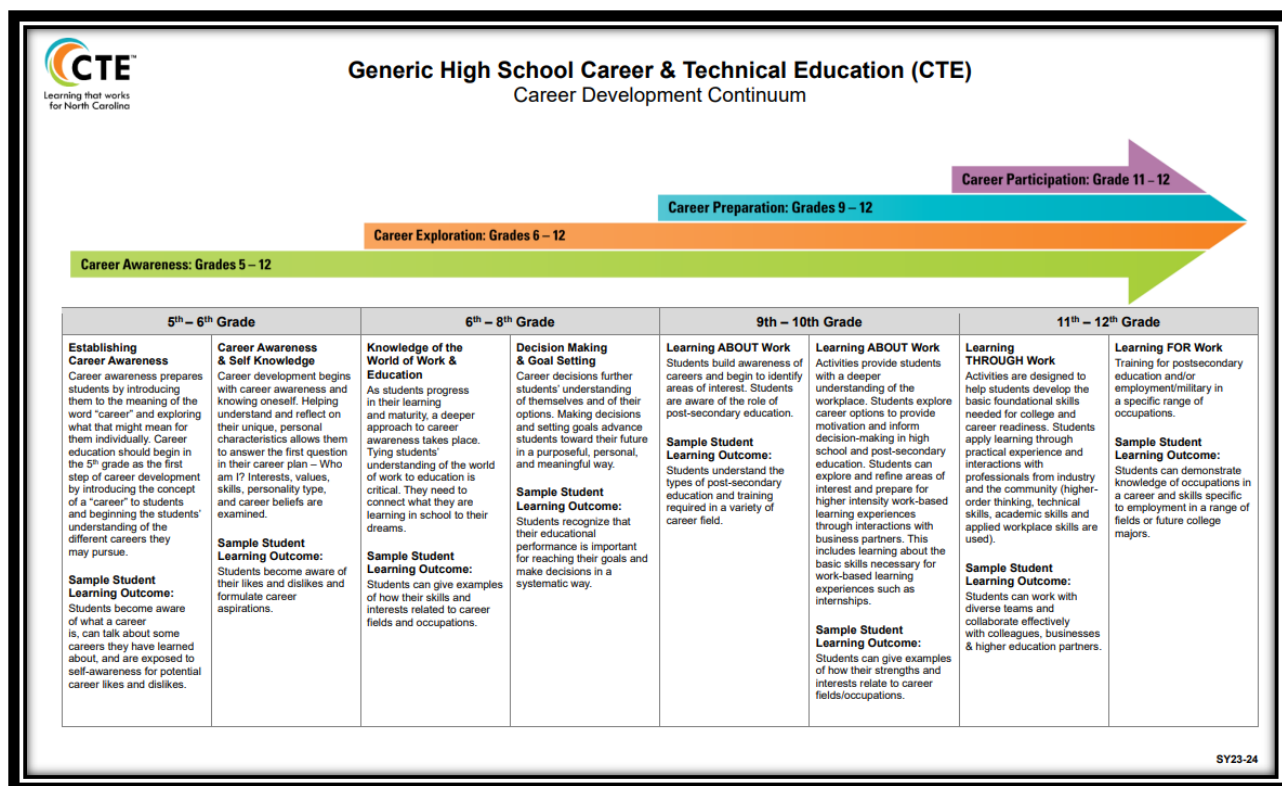
The career development continuum is a map showing a student's journey through different career stages. It is divided into four key phases – **Awareness, Exploration, Preparation,** and **Participation**. The continuum assists WBL Designees in developing work-based learning experiences, fostering student 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 in 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.
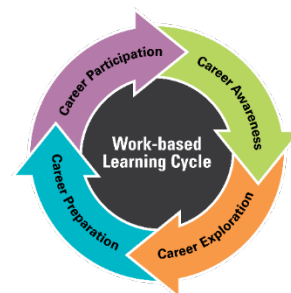
This chart below examines the summary, anticipated outcomes, and advantages for students.

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

The Work-based Learning Cycle of Experiences, integrated into the Career Development Continuum, offers diverse, planned, and meaningful experiences, providing students with varied opportunities to actively engage with the world of work.

Work-based Learning Cycle of Experiences
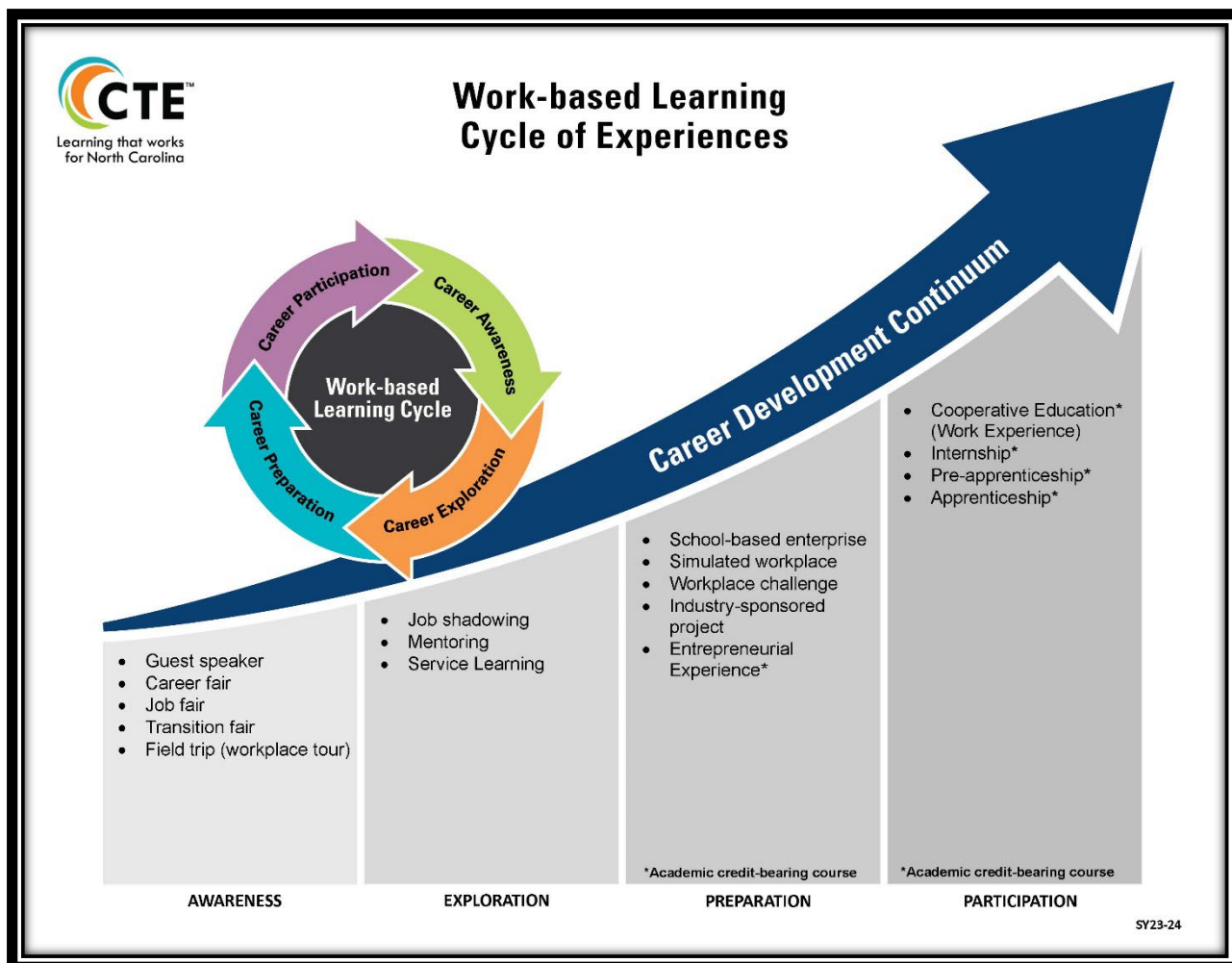
DURABLE EMPLOYABILITY SKILLS AND WORK-BASED LEARNING

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, recognizing its vital role in preparing students for postsecondary success— **adaptability, collaboration, communication, critical thinking, empathy, learner's mindset,** and **personal responsibility**. These skills are integral to thriving in the 21st-century workplace, regardless of postsecondary plans. In addition to these skills, **confidentiality** and **resource management** should also be incorporated as essential competencies to assess students in work-based learning experiences.

It is imperative that schools are 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 prior to 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.

Other work characteristics to be addressed in any work-based learning program:

Additional Characteristics to Address		
Honesty & Integrity	Positive Attitude	Reading, writing, and math skills

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.

Below are suggestions how to align key work-based learning practices with these nine critical durable, employability skills:

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 (2): IMPLEMENTING WORK-BASED LEARNING PROGRAMS

- 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 to the principles set forth by the Association for Career and Technical Education (ACTE), outlined in the *Techniques* publication from January 2020 (Work-based Learning by Catherine Imperatore). 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. These elements, as identified by ACTE, shape the commitment to excellence:

Full Continuum of Work-based Learning Experiences	Progressing in intensity, a sequence of experiences that begin with awareness and moves on to fully involved participation, accessible to every student.
Alignment with Content Standards and Industry/Occupational Standards	Guarantees students 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.
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 require a 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 following guidelines aim to assist districts and schools of all sizes, smaller rural regions may benefit from a more concise approach.

Key Components of Implementing Work-based Learning Experiences	
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, alongside other district, or school staff, should initiate planning and implementation by convening key stakeholders. This collaborative effort aims to develop a comprehensive WBL plan that:

- Establishes a framework and context for all WBL experiences.
- Develops local policies and guidelines for WBL courses, emphasizing workplace safety.
- Engages key education and employer stakeholders for efficient implementation.
- Develops a schedule for WBL experiences throughout the year.
- Identifies and allocates necessary human and financial resources effectively.
- Defines roles and responsibilities clearly.

- Integrates WBL experiences seamlessly into academic learning.

The WBL planning and implementation process serves as an organizational framework and secures crucial support for individual experiences. It outlines costs and priorities, enabling staff to strategize and secure resources effectively.

Other Considerations for the WBL Designee:

- Foster strong community ties to enhance program support and participation.
- Ensure strict adherence to relevant laws and regulations.
- Effectively manage resources for streamlined program coordination.
- Establish a framework for ongoing assessment and improvement.
- Facilitate training sessions for stakeholders involved in the program.
- Encourage networking opportunities within the community.

If an existing WBL plan is in place, the WBL Designee should assess the need for updates or revisions. Past participating employers should be evaluated, and key stakeholders involved to ensure support for any changes. Additionally, factors such as course selection, transportation, credit hours, grading, and proper code usage should be carefully considered during implementation.

Factors to consider for Work-based Learning Course Implementation	
Selecting Courses	Determine the work-based learning courses that align with the needs of both students and employers in your district.
Student Transportation	Decide on the mode of transportation for students to reach the work sites.
Working Hours for Credit	Know which hours worked count for course credit, including school days, weekends, holidays, and summertime.
Credit Requirements	Learn whether the school has increased credit requirements or follows state guidelines.
Grades and Reporting	Determine the appropriate method for how grades will be calculated and reported.
Proper Code Usage	Employing precise application of the designated work-based learning course code in alignment with the codes authorized by NC CTE.

The Work-based Learning (WBL) Designee

Public school units should strategically appoint a Work-based Learning (WBL) Designee to oversee and implement WBL initiatives, ensuring compliance with federal and state regulations. The WBL Designee coordinates efforts to effectively help students develop workforce skills, covering program planning, development, evaluation, on-the-job instruction, and community relations. The designated individual, who could be a teacher, career development coordinator, or a dedicated work-learning coordinator, operates within the established district framework. The term "WBL Designee" is used throughout the resource manual to denote the individual coordinating WBL experiences and serving as the primary contact for employers. These roles apply to internships, apprenticeships, cooperative education, and other work-based learning forms.

Qualifications of the Work-based Learning Designee include being a certified educator who regularly communicates with students to monitor progress and answer questions. The WBL Designee emphasizes connections between classroom learning and work-site experiences.

