



A Reference Guide to Minnesota Work-Based Learning Programs

Minnesota Department of Education

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A Reference Guide to Minnesota Work-Based Learning Programs

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Preface

The purpose of this short reference guide is to assist educators in the schools who are involved with work-based learning (WBL) programs. The term educators is used in a broad sense to include work-based learning coordinators, school administrators, directors, teachers, counselors, and others who may connect students to WBL activities on a regular or occasional basis. This reference guide is not meant to interpret the rules and laws which exist, but to create an awareness of their existence and their impact on WBL experiences.

Experiential Learning Opportunities and Foundation Knowledge and Skills



Career Readiness

In 2013, Minnesota passed The World's Best Workforce bill to ensure that every school district in the state is making strides to increase student performance. According to the bill, each district must develop a plan which addresses five goals. One goal is, "All students are ready for career and college".

What does career readiness mean, and how is it defined?

According to the Career Readiness Partner Council ([Career Readiness Partner Council website is www.CareerReadyNow.org](http://www.CareerReadyNow.org)), "Career readiness means students are able to effectively navigate pathways that connect education and employment to achieve a fulfilling, financially secure and successful career...To be career ready requires adaptability and a commitment to lifelong learning, mastery of key knowledge, skills and dispositions that vary from one career to another and change over time as a person progresses along a developmental continuum...".

Experiential Learning Opportunities

Experiential learning opportunities are tools for helping K-12 students become career ready. Experiential learning is learning for students or job seekers. It includes career exploration through a specific class or through work-based experiences.

(Minnesota Statutes 2013 Supplement, section 120B.11, subdivision 1.) Minnesota Career Pathways and Technical Education Advisory Task Force, 2014.

Outcomes and Benefits

Experiential learning comprises many types of learning activities. These activities include job shadowing, mentoring, entrepreneurship, service learning, volunteering, internship, cooperative work experience, youth apprenticeship or employment, career field and cluster camps, and career exploration and development.

Some of the benefits or learning outcomes of participation in these activities include:

- Academic and technical competencies
- Informational ability
- Team work skills
- Creativity
- Critical thinking
- Problem solving skills
- Personal and environmental responsibility

There are definitions of the different types of experiential learning opportunities at the end of this guide. [View Definitions of Experiential Learning Opportunities in Minnesota.](#)

Work-Based Learning

Work-based learning (WBL) is formalized learning with instruction occurring at the school and at a community-based setting with an employer in the geographical region of the school. Work-based learning is a collaborative endeavor between a student, his/her parent/guardian, an employer, and the school that engages students in real-world activities. Through school involvement and defined learning, students have the opportunity to earn school credit for the supervised WBL.

A formalized WBL involves an appropriately licensed teacher with a work-based learning coordinator endorsement license (or variance) who closely supervises the worksite activities and is responsible for all the paperwork associated with this experience (training plans, agreements, safety training, seminar class, evaluations, recordkeeping, site observation, etc.).

The experience provides students with opportunities to build career awareness, explore careers, and develop critical thinking, decision-making and problem solving skills. Schools collect general education revenue for the credit hours that students spend in the program, including school hours that the students spend at a community-based worksite.

Six Types of Work Experience Programs

Work experience is for general education and special education students. This section provides a brief introduction to six types of work experience and career exploration programs:

1. Work Experience Career Exploration (WECEP) Disadvantaged Programs
2. Work Experience Career Exploration (WECEP) Handicapped Programs
3. Work Experience Disadvantaged (WED) Programs
4. Work Experience Handicapped (WEH) Programs
5. Work Experience Diversified Occupations (WE Div Occs) and Work-Based Learning Career Occupational (CO) Programs
6. Career Technical Education Youth Apprenticeship (YA) Programs

Work Experience Career Exploration Programs (WECEP): Disadvantaged and Handicapped Programs

WECEP is a one- or two-year transition program designed for students, ages 14 and 15, who have had difficulties with their previous school experiences. WECEP is designed to provide a carefully planned work experience and career exploration program that meets the participant's needs, interests, and abilities. Students may be employed during school hours. Students may work in some occupations otherwise prohibited by federal and state child labor laws after obtaining an appropriate exemption permit. Students participating in WECEP may be employed for up to three hours on a school day, and up to 23 hours during a school week. Their scheduled work time can be any time during school hours. The Wage and Hour Division of the U.S. Department of Labor has granted the Minnesota Department of Education (MDE) the authority to approve and renew local WECEP programs.

There are two types of WECEP Programs described below.

1. WECEP Disadvantaged Programs, ages 14 and 15

Program Number 000756

WECEP Disadvantaged Programs help students identified as socio-or economically disadvantaged to become reoriented and motivated toward education and helps to prepare them for the world of work. WECEP Disadvantaged Program students must be supervised by an appropriately licensed teacher or teacher with work-based learning coordinator endorsement license in a state approved program. The appropriate work experience licensure is one of the following: 000740, 000745, 000750 or 160000.

