



Wisconsin Guide to Implementing Career-Based Learning Experiences



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Foreword



Welcome to the *Wisconsin Guide to Implementing Career-Based Learning Experiences*. This guide describes the wide variety of career-based learning experiences, including work-based learning experiences, that Wisconsin school districts may offer as part of their Academic and Career Planning (ACP) programming.

The Wisconsin Department of Public Instruction's understands the need for schools to help students explore where life will take them after graduation, and the challenges that accompany that process.

ACP programming makes it possible for Wisconsin students learn about themselves and potential careers while also integrating into academic classroom instruction.

Career-based learning experiences (CBLEs) are uniquely positioned to bring a student's career exploration into focus and to give students a deeper understanding of the world of work. A CBLE might act as a bridge between academic instruction and career programming by inviting a career speaker to talk about construction, job shadowing with a local doctor, or pursuing an internship at an area computer business. Whatever form it takes, embedding CBLEs into a district's ACP programming provides students with experiences they need to make informed decisions about their future career.

CBLEs offer benefits beyond career planning, such as improving student motivation and attendance. Career and technical education can increase graduation rates by an average of 10 percent, and it is especially important for students who find it difficult to engage successfully in school. CBLEs offer students the opportunity to put all the pieces of their education together, and to see the purpose that all this preparation offers them for post-secondary endeavors. In addition, not all students have adult mentors to help explore careers. CBLEs offer a school-supervised, safe way for students to interact with adult mentors at a crucial time in their lives.

As educators, we must be intentional about identifying and addressing the barriers preventing our students from fully participating in experiential learning. Addressing these barriers will help ensure that all students have fulfilling work lives and that Wisconsin's businesses and community organizations have the talent needed to drive our economy and support our communities.

I encourage K-12 teachers and leaders to use this guide to implement or enhance career-based learning experiences in their schools and districts.

Jill K. Underly, PhD
State Superintendent
Wisconsin Department of Public Instruction

Opening Letter

Wisconsin has long been recognized nationally for the education of our youth for future success. Preparation for academic, college, career, and life readiness is part of the vision of “every child a graduate, college and career ready” with the knowledge, skills, and habits to succeed after graduation. The Academic and Career Planning (ACP) process, implemented statewide in 2017, further reinforces the importance of a school- and community-supported delivery system. ACP assures that students connect their classroom learning to information, experiences, and opportunities, assisting them and their families in making decisions about next steps after graduation.

As part of ACP, a major component of college and career awareness, exploration, and planning includes access to career-based and work-based learning experiences for students while still in school. The guide provides educators, students, families, and community members with information necessary to navigate the often confusing mix of available programs and offers links to specific programs or recommended resources.

Working in partnership with the Wisconsin Department of Public Instruction (DPI), the Wisconsin Department of Workforce Development (DWD) and the Wisconsin Economic Development Corporation (WEDC) recognize the importance to Wisconsin’s future of connecting and supporting youth talent development through these experiences.

The school community, which works directly with families, Wisconsin businesses, and community members, is a critical part of a student’s life and directly impacts their success and growth as students mature and transition into their next steps. Our state agencies continue to collaborate and cooperate through these efforts to provide students the chance to realize their goals.



Amy Pechacek
Secretary-designee
Wisconsin Department of
Workforce Development (DWD)



Melissa Hughes
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Corporation (WEDC)

Purpose

The purpose of this guide is to describe the most common career-based learning experiences (CBLEs) available to students and teachers in Wisconsin schools. CBLEs, such as classroom speakers, company tours, and job shadows, familiarize students with the nature of jobs and help them determine the general direction they want to take their learning and possibly their careers.

In addition, this guide will assist educators and employers differentiate between CBLEs and work-based learning opportunities (WBLs). A subset of CBLEs, WBLs include experiences such as internships, Youth Apprenticeships, and cooperative education programs. High-quality WBLs allow students to experience work environments, learn new skills, build a career identity, and better chart a path to and through postsecondary education and training that aligns to their career goals.

The hands-on nature of most WBLs also helps young people develop employability skills. These include forming positive relationships with adults, developing social capital, and building networks within their career pathway. Employability skills are assets that benefit students beyond high school, regardless of the career pathway they choose.

Finally, this guide provides school districts with the detailed criteria needed to ensure the WBLs they offer fulfill the reporting requirements of the federal Perkins V legislation.



“[Work-based learning] is a vital part of our students’ education journey. This is an opportunity to find out if they like or do not like things in their career path.”

—Cheryl Kothe
Retired from
Kenosha Unified
School District

Background

Through the Academic and Career Planning (ACP) process, students participate in a variety of career-based learning experiences (CBLEs) that involve direct employer engagement. The engagement between employers and students may be short, as with classroom speakers, or may be in-depth, as with Youth Apprenticeship, but all CBLEs include participation from an employer or industry partner and are generally school-supervised.

Wisconsin Career-Based Learning Experience Continuum

KNOW CBLEs	EXPLORE CBLEs	PLAN & GO CBLEs
Classroom speakers	Job shadow	Informational interview
Company tour	CTSO or career-related out-of-school activity	Career mentoring
Career fair		School-based enterprise (SBE)
Career-related project	Career-related volunteer or service learning	Student entrepreneurial experiences (SEE)
Part-time or summer job		Simulated worksite
		Internship or local co-op
		State-certified co-op program
		Supervised Agricultural Experiences (SAE)
		State-certified Youth Apprenticeship

It is important that districts offer a continuum of CBLEs as students progress through the stages of the ACP process. We recognize that the CBLE continuum may not include every possible type of CBLE. Further, CBLEs may look slightly different in each school district to best meet the needs of local students and employers. Regardless, we encourage all Wisconsin educators to embrace these CBLE terms in order to build a common language among educators and employers.

Career-based learning experiences (CBLEs) – These include the universe of business-connected experiences and opportunities that allow K-12 students to participate in career awareness, career exploration, or career development.

Work-based learning experiences (WBLs) – WBLs are a subset of CBLEs that meet the quality and rigor requirements for career and technical education (CTE) as defined in the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

Table 1. Career-Based Learning Experience Types*

EXPERIENCE	TYPE
1. Classroom speaker	CBLE
2. Company tour	CBLE
3. Career fair	CBLE
4. Career-related project	CBLE
5. Part-time or summer job	CBLE
6. Job Shadow	CBLE
7. Career-related volunteer or service learning	CBLE
8. Career and technical student organization (CTSO) or Career-related out-of-school activity	CBLE
9. Informational interview	CBLE
10. Career mentoring	CBLE
11. Simulated worksite	CBLE or WBL
12. School-based enterprises (SBE)	CBLE or WBL
13. Student entrepreneurial experience (SEE)	CBLE or WBL
14. Supervised agricultural experience (SAE)	CBLE or WBL
15. Internship or local co-op	CBLE or WBL
16. State-certified employability skills co-op	WBL
17. State-certified occupational program co-op	WBL
18. State-certified youth apprenticeship	WBL

*Table 1 lists the category most often assigned to a specific experience. Note that some CBLEs may be counted as WBLs, depending on how closely an experience fits within the parameters of the Perkins V definition.

CBLE vs WBL?

For the purposes of state reporting, DPI follows the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) legislation definition of work-based learning. Therefore, for a school district to report a CBLE as a WBL, the CBLE must meet the following criteria:

1. Involves sustained interactions, either paid or unpaid, with industry or community professionals.

Sustained: This means a minimum of 90 hours that can be rotated among employers or positions. The employer is engaged throughout the experience, which can take place in one semester, an entire year, the summer, or even a six-week period. Note: There are exceptions in which the 90 hours could be spread over multiple years for some special populations, such as for vocational training in postsecondary transition planning (PTP) for students with disabilities.

Interactions: This means more than just observing; WBL is performance-based.

2. Takes place in real workplace settings as practicable or simulated environments at an educational institution.
3. Fosters in-depth, firsthand engagement with the tasks required in a given career.
4. Aligns with a course (minimum one semester). Providing credit for both the work-based learning experience and the course is highly encouraged.
5. A training agreement between the student, employer/business, and school defines the roles and responsibilities of the student, the employer, and the school. (See Appendix 1.)
6. There are regular, periodic oversight and interactions with employers or community members from the industry related to the assigned work.

Two accountability standards—the Perkins V performance measure and School and District Report Cards—rely on districts to accurately report WBLs that meet all six criteria.

Because experiential learning is delivered primarily outside the local school district, it is important for the local school to work closely with the community organization or work-based mentor to establish policies and procedures. Students, schools, parents, community-based organizations, and employers are required to follow all state and federal child labor regulations (if applicable) pertaining to WBL programs.



A student is released from school to go to a job for one period a day as part of the school district allowance for the at-risk credit recovery program. The student

independently finds the job, which has no connection to classes taken at school or supervision by school staff. The student receives no class credit for leaving and working, and works hours set by the employer.

To turn it into a CBLE

- Assist the student in finding a job that connects to the student's ACP plan.
- The focus of the work experience can be on developing skills related to a potential career area of interest or learning about careers that may be of interest.

To turn it into a WBL:

- School partners with the employer to mentor the student.
- School supervises the experience and ensures the employer-mentor provides a mechanism for skill attainment and reflection according to the DPI State-Certified Employability Skills program.
- School, employer, and student ensure a minimum of 90 hours of paid work occurs as required by the Employability Skills program.
- Release period is classified as a course with high school credit.

Note: All six WBL criteria still need to be met.

Bringing It All Together: Connecting CBLEs to Career Readiness Programs

Now that we understand what a CBLE is, let’s look at how CBLEs relate to the larger components of an integrated career readiness program.

Academic and Career Planning (ACP)

In Wisconsin, the ACP process bridges academic classroom learning with the steps needed to identify a potential career choice. Through ACP, students set goals to define their interests, skills, preferences, and aspirations. As they learn more about themselves, students are better able to recognize career possibilities and educational pathways that match their interests. In addition, ACP enables students to explore their career preferences and learn if a career is compatible and worth pursuing. In fact, exploring careers through CBLEs is a critical component of ACP. These experiences connect academic coursework to career opportunities in school, at a workplace, or in partnership with business mentors.

ACP PROCESS	ACP COMPONENTS
KNOW Who am I? Get to know your interests, skills, and strengths.	ACP ACTIVITIES Lessons, activities, and software tools that guide K-12 students through the ACP process. They can take place in the classroom, out of school, or virtually, but do not involve employer engagement.
EXPLORE Where do I want to go? Explore careers and educational opportunities.	CAREER-BASED LEARNING EXPERIENCES An ACP activity that involves a business or employer partner.
PLAN How do I get there? Set your career, education, and financial goals. Choose courses and activities to further develop the academic and technical skills you will need.	
GO What support do I need to succeed? Identify resources and supports that will help you achieve your plan. Develop success skills.	

Learn more more about Academic and Career Planning on the DPI website.

CBLEs provide students with a firsthand look at:

- what careers are like,
- how school-based learning is relevant,
- what skills are needed, and
- how they can use their skills in a real-world setting.

Most importantly, students can evaluate how interested they are in a given career and adjust their plans accordingly.

Career Pathways

For many students, the ACP process leads naturally to a career pathway. In K-12 education, a career pathway is a series of connected career and technical courses and training opportunities that flow seamlessly into a post-high school education for a specific career area. A career pathway includes:

- A sequence of career and technical education courses
- An industry-recognized credential
- Work-based learning experiences
- Opportunities to earn college credit at the high-school level
- Related career and technical student organization activities

For districts that offer a career pathway for high school students, it is critical that they also offer CBLEs related to the pathway starting in middle school, if not earlier. Because CBLEs are highly engaging, they are the best way to get students excited and interested in careers, and are most effective at creating a pipeline into a high school career pathway program.

In addition, for students participating in a career pathway program, CBLEs, particularly WBLs, are a key way to develop skills for the pathway. Students who participate in CBLEs in earlier grades are more likely to have successful experiences in WBL placements later on.