Roles and Responsibilities of Work-based Learning Designee
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. • 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 related instruction, 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 in accordance with 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 student safety, conduct surveys, and analyze year-end reports, recording final 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, NC 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 Documentation and Coordination by the Work-based Learning Designee
Work-based Learning Designee Coordination/Mileage Record The WBL Designee should use a coordination/mileage form to record work activities and request travel reimbursement. This form may be needed by the school or PSU to document coordination activities. Update information daily and submit monthly. If the PSU mandates a specific mileage form, ensure its use. Here is a tweaked version of the coordination form above that provides more detailed and thorough notes. Another variation of a monthly travel log.
Work-based Learning Designee Sign-out Sheet The WBL Designee creates 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. It is crucial for the Designee to use this sheet when leaving for coordination-related tasks.
Additional Sample Forms: • Sample Work-based Calendar • Worksite Selection Checklist • Worksite Selection Checklist, v2 • Sample email to Potential WBL Sponsor • Tips for Worksite Visits – After Placement • WBL Designee Orientation with Employers Who Host Students • Topics Employers Should Cover in the Orientation with Students in Work-based Learning Experience • WBL School Regulations/Policies • Parent/Guardian Permission Form - Generic WBL Activity • Photo & Promotional Media Release Form - Generic WBL Activity • Student Schedule Accountability Form

Work-based Learning Roles and Responsibilities
Apart from the Work-based Learning Designee, various individuals play crucial roles in ensuring a successful work-based learning experience aligned with the intended career choice. Developing a unique and successful program for each student involves active engagement of all stakeholders in the program development processes. School administrators, CTE directors, instructors, post-secondary partners, students, parents/guardians, businesses, and employers each contribute uniquely to guaranteeing students a valuable and worthwhile work-based learning experience.

School Administrators Roles and Responsibilities

The following individuals are instrumental in providing resources and tools for successful work-based learning experiences.

The role of administrator, both at the school-building level and the Public School Unit (PSU) provide high quality and meaningful work-based learning opportunities for youth. Students who learn through work-based learning experiences should be ensured quality and meaningful opportunities that help foster and promote career awareness through these endeavors. The following key areas should be monitored to assure compliance to federal and state laws, as well as state and local policies.

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 telephone within the WBL Designee office area.
- Provide adequate time for WBL Designee to perform coordination activities. This might include additional summer hours.
- Review WBL Designee's itinerary and monitor coordination activities.
- 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.

Student Roles and Responsibilities

Students have many roles and responsibilities to ensure parts of the work-based learning program is successful. For many students, this is the first glimpse into the real world of work. Therefore, it is vital that students understand 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 occur on a frequent basis with the student to ensure the work-based learning experience is of merit and value.

Student Roles and Responsibilities
• 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; conduct self in a businesslike 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.
• 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.

Parent/Guardian Roles and Responsibilities

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 part in ensuring students are successful in the work-based learning opportunity selected.

Parent/Guardian Roles and Responsibilities
• Provide guidance in career decisions process.
• Ensure students work schedule 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 student is successful in the work-based learning program.
• Sign appropriate forms to allow student 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 from success regarding school, work, and home problems.
• Discuss transportation logistics with 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 consultant during the recruitment program.
• Participate in activities designed for parent/guardian involvement.
• Be a champion for students, praise student's efforts and write success stories.

Business Mentor Roles and Responsibilities

The business mentor is the employee who coordinates the student 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.

Business Mentor Role and Responsibilities
• Assist the student in setting realistic, obtainable goals.
• 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.
• Provide orientation for the student on all job duties and responsibilities.
• Collaborate with the WBL Designee and student to develop a training plan.
• Offer feedback to the WBL Designee on student job performance through calls or on-site visits.
• Ensure adequate supervision for the student in the workplace.
• 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 chart below offers additional tips and strategies to equip the business mentor for effective engagement with the student in the work-based learning opportunity. It serves as a valuable resource for enhancing the mentor's guidance and support.

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 student.
• Ask specific questions to 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.
• Explain in a clear manner the task that was accomplished and give immediate feedback.
• Advise the student on career directions and opportunities.
• Offer career advice regarding education and training requirements for a particular field.
• Introducing students to others who can share experiences or expanding the student's conceptions of career domains.
• Resolve any problems the student might experience on the job.

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.
• Repeat and use the student's words for clarity, fostering understanding and agreement in the learning task.

Additional Recommendations for Business Mentors

- Provide an orientation for the student at the beginning of the experience.
- Establish a set meeting schedule with the student, ensuring regular meetings to review progress and reflect on experiences.
- Monitor the student attentively.
- Be alert for signs of boredom or indifference.
- 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?"
- Periodically assess the student's learning progress.
- Provide support without immediately intervening. 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.
- 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.

Effective Praise Strategies for Business Mentors

- Ensure immediate and purposeful praise.
- Catch students doing tasks correctly and offer praise immediately.
- Be sincere, avoiding ingenuine 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.

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 association), 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, 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

Maintain a positive relationship in work-based learning (WBL) by balancing communication with employers. Follow these principles for effective communication, respecting time and ensuring smooth WBL activity implementation.

Key Principles for Successful 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).

Communication about Specific WBL Experiences	
Preparation	- Prepare for each call or meeting by researching the company and its prior WBL experiences. - Have a list of topics to be covered during the communication.
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.

For enhanced employer retention:

Ensure clear and concise communication throughout all stages of the WBL activity—before, during, and after.
Meet employers' expectations for WBL activity implementation to avoid surprises and ensure alignment with anticipated outcomes.
Ensure students are well-prepared, enhancing contribution to a positive experience for the employer.
Establish a feedback loop to continually gather input for improving WBL experiences.
Show appreciation and recognition by providing suitable feedback to acknowledge the valuable contributions of employers.

In larger communities:

Contemplate arranging an annual recognition event to acknowledge and celebrate all participating employers in WBL.

In rural areas:

Explore alternative forms of recognition tailored to better suit rural settings.

Over time:

Regularly check in with the most active WBL employers, seeking insights on program strengths and weaknesses.
Share success stories with potential employers to encourage future participation.
Learn from negative experiences by addressing concerns raised by employers and identifying necessary changes for more positive WBL experiences.

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.

For example, a school implementing a WBL program could use data storytelling to showcase the following:

Graduation Rates	Present data illustrating how participation in WBL experiences correlates with higher graduation rates among students. Highlight success stories of students who were at risk of dropping out but were able to stay in school and graduate due to the involvement in WBL activities.
Academic Achievement	Provide data showing how students engaged in WBL opportunities exhibit improved academic performance, such as higher grades or standardized test scores. Share anecdotes of students who struggled academically before participating in WBL but saw significant improvements afterward.
Career Readiness	Utilize data to demonstrate how WBL programs enhance students' career readiness skills, such as communication, teamwork, and problem-solving. Share testimonials from employers who have partnered with the school and witnessed firsthand the professionalism and preparedness of WBL participants.
Post-Graduation Success	Showcase data indicating the positive outcomes experienced by WBL graduates, such as higher rates of post-secondary education enrollment or successful entry into the workforce. Feature alumni stories that highlight the direct impact of WBL experiences on chosen career pathways and achievements.

Alternatively, the school could share data stories about their partnership with a specific local company that decided to participate in a work-based learning program by offering apprenticeships to high school students interested in engineering and manufacturing careers. Such data could include the following benefits:

Benefits to Businesses:	Benefits to the Local Economy:
Workforce Development: By participating in the WBL program, the manufacturing company can cultivate a pipeline of skilled talent. The employer has the opportunity to identify and train potential future employees who already have a foundational understanding of the operations and industry practices.	**Economic Growth:** As students gain skills and experience through the WBL program, the students become more employable and contribute to the local workforce. This, in turn, helps to stimulate economic growth within the community.
Fresh Perspectives: Hosting students as interns injects fresh ideas and perspectives into the company. Students bring new insights and creativity, which can lead to innovation and process improvements within the organization.	**Retention of Talent:** By providing opportunities for students to gain valuable experience locally, the WBL program encourages talented individuals to remain in the area rather than seeking opportunities elsewhere. This helps to retain skilled workers within the community, supporting local businesses and the economy in the long term.
Community Engagement: Engaging with local schools through WBL programs demonstrates the company's commitment to the community. It enhances the company's reputation as a responsible corporate citizen and strengthens its relationships with local educational institutions and stakeholders.	**Enhanced Workforce Readiness:** WBL programs equip students with the practical skills and knowledge needed to succeed in the workforce. As more students graduate with relevant experience and qualifications, 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 convey the value of WBL programs to stakeholders, including students, parents, educators, and potential employers. This approach not only provides quantitative evidence of program effectiveness but also humanizes the data through real-life stories, making the benefits of WBL more tangible and compelling.

Employers	• Mailing brochures or flyers to explain the high school WBL program. • Attendance and presentations at local industry meetings. • Individual meetings with prospective employers. • Networking through existing employer contacts. • Utilizing local media for program promotion.
Advisory Groups	• Forming an advisory group with representatives from the local business community. • Regular meetings to solicit input and evaluate the program. • Involving key players in the WBL process, such as the ApprenticeshipNC consultant, community college staff, and the school based WBL Designee.
Students and Parents/Guardians	• Use innovative means through social media or other online platforms to share information in targeted classes. • Attendance and presentations at PTSA meetings. • Individual meetings with prospective students. • Presentations to students in CTE classes, including those in middle grades as well. • Utilizing local media for program promotion. • Articles in the school newspaper and PTSA newsletters. • Developing a section on the school's website. • Organizing special events to distribute program information and connect students, parents/guardians, and employers.
Recognition Activities	• Presentation at school-based honors and awards programs. • District-wide WBL recognition banquet or program. • Articles in the school newspaper and CTE district newsletter. • Promotion in the local media. • Leadership seminars for current students.

Business/Industry Involvement

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

- Utilizing local news media for news releases about WBL.
- Presentations to civic organizations and community meetings.
- Joining community and professional organizations for networking.
- Feature stories and success stories on the school's webpage.
- Forming an alumni group to promote WBL.
- Conducting annual training sponsor appreciation functions.
- Presenting certificates of appreciation to training sponsors.
- Inviting 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.

- Sending letters to parents/guardians explaining WBL methods and seeking support.
- Student-prepared WBL newsletters for parents/guardians.
- Holding open houses for parents/guardians.
- Multimedia programs for parents/guardians, featuring graduates of WBL experiences.
- Personal conferences with parents/guardians
- Presentations at parent/guardian organization meetings such as Freshmen Open House events and/or Curriculum and Registration Nights.
- Involving 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 to 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 the 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.

Following the recruitment of students for work-based learning courses, it is crucial to proceed with several essential steps.

Orientation Session	It is imperative to conduct an orientation because it sets the foundation for the rest of the work-based learning program. During this session, recruited students are familiarized with the structure, goals, and expectations of the program. Secure agreement and understanding through signed written agreements and training plans from all essential stakeholders. Schedule follow-up meetings throughout the grading period to ensure ongoing support and guidance for students.
Provide Information	Share detailed information about the specific work-based learning experiences, including the nature of tasks, responsibilities, and potential learning outcomes.
Review Program Policies	Ensure that recruited students understand and agree to comply with program policies, including safety regulations, attendance requirements, and codes of conduct.
Connect with Employers	Facilitate introductions between students and employers, and encourage discussion of expectations, goals, and any specific requirements for the work-based learning experience.
Meaningful Experiences	Develop and implement engaging experiences that contribute to the long-term development of durable employability skills.
Coordinate Logistics	Address logistical concerns, such as transportation to the work site, scheduling considerations, and any additional support students may need.
Regular Check-Ins	Schedule regular check-ins with students during the work-based learning experience to assess progress, address any challenges, and provide guidance.
Feedback Mechanism	Establish a feedback mechanism where students can share experiences, concerns, and suggestions, ensuring continuous improvement of the work-based learning program.
Documentation and Reflective Practices	Maintain comprehensive records documenting each student's work-based learning experience, encompassing accomplishments, obstacles, and assessments.
Celebrate Success	Acknowledge and celebrate the successes of students in work-based learning experiences, promoting a positive and rewarding atmosphere.
Evaluate and Adjust	Regularly evaluate the effectiveness of the work-based learning program, seeking feedback from both students and employers, and make necessary adjustments for continuous 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 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/.