2. WECEP Handicapped Programs, ages 14 and 15

Program Number 000755

These programs include students on Individual Education Plans (IEPs). A student selected for this program must meet the state definition of a child with a disability (Minnesota Statutes, section 125A.02). Programs include development of work readiness skills and career development activities, such as community-based service-learning, long-term (40 hours or more) internships, in-school employment, paid-employment (supported) and paid-employment (competitive). WECEP Handicapped Program students must be supervised by an appropriately licensed teacher or teacher with a work-based learning coordinator endorsement license in a state approved program. Appropriate licensure is either a 000740 or 000750 OR a combination of one from Groups A and one from Group B listed below.

Group A: 000745, 019090, 049090, 079090, 079091, 079092, 099090, 099092, 099094, 099096, 149090, 179090, and 160000.

Group B: 000670, 190200, 190201, 190202, 190300, 190310, 190490, 190497, 190498, 199800, 199801, 199802, 199803, 199810, and 199900.

3. Work Experience Disadvantaged (WED) Programs, ages 16 to 20+

Program Number 000745

This program is designed for students, ages 16 to 20+, who are experiencing difficulty with the regular school program. They may be economically disadvantaged and/or may be identified as potential dropouts, and they may benefit by participating in this work-based learning program.

Work Experience Disadvantaged Programs are designed to encourage and improve school attendance by providing students with a work-related experience. WED programs are part of Career Technical Education. Students are employed in public or private sector jobs and receive a wage as well as school credit for the experience. Students participating in this program must be enrolled in a course taught by the licensed teacher/coordinator. Students enrolled in WED are accepted only by referral from their school counselor and building principal. WED Program students must be supervised by an appropriately licensed teacher or teacher with a work-based learning coordinator endorsement license in a state approved program. The appropriate work experience licensure is one of the following: 000740, 000745, 000750 or 160000.

4. Work Experience Handicapped (WEH) Programs, ages 16 to 20+

Program Number 000750

Local education agencies can also provide students with opportunities to gain employability and career skills with Work Experience/Handicapped (WEH) programs. WEH programs are part of Career Technical Education and serve students ages 16-20+. Skills learned through this program will enhance the students' opportunities to be life-long learners, be productive and contributing members of society, to understand how career areas impact local, national and global economies, be prepared to articulate high school credits to post-secondary education, and be ready for employment. WEH Program students must be supervised by an appropriately licensed teacher or work-based learning coordinator with an endorsement license in a state approved program. Appropriate licensure is either a 000740 or 000750, OR a combination of one from Group A and Group B below.

Group A: 000745, 019090, 049090, 079090, 079091, 079092, 099090, 099092, 099094, 099096, 149090, 160000 and 179090.

Group B: 000670, 190200, 190201, 190202, 190300, 190310, 190490, 190497, 190498, 199800, 199801, 199802, 199803, 199810 and 199900.

5. Work-Based Learning Diversified Occupations (Div Occs) Programs and Work-Based Learning Career Occupational (CO) Programs, ages 16 to 18

Program Number 009090

A "Diversified Occupations" program operates as part of Career Technical Education (CTE) to provide an arrangement between the school and employers where students, ages 16 to 18, receive general education instruction in school and on-the-job training through part-time employment in business/industry. The area of training may be in any CTE area where there are needs for trained persons and must relate to a student's career objective. Diversified Occupations work-based learning experiences are work experiences longer than 40 hours which may or may not be directly tied to a CTE career cluster. WBL-Diversified Occupations Programs are designed for all students regardless of post-secondary plans. For Diversified-Occupations work-based learning experiences, the CTE teacher and work-based learning coordinator roles can be, but are not always, performed by the same individual.

In a state-approved WBL-Diversified Occupations Program (009090 – Table C), students must be supervised by one of the following:

- an appropriately licensed teacher, where the credentialing program has included coursework on supervising work-based learning (see licensure codes below), or
- a teacher with a work-based learning coordinator endorsement license (160000), or
- a work-based learning coordinator that has the appropriate endorsement license (160000).

The appropriate work experience licensure is one of the following: 000740, 000745, 000750, 009090, 019090, 049090, 079090, 079091, 099090, 099094, 099096, 179090, 149090, 179090 or 160000.

Work-Based Learning Internship Placements

Work-based learning experience in the form of Internship Placements, also longer than 40 hours, create links between school-based education and work-based educational experiences by alternating school site and work site experiences, and are directly tied to a CTE career cluster.

For business/marketing programs, if a teacher holds the 140050 license then they are able to supervise business/marketing work-based learning programs only. The program code for marketing programs is 049090. The program code for business programs is 14900.

For Agriculture, Food and Natural Resources (AFNR) programs, if a teacher holds the 010000 or 010100 licenses then they are able to supervise Agriculture, Food and Natural Resources (AFNR) work-based learning programs only.