Academic Courses

Further, connecting the classroom to careers is an effective way to engage students and reinforce educational relevance. CBLEs, such as a guest speaker, a career-related project, or a virtual job shadow, can help students see how their learning can be applied in a variety of careers, often igniting an interest and passion for learning that would not exist otherwise. It helps answer the eternal student question, “Why do we need to know this?” Because of this, every student is encouraged to participate in at least one CBLE every year as a part of the ACP process.

Xello

In many regions of the state, students can access CBLE opportunities through Xello, the state-supported ACP software tool. Often referred to as “Inspire,” companies create profiles in Xello that can include CBLE or WBL “opportunities” they offer. Educators and students can request to engage with companies in their desired CBLE or WBL directly through their Xello account. To learn more, go to [Xello](#).

Out-of-School-Time Programs

Although many CBLEs take place during the school day, out-of-school-time programs should play an important role in providing CBLEs and WBLs for students. We encourage school districts to partner and collaborate with out-of-school-time programs, such as community learning centers, pre-college programs, libraries, youth workforce development programs, and other youth-serving organizations. These programs can support CBLEs and WBLs, and enhance your ACP program.

Social and Emotional Learning

As previously mentioned, CBLEs help students develop stronger employability skills. And many employability skills, such as communication, collaboration, and critical thinking, are based on social and emotional competencies. Thus, CBLEs are an ideal way for students to practice and develop these skills. Learn more about this connection in “[Wisconsin’s Guide to Social and Emotional Learning and Workforce Readiness: A Powerful Combination](#).”

Work-Based Learning Program Accountability

Student participation in WBL programs is a metric that is used for state and federal accountability. For state accountability, it is an indicator of postsecondary preparation. For federal accountability, WBL serves as the additional quality indicator chosen by Wisconsin as outlined in the Wisconsin Perkins V State Plan. Specifically for federal reporting purposes, the definition is as follows:

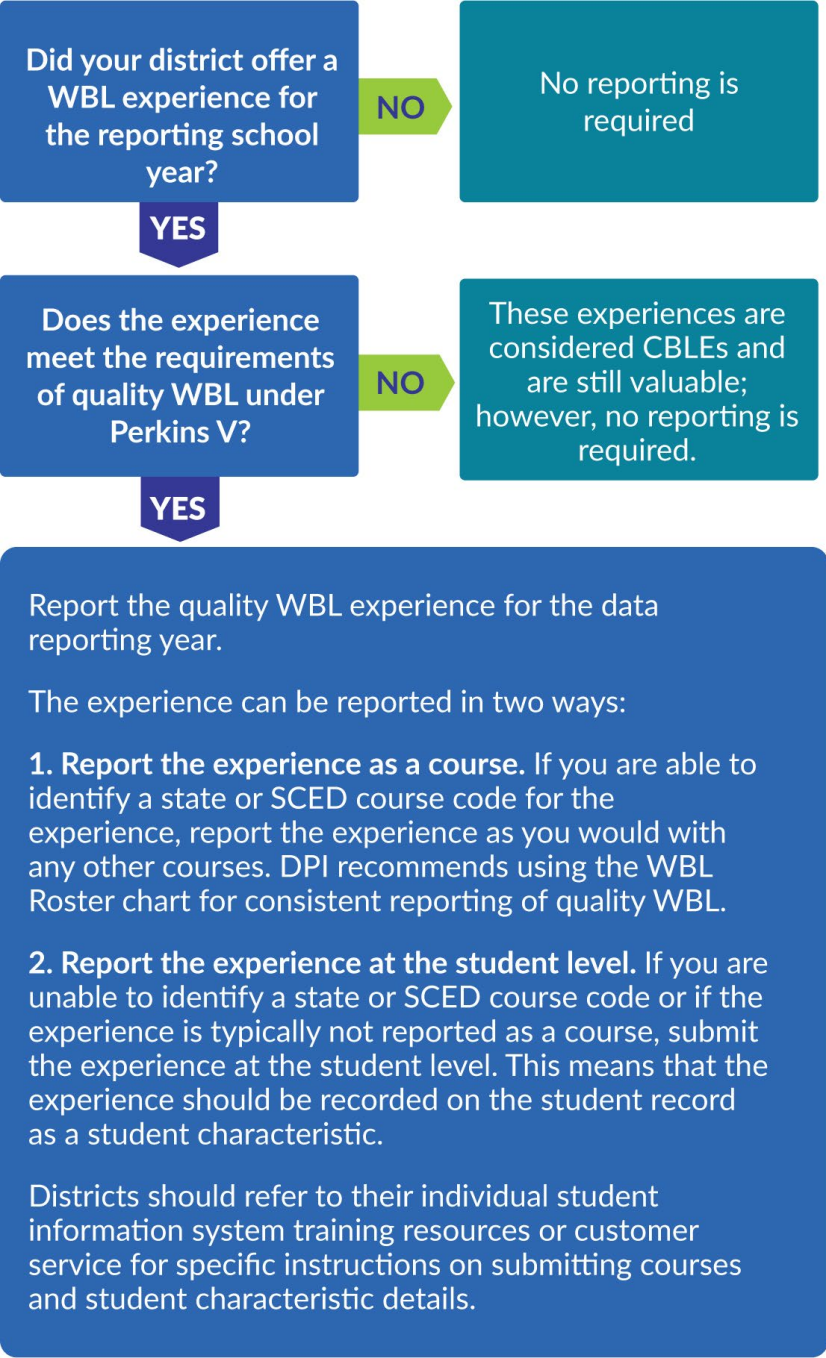
5S3: Work-based Learning Participation

Definition: The percentage of [CTE concentrators](#)* graduating from high school having participated in work-based learning.

**A CTE concentrator is a secondary student who has completed (passed) at least two CTE courses in a single career pathway throughout high school.*

As a result, the program quality indicator relies heavily on WBL data collected under the larger [Career Education](#) data collection in Wisconsin’s Information System for Education, otherwise known as [WISEdata](#). WBL data collected under Career Education is used to satisfy both Perkins V data reporting requirements and college and career readiness accountability. Under Career Education, WBL may be reported as either a certified or non-certified career education program.

Districts should determine and map their WBL experiences with a certified or non-certified career education program based on the [career education program name definitions](#). Once identified, districts should report the appropriate program names and students associated with the programs in their individual student information system (SIS). To help districts determine if and how they should be reporting WBL using certified or non-certified career education program names, please refer to the flowchart on the next page.



DPI has established a set of recommended School Courses for the Exchange of Data (SCED) course codes for WBL experiences. Districts submitting WBL data at a course level are strongly encouraged to use these codes for their WBL courses to ensure accurate and consistent data at the state level for WBL accountability reporting.

The suggested state or SCED codes are based on the National Center for Education Statistics (NCES) SCED rigor level definitions as follows:

Rigor Level	Use for the Following Experience:
General/regular	<ul style="list-style-type: none">Local internships and co-opsState-certified Employability Skills Co-opCBLEs (SAEs, SBEs, SEEs, volunteering, simulated worksites, entrepreneurial businesses) that qualify as WBLs under the quality criteria outlined in the Definitions section
Advanced	<ul style="list-style-type: none">Youth Apprenticeship, Year 1State Co-Op, Year 1
Honors	<ul style="list-style-type: none">Youth Apprenticeship, Year 2

CBLE vs WBL?

Students participate in a classroom to learn how to build sheds for the community. The CTE-licensed teacher provides training, management of daily tasks, and assessments of learning as part of the high school elective course. (CTE Course)



To turn it into a CBLE:

A CTE course can become more connected to industry as a CBLE by incorporating regular interactions and training with industry construction professionals, including classroom speakers, worksite visits, mentoring, and certification training.

To turn it into a WBL:

School-Based Enterprise (SBE):

- The teacher flips the class around and acts as a facilitator “CEO,” setting up the class with regular employer mentorship and interaction to run the shed-building as a business.
- The students lead in various business-defined roles for shed-building, such as order-taking, building, quality control, and marketing.
- Students are mentored and trained by employers as part of running the business.
- Monies from the sale of the sheds go to the school for maintaining and operating the business according to quality SBE program principles.

Entrepreneurial Business:

- A student or group of students starts their own business to build sheds with an employer-mentor.
- There is a progressive outline of tasks and a training agreement between the employer mentor, school, and student(s).
- The school ensures that the student business follows quality principles of business operation and provides credit for the experience.
- Monies from the sale of the sheds are part of the business model.

When WBL is incorporated into a classroom, time spent learning must be separated from time spent working (even if it is work simulation). A student must log at least 90 hours of working to count as a WBL experience. Some courses, especially year-long courses, may include 90 hours of work directly into the class period and still have adequate time for learning. In shorter courses, students may need to work some hours outside of class to meet the 90-hour minimum. Thus, some students may participate in the full WBL experience while others will qualify for a CBLE. These conditions may determine whether you report WBL as a course or as a student characteristic (see page 8).

Note: All six WBL criteria still need to be met.

In addition, please note the following for WBL SCED coding parameters when structuring data accountability settings:

- Use the recommended WBL SCED codes only for the student’s workplace experience portion, not the related classroom instruction courses.
- Select the appropriate SCED code from the designated rigor level (see columns) and cluster/career pathway (see rows) in the Work-Based Learning (WBL) Roster Coding Chart, which can be found under the Training, Support, and Documentation Links section of the [Career Education Help](#) page.
- If one of the CBLE types in Table 1 is considered a WBL experience because it meets the quality criteria, then code it as “General/regular,” but only if it meets the definition for a WBL experience as detailed in the “Definitions” section.
- The recommended WBL SCED codes, with the exception of Employability Skills, are already encoded as CTE courses.

DPI continuously makes revisions and improvements for assistance with SCED coding and program data definitions. Please stay informed.



“Work-based learning is sustained interactions with industry or community professionals in real workplace settings ... that foster in-depth, firsthand engagement with the tasks required in a given career field.”

—Strengthening Career and Technical Education



Building a Quality Local Work-Based Learning Program

A national review of WBL literature reveals one common finding: experiential learning works! Research has shown that tying classroom curriculum to the real world through WBL helps students make the connection between relevant learning and future careers.

In particular, work-based learning programs can provide:

...personal, educational, and career-related benefits to learners as well as to employees in the businesses who participate in these programs (Taylor 2001). Engagement in their own learning through personal involvement in the real-life activities at the worksite, resilience developed by learning to work independently and with others to solve problems that have a number of viable solutions, and success in applying academic and technical knowledge in the workplace serve to increase student self-confidence and motivate them to pursue learning (Luft 1999; Taylor 2001).

Strong partnerships with business and industry enable students to learn about careers and the workplace and gain job-related skills. They help students become personally aware of the standards that employers expect and lead them to reflect on the in-school learning that complements the achievement of those standards (Brown 2003)...

Work-based programs are linked to career-themed pathways through community college and four-year programs. Many students drop out of high school and college programs in part because they are unable to see any connection between what they are learning and what they may one day be doing professionally. They ask, "Why do I have to learn this?" By linking student learning to career pathways, work-based learning programs can lower the dropout rate (NAF, 2011). Indeed, research has found that students in work-based learning programs complete related coursework at high rates and have higher attendance and graduation rates than those not enrolled in such programs (Colley & Jamison, 1998). (Rogers-Chapman, Felicity, and Darling-Hammond 2013)

Quality WBL programs are built around a series of activities that exceed a stand-alone career exploration experience. Implementation of this approach must consider the following quality components:

School-based Learning

- Career development through the district Academic & Career Planning (ACP) process
- Identification of a career pathway
- Integration of academics and CTE
- Evaluation systems
- Secondary/postsecondary partnerships

Work-based Learning

- Employability skills development
- Work experience
- Workplace mentoring
- Technical competency
- Instruction in all aspects of an industry

Connecting Activities

- Matching students with employers/mentors
- Student mentoring programs
- Recruitment of employers
- Community and employer relations

Benefits

As mentioned, there are many benefits to be realized by all stakeholders involved in WBL experiences (Iowa Department of Education 2017; Nebraska Department of Education 2019; Tennessee Department of Education 2017).



"There is not a better method to prepare students for what is beyond this school."