CTSO	National Website	North Carolina State Website
FBLA	https://www.fbla-pbl.org/	http://ncfbla.org/
FCCLA	https://fcclainc.org/	https://www.ncfccla.org/
FFA	https://www.ffa.org/	https://ncffa.org/
DECA	https://www.deca.org/	http://www.ncdeca.org/
HOSA	https://hosa.org/	http://nchosa.org/
TSA	https://tsaweb.org/	http://nctsa.org/
SkillsUSA	https://www.skillsusa.org/	https://www.skillsusanc.org/

CHAPTER THREE (3): STRATEGIES WITHIN THE WBL CYCLE OF EXPERIENCES

- Literacy in Work-based Learning
- Remote Work-based Learning
- Career Awareness
- Career Exploration
- Career Preparation
- Career Participation
- Teacher Externships
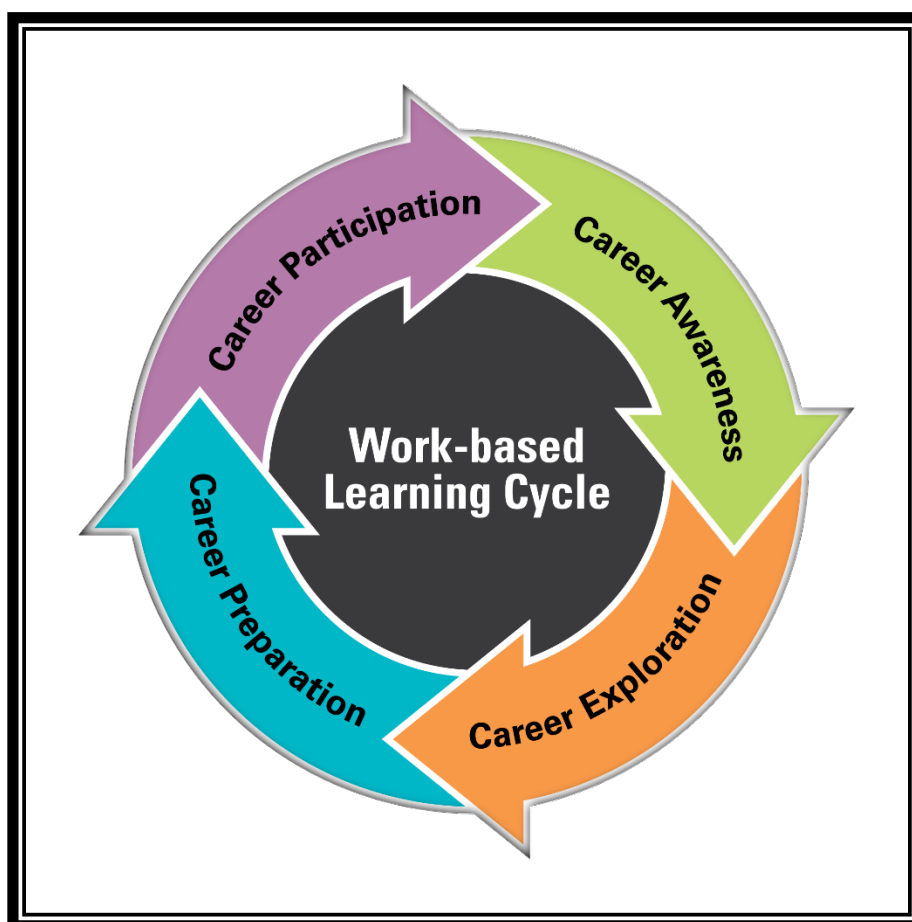
NC DPI Work-based Learning Website

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.

Work-based Learning Cycle of Experiences
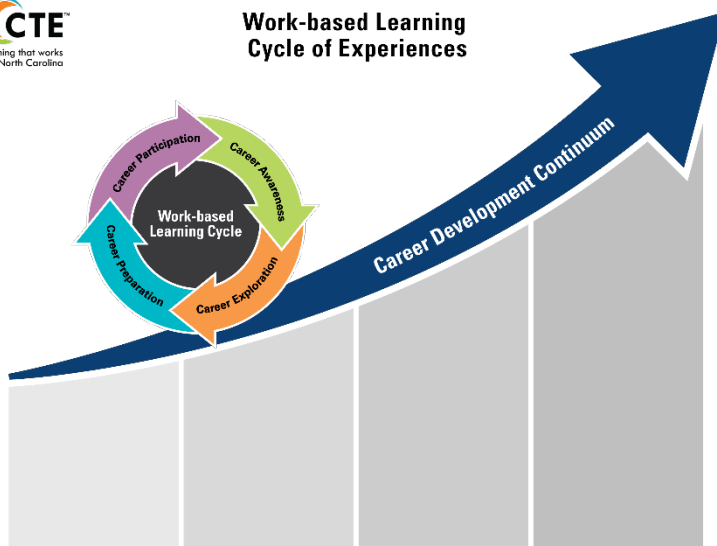
Key points:

• 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 functions as a roadmap, guiding 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 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*).
When students are 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*).
When students are 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

In exploring remote work-based learning opportunities, schools aim to provide a dynamic and adaptable education that prepares students for success in an ever-changing world, considering factors such as:

Flexibility and Accessibility:
- Remote work-based learning allows for flexibility in scheduling, accommodating students with different commitments or learning preferences.
- Provides accessibility to a broader range of opportunities, especially for students who may face geographical or transportation challenges.

Adaptation to Changing Circumstances:
- Responding to unexpected events, such as pandemics or natural disasters, where traditional in-person learning experiences may be disrupted.

Enhanced Learning Experiences:
- Expanding educational horizons by connecting students with professionals, industries, and experiences beyond the local community.
- Offering a diverse array of virtual experiences that may not be readily available in a traditional classroom setting.

Preparation for Future Careers:
- Aligning education with the evolving nature of work, where remote and virtual work settings are increasingly prevalent.
- Preparing students for the digital skills required in modern workplaces.

Cost-Efficiency:
- Potentially reducing costs associated with transportation, facilities, and other resources required for traditional on-site work-based learning.

Safety Concerns:
- Addressing safety concerns, such as during health crises, by providing opportunities for students to engage in work-based learning remotely.

Broader Industry Connections:
- Facilitating connections with a wider range of businesses and industries, fostering a more extensive network for students.

Individualized Learning:
- Catering to individual learning styles and preferences, allowing students to take ownership of learning experiences.

Technological Integration:
- Leveraging technology to enhance the educational experience, preparing students for the digital demands of the modern workforce.

Global Collaboration:
- Encouraging collaboration and cultural exchange by connecting students with professionals and organizations from around the world.

Other Considerations for Remote Work-based Learning Experiences

- Ensure robust interaction, integrity, and credibility of the remote placement by asking the following questions:
  - 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 interactivity and targeted 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	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)	10 – 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.
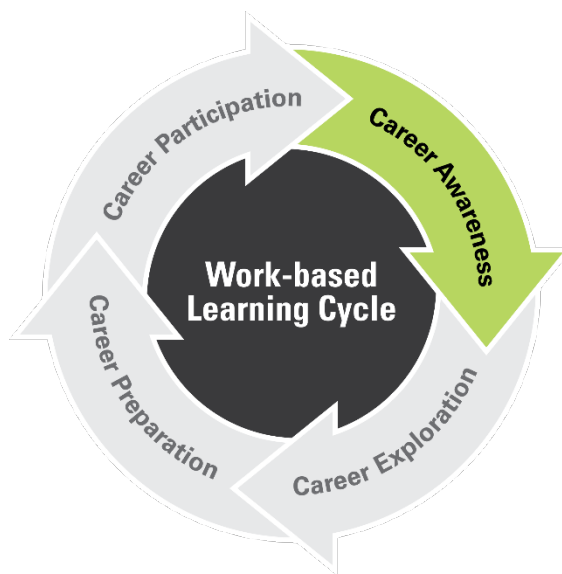
Securing employers for career awareness experiences can initiate the foundation for enduring partnerships. These experiences include *guest speakers, career fairs, job fairs, transition fairs,* and *field trips (workplace tours).*

Guest speaker: Industry professionals who 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.

Guest speaker resources	• [Tips, Tricks, Checklists, and Forms](#) (fhi360) • [North Carolina Business Committee for Education 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 resources	• [Tips, Tricks, Checklists, and Forms](#) (fhi360) • [SchooLinks Career Fair Toolkit - Planning Timeline and Checklist](#) • [SchooLinks Career Fair Toolkit - Industry Partner Communications](#) • [SchooLinks Career Fair Toolkit - Sample Surveys](#) • [Career Fair (from previous WBL toolkit)](#)

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 resources	• [Job Fair Tips for Students](#) (Crafting the Perfect Pitch and Resume Tips) • *Use the same forms from the career fair section as appropriate.*

Transition fair: An event designed for students with disabilities who are exiting high school. Community support organizations, post-secondary institutions, and employers provide information about opportunities and support for education, employment, and independent living.

Transition fair resources	• [Post-Secondary Transitioning 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.

Field trip resources	• [Tips and Forms](#) (fhi360) • [Parent/Guardian Permission Form](#) • [Student Preparation Checklist](#)

Twenty Tips for Planning Career Awareness Experiences

1. Ensure administrative approval for any career awareness activity involving guests visiting the school or students leaving campus.

2. Contact all participants well in advance, providing written information about the nature of the class and subject matter to be covered.

3. Discuss and confirm the specific topics that speakers or presenters will cover, offering recommendations as needed.

4. Gather information about required equipment or materials for speakers or presenters and ensure proper preparation.

5. Only invite speakers or presenters to spend the entire school day if speakers have proven to be interesting and effective in at least one presentation.

6. Inform all visitors about school and class rules, including policies such as no smoking on campus and proper attire.

7. Prepare the class for the speaker, presenter, or field trip with an introduction and assignments, such as researching the speaker and topic or preparing questions in groups.

8. Consider providing light refreshments to individual speakers and arranging a hospitality room for Career Fairs/Career Day Events.

9. Avoid leaving speakers or presenters alone with the class; ensure appropriate supervision.

10. Arrange for publicity when applicable to enhance awareness of the event.

11. Designate a specific area with ample room for displays and good traffic flow during Career Fairs or Career Day Events.

12. Have greeters ready to meet presenters, assist with carrying items, and ensure runners are always available.

13 - 14. Prepare a thank-you bag for each presenter, including items promoting the school and CTE programs, and provide a certificate of thanks.

15. Capture photographs of the event and participants for display throughout the school.

16. Ask presenters to sign a poster with the representative's name and business affiliation for display at PTA meetings and other relevant occasions.

17. Encourage presenters to identify and potentially mentor one student, facilitating contact through the school.

18. Express gratitude through a handwritten thank-you note to presenters, counselors, administrators, and parents/guardians.

19. Follow up the event with written assignments for each student involved, counting it as a major grade.

20. Make transportation arrangements well in advance and ensure completion of all system-required forms, permission slips, and parent/guardian consents.

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 the experiences based on hobbies and interests.
- Students can think deeply and reflect on experiences in order 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, mentorships,* 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, state-wide, and locally.
- National Job Shadow Day occurs each year on Ground Hog's 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 of 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 the opportunity to discuss areas of interest or concern with the employee in the "real world" occupation.
- By providing a relevant experience outside the classroom, employers can contribute to the education of youth and help prepare students for future careers.

Job shadowing resources	- Job Shadow Implementation Steps (including Students@Work) - Job Shadowing - Chapter 5 - Resources and Forms (fhi360) - Job Shadow Training Agreement - Student Registration & Parent/Guardian Permission Form - Employer Job Shadowing Checklist Form - Student Evaluation Form - Public Schools of Robeson County – Job Shadow Packet - Job Shadow Forms – Wake County - Parent/Guardian - Child Job Shadow Day Event – Iredell Statesville Schools, NC (West Iredell High School)

Mentorship: 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.

- The mentorship 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 Mentorship

- A mentorship 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 affords a self-motivated learner opportunity 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.

Mentoring resources	- Quick Tips for Successful Implementation - Mentoring Agreement Template - Mentor Handbook (Georgia – Thomas County) - Questionnaire for Aligning Expectations in Mentoring Relationships - Resource from 2024 ACTE Work-based Learning Preconference by Dr. John Vasquez

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, 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.

- **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.***
- **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.***
- **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.

