

Indiana

K-12 Work-Based Learning Manual

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Introduction

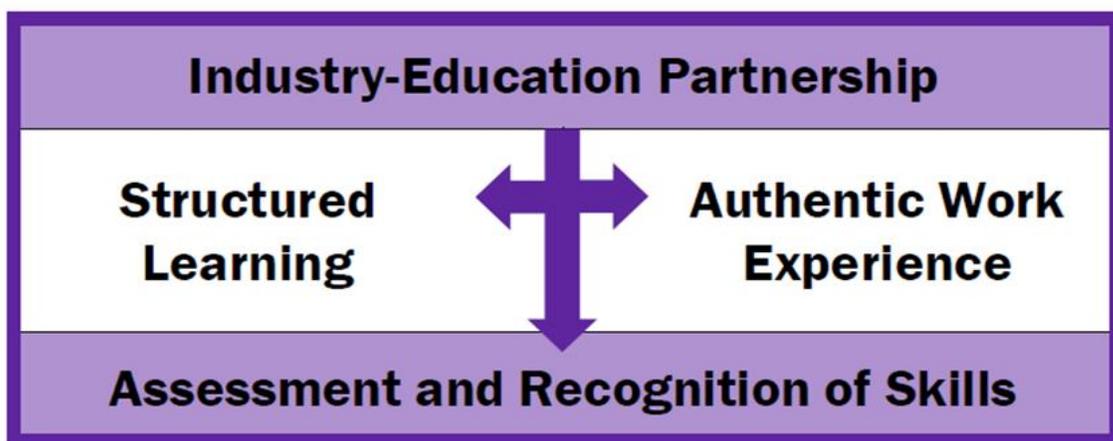
Over the past year an interagency work-based learning task force comprised of numerous educators from around the state, members of the Department of Workforce Development, the Office of Work-Based Learning and Apprenticeship, the Indiana Department of Education, the Office of Career and Technical Education, and the Education Workforce Innovation Network have worked to update program standards, create a comprehensive implementation manual, and to develop a training session for work-based learning coordinators. This collaborative effort is intended to provide information to the field on quality work-based learning (WBL). The manual provides an in-depth explanation of the 11 WBL Program Criteria, providing definitions, examples, and sample templates for use by school coordinators. This is intended to be a guide, and practitioners should feel free to update sample templates based on their local needs. The resources will be continually updated as we grow our WBL community of practice and integrate innovative ideas from around the state.

What is WBL?

Overview:

Work-Based Learning is a framework of various pathways, or solutions, which include practical experiences to help individuals gain an understanding of an occupation with on-the-job learning. It ranges from career awareness to career training. (Indiana Office of Work-Based Learning and Apprenticeship)

Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. (Perkins V)



(National Governors Association)

Benefits of WBL:

- Exposes students to career opportunities
- Gives students opportunities to observe professionals in action
- Helps students network with potential employers
- Enhances student employability skills
- Provides a potential talent development pipeline for local companies
- Connects classroom learning to real-world experiences