*—Harley Greisbach,
Shiocton High School*

For students, participating in a WBL experience can:

- Connect classroom learning to the real world
- Offer a chance to observe professionals in action
- Help to network with potential employers
- Understand the connection between school, postsecondary education, and career goals
- Practice professional behaviors with professional expectations
- Develop good work habits
- Develop leadership skills and a sense of responsibility
- Practice technical skills in real-world scenarios
- Solve problems cooperatively and creatively
- Access opportunities for economic and social prosperity

For schools and educators, WBL program partnerships provide opportunities to:

- Hear information directly from industry professionals that enriches classroom experiences
- Add career training techniques used in businesses
- Develop ongoing relationships with the business community
- Stay informed of industry trends and changes in workplace expectations
- Promote skills that support student ACP goal attainment
- Ensure students are ready and prepared to meet the needs of the labor market and postsecondary education

For employers and the community, mentoring in WBL programs can:

- Shape a pipeline of knowledgeable, motivated talent
- Increase brand awareness and loyalty
- Gather input on the next generation of workers
- Build strong relationships and lasting partnerships that benefit everyone
- Broaden community impact and contribution

- Support strong learning experiences for students
- Provide students with exposure to opportunities outside their immediate environments
- Increase visibility of the industry/business
- Provide access to young workers who are eager to learn and have interest in the profession
- Address future hiring needs in a cost-effective and timely manner
- Provide input on classroom curriculum
- Offer a chance to shape skills, expectations, and habits of youth

Implementing Quality Work-Based Learning Experiences and Programs

No matter which experiences are offered (CBLEs or WBLs), successful quality career-based learning experiences are rooted in a system that embraces collaboration, communication, and continuous improvement. Crafting experiential learning is not a one-time activity, nor can it be accomplished in educational silos. Educators must work collaboratively with industry and community leaders to develop lasting partnerships that benefit everyone.

The following quality components should be represented in any WBL program. However, given the numerous and competing priorities that constrain a single school district, it is recommended that districts connect

“By acting as the conduit between our education and business partners, we create continuity in the quality of CBLEs [career-based learning experiences] offered. Our school and business partners understand that providing these quality experiences for students adds direct application and value to what the students are learning in school, which helps prepare the future workforce.”

— Nikki Kiss, Former Executive Director, INSPIRE Sheboygan County

with each other across counties and regions to identify an intermediary to leverage common goals for implementing and providing quality WBLs that involve the greatest number of students.


In order to realize benefits, WBL programs must support quality experiences that foster career exploration and skills-based learning. High-quality WBLs provide structured learning opportunities and authentic experiences. By interacting directly with employers and businesses in workplace settings, students are able to adapt to current academic, technical, and employability skills in a new setting.

More specifically, a local or regional WBL program of quality features the following (Nebraska Department of Education 2019, Tennessee Department of Education 2017):

- Is part of an overall continuum of experiences that provides students with meaningful career development opportunities
- Is part of the school's instructional ACP programming, not an add-on or extra-credit activity
- Focuses on applied learning in preparation for postsecondary education and careers
- Includes predesigned experiences that connect to the student's ACP
- Is broad enough to ensure exposure to multiple careers within a career pathway
- Offers regular interaction with professionals from industry
- Is supervised by both teachers and employers
- Offers opportunities for reflection and feedback
- Is aligned with postsecondary and career opportunities regionally or statewide
- Requires documentation of learning through skill assessment, artifacts, and/or portfolios

To implement quality experiences and programs, it is recommended that districts and regions consider the following components to ensure successful delivery (Nebraska Department of Education 2019, Tennessee Department of Education 2017):

- Procedures for program and student participation, management, and evaluation
- Student recruitment and selection processes that do not create obstacles to equitable access by special populations
- Employer selection, recruitment, and training for youth mentorship and legal considerations
- Employment preparation protocols for students
- Training agreements for students, school, employer, and adult family members to sign (see Appendix 1)
- Resources for student reflection, documentation, and feedback during the course of the WBL experience
- Outlines of training and instruction that will occur on the job, including required safety instructions (see Appendix 2)
- Support services to assist all youth in employment, but particularly youth with disabilities or disadvantaged youth, for employability and transportation
- Related instruction that helps students develop appropriate worksite skills and behaviors, and reinforces aspects of learning that occur at the worksite
- Collection and analysis of student and employer follow-up information to make program improvements
- Informational and promotional materials, access to community resources, and communication with the media to publicize program events and accomplishments
- Engagement with employers in other CBLEs to promote greater industry involvement
- Engagement with families that seeks feedback and promotes the program
- Connections with other groups and agencies for resources: Department of Workforce Development, the Division of Vocational Rehabilitation, regional workforce development boards, regional economic development organizations, county services, chambers of commerce, and other organizations
- Encouragement of active participation of students in career and technical student organizations at the local, state, and national levels, as appropriate, including leadership and competitive skill events



“Career exposure and experiences help students determine the best path ... by exploring interests and allow[ing] students to build important employability skills. In turn, there is a return on investment for employers when they engage our students in WBL experiences.”

—Amie Farley,
Elmbrook School
District

Roles and Responsibilities

An effective WBL program involves the active participation of many partners (Iowa Department of Education 2017; Tennessee Department of Education 2017).

SCHOOL DISTRICTS AND ADMINISTRATORS

- Provide DPI-licensed teacher-coordinators who work with students, their families, community organizations, and employers to implement a quality WBL program.
- Provide assurance that the WBL program(s) offered are operated as intended.
- Ensure that the WBL program and learning becomes part of the student's ACP portfolio.
- Are informed of student achievements, placements, employer evaluations, and other activities.
- Are informed of developments in the WBL programs, including improved attendance, dropout reduction, increased employability, and real-world relevance for education.
- Understand program challenges and needs to ensure continuous improvement of the WBL program.
- Use WBL and other career readiness data to build a more detailed picture of student and school accomplishments in the district.

In addition, the WBL program selection process should not be limited to high-ability students only. Rather, WBL is a means of serving all student populations based on individualized career goals and abilities.

DESIGNATED TEACHER-COORDINATORS

Designated teacher-coordinators ensure that WBL experiences effectively develop knowledge, skills, attitudes, and work habits that help students move successfully into adulthood. Teacher-coordinators:

- Plan, develop, administer, and evaluate programs.
- Ensure district policy and programs do not inadvertently create barriers to access and equity by all special populations.
- Coordinate safety training with the employer.
- Connect and monitor related class instruction.
- Coordinate and monitor on-the-job instruction.
- Advise employers and students.
- Handle community and public relations.

EMPLOYERS

Employers that participate in the WBL program are familiar with the training and educational aspects of the program and work to achieve training goals. Employers instruct students in the specific tasks needed to complete the job as well as information about safety and the general operation of the business. Employers and worksite supervisors:

- Participate in the development of the individual leadership learning plan and agreement in cooperation with the student and the supervising teacher.
- Offer a well-rounded variety of learning experiences.
- Provide training that develops skills for short-term tasks and long-term opportunities, especially in safety considerations at the worksite.
- Provide supervision through a workplace mentor.
- Assist students in establishing career goals.
- Advise the student on job performance, growth opportunities, and networking.
- Reinforce the value and relevance of technical and academic skills.
- Provide for the day-to-day safety of the student within the organizational experience.
- Maintain a physical and ethical environment that is both appropriate and beneficial.
- Adhere to all state and federal child labor laws as applicable.
- Cooperate with the teacher-coordinators to evaluate the student.
- Communicate regularly with the teacher-coordinators about what is needed to make the worksite an effective learning environment.

SCHOOL COUNSELORS AND ADVISORS

School counselors and advisors are informed about student career and social-emotional development as part of the district's ACP service delivery system. Their active involvement in the operation of the WBL program reduces concerns they may have that enrolling students in WBL could restrict opportunities to enroll in other courses. To demonstrate the student benefits of WBL, counselors and advisors should:

- Participate on employer and related classroom instruction visits.
- Participate in the student admission process.



“If the experience helps a student make a career decision toward that career or away from that career, both are a winning situation in helping that student make a strong career match. When these experiences are in [high school], they may help save a family time and money in the career search process down the road.”

—Mary Wussow, Green Bay Area Public Schools

CBLE vs WBL?

A small work group of students in an agriculture class is working on a simulated problem presented by the licensed ag teacher: Fish are dying in a local lake. Water samples are provided for testing and analysis. (CTE course).



To turn it into a CBLE:

- Students are expected to go on a field trip with a local environmental scientist to obtain water samples and then test the samples in the field and in the classroom lab.
- Data is collected, analyzed, and presented to the rest of their class and a group of citizens concerned about the lake.

To turn it into a WBL:

- Two students from the class assist an environmental company for a minimum of 90 hours as a local internship. Project tasks, outlined weekly by the company, support investigation of the water quality.
- A training agreement with each student has them check in weekly with the employer to report on tasks related to the water quality project.
- The students and employer meet in person outside of the ag class either in the lab, at the lake, or in the classroom during a designated WBL period.
- Students reflect on and are assessed for project progress by the employer and teacher.

Note all six WBL criteria still need to be met.

- Help students determine career interests and aptitudes.
- Provide connections to the student's ACP and goals.

STUDENTS

- Attend school on a regular basis.
- Notify the teacher-coordinator and the employer in advance when absence is unavoidable.
- Are fully engaged in learning at school and at the worksite.
- Meet WBL program expectations and requirements such as remaining in good academic standing.
- Discuss any problems as they arise with the teacher-coordinator.
- Communicate with the teacher-coordinator and the worksite supervisor to ensure that a safe, effective work/learning environment is maintained.
- Show initiative at the worksite.
- Accomplish all required training elements outlined in the training plan.
- Complete all necessary WBL documents and reports.

PARENTS AND FAMILY MEMBERS

According to Ohio's Career Connections, "Parents and family members have the greatest influence on a child's career decisions." To reach all students, parents must recognize the value of a WBL program to their children and be willing to encourage participation. Additional parental support of the program can take many forms. Encourage parents to:

- Share specific work-related incidents from a positive perspective
- Candidly discuss work challenges and perspectives
- Encourage their student's reflection about the work experience
- Stay informed about school-sponsored opportunities
- Encourage their student's future goal-setting based on connected school-work experiences
- Position work as a positive aspect of life
- Ensure student attendance
- Evaluate postsecondary education options
- Endorse the value of WBL experiences to other parents and community members
- Ensure student transportation needs are met

Legal Considerations

Educators, community members, and employers working with minors have a responsibility to provide youth with the education and experiences that will prepare them to be college- and career-ready. Fortunately for some, that includes opportunities to apply work or classroom learning in other environments. The primary concern, whether minors are learning in school or out of school, is that students are safe. Employment of minors laws have developed over time to ensure that youth are not exploited in work environments and are afforded specific protections.

Guidance has been produced by a team from the Wisconsin Department of Workforce Development (DWD) and the Wisconsin Department of Public Instruction (DPI) to assist schools and employers who hire youth. It is the primary responsibility of the DWD Equal Rights Division to issue permits and enforce laws that address the employment of minors in the state.

Note that this *Guide to Implementing Career-Based Learning Experiences* is meant to be used along with the [Guide to Wisconsin's Employment of Minors Laws](#) as an interpretive aide and is not meant to replace [Wisconsin Administrative Code Chapter DWD 270](#) or cover all possible scenarios or exceptions. Furthermore, this guide does not constitute a legal document which can be asserted as evidence in a court of law.

Compulsory Attendance

School boards and districts have broad authority and autonomy to personalize the learning experience for students in the high school grades to meet the needs of individual students as they progress to graduation. Published in 2017, [Fostering Innovation in Wisconsin Schools](#) also outlines credit and seat time flexibilities to support college and career readiness.

According to Wis. Stat. [§ 118.33\(1\)\(b\)](#), a school board may not grant a high school diploma to any pupil unless, during the high school grades, the pupil has been enrolled in a class or has participated in an activity approved by the school board during each class period of each school day, or the pupil has been enrolled in an alternative education program, as defined in Wis. Stat. [§ 115.28\(7\)\(e\)](#). Nothing in this paragraph prohibits a school board from establishing a program that allows a pupil enrolled in the high school grades who has demonstrated a high level of maturity and personal responsibility to leave the school premises for up to one class period each day if the pupil does not have a class scheduled during that class period.