Service-learning resources	• 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 both 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.
- Skills acquired are transferable, adaptable to various career paths.
- Recognizing consequences, students value learning for self and 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.
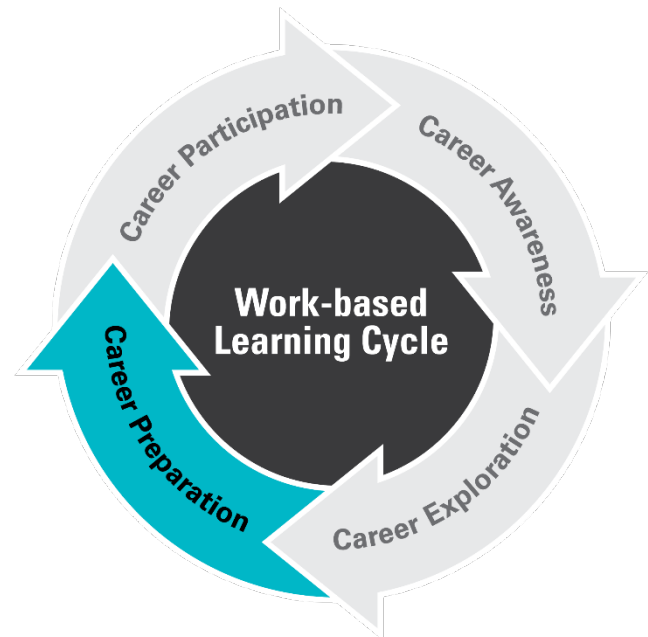
School-based enterprise: This enterprise mode of learning is integrated into a CTE course or CTSO, involves students in the creation and operation of a simulated or bona fide business on the school premises. This venture mirrors a particular business or industry, generating revenue for the CTSO or school. Through these enterprises, students produce goods, 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 Enterprises

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 the 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 Designee 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 store
- automotive services
- carpentry services
- creative design services.

School-based enterprise resource	• [Steps for Implementing a School-based Enterprise](#)

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*** for 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.
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 Workplaces:

- 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.

Simulated workplace resources	- [Simulated workplace experiences](#) (Generic and program area specific)

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, 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, 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.

Workplace challenge/industry-sponsored project resources	- [Implementing Workplace Challenges into Your WBL Programming Efforts](#) - [NYC Provider Guide for Workplace Challenges](#)

CTE ENTREPRENEURIAL EXPERIENCE

Work-based Learning Cycle

Career Participation · Career Awareness · Career Exploration · Career Preparation

Career Development Continuum
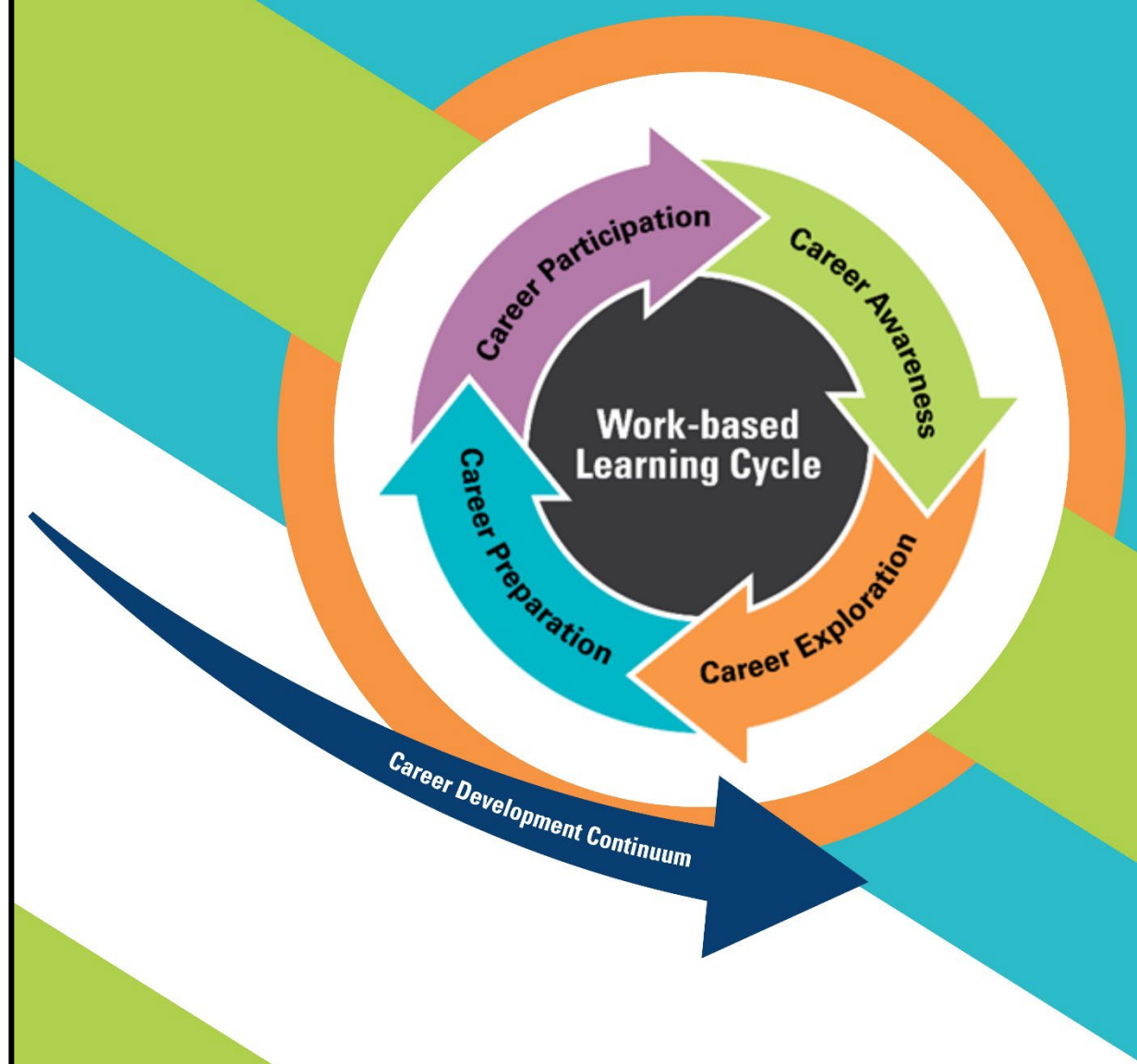
CTE Entrepreneurial Experience

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 with the goal of increasing 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.

NOTE: School credit CANNOT be earned for entrepreneurial experiences prior to July 1, 2022 according to [SBE Policy CTED-003: Academic Credit for Work-based Learning](#)

Rationale for 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 the 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

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 and a small business. The students take on all the risks with the goal of making a profit and expanding 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 the 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
Suggested Grade Levels	10 – 12
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 Point of Contact	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
Paid or Unpaid	Profits received based on 25% share of business.
Student Eligibility	Students with a genuine interest in owning a business would 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.
Relevant Resources and Forms	*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

At the beginning of the course:	
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 need, 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.
• Provide guidance on completing relevant paperwork and documentation.	• Actively participate in completing relevant paperwork and documentation.

During the course:	
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 the unique value proposition, competitive advantages, and marketing and financial plans.	• Collaborate in crafting the 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.	• Provide updates to the teacher and mentor.
• Conduct progress conferences.	• Demonstrate workplace readiness skills.
• Maintain ongoing communication with students and entrepreneurship stakeholders.	• Maintain ongoing communication with others involved in the entrepreneurship experience.

	- Comply with applicable local, state, and federal laws. - Reflect on the connection between school learning and the entrepreneurship business.

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

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 to 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.

Establishing and maintaining effective communication with employers is crucial for a successful work-based learning program. The following guidelines outline when, how, and how often to engage with employers of students enrolled in WBL courses:

When to Contact

Initiate communication at the start of the school year with each employer. During this contact:

- Introduce yourself and build rapport.
- Discuss program expectations.
- Review student progress.
- Provide a school calendar.
- Explore opportunities for employer involvement (e.g., guest speaker, CTSO judge, sponsor).
- Leave a business card, Training Agreement, and Employer Evaluation.

Frequency of Contact

Maintain regular communication, aiming for a minimum of twice per grading period.

During these interactions:

- Discuss ongoing student progress.
- Collect employer evaluations of student performance

Methods of Contact

1. Personal Visits:
   - Visit quarterly.
   - Schedule appointments in advance.
   - Keep visits brief and respect the employer's time.
2. Phone Contact:
   - Use for appointment scheduling and follow-ups.
   - Employ when a personal visit is inconvenient.
3. Email Contact:
   - Secure evaluations if not obtained during a visit.
   - Send greeting cards for positive public relations.

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 the 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 Preparation Courses
• Course Orientation for Students – USE for all courses (modify as appropriate)
• Training Agreement
• Student Training Plan, v1
• Student Training Plan, v2
• Student Training Plan, v3
• Student Training Plan with Evaluation Component
• Student Timesheet – Weekly
• Student Timesheet – Monthly
• Student Performance Evaluation – Generic
• Student Performance Evaluation
• Student Schedule Accountability Form
• Student Self-Assessment of Skills - Durable Employability Skills
• Student Self-Assessment of Skills Rubric – For Employer
• Proof of Insurance and Emergency Contact Form
• Transportation Agreement
• WBL – Interview Tips for Students
• WBL – Student Reflection Questions
• WBL – Preparing for an Informational Interview
• WBL – Monthly Log of Activities

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)
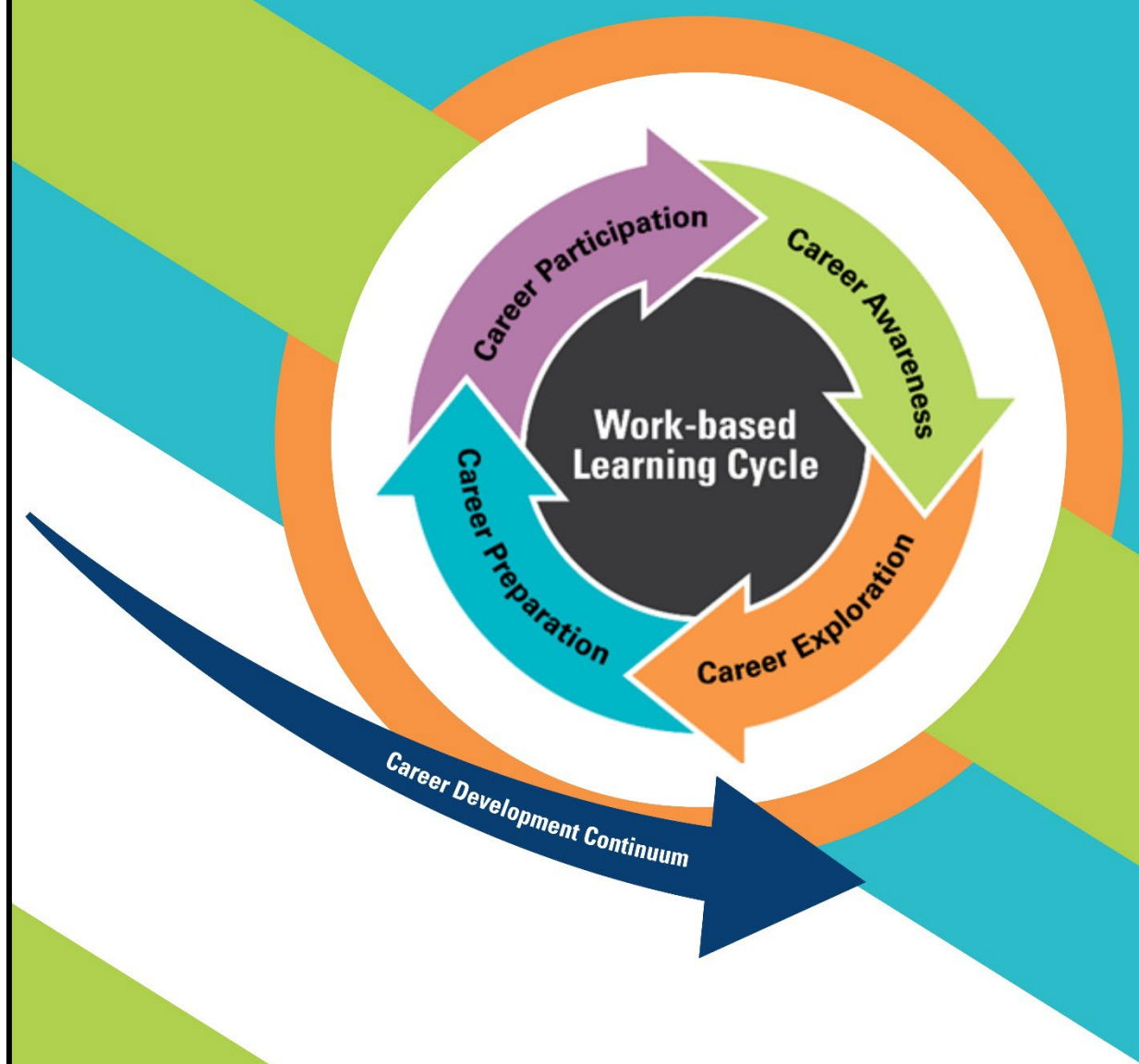
CTE Cooperative Education (Cooperative Work Experience)

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. It is crucial that the work undertaken contributes 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

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 concurrent or consecutive semesters.
Suggested Grade Levels	11 – 12
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 Point of Contact	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	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 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.