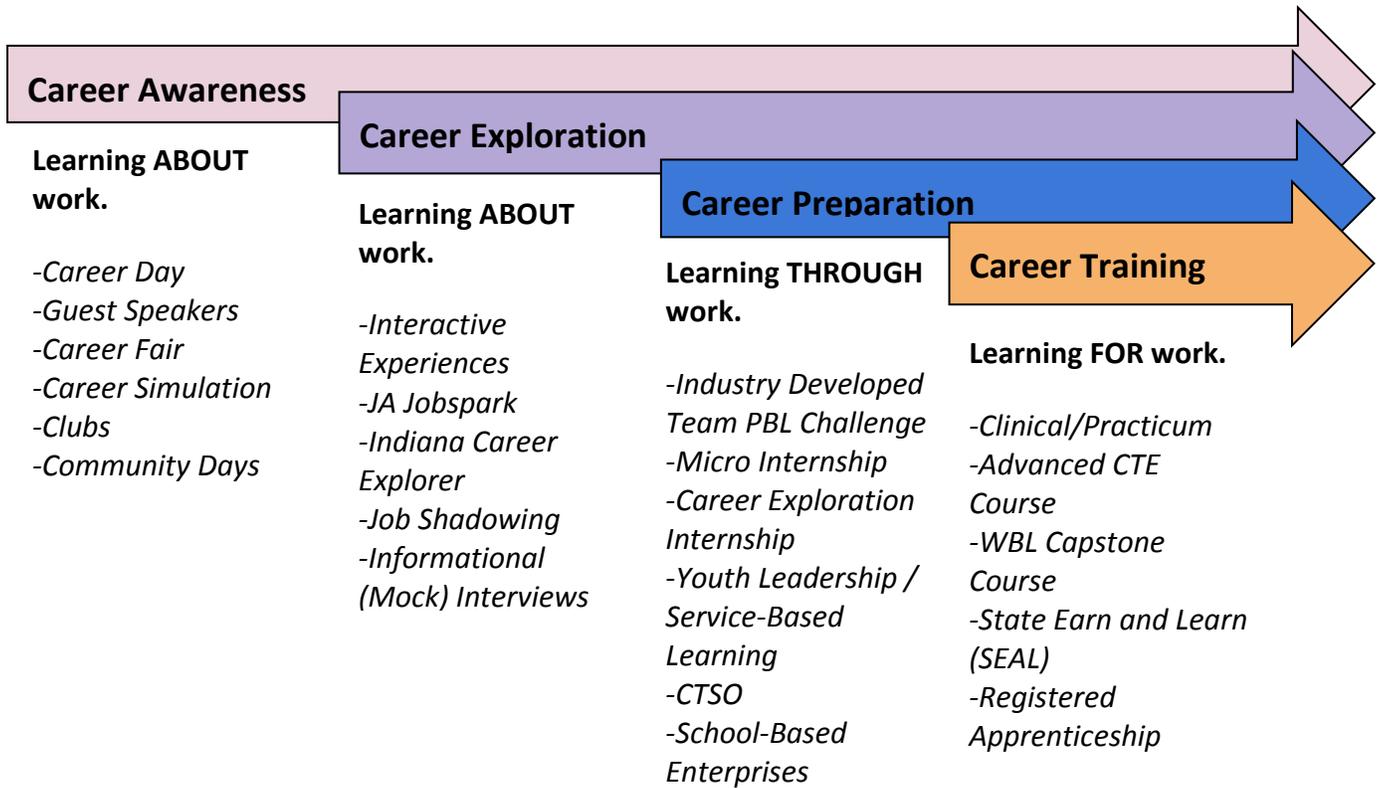
What is a WBL Coordinator?

A WBL Coordinator is the school-based personnel that serves as the liaison between the employer partner providing the experience and the school. The Coordinator can be a teacher of the WBL Capstone course with the appropriate licensure or the WBL Coordinator can oversee all work-based learning at a single school site or district. The specific staffing structure is determined locally.

WBL Continuum and Chart:

The WBL Continuum is the set of primary through post-secondary work-based learning experiences that progress in specificity and employer involvement including: Career Awareness, Career Exploration, Career Preparation, and Career Training. Coordinators can use this continuum and chart to better understand how to structure student experiences and to communicate clearly defined experiences to prospective employer partners.

WBL Continuum and Definitions



Career Awareness	Learning ABOUT work.	Build awareness of the variety of careers available and the role of postsecondary education; broaden student options.
Career Exploration	Learning ABOUT work.	Explore career options and postsecondary for the purpose of motivating students and to inform their decision-making in high school and postsecondary education.
Career Preparation	Learning THROUGH work.	Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education.
Career Training	Learning FOR work.	Train for employment and/or postsecondary education in a specific range of occupations.

(National Governors Association)

Career Awareness: Learning ABOUT Work Building awareness of the variety of careers available and the role of postsecondary education.						
	Career Day	Guest Speakers	Career Fair	Career Simulation	Clubs	Community Days
Rec. Grade	Grades K-12	Grades K-12	Grades 5-12	Grades K-12	Grades K-12	Grades K-12
Examples	- Indiana Manufacturing Day , -Field trips to specific sector occupations -Foundational SAE	-Speakers from various careers share information or lead classroom activities -Foundational SAE	-Representatives of various sectors share information in an informal setting -Foundational SAE	- Junior Achievement BizTown -Foundational SAE	-Robotics, -Ag garden projects - marketing clubs -4-H -Architecture, Construction, and Engineering Mentors (ACE)	-Touch A Truck -Aviation Open House -Equipment Visit
Key Characteristics	-Locally driven -Invited to classroom - enhances employer engagement	-Locally driven -Invited to classroom - enhances employer engagement	-Multiple career fields -Small group or individual conversations	-Students participate in activities that mirror tasks carried out by professionals in those careers	-Driven by student interest -Teacher supported -During school or after school	-Informative -Family friendly -Interactive