Each school board submits to DPI high school graduation policies governing the granting of diplomas (Wis. Stat. [§ 118.33\(1\)\(f\)](#)). Policies include course requirements, number of clock hours of instruction required to earn one credit in the courses, and education programs for students with exceptional educational interests, needs, or requirements.

According to Wis. Admin. Code sec. [PI 18.05\(1\)\(d\)](#), open campus and work release may not be approved by a board under this section. However, a pupil's employment during school hours may be approved if the employment is part of or related to the pupil's instructional program [school-supervised work-based learning experience sponsored by an accredited school, the technical college system board, or DWD's Youth Apprenticeship program]; or if the employment is approved as an accommodation for a pupil with exceptional educational interests, needs, or requirements (Wis. Admin. Code sec. [PI 18.04](#)). Note that "work release," permitting students to leave the school premises solely for employment is different from a "work-based learning program," a program that provides occupational training and work-based learning experiences. (Wis. Admin. Code sec. [PI 18.05](#); Wis. Admin. Code sec. [PI 18.02\(11\)](#); Wis. Stat. [§ 115.363\(1\)\(b\)](#))

Districts have the authority to determine the equivalency of learning experiences outside of the classroom or the modified learning experience to actual traditional classroom instruction and how those experiences appear on the transcript (Wis. Stat. [§ 118.15\(1\)\(c\)](#)). Districts should consider what the implications are for postsecondary plans of the student when determining how to reflect activities or experiences on the transcript. Districts can structure work-based learning experiences (hours, credit, etc.) to accommodate the needs of students. **Students under 18 cannot work during school hours unless participating in structured work-based learning for credit** (Wis. Admin. Code sec. [DWD 270.10\(1\)](#)).

Currently, Wis. Stat. [118.56](#) addresses a specific type of work-based learning program and requirements for it. This statute does not preclude any other school-supervised work-based learning experience, such as DPI's State-certified Cooperative Education programs, DWD's Youth Apprenticeship program (Wis. Stat. [§ 106.13](#)), or local cooperative education programs, approved by school boards.

Exceptional, Alternative, and Special Education Exceptions

Special education programming in Wisconsin requires students under individualized education plans (IEPs) to develop annual postsecondary transition plans (PTPs) beginning at age 14. Furthermore, considerations for employment during school hours may be allowed if the employment is approved as an accommodation for a pupil with exceptional educational interests, needs, or requirements (Wis. Admin. Code sec. [PI 18.05\(1\)\(d\)](#)).

Under Wisconsin statute, alternative education is defined as an instructional program, approved by the school board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. “Alternative educational program” does not include a private school, a tribal school, or a home-based private educational program (Wis. Stat. § [115.28\(7\)\(e\)1](#)).

In addition, the Division of Vocational Rehabilitation (DVR) offers additional support programs to assist individuals with disabilities in seeking employment as part of transition services. These services include employment guidance and counseling, assistance finding and keeping a job, assistive technology, and training. Contact the [local DVR office](#) for more information.

Coordinator Licensing

Supervision and coordination of work-based learning (WBL) is a critical component of quality programs. Several license types can oversee school-supervised WBL. These are the recommended positions that are uniquely trained to do this work.

- School-to-Work Coordinator (5011)
- CTE Coordinator (5093)
- Local Vocational Education Coordinator (5193)

Teachers and administrators can oversee this work but are not specifically trained, through an approved program, to implement quality WBL with fidelity. [WISE Staff reporting](#) can provide specific coding for each of these positions as part of a district’s data reporting.

Child Labor Laws

CAUTION: This section does NOT cover all of the [child labor laws or exceptions](#) and has been edited for common situations encountered in WBL programs.

In general, there are two broad categories of youth employment: a regular youth-employer relationship that exists between a minor and employer for compensation for productive work for an employer, and a school-supervised work-based learning experience. [Wisconsin Administrative Code Chapter DWD 270](#) and the [Guide to Wisconsin’s Employment of Minors Laws](#) address the legal requirements and considerations for all youth employment.

Employment means that a person is required, or directed by an employer in consideration of direct or indirect gain or profit, to engage in any employment, or to go to work, or be at any time in any place of employment. However, students who are enrolled in school, in a school-supervised work-based learning experience, sponsored by an accredited school, the technical college system board, or DWD’s Youth Apprenticeship program, and receive school credit for program participation, are designated specifically as “student learners.” In order to be considered a student learner, minors must meet the following criteria:

1. They are enrolled in a school-supervised work-based learning experience sponsored by an accredited school, the technical college system board, or DWD’s Youth Apprenticeship Program.
2. They are enrolled in school and receive school credit for program participation.
3. They receive appropriate safety instruction at the school and at the workplace.
4. The work performed is under direct and close supervision of a qualified and experienced person.
5. The work performed in any occupation declared hazardous is incidental to the training and is for intermittent and short periods of time.
6. There is a schedule of organized and progressive work processes to be performed on the job. ([Wis. Admin. Code sec. DWD 270.14\(3\)](#))

Furthermore, there are some specific references that should be considered when operating a school-supervised work-based learning (WBL) program. Please note that this is not an all-inclusive list of every possible work circumstance and employers and schools should thoroughly review the programs and child labor laws at the links above prior to beginning any school-supervised WBL program.

WORK PERMITS

- Work permits are required for the lawful employment of minors under 16 years of age in work in connection with the business, trade, or profession of an employer.
- Work permits are NOT needed for:
 - Youth age 16 and older
 - Agricultural work
 - Domestic employment in a private home that is not a business
 - Volunteer work for a nonprofit agency
 - The Youth Apprenticeship (YA) Program if work is restricted only to YA skills training
 - Work with a nonprofit organization in and around the home of an elderly person or a person with a disability to perform snow shoveling, lawn mowing, leaf raking, or other similar work usual to the home of the elderly person or person with a disability (restrictions apply)
 - Employment/work under the direct supervision of the parent or guardian in connection with the parent's or guardian's business, trade, or profession ([Wis. Admin. Code sec. DWD 270.05](#))

AGES OF WORK

- A minor who is 14 years of age or older may not be employed during the hours that the minor is required to attend school unless the minor has graduated from high school, passed the general education development test, or is participating in an approved school-supervised work-based learning experience for which proper scholastic credit is given ([Wis. Admin. Code sec. DWD 270.10\(1\)](#)).
- See [laws for exceptions](#) to the under 14 years of age law.

HOURS OF WORK

- Minors under 18 are allowed to work during school hours if the student is enrolled in a school-supervised work-based learning experience.

- Hours worked as part of a work-experience program during school hours do not count as part of the total labor law permitted hours of work per day or per week.
- Wisconsin no longer limits the hours 16- and 17-year-old minors may work. ([Wis. Admin. Code sec. DWD 270.11](#))

RESTRICTED WORK TASKS

- Student learner status does not override the child labor laws. The student learner exception limits the minor to performing some hazardous tasks on an incidental (less than 5 percent of their work time) and occasional (not a regular part of their job) basis.
- See [Guide to Wisconsin's Employment of Minors Laws](#) for a complete list of tasks and equipment allowances and restrictions.

Liability and Insurance

In general, if an employer has adequate general liability and workers' compensation coverage, no additional liability is required as a result of hiring youth. However, before hiring youth and/or participating in a work-based learning program, an employer may wish to consult with their insurance carrier. Ultimately, final determination of liability in a particular situation will be determined by a court of law after review of the specific circumstances.

The party responsible for transportation is liable in case of an accident. Minors responsible for their own transportation to and from the worksite are responsible for their own insurance. In instances where the school provides transportation for student learners, the school may be responsible for insurance coverage. Only if the employer provides transportation to or from work for youth may the employer be responsible for this insurance coverage.

When a minor becomes an employee of a company, they must be covered by the employer's workers' compensation coverage. For agricultural employers, farmers need to carry workers' compensation insurance if they have six or more employees.

Minors can file for unemployment compensation unless the minor is enrolled full-time in a public educational institution and receives school credit for participation in a work-based learning program.

The employment of minors participating in a school-supervised work-based learning experience should not impair existing contracts for services or collective bargaining agreements. Any student learner program that would be inconsistent with the terms of a collective bargaining agreement should be approved with the written concurrence of the labor organization and employer involved. (Wisconsin Department of Workforce Development 2018).

Safety

Ensuring the safety of each student during a work-based learning activity is required by both the district and the employer. Specific safety instruction should be incorporated into both classroom and worksite elements of any career-based and work-based learning experience, including short visits for tours and job shadows. The following are a few general resources available to the teacher-coordinator to help address this important topic.

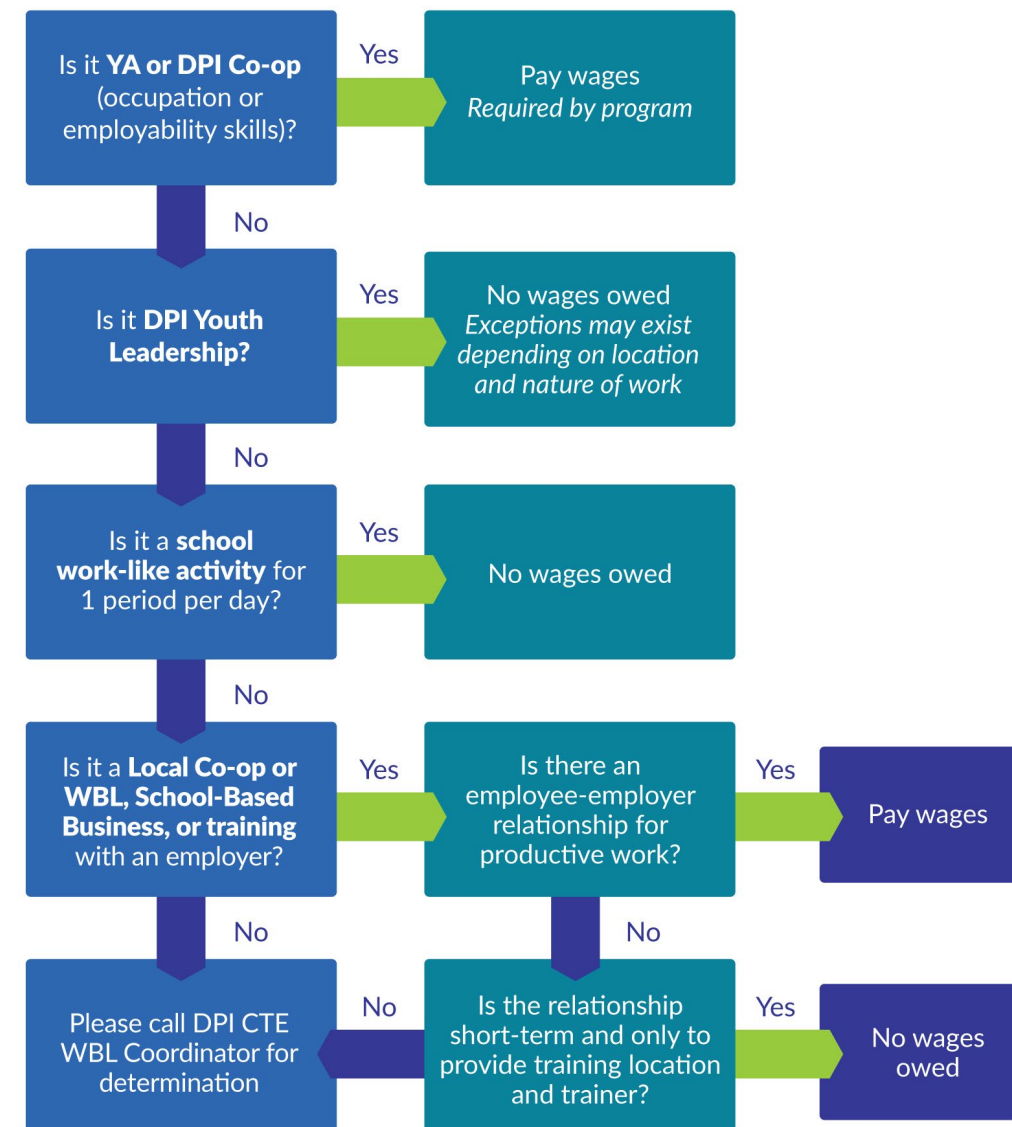
- [Youth@Work](#) - United States Equal Employment Opportunity Commission's (EEOC). Rights and responsibilities as an employee to eliminate discrimination in the workplace. Classroom resources available.
- [YouthRules!](#) - United States Department of Labor. National child labor laws in student friendly webpages and toolkits.
- [Safe Work for Young Learners](#) - Youth worker safety information by hazard from the Occupational Safety and Health Administration.