6. Career Technical Education – Youth Apprenticeship (YA) Programs

Program Number 009095

Youth Apprenticeships are paid experiences for **11th and 12th grade students**. The Youth Apprenticeship requires a written agreement and training plan between school, employer, student, and parent/guardian and is governed by an industry recognized checklist. For a one-year program the training plan includes 450 hours of work site learning and 180 hours of related classroom instruction. For a two-year program the training plan includes 900 hours of work site learning and 360 hours of related classroom instruction. Students have a worksite mentor from the employer who has gone through mentorship training. Students are paid by their employer. In some instances, Youth Apprenticeships provide postsecondary credit and/or credentials. A local/regional cross-agency steering committee oversees the program. A coordinator organizes the planning between students, families, schools, employers and other partners. Youth Apprenticeship students must be supervised by an appropriately licensed teacher or teacher with a work-based learning coordinator endorsement license in a state approved program. The appropriate work experience licensure is one of the following: 000740, 000745, 000750, 009090, 019090, 049090, 079090, 079091, 099090, 099094, 099096, 179090, 149090, 179090 or 16000.

Work Release

Work release is 'not' a state-approved work-based learning program. In work release, a school administrator releases a student from school to go out and work. The work experience is arranged by the student exclusive of any school involvement. No school credits are earned by the student and no general education revenue is earned for the time the student is released to work. Because work release is not a state approved work-based learning program, careful consideration must be given to any liability for the time a student spends out of school. No state program approval is required for work release.

Components of a Work-Based Learning Program

MDE requires any state-approved work-based learning program to provide a comprehensive learning experience for students and a well-designed program that supports a student's individual learning goals. In addition, having the following documentation in place demonstrates that a work-based learning program is safe and provides clear learning opportunities. The program components must include:

- The formation of a WBL Advisory Committee
- Individual Training Agreements between the school, students, parents/guardians and employers that clearly explains the responsibilities of each involved party (example form is available on the website)
- Individual Training Plans that outline the specific learning to occur for each student (example form is available on the website)
- Performance evaluation / record of skills and competencies documenting educational progress and progress towards expectations outlined in the Training Agreement and Training Plan (example form is available on the website)
- Verification of school district's liability insurance and the employer's liability insurance and Worker's Compensation coverage
- Adequate supervision from both school and worksite personnel to ensure adherence to Child Labor Laws
- A school-based seminar with career exploration
- Documentation of safety instruction both general and specific to the job (attached to the Training Plan)

Advisory Committee

A comprehensive work-based learning program links school-based and work-based learning. Proper planning is necessary to develop quality programs. The establishment of partnerships which link the school with community-based agencies is the foundation for creating meaningful activities. A very important step is to establish an advisory committee early in the planning process.

A WBL Advisory Committee is a group of interested, supportive individuals. Members may be from local or regional industries, businesses, community social service agencies, parents or guardians, students, school administrators, school counselors, WorkForce Center personnel, members of the Chamber of Commerce, civic organizations, postsecondary educators and secondary educators. Advisory committee members assist the WBL coordinator in building, maintaining and improving the WBL program. Schools have the option to form one committee for all CTE program or one committee for each WBL program based on what best meets their needs. A workable size of six to 12 members is ideal for an advisory committee.

Advisory committees serve a consultative role. They typically have no administrative policy-making authority in a school district or building. They may, however, be very influential in the school's policy-making (e.g. hours of employment and program funding). Be sure to give consideration to including committee members who are able to identify both job types that are emerging as well as skills needed for students to gain employment.

The selection of a variety of committee members who are interested in the program is vital to an effective advisory committee. A personal invitation, which includes an outline of the specific purpose of the committee, will assist in attracting members.

The responsibilities of an advisory committee can be many and should be agreed on by the committee, as well as reviewed annually. Responsibilities may include: defining the process of selecting students; designing, developing and implementing the program; evaluating and revising the program and curriculum; assisting in the placement of students at worksites; determining student, community, industry and business interests and needs; assisting with funding issues; and serving as a promotional communication link to others in the community, especially business and industry.

Advisory committees play an important role in a WBL program. A well-functioning advisory committee will help assure the success of the program.

Individual Training Agreement

An Individual Training Agreement is a written agreement between the employer, the student, his/her parent/guardian, and the school. It should include schedules, work hours, whether the work-based learning is paid or unpaid, the wage (when paid), an understanding of liability and insurance, and employer and school expectations. The Individual Training Agreement should also include the specific type of work-based learning in which the student will participate.

A written Individual Training Agreement signed by the WBL coordinator, student, parent/guardian and employer is crucial. *A student should never be allowed to begin a work experience at the worksite until all parties have signed this agreement and the coordinator has visited the worksite to understand the nature of the work and meet the supervisor.* This is a critical issue in terms of liability and student safety, and ensures a good linkage between worksite experiences and the student's learning objectives.

A Worksite Selection Checklist can assist in making sure all related topics have been assessed before preparing an Individual Training Agreement. An example Worksite Selection Checklist and Example Individual Training Agreement forms, for both paid and unpaid work, can be found on MDE website.

Individual Training Plan

An Individual Training Plan is a written document identifying what the student will learn during the work-based learning experience. The plan should demonstrate how work processes will become more complex to challenge the student. The Individual Training Plan should include short-term and long-term goals for the student, foundational knowledge and skills, work-based performance indicators and career development options.