Relevant 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 chart in the section titled **Importance of Work-based Learning Documentation**
	• Program Management for CTE Cooperative Education
	• CE Training Agreement
	• Training Plan, v3
	• Contact Record
	• Wage and Hour Record Form (Summer Form)
	• Job Search & Interview Summary
	• Placement Form
	• Request for Job Change Form
	• Cooperative Education Connecting Activities

Establishing CTE Cooperative Education (Cooperative Work Experience)

How do schools decide which programs to offer?

Schools must decide what programs to offer based upon:
- Employment opportunities
- Student demand
- Available training stations in 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 the 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 the 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 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**

**Local policies, specifically designed to promote high expectations for students, should be established in alignment with the overarching regulations.

Training Agreement

A training agreement, a crucial document for each student participating in CTE Cooperative Education (Cooperative Work Experience), 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. 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.
- 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 employee) advised to retain a signed copy of the agreement.
- If the CTE teacher-coordinator supervises students from other classes within a CTE program area, the students' classroom teacher(s) should also be involved in and sign the training agreement, with all signatories retaining a copy.

Training Plan

A training plan, a formal document outlining classroom instruction and workplace training, is a collaborative effort between the CTE teacher-coordinator, employer, and student. This plan contributes to the employability and ongoing development of the student by documenting and evaluating the development of both technical and workplace readiness skills. The training plan is organized into three categories:

1. Workplace readiness skills
2. Specific duties and tasks performed on the job
3. Related classroom instruction

Including related classroom instruction in the plan allows students to apply competencies learned in the classroom to the workplace training. This comprehensive plan is crucial for guiding on-the-job instruction, enhancing classroom learning, and ensuring mastery of competencies aligned with the student's chosen career objective. The collaborative effort between the teacher-coordinator and the employer, supported by a thorough review of the course blueprint, enhances the overall effectiveness of the training plan.

Credit/Grading Flexibility

PSUs have the flexibility to issue credit in one of two ways:

1. Programs can link the classroom instruction and cooperative education components together for a single grade, worth two credits in a school term.

2. Programs can issue grades for the classroom instruction and the cooperative education components separately.

- If grades are issued separately, students must pass the classroom instruction component to receive credit for the cooperative education component.
- Students cannot receive credit for the cooperative education component by providing school services such as a bus driver, cafeteria worker, office assistant, or teacher assistant.
- On-the-job hours may be counted on the student's time sheet during periods when school is not in session if the teacher/coordinator is on contract with the school during the time in question (e.g., holiday breaks).
- If the student takes the program area concurrent course in the fall or spring, best practice is that the cooperative education course is also scheduled during the same semester. The cooperative education course could be scheduled in the following semester of the same school year, provided that:
  - The teacher-coordinator approves the student as a spring/summer cooperative education placement and is available to provide coordination of work-based learning.
  - All coordination policies are followed.
  - A training agreement is on file for the student.
  - The student is following an appropriate training plan based on the current standards of the concurrent course.

NOTE: For additional insights into implementing CTE Cooperative Education in your school district, please refer to the ***Program Management for CTE Cooperative Education*** document linked above in Relevant Forms and Resources.

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

At the beginning of the course:		
CTE Teacher - Coordinator	**Student**	**Employer**
● 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 supports and accommodations needed to be successful in the workplace so that the employer may be aware of student needs (e.g., health issues, dietary restrictions). ● Finalize each student training agreement and training plan with the appropriate parties.	● Research the industry and workplace prior to 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, make a follow-up phone call to check the status of the application). ● Upon acceptance of a job offer, complete the required federal and state tax forms. ● Participate in orientation activities required by the 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:		
CTE Teacher - Coordinator	**Student**	**Employer**
● Approve wage and hour records. ● Evaluate student progress. ● Observe students in workplaces. ● Conduct progress conferences. ● Comply with applicable local, state, and federal laws. ● Maintain communication with employers.	● Provide updates to the teacher-coordinator. ● Participate in progress conferences. ● Maintain expected hours of work and 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. ● Record observations of career and workplace. ● Document wages and hours.	● Participate in progress conferences. ● Supervise and assist students in working toward learning objectives. ● Document and assess student job performance. ● Coordinate and communicate with the teacher-coordinator. ● Comply with applicable local, state, and federal laws.

After the course:		
CTE Teacher - Coordinator	**Student**	**Employer**
● Evaluate student performance. ● Collect documentation. ● Submit reports as required.	● Complete feedback and reflection assignments. ● Update résumé based on new skills and experiences gained.	● Complete feedback and evaluation form.

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

Before reviewing the chart below, it is crucial for school districts to 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. 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 work-based learning (WBL) path for each student—whether it involves a CTE Internship, CTE Pre-apprenticeship, or CTE Apprenticeship.

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 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

Work-based Learning Cycle

Career Participation
Career Awareness
Career Preparation
Career Exploration
Career Development Continuum
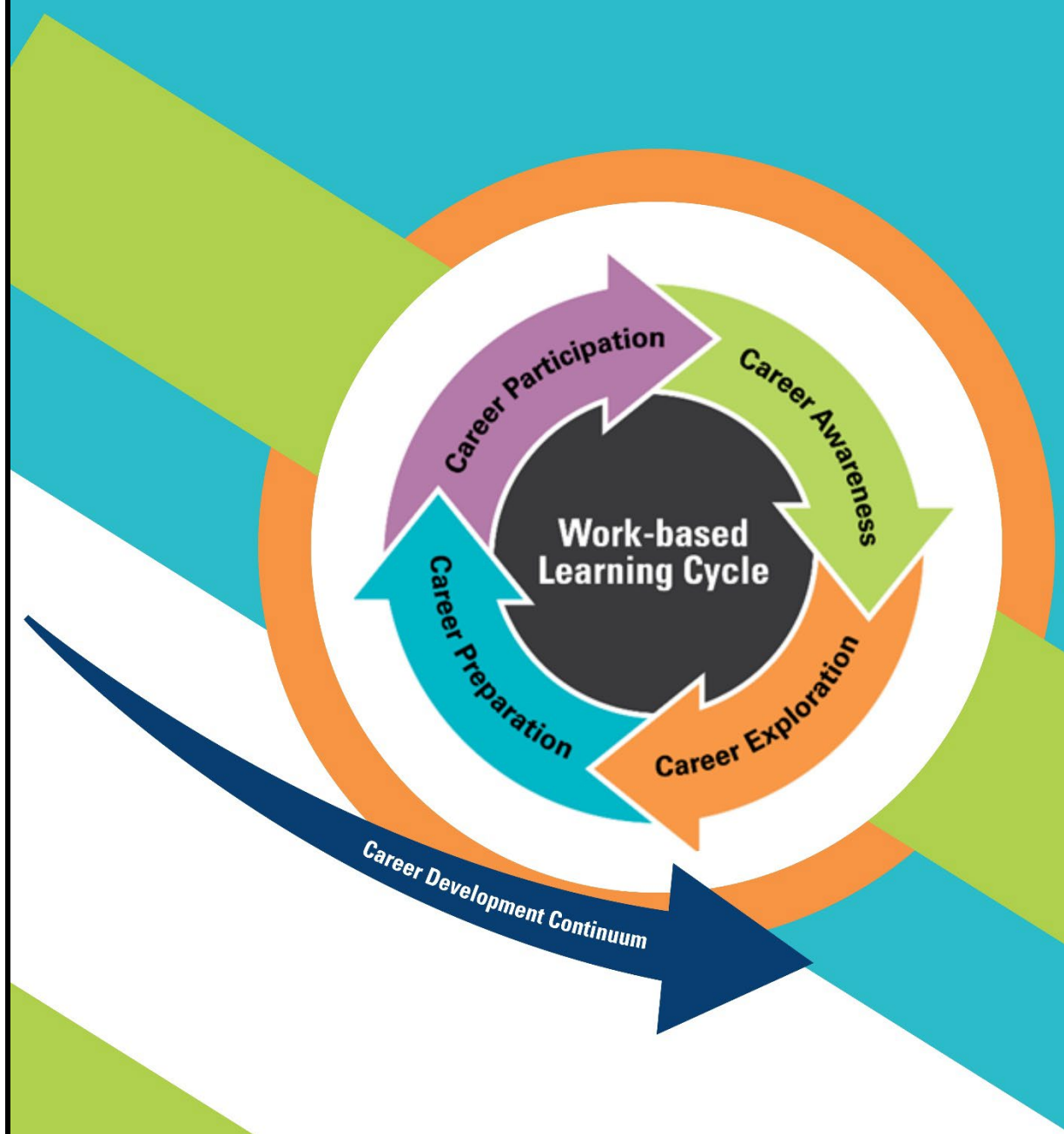
CTE Internship

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 is for this work experience to contribute to the student's career pathway, assisting to narrow down career choices. Compensation for internships can vary, including 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

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 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
Suggested Grade Levels	11 – 12
Duration	Students should work a minimum of 120 hours for the school year to earn a credit toward graduation. Internships of shorter duration do not earn a credit outside of that already earned for the related CTE course.
Primary Point of Contact	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	Internships do not have state-mandated eligibility criteria for students. However, careful consideration should be given before placement, considering the following factors: - 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. - Ability to meet the time demands of the internship. These considerations help ensure that students are well-prepared and suited for the internship experience.

Relevant Resources and Forms	*Refer to the CTE Course Management System and the Work-based Learning Moodle for access course information and standards.*
	• Use any applicable forms from chart in the section titled **Importance of Work-based Learning Documentation** (especially the course orientation, training agreement and training plan forms, timesheets, and more)
	• Fhi360 – Chapter 7 – Internships
	• Hickory Public Schools – CTE Internship Handbook (pdf version/word version)
	• Wake Forest High School – Observational Plan of Work – Veterinarian Example
	• Wilkes County Schools – CTE Internship Honors Presentation Rubric
	• Wilkes County Schools – CTE Internship Form and Guidelines
	• 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 following recommendations when developing an internship model for the school division:

Recommendations 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
A training agreement, a crucial document for each student participating in CTE Internship, serves as a written commitment made by the student, parent/guardian, Work-based Learning Designee, 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 (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.
- 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.

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

At the beginning of the course:		
WBL Designee	**Student**	**Employer**
● 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.	● Research the industry and workplace prior to 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, 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.	● Communicate expectations and confirm logistics with WBL Designee ● Create a job description. ● Work with the WBL Designee and 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:		
WBL Designee	**Student**	**Employer**
- 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.	- 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. - Record observations of career and workplace. - Document CTE Internship experience hours.	- 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:		
WBL Designee	**Student**	**Employer**
- Evaluate student performance. - Collect documentation. - Submit reports as required.	- Complete feedback and reflection assignments. - Update résumé based on new skills and experiences gained.	Complete feedback and evaluation forms.