Student Records

Using student data for district, school, and classroom improvement planning can be very helpful when used correctly and with the necessary security and privacy practices in place. Although data can be used to facilitate change and improvement, the usefulness of this data must be balanced with the privacy of the students represented by the data. This includes data about enrollment and participation in WBL programs.

The [Family Educational Rights and Privacy Act \(FERPA\)](#) (20 U.S.C. § 1232g; 34 CFR Part 99) and the [Wisconsin Pupil Records Law \(118.125\)](#) protect the privacy of student education records. The laws apply to all schools that receive funds under an applicable program of the U.S. Department of Education. Collection, dissemination, and retention of all student information should be controlled by local district procedures designed to implement the primary task of the district while protecting individual rights and preserving the confidential nature of the various types of records. Furthermore, the Wisconsin Department of Public Instruction and the Wisconsin Department of Workforce Development provide for limited and

Are Wages Required for Work-Based Learning Employment?



secure data access for the State-certified Cooperative Education and Youth Apprenticeship programs.

Consult the DPI [Student Data Privacy resources](#) for more information on data privacy and responsibilities of school districts.

Wages

Minors must be paid at least minimum wage when engaged in productive work for an employer. Wisconsin wage statutes require that employers pay all workers all wages earned on at least a monthly basis, except farm labor which can be paid at quarterly intervals. Exceptions exist in some circumstances based on the nature of the work; however, in general, if a student learner is part of a school-supervised work-based learning experience, whereby a student trains, and an employer gains advantage from the work a student completes, then an employer-employee relationship exists and that student is owed wage compensation. In addition, the on-the-job training period is regarded as employment time for minors no matter the length of training time.

Exceptions to paying student wages can fall into the following three categories. However, caution should be exercised and considerations given where a student learner may be owed wages.

Student work-like activities: No compensation is required if:

- The primary purpose is educational and the activity is primarily for the benefit of the student.
- The student performs the activities for time periods of one hour or less per day.
- The student is supervised by an adult.
- Work-like activities may include helping in the school lunchroom or cafeteria, cleaning a classroom, acting as a hall monitor, performing minor clerical work in the school office or library, or performing tasks as an extension of the classroom learning experience, e.g., building sheds for the community.

Volunteer/service learning: Volunteer service is given freely without consideration or anticipated monetary payment.

- The work is performed for charitable, nonprofit organizations, including nonprofit hospitals or nursing homes and government agencies.
- Commercial businesses may not legally use minors as unpaid volunteers.
- Minors cannot volunteer for a for-profit business, but they can go there and shadow or observe as part of an educational experience.
- Written consent of the minor's parent and supervision by a responsible adult is required.
- No minor may volunteer in an occupation or place of employment deemed dangerous.

Intern/trainee: Training is academically oriented for the benefit of the student, and no employer-employee relationship exists. If all six criteria listed below apply, the trainee or student is not employed:

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

Otherwise, the trainee or student will be regarded as an employee and must be paid.

Equity and Access

Equitable access to occupational career areas has been a challenge historically from an age, gender, cultural, and racial perspective. Therefore, it is more important than ever that each student is able to transition into post high school education and a promising work life.

Because opportunities for access are complicated by urban, suburban, rural, and ultra-rural economic contexts, it is important that districts embrace student access and equity, recognizing that school policies for WBL programs may actually impede access by some students.

“CTE and WBL teacher-coordinators cannot assume that all students have access to resources such as transportation, parent, and/or industry support. We need to be mindful of whom WBL is accessible while removing barriers for others. Consider the following as it relates to the coordination of WBL: training agreements, training plans, and trainee evaluations, and criteria used to accept students into WBL. How might these coordination tools impact student access? Also think about the micromessages perceived by students through CTE and WBL communication (pictures, posters, words, advice; and the things they see, hear, and experience in their community and school environment)” (Haltinner 2020).

While there is no one-size-fits-all approach to ensure equity and access for all students, consider how the following potential barriers may inadvertently be embedded in your district’s current WBL policies and programs:

- Transportation availability (dependability, safety, and costs in maintenance and fuel for getting to and from the work setting)
- Time and conflicting responsibilities (family, education, and the adolescent/young adult developmental nature, roles, and responsibilities)
- Support from parents, spouses, partners, and childcare
- Business and industry access and support due to regulations or hiring practices (company policies and HIPAA regulations)
- Personal return on investment (ROI) in engaging in the part-time nature of traditional versions of work-based learning
- Access to experiences across all aspects of the business

- Curricula access in support of school-coordinated work-based learning especially school-based and work-based conceptual and technical skills
- Micromessages in monoculture communities and their impact on student permission-giving (peer, parents, mentors, and teachers) as encouragement to see and pursue opportunities (Haltinner 2020).

The DPI website provides links to resources through its CTE, ACP, and Pupil Services webpages. At minimum, WBL program enrollment and completion data, disaggregated by socio-economic status, disability, gender, and ethnicity should be collected and reviewed annually to ensure that WBL program access, participation, and completion are diverse, and employer hiring practices for WBL programs are not discriminatory.

Furthermore, Wisconsin’s [Framework for Equitable Multi-Level Systems of Supports](#) (MLSS) should be used to review WBL programs. Using the 11 key components of the Equitable MLSS provides a model that districts can review to evaluate a school’s equitable access, continuous improvement, strong universal levels, and continuum of support for every student, parent/family, and community partner.

Additional access and equity resources include:

- [Promoting Excellence for All](#) (PEFA) training and resources
- [DPI Civil Rights Compliance Equity and Diversity](#)
- [Pupil Nondiscrimination Self-Evaluation](#)
- [The National Alliance for Partnerships in Equity](#) (NAPE)
- [Wisconsin’s Project SEARCH for students with disabilities](#) (DWD)
- [Wisconsin Statewide Parent Educator Initiative](#) (WSPEI)
 - [Opening Doors to Employment](#)
- [Engaging Special Populations in CTE](#)



“Learning is a life-long endeavor and happens beyond the walls of the school. From an equity standpoint, WBL, as an option, is just as relevant as preparing students for college. The symbiotic relationship between community, business, and schools is fostered in a positive light by students learning and working in the local community.”

*–Greg Benz
School District of
Westfield*

CBLE vs WBL?

A student is hired by a local catering company as part of the student's ACP plan in culinary arts. The school offers this co-op work experience and requires the student to work 120 hours in the next semester. There is an outline of progressive work skills, and the student will receive credit for the work. The school has a process for the student to reflect on the work and make regular connections with the supervising teacher. Everything is set for the student to start working when the COVID-19 pandemic hits. The company closes as parties and catering orders are cancelled. (WBL). While the company is working on smaller carry-out orders to stay in business, the employer does not want the student to come in. However, there are options!



To keep it a WBL:

To move to a VIRTUAL Local Co-Op:

- The employer and student modify work, which was previously planned at the worksite, to online trainings via video.
- The student tasks are re-assigned to include research or projects the employer never had time to address before, such as developing new menu plans or investigating portion sizes and costs based on changing supplier costs.
- The employer regularly checks in with the student and school to ensure learning and training are on track.

To move to a simulation:

- Sadly, the catering employer lays off the student; however, the supervising teacher knows of a retired chef that can support the student virtually.
- The student and the former chef connect weekly online and come up with a new progressive plan for learning tasks as if the student owns a restaurant.
- The student works at home to develop plans, learns skills through industry videos, and practices and responds to simulated scenarios from the chef as if operating a restaurant out of the home kitchen.
- Meal planning, practicing cooking skills in the home kitchen, and business-based scenarios allow the student to have an employer-connected simulated worksite experience.

Note all six WBL criteria still need to be met.

Implementing Virtual Options

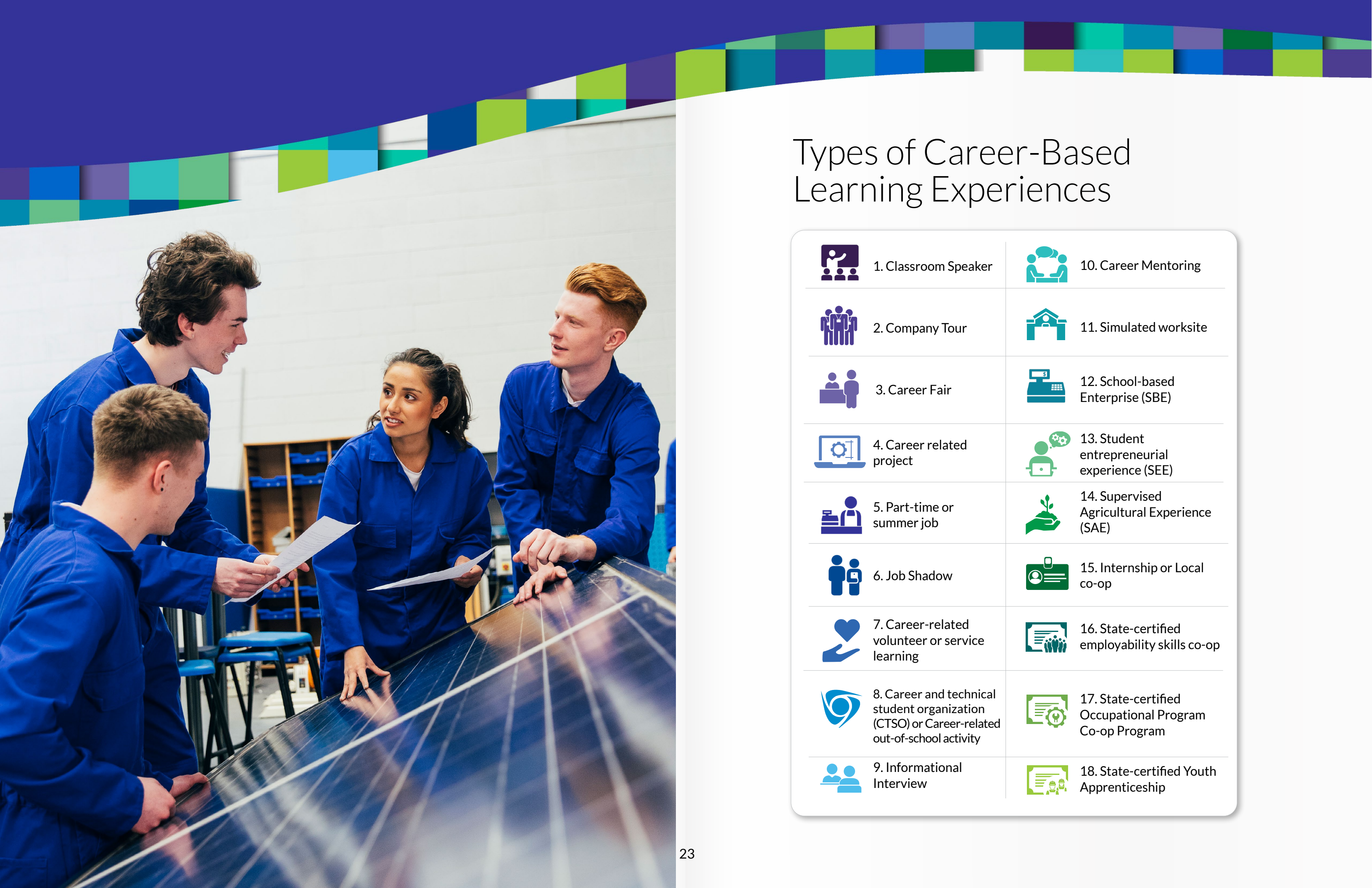
As stated previously, access to CBLE opportunities is complicated by urban, suburban, rural, and ultra-rural economic contexts (Haltinner 2020). This is especially acute in rural areas that are affected by significant geographical distances or decreased density of willing K12 partner employers. Consequently, these factors are further amplified by the varying capacity to offer similar levels of career-based and work-based learning experiences supported in larger urban or suburban areas and districts.