Overall and specific goals for the individual student should be determined and reflected in the Individual Training Plan. Through learning and performing a variety of identified duties and tasks, a student will gain knowledge and develop skills. The level of competency reached during the experience should be assessed through performance-based measures.

An Individual Training Plan should identify the person or persons responsible for teaching the knowledge and skills to be acquired during the WBL experience. The Individual Training Plan should include documentation of the specific safety instructions and contain what safety instruction or training is given and who provides it.

An Individual Training Plan shows step-by-step, task-by-task what is occurring at the worksite. Individual Training Plans are developed prior to the beginning of the WBL experience.

An example Individual Training Plan form can be found on MDE website.

Performance Evaluation / Record of Skills and Competencies

While a student is at the worksite, their progress is monitored and skill development is evaluated by the employer/ supervisor and WBL coordinator. Regular assessment of students in WBL experiences is needed to determine the level of competency a student is achieving in knowledge and skills development. The WBL coordinator and the supervisor at the worksite should regularly observe the student's progress and complete performance evaluations. The coordinator's assessment occurs when a student is observed during his or her worksite visits. Observation of a student by her or his supervisor will take place informally almost daily while formal, written assessment will occur regularly based on grading cycles at the school.

Authentic assessment is the process of assuring that the students can apply what they have learned in a practical manner.

Skills assessment is the process of measuring performance against a set of criteria (through examination, practical test, performance observation and/or the completion of portfolios of work and assignments. With performance based assessment, the completion of a task is scored on a scale that describes the levels of competency attained. The specific criteria should be determined for each task to be performed. For example, ratings can include "not observed", "not acceptable", "novice", "developing", "proficient" and "mastery".

An example Student Performance Evaluation form can be found on MDE website.

MDE, the U.S. Department of Labor and the Minnesota Department of Labor and Industry recommend the following records be on file at the district office or the work-based learning coordinator's office for each student enrolled in a WBL experience:

- Individual Training Agreement
- Individual Training Plan
- Documentation of hours and earnings for the duration of the work-based learning experience

- Performance Evaluation(s)
- Coordinator's Observation Reports
- Record of Safety Training for all work-based learning experiences

In addition current records need to be maintained regarding businesses/employer partners and who the worksite supervisors are.

Liability Insurance

School District Insurance

It is essential that the work-based learning coordinator becomes familiar with the local educational agency's insurance coverage and the employer's insurance coverage BEFORE the student begins any work-based learning activity. *Liability insurance is required for all work-based learning activities.*

The work-based learning coordinator can obtain information concerning the school's liability insurance in the administrative office from school personnel, including the business manager, superintendent, school director, Career Technical Education coordinator, and/or the school district's attorney.

Employer Insurance and Worker's Compensation

Employers with one or more employees must prove they have adequate insurance coverage and provide Worker's Compensation as required by law. *A copy of the Certificate of Insurance of the employer should be on file at the school district office or WBL coordinator's office for each work experience site where students are employed or, at minimum, verification of the insurance carrier's company name and number of the policy.* Paid experiences such as Internships, Youth Apprenticeships and Cooperative Work Experiences all must have Worker's Compensation coverage.

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

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

Child Labor Laws: Limitations and Exemption Permits

A licensed WBL coordinator and an employer/work-site supervisor will supervise the WBL experience to ensure compliance with Child Labor Laws.

Limitations

The commissioner of the Minnesota Department of Labor and Industry has designated some occupations as hazardous or detrimental for the well-being of minors. Unless the work-based learning coordinator or employer has requested and received an approved exemption permit (see the section below titled Permits for Exemptions), work that is prohibited for minors under the age of 18 is listed at [Department of Labor website](http://www.dli.mn.gov/LS/ProhibWork18.asp) (<http://www.dli.mn.gov/LS/ProhibWork18.asp>). Work that is prohibited for minors under the age of 16 is listed at the [Department of Labor website](http://www.dli.mn.gov/LS/ProhibWork16.asp) (<http://www.dli.mn.gov/LS/ProhibWork16.asp>).

Exemptions to the prohibited-work limitations include:

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

Exemption Permits

Exemption permits can be obtained by work-based learning coordinators or employers for exemptions to the hazardous occupational limitations. Exemption permits can be requested for the identified hazardous occupations if the work-based learning program is a state-approved and the student is employed under a written agreement, which provides that:

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

The work-based learning coordinator or employer files for each student's exemption permit with the Minnesota Department of Labor and Industry.

[Access the exemption permit for 14- to 15-year olds](http://www.dli.mn.gov/LS/Pdf/child2b.pdf) (<http://www.dli.mn.gov/LS/Pdf/child2b.pdf>)

[Access the exemption permit for 16- and 17-year olds](http://www.dli.mn.gov/LS/Pdf/child2c.pdf) (<http://www.dli.mn.gov/LS/Pdf/child2c.pdf>)

The employer, work-based learning coordinator, student and parent/guardian must sign a written Individual Training Agreement, which details the nature of the work, the safety training schedule and supervision. Copies of the Individual Training Agreement must be kept on file by both the school in the district and/or the work-based learning coordinator's office and the employer.

