



Guidance on Secondary Work-Based Learning Reporting Options

This document provides guidance on the primary course code options to capture Work-Based Learning (WBL) experiences. All WBL hours for existing course codes are in 75-hour increments for each credit. The Commission's CTE team is collaborating with the Indiana Department of Education (IDOE) on reporting options for WBL experiences that do not meet the threshold for an existing course code (i.e. a 30-hour micro-internship) and information will be shared in forthcoming guidance.

Secondary WBL hours are reported in Indiana's CTE data collection system, InTERS. WBL hours and other information should be reported for both CTE students and non-CTE students. Reporting information within InTERS allows students to receive credit for their WBL hours and schools to receive funding (where applicable). Questions regarding information contained in this document can be shared with the Commission's CTE team at CTE@che.in.gov.

Definition of Work-Based Learning

As a reminder, the newly adopted graduation requirements updated Indiana's WBL definition, which is shared below. Key elements of the definition are underlined and will be expanded upon in future guidance.

WBL Definition: *Work-based learning (WBL) is defined as sustained interactions between participants and industry professionals in real or simulated workplace settings. These experiences foster authentic work experience and develop knowledge, skills, and competencies. Experiences support participants in career exploration and readiness and are intentionally aligned and evaluated with course or training competencies. WBL requires a written partnership agreement and plan between the participant, parent or guardian, school, and employer partner.*

Additional considerations exist for funded WBL options (and CTE requirements). Those include:

- Students must complete at least 75 hours of WBL
- The skills acquired through the WBL placement must be aligned to a career interest area and academic coursework (Career Exploration Internship 0530) or the student's CTE pathway.
 - This element is not required for the Cooperative Education course, which is funded but at a lower level than other WBL courses.

Individuals are encouraged to review full descriptions for WBL courses in the [NLPS Review Document](#) to ensure all course requirements are being met.



Standalone WBL Experiences

A standalone WBL experience is when a student participates in a WBL experience that is not part of another course. The three most common reporting options of a standalone experience are shared below. WBL hours for the courses below can be earned outside of normal school hours. Additional information regarding each course can be found within the [NLPS Review Document](#).

Work-Based Learning Capstone (5974): This course is designed for a student who has completed (or is co-enrolled) in at least one advanced CTE course and is participating in an experience aligned to his or her CTE program of study that meets all elements of the WBL definition. Because this course requires a student complete (or be co-enrolled) in an advanced (Concentrator A and/or B) CTE course, a related classroom instruction component is not required for this course.

- Course Goal: to provide students the opportunity to apply what they have learned in their CTE courses in an on-the-job setting.
- Example: A student who has completed multiple courses in a business program of study participates in an internship at a local business.
- Funding: \$500/enrollment

Career Exploration Internship (CEI) (0530): This course is designed for students who are participating in an experience that meets all elements of the WBL definition plus the additional considerations for funded courses, but the student has not taken an advanced (Concentrator A and/or B) CTE course or the experience is not related to his or her program of study. CEI requires a related classroom instruction component to make connections between the student's academic courses and the WBL experience.

- Course Goal: to allow non-CTE students the opportunity to gain hands-on experience with career skills related to their Graduation Plan.
- Example: A student who has not taken any CTE courses and is interested in a career in the medical field completes rotations at a local hospital.
- Funding: \$500/enrollment

Cooperative Education (6162): This course is designed for a student who is completing an experience that is not related to his or her program of study. Cooperative Education requires a student participate in a classroom instruction component, standards for which can be [found here](#).

- Note: A student participating in Cooperative Education may not meet the definition of WBL in some cases (i.e. the course does not require a training plan). Often, a student participating in Cooperative Education would not meet the additional requirements necessary for CTE as the experience does not have to be aligned to the student's career interests or CTE pathway.
- Course Goal: to help students develop Employability Skills, not occupational-specific skills.
- Example: A student has a part-time job not related to their career pathway.
- Funding: \$150/enrollment



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Embedded WBL Experiences

An embedded WBL experience is when a student participates in an experience required by the standards of a course in which the student is enrolled. These experiences most commonly take place during allotted class time, rather than outside of school hours.

- **Example:** A student is taking the Healthcare Specialist Capstone course (7255) as a part of the Pre-Nursing/Healthcare Specialist (CNA) Pathway. The course requires the student to participate in a clinical experience to fulfill CNA certification requirements. The student fulfills this requirement by going to their clinical site for the second half of the semester during their normal class instruction time.
- **Reporting an Embedded Experience:** An embedded WBL experience should be reported as part of the course the student is taking (7255 in the example above) within InTERS.



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