The additional challenge of the COVID-19 pandemic has further stressed typical K12 education CBLE offerings. Economically, CBLE opportunities could become less frequent as employers, especially small businesses, focus on immediate needs to stay solvent and support current employees. However, companies that have capacity can now use innovations and creativity to provide similar experiences to students. Moreover, these methods might address rural barriers to access.

As regional collaborative groups take shape in each of the nine regional economic development organizations statewide, school districts can leverage a common point of K12 education-business partnerships in high-skill, high-demand occupational areas. This regional approach can also help alleviate barriers. By taking advantage of a larger partnership, schools can offer CBLEs they would not be able to offer on their own.

The following pages outline specifics for CBLEs offered by schools in partnership with employers. Where possible, this virtual icon identifies an example of how an experience might be offered or accessed in a virtual, remote environment.





Types of Career-Based Learning Experiences

 1. Classroom Speaker	 10. Career Mentoring
 2. Company Tour	 11. Simulated worksite
 3. Career Fair	 12. School-based Enterprise (SBE)
 4. Career related project	 13. Student entrepreneurial experience (SEE)
 5. Part-time or summer job	 14. Supervised Agricultural Experience (SAE)
 6. Job Shadow	 15. Internship or Local co-op
 7. Career-related volunteer or service learning	 16. State-certified employability skills co-op
 8. Career and technical student organization (CTSO) or Career-related out-of-school activity	 17. State-certified Occupational Program Co-op Program
 9. Informational Interview	 18. State-certified Youth Apprenticeship



CBLE (Know)

1. Classroom Speaker

Definition

An employer visits a classroom to talk with students about a job, business or industry, personal journey, job duties and responsibilities, skills and knowledge needed, or a specific curricular topic.

State Certificate

None

Course Credit

None

Number of Hours

Typically one class period - 30-90 minutes

Program Administration

Classroom teacher. The teacher works collaboratively with an employer business contact.

Program Elements

The teacher develops a partnership with a local employers for topics and presentation.

Documentation

Local classroom materials

Resources

- For employer career speakers: Inspire Wisconsin Toolkit - Guest Speaking
- For all: [JFF Possible Futures Curriculum](#)

State Webpage

None

Virtual Option

- Arrange for speakers to present via a video-conferencing platform.





CBLE (Know)

2. Company Tour

Definition

A company hosts a tour of facilities and operations to highlight careers within an organization. The host may highlight a typical day, student opportunities, or a curricular connection to a specific topic.

State Certificate

None

Course Credit

None

Number of Hours

Typically 1-3 hours

Program Administration

Classroom teacher (the teacher works collaboratively with the employer business contact).

Program Elements

The classroom teacher and employer business contact collaborate to create field trip opportunities related to coursework.

Documentation

Local classroom materials

Resources

- For employer hosts: Inspire Wisconsin Toolkit - Company Tours
- For all: [JFF Possible Futures Curriculum: Lenses on the Future](#)

State Webpage

None

Virtual Option

- Arrange for a business spokesperson to present and walk through their facility with a camera remotely via a video-conferencing platform.





CBLE (Know) 3. Career Fair

Definition

Groups of businesses staff booths or meet with groups of students to share career information, advice on pursuing a career, career knowledge needed, and career roles and responsibilities.

State Certificate

None

Course Credit

None

Number of Hours

Typically 2-4 hours

Program Administration

School district(s) staff and/or regional intermediary

Program Elements

School district(s), and/or regional intermediary, staff, and employer business contacts collaborate to develop a career fair for multiple students in multiple occupation areas.

Documentation

Local classroom materials

Resources

Check with your local school counselors through their ASCA/WSCA membership.

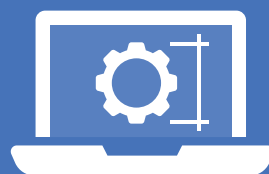
State Webpage

None

Virtual Option

Open with a large virtual presentation and follow up by assigning and rotating small groups of students and similar career-cluster speakers to interact via a video-conferencing platform in virtual breakout rooms.





CBLE (Know)

4. Career-related Project

Definition

In a career-related project, an employer mentors a group of students in a class or out-of-school activity as they work on a project connected to an employer's industry or area of expertise.

Project-based learning (PBL) is defined as a teaching/learning method that engages kids in focused, active, real-world learning over an extended period of time. Not only does PBL naturally help students develop career-readiness skills, it also can be an engaging way to explore and learn about careers.

State Certificate

None

Course Credit

None, although it may take place in a credit-bearing class.

Number of Hours

Varies

Program Administration

Classroom teacher or out-of-school program leader

Program Elements

According to Defined Learning, effective program elements require a teacher to:

- Survey students to determine their career areas of interest.
- Link classroom PBL projects to real-world career opportunities.

- Give students opportunities and a purpose for using cutting-edge technology.
- Bring in experts from these fields and invite them to talk with, work along with, and provide project feedback to your students.

Documentation

None

Resources

- [Career-Focused Project Based Learning: The Ideal Teaching Approach for Career Preparation](#)
- [Gold Standard PBL: Essential Project Design Elements \(Buck Institute for Education 2015\)](#)





CBLE (Know)

5. Part-Time or Summer Job

Definition

A job occurring outside of the school day, unless work-release has been granted, in which the employer is not coordinating with the student's school as part of a specific program (not school-supervised).

For many high school students, part-time summer or after-school jobs are their first experience of the "world of work." If an employer-employee relationship exists, students are paid for productive work. While these experiences provide a benefit to developing social-emotional-employability skills in students, these jobs occur outside of the school day (unless work-release has been granted). The employer does not coordinate with the student's school as part of a specific program

State Certificate

None

Course Credit

None

Number of Hours

Set according to the age of the student per Child Labor Laws

Program Administration

- Student on their own
- Not a school-supervised experience unless part of a specific program

Program Elements

- Student obtains employment for personal reasons
- Child labor laws are applicable; student learner status does not apply

Documentation

According to labor requirements

Resources

- [Wisconsin Labor Standards.](#)
- [Guide to Wisconsin's Employment of Minors](#)

State Webpage

[Youth Employment](#)





CBLE (Explore)

6. Job Shadow

Definition

A student observes an employee at a business anywhere from a few hours to a few days to learn about a particular occupation or industry. Students do not perform productive work and are not paid for the experience.

State Certificate

None

Course Credit

None

Number of Hours

Generally 2 hours to 5 days

Program Administration

Student, school district staff, and/or regional intermediary

Program Elements

The district and/or regional intermediary:

- Develop policy, forms, and a process.
- Manage student/school requests.
- Prepare worksite supervisors/mentors for process and expectations.
- Ensure any required documents are complete, including district insurance documentation, prior to the student experience.
- Prepare the student(s) for the shadow experience.
- Schedule students and keep records of job shadow experiences, including names, dates, worksites, and supervisor/mentors.
- Follow up with worksites for feedback on job shadows.
- Monitor completion of any student assignments.
- Provide availability for any emergency situations that may arise during the job shadow.

The employer/mentor at the shadow site:

- Develops standard company shadowing policy, process, and HR approval.
- Manages student/school requests.
- Prepares designated employee(s) for the student shadow experience.
- Informs the student of any relevant safety and policy regulations at the worksite.
- Answers relevant questions about the profession.
- Determines areas of career interest to shadow.
- Monitors the student while on site.
- Provides follow-up communications to the school.

Documentation

Local school district materials

Resources

- For employer hosts: Inspire Wisconsin Toolkit: Job Shadows
- For educators:
 - [Job Shadowing Training Agreement/Permission Form Sample](#)
 - [Job Shadowing Research Activity Sample](#)
 - [Job Shadowing Student/Learner Reflection Sample](#)
 - [Student Expectations and Worksite sheet Sample](#)
 - [Worksite Follow Up form Sample](#)
 - [Nebraska Department of Education: Job Shadows](#)
 - [Pennsylvania Higher Education Assistance Agency: Setting Up a Job Shadowing Program](#)

Virtual Option

- Schedule different dates for specific speakers to present via a video-conferencing platform to students who register.
- Highlight Practice: INSPIRE Sheboygan County. Interactive career speaker(s) sessions require preregistration and close monitoring of chats. Career speaker sessions are prefaced with connections to career standards in an interactive poll format, followed by a brief speaker(s) presentation on the career. No video or audio is allowed from students, but questions are asked via chat.



CBLE (Explore)*

7. Career-related Volunteer or Service Learning

Definition

Unlike unpaid work experiences or internships, volunteer or service learning is a community service that benefits a nonprofit organization. An individual student or group of students learns about related careers and develop career success skills. They give their time freely without anticipation of monetary payment. Students may not volunteer for a for-profit business.

State Certificate

None

Course Credit

Local school board decision

Number of Hours

Local decision. Hours required are often part of local district graduation requirements.

Program Administrations

Local school district staff

Program Elements

School staff provide guidance and ensure that:

- Placements meet the requirements for charitable, nonprofit organizations, including nonprofit hospitals or nursing homes and government agencies.
- Potential settings and organizations for volunteerism include an organizational mission aligned with community values, training required for experience, and supervision.

Documentation

Local school district materials

For both: See the sample WBL training agreement (Appendix 1).

Resources

- [Americorps - Serve Wisconsin](#)
- [Volunteer Wisconsin](#)

**Note: All six WBL criteria still need to be met.*





8. Career and Technical Student Organization (CTSO) or Career-Related Out-of-School Activity

Definition

Career-related out-of-school activities and career and technical student organizations (CTSOs) provide opportunities to expand and apply knowledge gained in regular coursework. Some examples of career-related extracurricular clubs are Girls Who Code, First Robotics, or Science Olympiad.

Unlike career-related extracurricular activities, career and technical student organizations (CTSOs) are co- or intra-curricular. In other words, they complement the CTE sequence of career pathway courses. CTOS offer learning experiences that support development of citizenship, technical, leadership, and teamwork skills essential for students preparing for the workforce and further education.

- CTOS are a basic component of CTE programs that support and enhance related school-based and work-based learning.
- CTOS provide students with skills and knowledge to succeed in the new global economy.
- CTOS are found in schools at the middle, junior, and senior high levels as well as some colleges throughout Wisconsin.

CTOS in Wisconsin include DECA, FBLA, FCCLA, FFA, HOSA, and SkillsUSA. Both CTOS and career-related out-of-school activities often involve business professionals who act as mentors and/or competition judges.

State Certificate

Possible awards or recognition in local, regional, state, and national/international competitions

Course Credit

Local school board decision. Voluntary participation

Number of Hours

Participation hours are defined by the club.

Program Administration

Local school district advisor.

Program Elements

Participation and competition event activities occur under the guidance and supervision of a designated school advisor who implements and operates the chapter according to the membership requirements of the CTOS. However, to ensure that the career-related out-of-school activities reflect current occupational applications, business professionals in the field should also be consulted or act as mentors.

Documentation

As required by the CTOS or career-related out-of-school club

Resources

Career-related out-of-school clubs and groups usually maintain their own state websites. This includes any club that offers opportunities to engage with business or industry partners and learn about careers, such as economics/investment clubs, robotics clubs, coding clubs, Wisconsin Science Olympiad, scouting (boys/girls), and student government.

State Webpages

- [DPI's CTOS webpage](#)
- [Wisconsin DECA](#) (marketing and business)
- [Wisconsin FBLA](#) (Future Business Leaders of America)
- [Wisconsin FCCLA](#) (Family, Career, and Community Leaders of America)
- [Wisconsin Association of FFA](#) (agriculture, natural resources)
- [Wisconsin HOSA](#)–Future Health Professionals
- [Wisconsin SkillsUSA](#) (technology, trades, and engineering)

Virtual Option

- CTOS chapter advisors continue to conduct meetings and planning for events via a video-conferencing platform.
- CTOS state leaders conduct leadership training and events in a virtual format.