Age and Hours of Work

Students Ages 14 to 15

Unless a minor less than 16 years of age has an exemption permit (requested by the work-based learning coordinator or employer and issued by the Minnesota Department of Labor and Industry) he or she may not work before 7 a.m. or after 9 p.m. with the exception of a newspaper carrier; or for more than 40 hours a week or more than eight hours per 24-hour period, except in agriculture; or on school days during school hours, without an employment certificate issued by the school district superintendent (Minnesota Statutes 181A.05). During the school year, federal law restricts hours to no later than 7 p.m., no more than three hours a day and not more than 18 hours a week.

Students Ages 16 and 17

By state law, unless the student has an exemption permit (requested by the work-based learning coordinator or employer and issued by the Minnesota Department of Labor and Industry), 16- and 17-year-old high school students may not work after 11 p.m. on evenings before school days or before 5 a.m. on school days. With written permission from a parent/guardian, these hours may be expanded to 11:30 p.m. and 4:30 a.m. No other limit is set for 16- and 17-year-olds.

Proof of Age

Proof of age must be maintained as part of the employer's payroll records, for both paid and unpaid work-based learning experiences. Acceptable proof of age can include a copy of a birth certificate, a copy of a driver's license, an age certificate issued by a school, or a U.S. Department of Homeland Security, Immigration and Customs Enforcement, Employment Eligibility Verification Form I-9. The district does not need to retain proof of the student's age.

For more information about Child Labor Laws, [visit the Minnesota Department of Labor and Industry, Labor Standards unit website dli.laborstandards@state.mn.us](http://www.dli.laborstandards@state.mn.us) or contact at (651) 284-5075 or 1-800-342-5354.

School-Based Seminar and Career Exploration

The school seminar in a WBL program should cover appropriate work related information about the employer and employer site, safety, work readiness skills, career exploration and guidance, and foundational knowledge and skills.

Work Related Information

Work related information should include seminar topics such as safety, Fair Labor Standards, Child Labor Laws, affirmative action, sexual harassment, data privacy, medical issues and the Americans with Disabilities Act. See related materials at the end of this guide in the section titled Legal Requirements for additional information.

Safety

To ensure the safety of the students, safety training at the school and/or worksite should include:

1. Basic first aid
2. Basic safety rules
3. Health and safety hazard training
4. Proper use of safety equipment and protective clothing
5. Ergonomics
6. Proper handling of materials
7. Maintaining safe and clean work areas
8. Safe practices with machines and tools
9. Reporting of illnesses, injuries or unsafe conditions

For Minnesota Child Labor Laws related to the number of hours children can work and scheduling, [visit the US Department of Labor website: http://www.dol.gov/whd/childlabor.htm](http://www.dol.gov/whd/childlabor.htm). Specific questions about Minnesota Child Labor Laws should be referred to the Minnesota Department of Labor and Industry, 443 Lafayette Road N, St. Paul, Minnesota 55155, [Department of Labor and Industry website is www.dli.mn.gov](http://www.dli.mn.gov), 1-800-342-5354.

Career Readiness

Depending on the specific needs of the students, an in-school seminar gives an opportunity to reinforce general workplace skills common among a variety of work experiences. Many work-based learning programs in Minnesota address topics such as the following in their classroom components:

- Self-awareness
- Career planning
- Seeking, applying for, and accepting employment
- Employee rights and responsibilities
- Employer responsibilities
- Communication on the job
- Succeeding in the work place
- Meeting employer expectations
- Problem solving and critical thinking
- Maintaining a safe and healthy work environment
- Work ethics and behavior
- Interpersonal relationships
- Teamwork and conflict resolution
- Personal finances – money management
- Personal portfolios
- College options and opportunities
- Sexual harassment and reporting procedures

Career Exploration and Guidance

Career exploration provides the foundation for young people to make informed decisions about their future. During the career exploration process students may:

- Become aware, explore, understand and prepare for life decisions/career decisions
- Discover more about themselves, their interests, abilities, skills, talents, aspirations and intentions
- Explore the world of work and learn what is needed to succeed in a career field

Minnesota Career Fields, Clusters and Pathways Wheel

One career exploration resource is the Minnesota Career Fields, Clusters and Pathways wheel, which graphically depicts an organizing framework of the world of work. It can be found at: [MnSCU Career and Technical Education website](http://www.cte.mnscu.edu/consortium_resources/documents/POS_ColorHighRes.pdf)

(http://www.cte.mnscu.edu/consortium_resources/documents/POS_ColorHighRes.pdf)

'Foundation Knowledge and Skills', located in the center of the Minnesota Career Fields, Clusters and Pathways Wheel, represent the base from which to build work and college readiness.

'Career Fields' are identified in the segmented ring around 'Foundation Knowledge and Skills'. They are the organizing structure for the 'Career Clusters' and 'Pathways'.

'Career Clusters' are groupings of occupations and broad industries into a national classification of 16 clusters that are based on commonalities of knowledge and skills. 'Career Clusters' include hundreds of occupations that may be grouped into 'Pathways'.