CTE PRE-APPRENTICESHIP

Work-based Learning Cycle

Career Participation

Career Awareness

Career Preparation

Career Exploration

Career Development Continuum
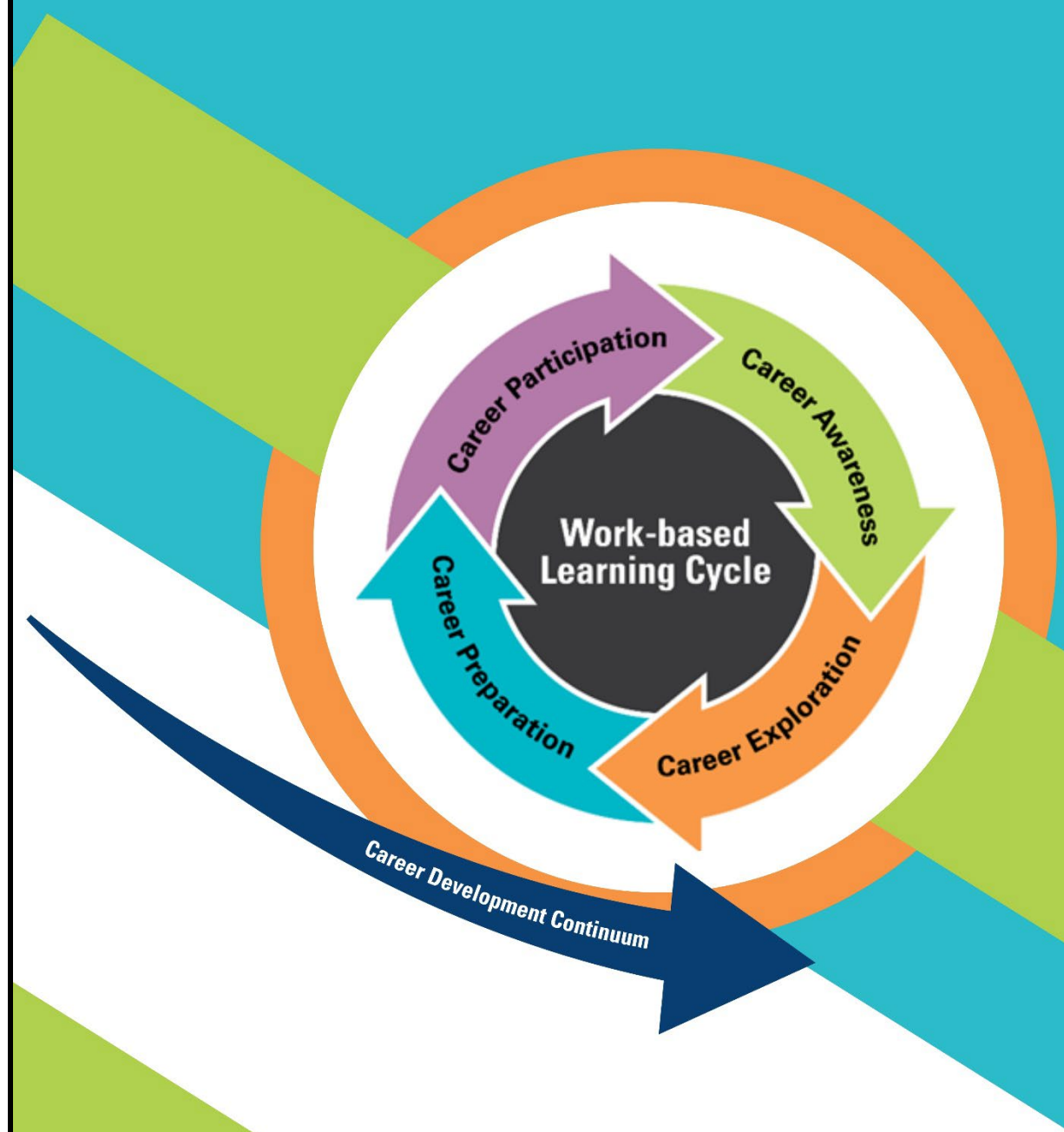
CTE Pre-apprenticeship

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 (3) components of a Registered Apprenticeship
• **Related Instruction:** Training based on industry standards and approved by a RAP partner. The related instruction 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 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.

- Allows 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 a RAP.

- Engaging in a pre-apprenticeship helps students make informed decisions about pursuing a specific career path, by assessing 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 transfer 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 steppingstone, 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 qualify 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

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 a postsecondary career in the career cluster/pathway. Gain the knowledge and skills for careers in the pathway of choice.
Prerequisite	None ~
Suggested Grade Levels	11 – 12
Duration	Students should work a minimum of 120 hours for the school year to earn a credit toward graduation.
Primary Point of Contact	Work-based Learning Designee – any certified CTE licensure
Course Orientation	Yes
Training Agreement	Yes
Training Plan	Yes – following the standard documentation outlined by ApprenticeshipNC*
Paid or Unpaid	May be paid or unpaid
Student Eligibility	Student must be at least 16 years old and, in the 11th, or 12th grade. Students should be doing well in school and maintain 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.

Relevant 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 chart in the section titled **Importance of Work-based Learning Documentation** (especially the course orientation, training agreement and training plan forms*, timesheets, and more)
	• Grow Your Future Talent: All About Pre-apprenticeships
	• ApprenticeshipNC | NC Community Colleges

~ **NOTE 1:** DPI-sponsored Pre-apprenticeships may require specific course prerequisites before enrolling. This is determined to enhance the student's readiness for future success in the program.

*__NOTE 2:__ Attach ApprenticeshipNC documentation to training plan forms.

Establishing a CTE Pre-apprenticeship Program

Establishing a CTE Pre-apprenticeship and Apprenticeship program follows the same guidelines, involving a consistent process and key stakeholders. Detailed information on initiating both programs can be found in this document titled "Establishing a Pre-apprenticeship/Apprenticeship Program."

This document outlines key considerations and the involvement of relevant individuals in the successful establishment of CTE Pre-apprenticeships and Apprenticeships.

Refer to the provided document for a brief overview and insights into the setup process for these valuable educational pathways.

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

At the beginning of the course:		
WBL Designee	**Student**	**Employer**
- 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. - Ensure all documentation is complete with ApprenticeshipNC and appropriate parties.	- 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, 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.	- 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:		
WBL Designee	**Student**	**Employer**
- 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.	- 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. - Record observations of the job and workplace. - Document CTE Pre-apprenticeship experience hours*.*	- 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:		
WBL Designee	**Student**	**Employer**
- Evaluate student performance. - Collect documentation. - Submit reports as required. - Inform the ApprenticeshipNC consultant that student has successfully completed the program requirements so that a program certificate will be issued.	- Complete feedback and reflection assignments. - Update résumé based on new skills and experiences gained, including state certificate of pre-apprenticeship completion. - Make informed decision to continue into a registered apprenticeship program.	- Complete feedback and evaluation forms. - Make informed decision to accept pre-apprentice into a registered apprenticeship program.

CTE APPRENTICESHIP

Work-based Learning Cycle

Career Participation

Career Awareness

Career Preparation

Career Exploration

Career Development Continuum
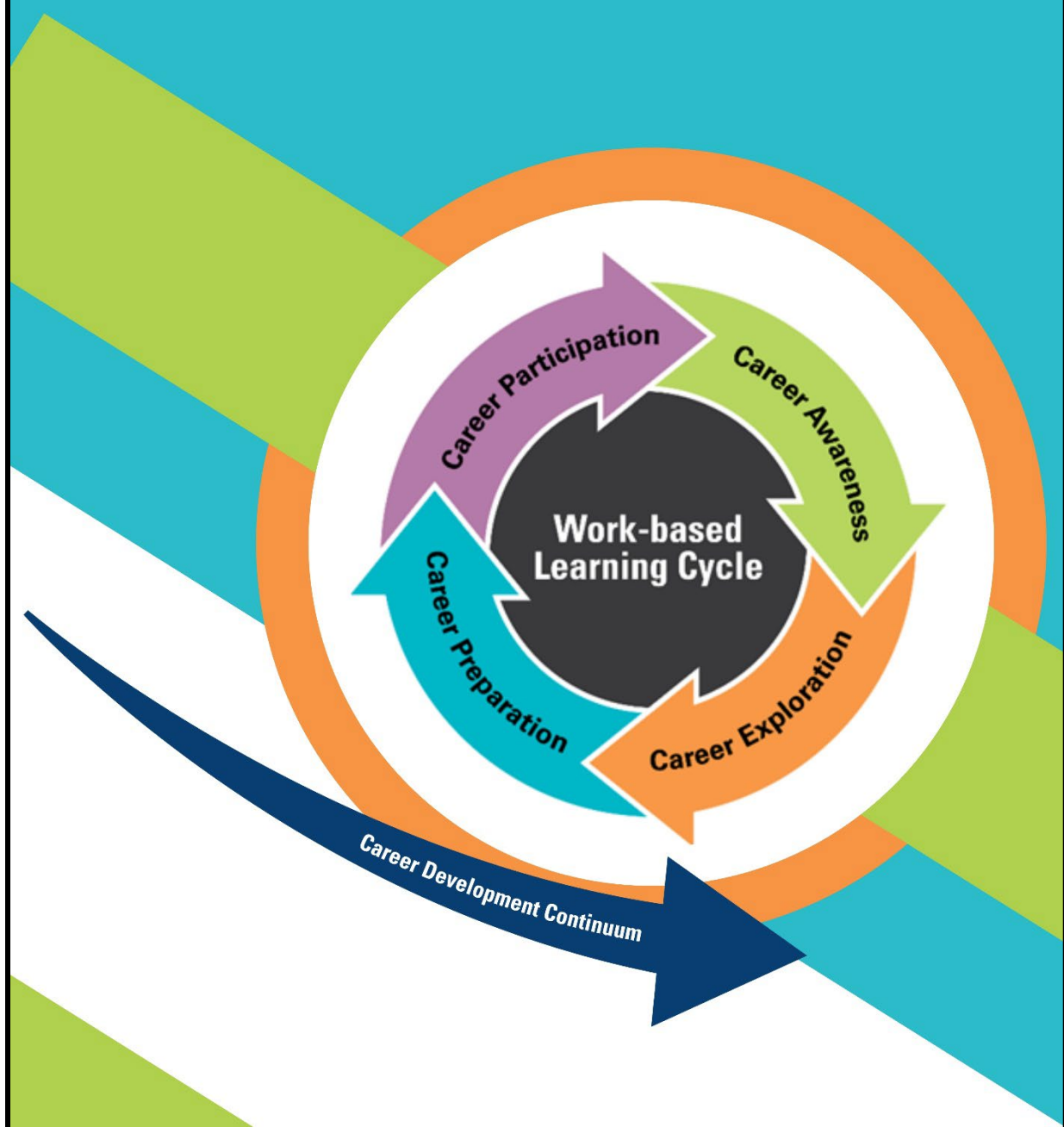
CTE Apprenticeship

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
• **Related Instruction:** Training based on industry standards and approved by a RAP partner. The related instruction 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 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 year 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 it is important for local partners to collaborate on how to define youth apprenticeship as programs are developed.
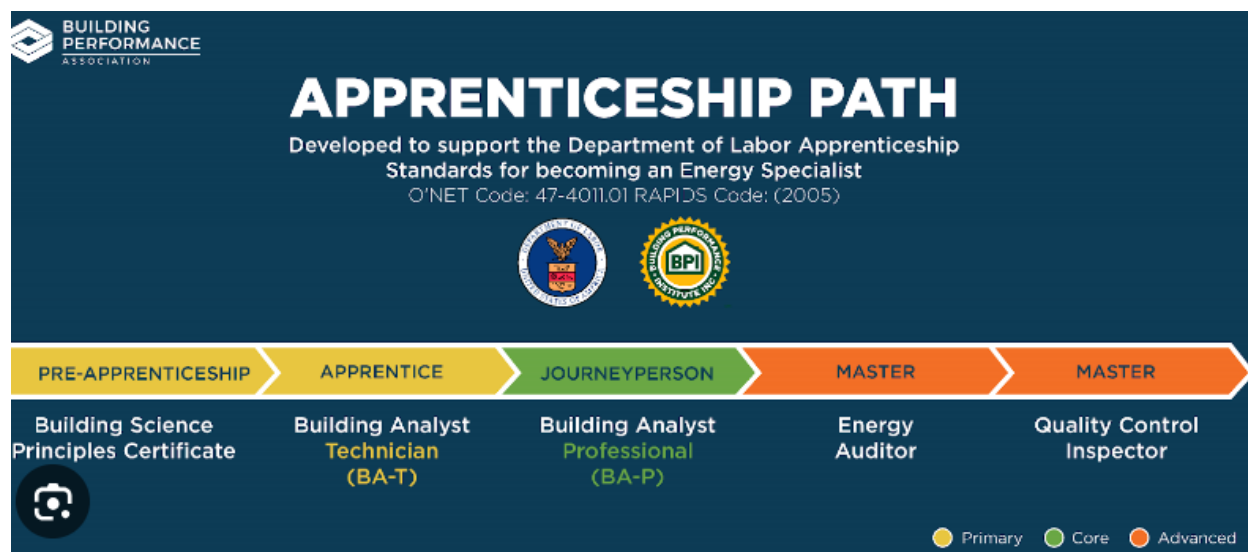
1 - Image Source: Building Performance Institute URL: https://building-performance.org/apprenticeship/apprentice/

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 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 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:

Additional benefits of Registered Apprenticeships for High School Students
Tuition Waiver Incentive
High school students starting in a qualifying apprenticeship program and enrolling in a registered apprenticeship within 120 days after graduation qualify for a youth apprenticeship tuition waiver at the community college. This financial incentive encourages the seamless transition from high school apprenticeship programs to higher education.
Transferable College Credits
College credits earned through certified Career & College Promise pathways during high school can be applied toward a community college degree. This transferability recognizes and rewards the students' early commitment to career-focused education, facilitating a smoother transition into higher education.
Career Advancement Opportunities
Apprenticeships are increasingly designed to align with higher education goals, providing students with a pathway to advance in careers based on interests. This integration of apprenticeships with higher education not only enhances students' skills but also opens doors to further educational and professional opportunities in chosen fields.