Career Exploration: Learning ABOUT Work Explore postsecondary and career options for the purpose of motivating students and to inform their decision-making in high school.					
	Interactive/ Hands-On Experiences	JA Jobspark	Indiana Career Explorer	Job Shadowing	Informational (Mock) Interviews
Rec. Grade	Grades K-12	Grade 8	Grades 6-12	Grades 7-12	Grades 9-12
Examples	-For students to “try on” various careers by engaging in example tasks -Foundational SAE	-Provide a “hands-on” career exploration experience for students -JA Jobspark	-Online career exploration tool	-For students to experience the day to day responsibilities of a given job	-For students to learn about careers and practice interview skills
Key Characteristics	-Students participate in on-site industry/career field trip that offers opportunities for interactive or hands-on experiences to develop a new skill	-A culminating hands-on experience that follows career curriculum at the elementary levels	-Should not be used as a “one and done” experience - To be effective, it must be connected to other learning and have relevance for the student outside of the classroom	-Meaningful experience that provides continued opportunity to student to witness day to day responsibilities of the given job -Usually happens within a single day	-Teacher instructs students to prepare -Student receives immediate feedback from the interviewer and has the opportunity to talk informally with the person about their career

Career Preparation: Learning THROUGH Work

Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary transition

	Industry Developed Team Challenge PBL	Micro-Internships	Career Exploration Internship	Youth Leadership/ Service Based Learning	Career and Technical Education Student Organization (CTSO)	School Based Enterprises
Rec Grade	Grades 9 - 12	Grades 10 - 12	Grades 11-12	Grades 11-12	Grades 9-12	Grades 9-12
Examples	-Career Preparation activity where small groups of students (four to six per team) are engaged in solving a problem or a challenge issued by an employer in consultation with a classroom teacher	-Two-week internship at local engineering firm during fall break (8 hours per day) -Summer internship at a local tech company supporting the IT helpdesk -Immersion SAE	-Career Exploration Internship (0530) -Immersion SAE	-Community Service (0524) - Grad Pathways Guide (pgs. 27-29) -Immersion SAE	-FFA -BPA, DECA, FBLA -HOSA -FCCLA -Educators Rising -Skill USA -TSA	- Cub Manufacturing - Eagle Manufacturing - Bernie's Place - Commodore Manufacturing - JELCC's Academy of Beauty - Immersion SAE Ownership
Key Characteristics	-Structured using effective project-based learning approaches -Authentic problem or issue faced by employer -Culminates with student presentation of solution(s) to a panel of employers -Often structured as an interdisciplinary unit	-Takes place at employer worksite -not always tied to course standards -Two to eight weeks in length -Students working onsite at employer workplace -Mentoring from workplace practitioners -Paid or unpaid -Interns might experience multiple roles	-Rotating through a variety of work sites or departments -A minimum of 85 hours of workplace and classroom activities are required for one credit; (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction -Does not receive CTE state funding	-Meaningful Service -Link to Curriculum -Reflection -Diversity -Youth Voice -Partnerships -Progress Monitoring -Duration and Intensity	-Takes place in class or after school -Aligned to CTE programs of study -Often involves competition that are project-based or skills based -Offers recognition of student skills -Networking opportunities	-Student-led -Centers on student provided goods or services to meet the needs of the local community -Interaction with customers and/or clients -Connected to academic or career-based course -Ongoing training provided by teacher to meet business needs
Grad Pathway	Employability Skills	Employability Skills	Employability Skills	Employability Skills	Employability Skills	Employability Skills

Career Training: Learning FOR Work

Train for employment and/or postsecondary education in a specific range of occupations