'Pathways' simply represents an organization of related occupational areas within which specific knowledge areas and skills that have been identified and validated by industry. Pathways are used to build 'Programs of Study'.

'Programs of Study' (POS) are sets of aligned programs and curricula that begin at the high school level and continue through college and university certificate, diploma and degree programs.

Awarding Credit for Work-Based Learning

A course credit is equivalent to a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the local school district (M.S. 120B.024). Students may earn course credits by engaging in real-world learning experiences outside of the traditional curriculum. The statutory language allows school districts to assess whether a student has mastered subject matter regardless of where the learning has taken place.

Students earn credits in both the seminar/classroom instruction and the supervised work site. The local district determines the number of credits the student will earn, depending upon their own credit system. It is recommended is that credit awards are based on how the district awards credits in other disciplines, such as math, science, etc. The district should align hourly requirements of all disciplines including CTE and work-based learning.

Hours of Monitoring Students at the Work Site

There is no definitive number of hours required by the work-based learning coordinator for monitoring the student at the worksite. The rules stating the time requirements were repealed by the state legislature and have not been re-established. However, to be an approved program, the school must demonstrate that the work-based learning coordinator's class load, seminar time and coordination time allow the coordinator to address all necessary components to ensure that the student is in a safe and effective learning environment.

A general guideline is one half credit per seminar and one half credit per actual work-based learning (annually). WBL coordinators should consult with their local education agency's business office of their district for additional guidance on how many hours should be completed per credit awarded. The decision of whether students need to repeat a seminar when a work-based learning experience continues across semesters is a local decision.

Roles and Responsibilities

WBL Coordinator

The roles and responsibilities of the Licensed Work-Based Learning Coordinator (WBLC) include administration and preparation of the program, supervision and monitoring of students at worksites, and evaluation of students for acquired skills and competencies.

WBL coordinators frequently seek guidance on how much time should be allocated for supervision and monitoring, and what should be the frequency of site visits. There are no specific requirements in the legislation. In general, one guideline could be one half hour per student per week. Using this as a guideline, for example, 20 students at work sites would require approximately 10 hours per week to regularly observe students at the worksites. This would be in addition to the classroom instruction time and travel time to the various worksites.

Employer, Supervisor and Worksite

The employer and the worksite supervisor or mentor may be the same person. The worksite supervisor is the person who works directly with the student and is responsible for on-the-job performance review and assessment. A mentor at the worksite may be the supervisor, another person at the site, or a career mentor who works for a different business. In a small business the employer may also be the supervisor. It is important that the WBL coordinator strives to maintain positive relationship between the employer, supervisor, mentor and the school district.

Employer and worksite supervisor responsibilities include:

- Following Federal Child Labor Laws
- Providing Worker's Compensation for paid experiences
- Paying at least the state minimum wage unless student qualifies for an exception (in which case documentation must be completed and on file). Contracted services money or Carl D. Perkins money cannot be used to pay a student's wages.

- Providing a statement of earnings. Students can be paid cash only if they are provided a payroll statement with all the legal deductions listed.
- Adhering to the Individual Training Agreement
- Compliance with Equal Opportunity Laws
- Compliance with Fair Labor Standards Act, OSHA, and Minnesota Child Labor Laws
- Keeping all required documents on file, such as Proof of Age, Exemption Permit, etc.

Guidance Counselor

Guidance counselors work closely with WBL coordinators. Counselors are in the role to advise WBL coordinators about students who could benefit from participation in the program. They can assist with scheduling, provide resources for the career development curriculum in the seminar, and participate as a member or contributor to advisory committee meetings.

Student Expectations

Students are required to sign the Individual Training Agreement. As part of the agreement, students are expected to sustain attendance and academic performance standards in all of their coursework. They are expected to abide by the policies and procedures of the work-based learning experience. Those policies and procedures can include attendance, confidentiality, accountability, safety and rules of conduct. Finally, students need to provide proof of accident insurance coverage if they are using their own transportation to and from the worksite.

Parents/Guardians

A parent or guardian must also sign the Individual Training Agreement. In signing, they agree to support the student, to ensure that transportation is provided (as needed), and to participate in any progress reviews.

Academic and Career Technical Education Instructors

Academic and CTE Education Instructors assist the WBL coordinator in locating potential worksites. They coordinate learning activities in the classroom with those in the workplace. They also collaborate with the WBL coordinator to provide the best possible education for students.

Outside Agency Placements

An outside agency can place students in a WBL experience if there is a written agreement with the school. However, these agencies serve as a placement vehicle and DO NOT function as the employer or the WBL coordinator. The actual employer at the worksite and the work-based learning coordinator at the school are responsible for the training agreement/plan, the supervision and safety of the student and the necessary documentation.

Transportation

The WBL coordinator should address transportation issues BEFORE the student begins the WBL experience. It is up to the local educational agency to establish policies regarding transportation of students. If the student rides the school bus, then the school bus insurance covers the liability of the student. If the student uses public transportation, then the transporter's insurance covers the liability of the student. If the student drives his/her own vehicle, then the student's personal auto insurance covers the liability. A signed agreement with the parent/guardian should be on file in the school when the student drives her/his own personal vehicle, verifying the student's valid driver's license and insurance coverage. Students' vehicles should limit transportation to the student driver only (no passengers).