CTE Apprenticeship Snapshot

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 a postsecondary career in the career cluster/pathway. Gain the knowledge and skills for careers in the pathway of choice.
Prerequisite	None
Suggested Grade Levels	11 – 12
Duration	Students should work a minimum of 120 hours for the school year to earn a credit toward graduation.
Primary Point of Contact	Work-based Learning Designee – any certified CTE licensure
Course Orientation	Yes
Training Agreement	Yes
Training Plan	Yes – following the standard documentation outlined by ApprenticeshipNC
Paid or Unpaid	May be paid or unpaid
Student Eligibility	Student must be at least 16 years old and, in the 11th, or 12th grade. Students should be doing well in school and maintain 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.

Relevant 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 chart 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) • Approved Occupations for Registered Apprenticeships • Apprenticeship Information for Employers • NC Youth Apprenticeship Guide – ApprenticeshipNC • Apprenticeship Toolkit – ApprenticeshipNC • ApprenticeshipNC Contact Directory

*NOTE: Attach ApprenticeshipNC documentation to training plan forms.

Establishing a CTE Apprenticeship Program

Establishing a CTE Pre-Apprenticeship and Apprenticeship program follows the same guidelines, involving a consistent process and key stakeholders. Detailed information on initiating both programs can be found in this document titled "Establishing a Pre-Apprenticeship/Apprenticeship Program."

This document outlines key considerations and the involvement of relevant individuals in the successful establishment of CTE Pre-Apprenticeships and Apprenticeships.

Refer to the provided document below for a brief overview and insights into the setup process for these valuable educational pathways.

Roles, Duties, and Timelines in Focus – CTE Apprenticeship

At the beginning of the course:		
WBL Designee	**Student**	**Employer**
● 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. ● Ensure all documentation & registration is complete with ApprenticeshipNC and appropriate parties.	● 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, 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.	● 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:		
WBL Designee	**Student**	**Employer**
- 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.	- 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. - Record observations of the job and workplace. - Document CTE Apprenticeship experience hours.	- 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:		
WBL Designee	**Student**	**Employer**
- 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 student has successfully completed the program requirements so that a program certificate will be issued.	- Complete feedback and reflection assignments. - Update résumé based on new skills and experiences gained	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 curriculum with industry standards. These experiences help secondary teachers stay current with real-world developments. Here are three significant reasons why these externships are valuable:

1. **Stay Current:** These experiences help keep teaching material current and relevant to students, so students are ready for the workforce prior to graduation.

2. **Grow as Professionals:** Externships help teachers learn new things and meet new people. By spending time in workplaces, teachers learn about new technologies and ways of doing things. This makes teachers better at their jobs and helps teachers teach students even better.

3. **Build Partnerships:** Externships help schools connect with local businesses and professionals. This means more opportunities for students to get real-world experience through internships or mentorships. It is like building bridges between school and the working world.

How schools can make these experiences happen for teachers:

1. **Get Help:** Schools can ask for money from businesses, foundations, or the government to fund these programs. Schools can explain how externships benefit both teachers and students, making it more likely to get support.

2. **Ask the Community:** Schools can also ask for donations from alumni, local businesses, or even through crowdfunding websites. People are often happy to help if it is for a good cause, like helping teachers help students.

3. **Use School Funds:** Schools can allocate some of the budget for teacher training towards externships. Investing in teachers' professional growth is always a good idea, especially when it means students get a better education.

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

CHAPTER FOUR (4): ENSURING COMPLIANCE AND SAFETY

- 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 of 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 guidelines set forth in the State Board of Education's Work-based Learning (WBL) policies, the necessity for students to gain exposure to industry standards becomes evident. 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 skillsets 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 non-traditional 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. Here 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 non-traditional 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 involves a comprehensive understanding of key statutes such as the Americans with Disabilities Act (ADA) and the Family Education Rights and Privacy Act (FERPA). 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) is vital to safeguarding the confidentiality and security of individuals' health information within educational and professional settings.

Americans with Disabilities Act (ADA)
ADA, or the American 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.

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. It is crucial for WBL Designees to 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, it is essential for WBL Designees

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, which 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 in accordance with established protocols.

Equity & access resources	• [E&A – Tips and Resources](#) • [Designing and Delivering Equity-Minded Work-Based Learning Programs](#) – Full Folder of Resources from 2024 ACTE WBL Preconference by Dr. John Vasquez • Reasonable Accommodations - ADA ([English](#)/[Spanish](#)) • [Special Population Information Briefs](#), pgs. 12 – 15. • [NC CTE Special Populations Handbook](#) • [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 its relevance to work-based learning programs to guarantee the protection of students.

NC General Statute [§ 95-25.5.](#) outlines regulations related to youth employment. It mandates that individuals under 18 must possess a youth employment certificate unless exempt. Restrictions are placed on the hours of work during the school term, with exceptions requiring written approval. Prohibitions exist for hazardous occupations, and specific guidelines are established for the employment of youths aged 14 to 15, with exceptions for high school apprenticeships. Various exemptions and conditions are detailed, including those for models, actors, performers, and certain outdoor drama positions. The statute also covers waivers under specified conditions, provides exemptions for youths employed by parents/guardians, and outlines specific rules for those holding ABC permits. Exemptions for persons and establishments complying with the Fair Labor Standards Act are included, along with provisions for supervised practice experiences. Special considerations are given for driving assignments, employment at institutions of higher education, and participation in fire department training for qualified youths under 18. To review the complete Wage and Hour Act, refer to [Article 2A, specifically § 95-25](#).

Youth Employment Regulation and Tools

US Department of Labor (US DOL) – Youth and Young Worker Employment	The U.S. Department of Labor enforces child labor laws and promotes safe, quality workforce development programs for diverse young workers, aiming to provide in-demand career paths and livable wages.
US DOL Child Labor Laws	Fact sheets on child labor laws organized by industry.
USDOL Young Worker Toolkit	Resources serve to enhance understanding for parents/guardians, educators, and employers regarding federal laws related to youth employment.
Fair Labor Standards Act DOL Timekeeper App	The app facilitates accurate record-keeping of work hours for both employees and employers. It tracks regular work hours, break time, and overtime hours, now with improved comment capabilities, various pay frequency options, and additional pay calculations. 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.*
Child Labor Provisions of the FLSA for Nonagricultural Occupations FLSA Fact Sheet #43	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.
North Carolina Department of Labor (NCDOL) – Youth Employment Rules	The youth employment provisions of the Wage and Hour Act aim to safeguard minors by limiting the types of jobs and hours youth can work. North Carolina aligns with federal employment standards for individuals aged 14 to 17 in non-farm jobs, including exceptions. However, the state's Wage and Hour Act imposes additional, stricter requirements for all non-farm employers. Farm work is entirely exempt from these provisions. Individuals under 18 are prohibited from engaging in hazardous or detrimental occupations.
NCDOL – Hazardous and Detrimental Occupations for Youth	Certain hazardous occupations are identified, with seventeen listed in both the Wage and Hour Act and Fair Labor Standards Act, prohibiting employment of individuals under 18, even if employed by the parent or legal guardian.

NCDOL – **Work Hour Limitations for Youth**	Rules for work for youth under 18 years of age
NCDOL – **Youth Employment Position on Driving on Private Property**	The N.C. Wage and Hour Act provides a specific exemption allowing 16- and 17-year-old youths to drive a motor vehicle on public roads within a 25-mile radius of the business, under certain conditions. One requirement is that the youth must possess a valid North Carolina driver's license.
NCDOL – **Youth Employment Certificate**	All minors are required to have a current Youth Employment Certificate (worker's permit), obtainable from the North Carolina Department of Labor website
NCDPI and NCBCE ****Information Regarding Minors Involved in Work-based Learning Programs** ****Youth Certificate Directions Provided by Surry-Yadkin Works Director**	This document outlines North Carolina laws regarding minors in WBL programs. It covers conditions for minors aged 16 to 17, exemptions from detrimental occupations, safety requirements, and includes an agreement between youth, school, and employer as authorized by N.C. General Statute § 95-25.5(k1). For detailed instructions on completing paperwork for student learners and apprentices engaged in WBL experiences related to state detrimental or federal hazardous occupations, please refer to the "Youth Certificate Directions" provided by the Surry-Yadkin Works Director.
Production Work Handbook	The Production Work Handbook serves as a guide for PSU's, offering definitions, rules, regulations, guidelines, and administrative suggestions for planning, implementing, and evaluating production work experiences within educational programs. It emphasizes that the provided information is not legal advice and should not replace the counsel of attorneys involved in work-based learning experiences. The handbook is based on laws applicable during its development and revision.
Additional Resources	• Equity & Access Tips and Resources • ADA Reasonable Accommodations (English/Spanish)

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 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.

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.

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

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, it is imperative for employers to implement robust safety precautions to safeguard the 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 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 the 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 bear the responsibility of providing safe and healthful environments for students participating in work-based learning opportunities. This obligation necessitates that each employer ensures every student, upon commencing the work-based learning experience, receives comprehensive instruction on safety and health practices pertinent to the workplace. This includes the identification of workplace hazards and equipping students with the knowledge to protective measures from potential exposure to these hazards. Collaboratively, WBL Designees and employers must prioritize the health and safety of students. This not only fosters an environment conducive to learning and professional growth but also fulfills legal and ethical obligations. By working together, both parties can contribute to creating a positive and secure learning environment that promotes student success and well-being. Here is how both parties can contribute:

WBL Designees:	• Conduct thorough risk assessments of the work environment prior to placement. • Ensure that employers provide safety training during the initial orientation with students. • Regularly monitor student experiences and intervene when necessary to address safety concerns. • Collaborate with employers to ensure students have access to necessary safety equipment and resources. • Retain copies of verification of training documentation for each student.
Employers:	• Adhere to all relevant health and safety regulations and standards. • Identify and promptly address any hazards or potential risks in the workplace. • Provide ongoing support and guidance to WBL Designees in implementing safety measures. • Foster a culture of safety among all employees, emphasizing the importance of prioritizing health and well-being. • Communicate openly and transparently with WBL Designees regarding safety protocols and procedures, and actively participate in safety training sessions for students.

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	[Understanding the Fair Labor Standards Act](#) (adapted from MN DOE Employer's Guide to WBL) - Sample [Safety Training Checklist](#) (Worksafe BC, 2024) [Support for Employers](#) (Training and Orientation) - Worksafe BC, 2024 [Workplace Safety Checklist for Youth](#), FedNet [Youth@Work](#) (a safety & health curriculum for young workers – North Carolina edition) – Department of Health and Human Services [Young Workers](#) – You Have Rights (website dedicated to ensuring a safe workplace for young workers) – Occupational Safety and Health Administration [#KeepTeenWorkersSafe](#) (campaign to increase awareness and promote workplace safety – tons of resources) – Career Safe and collaboration of partners including but not limited to Wage and Hour Division, American Society of Safety Professionals, and more [What Employers Need to Know](#) (FAQs about high school students in workplaces) – Initiative of Jobs for the Future and the Harvard Graduate School of Education [Verification of Safety Training](#) – Adopted from Southern Regional Education Board

CHAPTER FIVE (5): ASSESSING AND EVALUATING WORK-BASED LEARNING

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

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 is 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

A distinctive aspect of the WBL Designee's role is conducting work site visits during the instructional day to assess and facilitate student progress on the job effectively. The WBL Designee serves as the instructor of record for all students enrolled in WBL, necessitating a schedule that aligns with students' job site assignments. Ensuring availability during students' work hours at the job site during the school day is crucial to mitigate liability risks and address student safety concerns. These coordination visits

involve various off-site experiences, including training site visits, student work observations, and consultations with employers and designated training personnel. The frequency of coordination visits varies depending on individual circumstances, **with a minimum requirement of two visits per semester per student,** although additional visits may be warranted in certain situations. It is essential to note that *a phone call or email does not suffice as a visit*.