CBLE (Plan/Go)

9. Informational Interview

Definition

A student interviews with an employer or community member in person, by phone, by email, or in a group about a profession or a specific topic.

State Certificate

None

Course Credit

None

Number of Hours

1-2 hours. Generally a course assignment.

Program Administration

Student, school district staff, and/or regional intermediary

Program Elements

Student, school district, and/or regional intermediary staff and employer business contacts collaborate to offer informational/practice interviews in multiple occupational areas.

Documentation

Local classroom materials

Resources

- For educators and students: [CareerOneStop - Informational Interviews](#)

State Webpage

None

Virtual Option

- Arrange for a specific employer to interview a student via a video-conferencing platform based on the student's ACP career area of interest.
- Regional intermediaries from the economic development organization may help connect to willing employers in the Xello-ACP/Inspire platform





CBLE (Plan/Go)

10. Career Mentoring

Definition

Employers or adult community members coach students directly for career development activities, such as resume review, e-portfolio review, mock interviews, auditions, or other career development-related activities.

State Certificate

None

Course Credit

Local school board decision

Number of Hours

No minimum required. An agreement is developed between school district staff, adult mentor, family, and student.

Program Administration

School district staff and/or regional intermediary. Mentoring is usually offered as part of structured local, regional, state, or national mentorship program.

Program Elements

- School district and program staff, if applicable, partner with local employers or adult community members to provide mentorship.
- District staff check specific programs for requirements.
- If developed locally, school district staff develop an agreement for instruction and/or mentorship accountability.
- Mentorships for students with disabilities or at-risk students can also utilize contacts through the Wisconsin Department of Workforce Development WIOA case managers or Wisconsin Division for Vocational Rehabilitation (DVR), as applicable.

Documentation

- An agreement between district staff, adult mentor, family, and student outlines expectations from all parties.
- Adults who interact one-on-one with students either inside or outside the school are evaluated with a state background check.

Resources

- For educators and employers: [Mentor](#)
- For educators and employers: [National Mentoring Resource Center. Resources for Mentoring Programs](#)
- For educators: [Nebraska Department of Education: Mentorships Forms](#)

Mentor Programs:

- [DPI Wisconsin Education Opportunity Programs](#)
- [Wisconsin Educational Americorps Programs](#)

State Webpage

None

Virtual Option

Arrange for mentor and student(s) to meet regularly via a video-conferencing platform.



CBLE or WBL (Plan/Go)*

11. Simulated Worksite

Definition

A simulated worksite mirrors a live employment setting and may include facilities, inputs, resources, and equipment provided by the employer or the school. A simulated worksite could include a DWD-certified Pre-Apprenticeship Program Certification.

State Certificate

None

Course Credit

Local school board decision

Number of Hours

Local decision

Program Administration

Local school district staff, either with or without an employer partner

Program Elements

A simulated workplace brings a workplace setting into the classroom, making it possible to introduce students to business processes such as training, learning, and general functioning in a specific occupational area. To implement a simulation, versus a classroom project, school district staff develop a space that represents a worksite where students may be introduced to these elements:

- Student leadership/management structure
- Application and interview structure
- Formal attendance system
- Drug-free work zone

- Safe and productive environment
- Work teams and student engagement roles and responsibilities
- Company name, handbook, meetings, and branding
- Business reviews and accountability

Documentation

Local school district and company materials

For WBL: See the sample WBL training agreement (Appendix 1).

Resources

- West Virginia Department of Education. 2015. [Simulated Workplace Operational Manual](#)
- [Ohio Work-Based Learning Pathway Options](#). (Ohio Department of Education. 2019)
- [Wisconsin Department of Workforce Development Pre-Apprenticeship Programs](#)

Virtual Option

- Simulated experiences, problems, operational scenarios, and video-conferencing are supported with the facilitator-teacher using materials readily available or provided to students.

**Note: All six WBL criteria still need to be met.*





CBLE or WBL (Plan/Go)*

12. School-Based Enterprise (SBE)

Definition

School stores and School-Based Enterprises (SBE) are enhanced entrepreneurial operations set within the school building. The school may provide facilities, inputs, resources, and equipment.

One type of SBE, a school store, offers students an opportunity to experience retail-sales and customer-service skill development. By preparing and selling food items, school supplies, or other products in the school, students are introduced to a variety of career possibilities.

Another type of SBE is an enhanced entrepreneurial retail operation managed and operated by students. Examples might include coffee shops and financial institutions. These hands-on learning laboratories integrate national curriculum standards in marketing, finance, hospitality, or management. Essentially, these arrangements are where theory is applied in a business- and industry-contextualized approach.

SBEs can occur during or outside of school hours. SBE hours should not include time the student is receiving direct classroom instruction with a teacher. The student, teacher, and mentor co-plan the experience strategically.

DECA offers SBE certification on two levels: chapter level, through a written project, and individual level, through a comprehensive exam. Assignments at both levels cover retail, marketing, and entrepreneurship concepts, and a range of business operations standards. Earning a chapter or individual certification garners international recognition, provides credibility, validates curriculum efficacy, and strengthens the relevance of the SBE as a valuable teaching tool. Participating in SBE certification effectively prepares students for DECA competitive events, postsecondary learning, and careers.

State Certificate

None. National DECA chapter and individual certifications are available.

Course Credit

Local school board decision

Number of Hours

Local decision

Program Administration

Local school district staff

Program Elements

District staff support students in developing a store within the school that is operated as a business enterprise. Critical elements of operation include:

- Research and business plan
- Merchandising/display
- Forms of business operations
- Cashiering and accounting
- Store layout and design
- Purchasing and cost analysis
- Advertising
- Inventory control
- Security
- Salesmanship
- Housekeeping
- Marketing mix

Documentation

- Locally determined as part of school, classroom, and store operations business plan
- For WBL: See the sample WBL training agreement (Appendix 1).

Resources

- [DECA SBE programming and certifications](#)
- [DECA. Guide for Starting and Managing School-Based Enterprises](#)
- [Ohio Work-Based Learning Pathway Options](#) (Ohio Department of Education. 2019)

State Webpage

[Wisconsin DECA](#)

* Note: All six WBL criteria still need to be met.



CBLE or WBL (Plan/Go)*

13. Student Entrepreneurial Experience (SEE)

Definition

Similar to school-based enterprises (SBEs), an entrepreneurial student business is student-developed and -led, usually with a school staff or community mentor. Outside sources may provide facilities, inputs, resources, and equipment in the business operation, which develops skills and competencies necessary to succeed in business.

Unlike SBEs, the student entrepreneur is the primary administrator for a business, such as a laptop repair service, a lawn maintenance enterprise, a coffee cart, a handmade greeting card operation, or a graphic/printing service.

State Certificate

None

Course Credit

Local school board decision

Number of Hours

None

Program Administration

Student on their own usually with an advisor from the school district or community

Program Elements

- Business mentor and instructor
- Business plan
- Competencies performed
- Inventory
- Reports of receipts and expenses
- Financial summary

Documentation

- Student company materials
- Local district materials if required for credit
- Evidence of evaluation
- For WBL: See the sample WBL training agreement (Appendix 1).

Resources

- For educators: [Wisconsin's vision for entrepreneurship education](#)
- [EntreEd: The National Consortium for Entrepreneurship Education](#)
- [Ohio Work-Based Learning Pathway Options](#). (Ohio Department of Education. 2019)

State Webpage

[Wisconsin Entrepreneurship Education](#)

Virtual Option

Simulated experiences, problems, operational scenarios, and video-conferencing are supported with the facilitator-teacher using materials readily available or provided to students.

**Note: All six WBL criteria still need to be met.*



CBLE or WBL (Plan/Go)*

14. Supervised Agricultural Experience (SAE)

Definition

Supervised Agricultural Experiences (SAEs) are student-led, instructor-supervised work-based learning experiences that result in measurable outcomes within a predefined, agreed-upon set of Agriculture, Food and Natural Resources (AFNR) Technical Standards and Career Ready Practices aligned to a related career pathway.

These supervised experiences generally are more self-directed and classroom-based opportunities that do not meet the criteria of an internship or local co-op. However, they may qualify as a WBL experience if they meet the criteria for quality.

The current Wisconsin Team AgEd is committed to a future where all students enrolled in agricultural education have an SAE. It envisions a future where:

- All agricultural education students have a foundational SAE, and most students have at least one immersion SAE.
- Instructors are confident with implementing SAE in their program and making it a component of each student's grade.
- Student SAE documentation provides a valid and reliable measure for employability skill verification and career and college readiness.
- Wisconsin AgEd is a leader in connecting students to authentic work-based and service-learning experiences and supporting an entrepreneurial spirit.

State Certificate

None

Course Credit

Local school board decision

Number of Hours

Local decision

Program Administration

Local school district teacher-coordinator and training sponsor/employer

Program Elements

Aligned to a career pathway

Documentation

- For SAEs: See specific program requirements.
- For WBL: Immersive SAEs may qualify as WBL programming if they meet all six quality criteria. See also the sample WBL training agreement (Appendix 1).

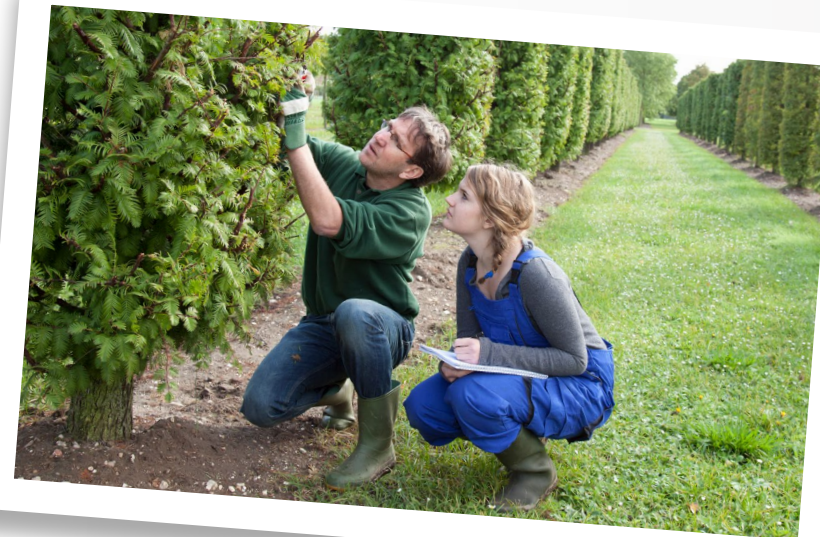
Resources

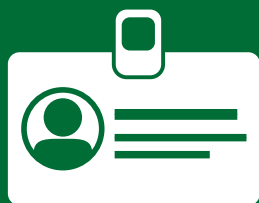
- For educators: [FFA SAEs for All](#)
- For students: [FFA SAEs for All](#)

State Webpage

[Wisconsin SAEs](#)

* Note: All six WBL criteria still need to be met.





CBLE or WBL (Plan/Go)*

15. Internship or Local Co-Op

Definition

An internship or a local cooperative educational experience is a school-approved training program in which the student is placed with an employer for a limited period of time. Planned activities and learning objectives are structured to give the student an understanding of a particular business or occupation.