Program Approval Applications

For Career Technical Education Program Approval Application Forms, contact MDE, 651-582-8334 or email MDE at mde.cte.program.approval@state.mn.us.

Table C lists programs, codes and license requirements, and can be found on MDE website in the section called Career Technical Education > Program Approvals.

CTE WBL Programs Codes from Table C

Program Type	Program Code
WECEP Disadvantaged	000756
WECEP Handicapped	000755
Work Experience Disadvantaged	000745
Work Experience Handicapped	000750
Work Experience Diversified Occupations and Cooperative Work Experience	009090
Diversified Youth Apprenticeships	009050

Licenses and Codes

The Minnesota Board of Teaching requires an individual who is teaching and/or coordinating a work-based learning course to hold either a teacher-coordinator license issued under the Career Technical Education teaching licensure rules of the state or a combination of a work-based learning license plus a secondary classroom teaching license.

The WBL Coordinator Endorsement License

Any secondary licensed teacher or Special Education teacher is eligible to complete the coursework for the work-based learning endorsement license. For current information on WBL endorsement licensing programs in the state, see the MDE website under the tab Educator Excellence > Licensing.

No license is required if the type of experiential education consists of 40 hours or less per year, per experience. This might include experiences such as mentorships, non-paid internships, service learning, job shadowing and field trips.

Variances

The Minnesota Board of Teaching may grant special permissions such as waivers or variances that allow a person, not otherwise appropriately licensed, to teach in Minnesota. Waivers and variances are generally available for one year and need to be renewed annually.

Legal Requirements

A WBL coordinator should be knowledgeable of the following laws and adhere to them closely.

- [Child Labor Laws](http://www.dli.mn.gov/LS/ChildLabor.asp) (www.dli.mn.gov/LS/ChildLabor.asp)
- [Minnesota OSHA \(Occupational Safety and Health\)](http://www.dli.mn.gov/MnOsha.asp) (www.dli.mn.gov/MnOsha.asp)
- [Fair Labor Standards Act](http://www.dli.mn.gov/LaborLaw.asp) (www.dli.mn.gov/LaborLaw.asp)
- [Americans with Disabilities Act website](http://www.ada.gov) (www.ada.gov)
- [Workers Compensation website](http://www.dli.mn.gov/Workcomp.asp) (www.dli.mn.gov/Workcomp.asp)
- [Civil Rights Legislation website](http://www.humanrights.state.mn.us) (www.humanrights.state.mn.us)
- [Equal Employment Opportunity Commission website](http://www.eeoc.gov) (www.eeoc.gov)

When the federal, state and local laws pertaining to the employment of students are different, the **stricter standard** must always be observed.

A WBL coordinator may contact the Minnesota Department of Labor and Industry (DOLI) for detailed information and brochures, and to get answers to the more detailed questions: Minnesota Department of Labor and Industry – Labor Standards, 443 Lafayette Road N, St. Paul, Minnesota 55155, 1-800-342-5354 and 651-284-5005.

Legislation for Work-Based Learning

[Access Minnesota Administrative Rules, Chapter 3505, Secondary Vocational Education](https://www.revisor.mn.gov/data/revisor/rule/current/3505/3505.pdf), Office of the Revisor of Statutes website (https://www.revisor.mn.gov/data/revisor/rule/current/3505/3505.pdf).

Minnesota Career Information System (MCIS)

MCIS is a comprehensive web-based system that guides students through the career development process in order to create plans for postsecondary education and careers. Each student creates a portfolio to help keep track of the schools, occupations, assessments results, scholarships as well their Personal Learning Plan (PLP).

For more information on how your school can access this program, contact [MCIS Team Email: mcis.team@state.mn.us](mailto:mcis.team@state.mn.us), 651-582-8321, or go to the [MCIS website: https://mncis.intocareers.org/materials/portal/home.html](https://mncis.intocareers.org/materials/portal/home.html)

Work Readiness Resources

- NOCTI is the largest provider of industry-based credentials and partner industry certifications for Career Technical Education (CTE) programs across the nation. For more information, [visit NOCTI website: www.nocti.org](http://www.nocti.org).
- SkillsUSA is a national organization serving teachers and high school and college students who are preparing for careers in technical, skilled and service occupations. For more information, [visit SkillsUSA website: www.skillsusa.org](http://www.skillsusa.org)
- National Work Readiness Council (NWRC) strives to assure excellence and inspire innovation in the entry level workplace through community dialog, simple standards and quality assessments. For more information on Work Readiness Certification, [visit Work Readiness website: http://www.workreadiness.com/nwrc.html](http://www.workreadiness.com/nwrc.html).
- The ACT National Career Readiness Certificate (ACT NCRC) is an assessment-based credential powered by ACT WorkKeys®. Issued at four levels, the ACT NCRC measures and certifies the essential work skills needed for success in jobs across industries and occupations. For more information, [visit ACT website https://www.act.org/certificate/](https://www.act.org/certificate/).