Given the unique responsibilities of the role, WBL Designees must consistently conduct in a professional manner and fulfill duties with accountability and integrity. This entails meticulous record-keeping and effective communication with administrators, counselors, and fellow instructors. Additionally, WBL Designees should promote understanding of the responsibilities through positive public relations efforts and by fostering collaborative relationships with all stakeholders within the school community.

The WBL Designee must remain vigilant of students' successes and challenges in on-the-job experiences to ensure optimal outcomes for each student. This involves overseeing students' progression, ensuring acquisition of a comprehensive set of manipulative skills, and supplementing these skills with technical and general knowledge to foster competence and versatility in future employment.

Coordination Objectives
Coordination serves to achieve several essential objectives, including:

- Preventing potential exploitation of students.
- Assessing students' progress on the job.
- Resolving job-related issues when issues occur.
- Expanding the WBL Designee's understanding of job requirements and industry best practices.
- Enhancing the WBL Designee's ability to comprehend the employer's perspective.
- Evaluating students' work habits and attitudes.
- Assessing reactions from employers and employees.
- Fostering cooperation between employees, employers, and the school.
- Collaboratively determining grades for job training with employers.
- Ensuring school instruction aligns with students' real-world experiences.

Coordination Visits
During a coordination visit to the work site, the WBL Designee should assess the student's comprehension of on-the-job requirements, as well as attire, grooming, and overall appearance. If feasible, the Designee should also observe the student's demeanor and level of engagement.

Throughout the visit, the WBL Designee should engage in discussions with the employer, supervisor, or mentor regarding various aspects, such as:

- Duties and tasks outlined in the agreed training plan

- Student's performance on assigned tasks
- Punctuality and attendance consistency
- Expected and actual quality and quantity of work
- Student's attitude towards the job, employer, colleagues, clients, etc.
- Student's response to feedback and criticism
- Safety conditions at the workplace
- Verification of work hours
- Recognition or disciplinary measures taken
- Student's work habits
- Rotation of students through different job experiences
- Student's readiness for future job changes or advancements
- Additional opportunities for participation in the WBL program

Scheduling Coordination Visits
The nature of coordination visits can vary based on several factors. Broadly, there are two types of visits:

1. Pre-scheduled visits arranged in advance with the employer or appropriate contact at the work site, and
2. Unannounced, drop-in visits.

In understanding the importance of coordination visits in Work-based Learning (WBL) programs, it is essential for WBL Designees to effectively schedule and conduct these visits to ensure student success and program integrity. Several factors influence the approach for conducting coordination visits:

- The WBL Designee's familiarity with the employer and duration of time placing students at the work site
- Size of the visited business and student's work schedule
- Length of the student's employment tenure and performance as assessed by employer evaluations
- Recent concerns or complaints raised by either the employer, student, or alerts from counselors, administrators, or parents/guardians
- Busy periods at the business when the employer may be unavailable, or presence of multiple students placed at the same work site.

Key considerations and guidelines for coordinating visits to work sites include:

- Employers with prior experience with WBL Designees may be more receptive to drop-in visits, fostering a culture of openness and cooperation.
- Drop-in visits allow for firsthand observations of normal business operations, promoting proactive intervention.
- Scheduled coordination visits, at least twice per semester, provide structured opportunities for comprehensive progress evaluations aligned with training plan benchmarks.

- Bring copies of the training plan and student evaluation forms to facilitate constructive discussions during scheduled visits.
- Be mindful of the employer's schedule, adapt to unexpected situations, and prioritize the business' needs during visits.
- Maintain detailed records of both scheduled and drop-in visits to ensure adequate supervision and documentation for each student.
- Remain vigilant and proactive, guarding against complacency, and recognizing the positive impact of on-the-job observations on student morale and performance.
- Prioritize coordination visits as a central component of the WBL effort, ensuring visits remain a top priority on the WBL Designee's agenda.

ASSESSING STUDENT PERFORMANCE

Assessing student performance is a crucial aspect of Work-based Learning (WBL) experiences, ensuring that students receive valuable feedback and opportunities for growth. At the beginning of the WBL experience, students should conduct a self-assessment to identify strengths, weaknesses, and goals. This self-assessment serves as a baseline to monitor progress throughout the program.

Additionally, at the end of the WBL experience, students should be encouraged to conduct reassessments to measure growth and highlight accomplishments. Alongside self-assessment, the WBL Designee and employer should provide constructive feedback to students regularly. This feedback should focus on areas of improvement and commendation, helping students understand progress and areas for development.

The training plan, which outlines the goals and expectations for the WBL experience, serves as a guiding framework to evaluate whether the student has met targeted objectives. Furthermore, incorporating feedback from various sources, including the WBL Designee, employer evaluations, and any relevant assessments, provides students with a comprehensive understanding of workplace performance.

Effectively determining the grades of students enrolled in WBL courses involves a comprehensive approach to grading that extends beyond tasks performed solely at the work site. For example, incorporating student portfolio work into the assessment process is recommended.

Each WBL Designee should maintain an accurate, detailed, and up-to-date record of grades, serving as documented evidence of fair and ongoing assessment. It is essential to recognize that an instructor's records, files, and grades are subject to parental/guardian review, as parents/guardians have the right to request access to an instructor's grades. Therefore, the WBL Designee must be able to justify every student's grade using the documentation provided in a complete file and a detailed, accurate grade management system.

By utilizing information from multiple tools and perspectives, students can reflect on overall progress and how the WBL experience was meaningful and beneficial to personal and professional growth.

ASSESSING PROGRAM QUALITY AND SUSTAINABILITY

Work-based Learning (WBL) programs play a crucial role in preparing students for success in the workforce by providing real-world experiences and valuable skills. However, to ensure the effectiveness and sustainability of these programs, it is essential to conduct thorough assessments. Program assessment serves as a critical tool for evaluating the quality of WBL initiatives and monitoring student learner outcomes. By systematically evaluating various aspects of the program before, during, and after implementation, stakeholders can identify areas for improvement, make informed decisions, and enhance the overall impact of WBL experiences. Through assessment, stakeholders can also foster collaboration between educational institutions, employers, and industry partners, leading to the development of high-quality programs that meet the needs of both students and the workforce. Effective assessment not only ensures program quality but also contributes to continuous improvement efforts, ultimately empowering students to thrive in future careers and supporting the growth and prosperity of communities.

Assessing and continuously improving work-based learning programs is crucial for ensuring effectiveness. Employing strategies before, during, and after program assessments allows for the evaluation of program quality and student learner outcomes.

Here is a suggested framework for evaluating the work-based learning program.

Pre-Assessment Preparation
1. Define specific goals and objectives for the work-based learning program. 2. Develop assessment tools such as surveys, SWOT analyses, and comprehensive local needs assessments (CLNA) to gather data. (Refer to the document in the Assessment and Evaluation Resources chart at the end of this section for instructions on utilizing a SWOT Analysis.) 3. Involve students, employers, industry partners, and school personnel in the planning process to ensure diverse perspectives.

During Program Evaluation:
1. Gather insights from students, employers, and stakeholders to assess program effectiveness and identify areas for improvement. 2. Regularly evaluate program strengths, weaknesses, opportunities, and threats (SWOT) to guide improvement efforts. 3. Leverage formal data from biennial CLNAs to align program goals and benchmarks with assessment findings.

4. Encourage teachers to provide feedback on instructional strategies, professional development, and community involvement to enhance program integration.

Post-Assessment Analysis and Improvement:

1. Analyze assessment results to identify trends, strengths, weaknesses, and areas for enhancement.
2. Recommend necessary program modifications based on assessment findings and stakeholder feedback.
3. Implement changes to improve program effectiveness and address identified areas for growth.
4. Share assessment findings and improvement initiatives with stakeholders, including students, employers, industry partners, and school districts.

Sharing Assessment Insights:

1. Provide feedback to **students** on performance and areas for growth to support the learning journey.
2. Share assessment findings and improvement initiatives with **employers** and **industry partners** to enhance collaboration and program effectiveness.
3. Engage **school personnel** by sharing assessment data and improvement strategies to foster a culture of continuous improvement and collaboration.
4. Collaborate with **WBL Designees** to implement necessary program modifications and ensure alignment with program goals and objectives.

Ensuring Program Excellence:

1. Evaluate student learning outcomes to ensure students acquire the necessary skills for success in the workforce.
2. Gather feedback from employers on the effectiveness of preparation and implementation of work-based learning experiences.
3. Seek feedback from teachers on instructional strategies, professional development, and community involvement to enhance program integration.
4. Ensure work-based learning programs align with established standards and benchmarks for quality assurance.

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.

By employing these strategies and incorporating feedback from various stakeholders, work-based learning programs can continuously improve program quality and student outcomes, ultimately contributing to the success of students and the prosperity of communities.

Assessment and Evaluation Resources	- General WBL Activity – Evaluation by Adult - General WBL Activity – Evaluation by Student - Student Evaluation of Work Site - LEA Satisfaction Survey – Tennessee Work-based Learning Implementation Guide - Employer Satisfaction Survey – Tennessee Work-based Learning Implementation Guide - Employer Evaluation of WBL Program – Alaska Work-based Learning Manual (adapted) - Work-based Learning Designee Self-Assessment Rubric - SWOT Analysis for Work-Based Learning Program Evaluation

CHAPTER SIX (6): SUPPLEMENTAL RESOURCES

- Frequently Asked Questions
- Supplemental Resources
- References

FREQUENTLY ASKED QUESTIONS

Once I finish working the hours I need to, can I stop working and no longer go to my worksite?
ANSWER: **No.**   • 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 must work continuously throughout the term and must record all hours on designated form.   • This information is needed by the Work-based Learning Designee for reporting purposes.
What happens on days with schedule changes due to testing, assemblies, or bad weather?
ANSWER: • Attending school and classes (testing) is always first priority.   • Students must attend all classes at school.   • Students should contact the employer when aware of impending schedule changes to make necessary arrangements.   • If a student is not classified as an "employee," students should not report to the work site when there is inclement weather. However, if the student is considered an employee, the "employee" should communicate concerns with the employer regarding travel arrangements in the event of inclement weather.
I want to change jobs. What do I need to do? (Cooperative Education)
ANSWER: • 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.
Should the internship be paid or unpaid?
ANSWER: 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.

> *Considering the need for coordination and visits, what is a recommended ratio of Work-based Learning Designees to students in a high school setting, keeping in mind that visits are recommended twice per semester?*

ANSWER:

- 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).

> *Are school districts required to purchase the Work-based Learning Insurance Policy provided by DPI?*

ANSWER:

- **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

> *Can students count the hours spent on related assignments toward the 120-hour requirement?*

ANSWER:

No, students should not count hours on 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.

How can students under the age of 18 address concerns with employers regarding age, and is there a way to provide assurance?

ANSWER:

- 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:
  - 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: 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.

How many times can a student take a Work-based Learning (WBL) course, and is there an option for repeating the course?

ANSWER:

- 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.

  - o In such cases, if a student repeats a work-based learning course, the student should not receive duplicate credit for the same experience.
  - o 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.

Does a student have to complete a pre-apprenticeship first before entering an apprenticeship program?

ANSWER:

- 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.

What criteria define a Work-based Learning (WBL) course as Honors?

ANSWER:

- 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 for 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)

  Working closely with the CIMC is key. Teachers can make sure that what students learn and do in the course follow the PSU Honors guidelines. This teamwork ensures students in all Honors courses receive a deeper and more advanced education, meeting higher academic standards while keeping the practical and hands-on parts of Work-based Learning. Honors Level Coursework | NC DPI

> ### *Is it possible for a student to earn academic credit while employed at the family business?*
>
> **ANSWER:**
>
> - 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.

To view additional Frequently Asked Questions, please visit the North Carolina Department of Public Instruction/Office of Career and Technical Education – Work-based Learning [webpage](.).

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 following are just a handful of examples to contemplate when constructing a comprehensive work-based learning framework in a district:

North Carolina Business Committee for Education (NCBCE)

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…

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myFutureNC

This statewide nonprofit organization, the result of collaborative efforts among North Carolina's education, business, and government leaders, is 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. The organization's aim is to empower individuals, strengthen communities, and ensure economic viability in a global economy.

NCcareers

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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