State Certificate

None

Course Credit

Local school board decision

Number of Hours

Determined by the local school district and employer

Program Administration

Local school district teacher coordinator and training sponsor/employer

Program Elements

- Competencies performed
- Evidence of evaluation
- Responsibilities and training outline (see Appendix 2)

Documentation

- Local school district materials
- For WBL: WBL training agreement (see Appendix 1)

Resources

- [Perkins Collaborative Resource Network: Work-Based Learning Toolkit](#)

Virtual Option

- Schools, employers, and students can shift to virtual internships and co-ops by shifting to a project-based/problem-solving approach over onsite training and tasks. Authenticity is maintained as regular interaction and accountability is still required between the school and the employer.
 - Supervising teachers work collaboratively with mentor employers to assign discrete company projects over a long-term face-to-face experience.
 - The projects can utilize similar virtual approaches described previously for job shadowing company employees, doing skill development through videos and practice at home, as practicable, and regular mentor check-ins.
 - Project ideas can come from those items that tend to stay on a company's to-do list because they are not a priority. Interns can take on research, developing ideas and prototypes, writing proposals, or developing social media campaigns, for example.
 - Remote internships can also focus on deeper communications and career preparation activities that develop employability skills.
- Potential Ideas:
 - Develop a computer application (app) for the company.
 - Create and publish a weekly or monthly newsletter or podcast on a self-selected topic based on market data.
 - Create and manage a YouTube channel for employees or customers.
 - Film a documentary on the history and purpose of the company or a specific product.
 - Research and propose methods to increase environmental sustainability (e.g., reduce waste).
 - Dissect the anatomy of the company web content or social media, based on company reviews or products/services.
 - Help market the company's products/services to younger audiences.
 - Research, investigate, and create a proposal for a new product or service.
 - Research and evaluate the layout and efficiency of the company's physical spaces and workflows.

- Other possible ideas, as long as completed in partnership with a company:

[My PBL Works](#)

*Note: All six WBL criteria still need to be met.



CBLE or WBL (Plan/Go)*

16. State-certified Employability Skills Co-op

Definition

A state-certified, school-supervised, work-based learning program operated by the Wisconsin Department of Public Instruction (DPI), the State-certified Employability Skills Co-Op is an elective program taught by a DPI-licensed teacher. Students receive mentored on-the-job learning combined with classroom instruction for a minimum of 90 hours in academic and technical skills training aligned to industry standards.

Wisconsin's Employability Skills Certificate program recognizes a student's mastery of employability skills valued by employers while helping students explore career interests. This certificate program reinforces skills recognized by the Partnership for 21st Century Learning, including personal work habits and attitudes, career exploration and planning, and completion of 90 on-the-job work hours. In all, the program allows:

- students to document their employability skills,
- employers to assess the skills they want in quality employees, and
- educators to customize instruction to help learners acquire skills that today's workplace demands.

State Certificate

Yes: State-Certified Cooperative Education - Employability Skills

Course Credit

Yes

Number of Hours

Minimum of 90 hours in one to four calendar years

Program Administration

- Wisconsin Department of Public Instruction (DPI)
- Local school district DPI-licensed teacher

Program Elements

- This work-based learning experience is paid.
- Students have four years during high school to complete the certificate; however, district staff register the student with DPI only in the year that the student is expected to complete the certificate.
- School districts follow these program requirements:
 - Provide a DPI-licensed teacher who works with students, their parents, and employers to implement the certificate.
 - Ensure the certificate becomes a part of the student's career portfolio.
 - Ensure DPI approves the certificate program on an annual basis.
- Employers follow these program requirements:
 - Work with a local school district to report certificate outcomes to DPI.
 - Provide mentoring to students working on this certificate.

Resources

- DPI. [Program Implementation Guide](#)

State Webpage

[Employability Skills Co-Op](#)

Virtual Option

- See #15 Internship or Local Co-Op.

**Note: All six WBL criteria still need to be met.*





CBLE or WBL (Plan/Go)*

17. State-certified Occupational Program Co-op

Definition

The State-certified Occupational Program Co-op is a specific state-certified, school-supervised work-based learning program operated by the Wisconsin Department of Public Instruction (DPI). Taught by an occupationally licensed teacher, State-certified Co-Op is a one-year elective program that combines mentored on-the-job learning with classroom instruction. Students receive a minimum of 480 hours (occupational) in academic and technical skills training aligned to industry standards.

State Certificate

Yes: State-Certified Cooperative Education - Specific Occupational Area

See [co-op portfolios](#) for currently offered occupational programs.

Course Credit

Yes

Number of Hours

Minimum of 480 hours in one calendar year

Program Administration

- Wisconsin Department of Public Instruction (DPI)
- Local school district DPI-licensed teacher

Program Elements

- Participants are juniors or seniors only.
- Student positions are paid.
- The program is operated by the school district in partnership with a business or industry.
- Students are placed with employers according to their abilities, aptitudes, and career objectives.
- Students are in a related class(es) that provide instruction in the following:

- Employment skills related to the world of work, including personal and interpersonal skills, thinking and information processing, and relationships of systems and technology
- Occupational knowledge and technical skills
- Safety principles in the industry
- A cooperative education agreement for state-certified cooperative education certification is developed by the school staff, the employer, the family, and the student. See the sample WBL training agreement (Appendix 1).
- A student works an average of 15 hours per week in order to experience the cycle of a whole work week. Continuous employment of 480 hours is the minimum to expose the student to all aspects of the business or industry.
- The teacher-coordinator must be DPI-licensed in the content area.
- Each approved teacher-coordinator is assigned a sufficient amount of time to supervise and coordinate the program.
- A workplace mentor provides necessary supervision and training of the student.
- The teacher-coordinator coordinates the workplace learning activities with the facilitating workplace mentor.

Documentation

DPI State-certified Cooperative Education - Specific Occupational Area

See [specific certificate assessments](#).

Resources

DPI. [Program Operations Guide](#)

State Webpage: [State-Certified Cooperative Education Programs](#)

Virtual Option

- See #15 Internship or Local Co-Op.

**Note: All six WBL criteria still need to be met.*



CBLE or WBL (Plan/Go)*

18. State-Certified Youth Apprenticeship

Definition

Youth Apprenticeship (YA) is a specific state-certified, school-supervised work-based learning program, operated by Wisconsin's Department of Workforce Development (DWD). YA integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. All YA Programs include Employability Skills Certification. Some YA Programs may include a DWD-certified Pre-Apprenticeship Program Certification. Students receive a minimum 450 hours in one calendar year for a Level I YA and a minimum 900 hours in two calendar years for a Level II YA.

State Certificate

Yes. See [Certificate of Occupational Proficiency \(YA certificate\)](#) for currently offered YA programs.

Course Credit

Yes

Number of Hours

- Minimum 450 hours in one calendar year for a Level I YA
- Minimum 900 hours in two calendar years for a Level II YA

Program Administration

- Wisconsin Department of Workforce Development (DWD)
- [Approved Youth Apprenticeship Consortium Directory](#)

Program Elements

- Juniors or seniors only
- Paid student positions
- Industry-developed skill standards
- Exposure to multiple aspects of an industry
- Skilled mentors assigned to train students
- Program curriculum guidelines for all programs
- Related classroom instruction concurrent with work-based learning
- Local program operation within uniform statewide parameters
- Performance evaluation of required skills

Documentation

DWD- [Specific Occupational Area Skill Standards Checklist](#) Click on specific program area for Skill Standards Checklist DWD Education/Training Agreement (ETA): DETW-9471-E

Resources

- DWD [YA Program Operations Manual](#)
- State Webpage: [Youth Apprenticeship](#)
- [Wisconsin Department of Workforce Development Pre-Apprenticeship Programs](#)

Virtual Option

- See #15 Internship or Local Co-Op.
- Note: Adherence to program requirements is still expected unless indicated by DWD.

**Note: All six WBL criteria still need to be met.*

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Appendices

1. SAMPLE Work-Based Learning Training Agreement
2. SAMPLE Training Outline

Appendix 1

[HIGH SCHOOL DISTRICT LETTERHEAD]

WORK-BASED LEARNING AGREEMENT

The **ABC HIGH SCHOOL** is committed to maintaining strong communication between the student learner, the school, and the employer and/or community partner in order to achieve a positive educational experience. The parties are encouraged to contact the school with any questions or concerns relating to the work-based learning experience. As a part of thinking critically about expectations, **ABC HIGH SCHOOL** offers this **Work-Based Learning Agreement** below.

Student Information:

<i>Student name:</i>	<i>Cell phone:</i>
<i>Associated Course (Name and Number):</i>	<i>Teacher/Faculty Name:</i>

Organization Information:

Site placement Name:
Are you a non-profit with 501(c)(3) status?
Site placement address:

Work Information:

Supervisor:		Phone:		Email:		
Attach or List dates and times student learner will be at site or working on project:						
OR Weekly schedule at organization:						
Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.
Other organization requirements (criminal background check, TB test, orientation, application, etc.):						

Description and/or Activities:

The employer and/or community partner representative, school, and student learner should collaborate to describe (or attach) the placement assignment, training agreement, and the course connections/related technical instruction.

As a **student**, I agree to:

- Attend an orientation at my **employer or internship site**.
- Complete all of the scheduled **employer or internship** requirements for the duration of the program.
- Keep track of my hours served at my **employer or internship site** throughout the duration of the program.
- Call the designated contact at my **employer or internship site** if I am unable to make my regularly scheduled time.
- Act in a professional manner and wear appropriate attire when at my **employer or internship site**.
- Complete and return all paperwork within designated timeframes.
- Notify the school-to-work coordinator or supervising teacher if I am having problems relating to my **employer or internship site** or experience.
- Abide by and behave in accordance with the **employer or internship site's** employee manual.

Student signature: _____ Date: _____

Cell phone: _____ Email address: _____ Best way to contact? Phone / Email

As a **school-to-work coordinator or supervising teacher** using work-based learning in my course/district,
I agree to:

- Provide an orientation to student **employment or internship** in collaboration with the employer and/or community partner.
- Help students relate their **employment or internship** assignment to their course curriculum and learning objectives.
- Address any problems relating to **employment or placement** during the duration of the program.

Teacher signature: _____ Date: _____

Phone: _____ Email address: _____ Best way to contact? Phone / Email

As an **employer and/or community partner** with **ABC HIGH SCHOOL**, I agree to:

- Provide an orientation to the site in collaboration with the school-to-work coordinator or supervising teacher.
- Place student learner in employment or an internship that complements their classwork and/or according to specific work-based learning program requirements.
- Provide adequate training and supervision while the student learner is at the site.
- Meet regularly with the student learner to discuss any problems or issues that may arise.
- Inform student learner about any relevant or special events at the site.
- Provide timely feedback on the student learner's performance.
- Notify the teacher if I have problems with a student learner or any assignment.

Employer/Community Partner signature: _____ Date: _____

Phone: _____ Email address: _____ Best way to contact? Phone / Email

As the **parent/guardian** of the above-noted student, I understand my child is participating in the above-described employment or internship experience.

Parent/Guardian signature: _____ Date: _____

Phone: _____ Email address: _____ Best way to contact? Phone / Email _____

The **ABC** School District does not discriminate on the basis of race, color, national origin, sex, disability, age, marital status, parental status, religion, sexual orientation, creed, and pregnancy in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person/people has/have been designated to handle inquiries regarding nondiscrimination policies: **Name and/or title, address, telephone number, email address; and if more than one designee, the same information.**

cc: Student, teacher, employer and/or community parnter, student’s parents/guardians

June 2020

Appendix 2

WORK-BASED LEARNING TRAINING OUTLINE			
WEEK	ACTIVITIES COMPETENCIES	TRAINING	COMMENTS REFLECTION
SAMPLE	Employment Skills <ul style="list-style-type: none">• Orientation• Safety• Organization Expectations Technical Skills <ul style="list-style-type: none">• Complete an XYZ equipment set up	Reading/PREP <ul style="list-style-type: none">• HR Manual• XYZ Equipment set up procedure Practice <ul style="list-style-type: none">• Demonstrate and practice XYZ equipment set up	
1	Employment Skills <ul style="list-style-type: none">• Technical Skills <ul style="list-style-type: none">•	Reading/PREP <ul style="list-style-type: none">• Practice <ul style="list-style-type: none">•	
2	Employment Skills <ul style="list-style-type: none">• Technical Skills <ul style="list-style-type: none">•	Reading/PREP <ul style="list-style-type: none">• Practice <ul style="list-style-type: none">•	
3	Employment Skills <ul style="list-style-type: none">• Technical Skills <ul style="list-style-type: none">•	Reading/PREP <ul style="list-style-type: none">• Practice <ul style="list-style-type: none">•	