Definitions of Experiential Learning Opportunities in Minnesota

There are many different delivery models for experiential learning. These definitions briefly describe some experiential learning opportunities that are occurring throughout Minnesota in K-12.

Career Exposure Experiences

Expert Presenters from community organizations or institutions, business and industry, and post-secondary institutions visit classrooms and share information about their careers or areas of expertise, educational background and personal choices that both prepared and facilitate their career success.

Tours and Field Trips engage students to explore the knowledge and skills of different occupations within an industry cluster and develop basic awareness of employability skills in a number of different departments or employers, and career fields.

Entrepreneurship provides students with a model and may offer opportunities to take leadership roles that demonstrate initiative, innovation, and ownership to organize and operate their own businesses or projects in an alternative work program or as a part of course requirements.

Work Readiness Experiences

Community Based Learning experiences are activities not necessarily connected to education and may involve activities such as: job shadowing, work site visits or field trips, work in a business or management of a business, participation in a club or organization based enterprise, work in and/or operation of a school based enterprise. These experiences may require a licensed educator to supervise the activity, depending on the connection to a school-based program.

Work-Based Learning (WBL) programs are approved by the Minnesota Department of Education. WBL students, if they are enrolled in a cooperative WBL experience, internship, or youth apprenticeship, must be supervised by a licensed WBL teacher in a state approved WBL program. These programs describe learning which occurs outside of the classroom at a location (where goods or services are produced.) It involves learning experiences and activities that include actual paid or unpaid work experience such as structured cooperative work experiences, internships, and youth apprenticeship.

Career Exploration Experiences

Job Shadowing is a short-term experience that is intended to help students explore a range of career objectives and begin to identify a career field or pathway and to start toward a career plan. In job shadowing, students make brief worksite visits to spend time with individual workers learning what knowledge, skills and education their jobs entail. The length of the job shadowing experience is based on individual career objectives designed and agreed to by the participating business or industry, student, teacher, and parent/guardian.

Service Learning is a form of experiential learning whereby students apply content knowledge, critical thinking and good judgment to address genuine community needs. Service learning is a way of teaching and learning that engages all learners in hands-on projects in the community to meet learning objectives and mutually benefit both the student as well as strengthen communities. For example, students in high school career and technical education (CTE) classroom may take samples from an area lake and examine them for information that could be useful to a local pollution control agency in addressing environmental issues.

Internships are usually short term work experiences but can last 40 hours or more. Internships extend a career field or pathway beyond the classroom to outside the school, or that help a job-seeker reach their career goal through building experience. Internships generally involve participants working in professional settings under the supervision and monitoring of practicing professionals. Internships can be paid or unpaid, and they may or may not involve academic credit. Strong internship programs will provide substantial, meaningful work assignments, training, necessary workspace as well as resources, structured evaluation and reflection.

In secondary education, students can explore and gain experience in a specific occupation and acquire new skills or explore different aspects of a career field or pathway under an internship. As an “extension” of what a student has learned, internships have specific objectives to be reached which augment a career and technical education program and academic coursework. Internships are generally offered to 11th and 12th graders. The length of the internship is based on individual objectives that need to be defined in the agreement between the business/employer and the school. Students participating in internships must be supervised by a licensed work-based learning teacher. This type of agreement involves a written document and training plan between school, employer, student, and parent/guardian.

Cooperative Education (co-op) provides students with work experiences related to the student’s major, career field or pathway goal. The typical program plan is for students to utilize both classroom study and discipline-related employment, thus gaining a year or more of career-

related work experience before graduation. These co-op positions are either non-paid or paid and the vast majority involves some form of academic credit. This type of agreement involves a written document and training plan between school, employer, student, and parent/guardian.

Career Readiness Experiences and Programs

Mentoring / eMentoring is a professional relationship in which an experienced person (mentor) assists another (mentee) in developing skills and knowledge that will enhance the less-experienced person's professional and personal growth. Mentoring can be used for both personal and professional development. For youth, mentoring can provide positive role models and help with career exploration. For adults, mentoring can provide insight into how to effectively navigate a career or workplace. Mentoring may take place in a short term structured program or it may be a lifelong relationship and may be done through an eMentoring delivery system.

Youth Apprenticeship is approved by the Office of Career and College Success at the Minnesota Department of Education. Youth Apprenticeships are paid experiences for 11th and 12th grade students. The Youth Apprenticeship does require a written agreement and training plan between school, employer, student, and parent/guardian and is governed by an industry recognized checklist. In some instances, Youth Apprenticeships provide postsecondary credit and/or credentials. Youth Apprenticeship students must be supervised by a licensed WBL teacher in a state approved program.

Pre-Apprenticeship programs are designed to prepare individuals to enter and succeed in a Registered Apprenticeship program. Typically, these programs will include both workplace skills development as well as foundational work for specific occupational competencies such as applied mathematics, tool and equipment recognition, and safety training.