	Clinical/Practicum	Advanced CTE Course	WBL Capstone Course	State Earn and Learn (SEAL)	Registered Apprenticeship
Rec Grade	Grades 11-12	Grades 11-12	Grades 11-12	Grades 10-12	Grade 11-12
Examples	-Embedded CTE -SAE Immersion experiences	-CTE Capstone -Internship experience embedded within an advanced CTE course aligned to course standards	-WBL Capstone (5974) -ICE (5902) -SAE (5228) Immersion Experiences	-Hoosier Hills Career Center -Stewart's Health care -Perry Central -Madison High School -Hamilton Heights	-1,000+ occupations -Electrician -Machinist -E.M.T.
Key Characteristics	-Extension of classroom -Overseen by CTE Instructor -Often students work onsite at employer workplace -Mentoring from workplace practitioners -Gradual release of responsibility to students from workplace practitioners -Tied to course standards and industry certification skill requirements -Embedded in course	-Students working onsite at employer workplace -Mentoring from workplace practitioners -Gradual release of responsibility to students from workplace practitioners -Tied to course standards and industry certification skill requirements -Embedded in course	-Standalone course or embedded within an advanced CTE course -Credit bearing -Aligned to CTE program of study -Student employed (in most cases)	-SEALS are structured, but flexible programs that include an education component with embedded dual-credits and industry credentials in conjunction with a work-based learning component -SEALS can last from weeks to years depending upon employer, education, certification, or licensing requirements -They are certified through the Office of Work-Based Learning and Apprenticeship	-Through the U.S. Department of Labor, RA's include OJT with accompanying study for a trade/profession resulting in a national industry certification with wage increases at specified time frames -Most training is done while working for an employer who helps the apprentice learn their trade or profession, in exchange for their continued labor for an agreed period after they have achieved measurable competencies
Hours Req	Course requirements	Course requirements	200-480	200-540 per year	450-900
Paid or unpaid	Unpaid	Paid or Unpaid	Paid or Meaningful	Paid or Meaningful	Paid
Related Instruction	CTE Instructor	CTE Instructor	CTE Instructor, Employer, post-secondary partner	CTE Instructor, Employer, post-secondary partner	Apprenticeship approved instructor
State CTE Funding	Funded as part of the CTE Course	Funded as part of the CTE Course	If Paid or Meaningful	Based on aligned CTE Course(s)	N/A
Training plan	No	Recommended	Yes	Yes	N/A
Grad Pathway	Employability Skills	Employability Skills	Employability Skills	-Employability Skills -Postsecondary Ready Competency	-Employability Skills -Postsecondary Ready Competency

Program Criteria

The criteria provide a baseline for developing and further defining high-quality work-based learning. These criteria are not mandated, but are meant to provide guidance as you work to build and scale excellent experiences for your students.

Criteria 1: The local school corporation provides a well-trained Work-Based Learning (WBL) Coordinator with a manageable workload and adequate resources.

Criteria 2: The WBL program has an active process in place to gather feedback from stakeholders to assist with design, development, implementation and continuous improvement.

Criteria 3: The WBL coordinator has a process in place to build and nurture business partnerships and to establish meaningful work-based learning experiences for students.

Criteria 4: The WBL program implements clearly defined, equitable admission policies and procedures for identifying and enrolling students.

Criteria 5: WBL students are appropriately enrolled and placed in State approved WBL experiences.

Criteria 6: WBL sites are in compliance with federal and state labor laws and local policies.

Criteria 7: WBL students, parents and worksite mentors complete an orientation specific to their roles and responsibilities.

Criteria 8: Each WBL student has a training plan and an updated graduation plan (IC 20-30-4) on file.

Criteria 9: Each WBL student receives regular feedback from the worksite mentor and WBL coordinator on progress toward goals established in the student's training plan.

Criteria 10: WBL Coordinator is responsible for maintaining accurate records regarding enrollment, assessment, and awarding of credit for data and monitoring purposes.

Criteria 11: An annual program review is submitted to the Indiana Department of Education to ensure continuous WBL program improvement.

CRITERIA 1

CRITERIA 1: The local school corporation provides a well-trained Work-Based Learning (WBL) Coordinator with a manageable workload and adequate resources.

Meets Expectations	<ul style="list-style-type: none"> ● At least one individual is dedicated to the roles and responsibilities of a WBL Coordinator. ● Individual has attended state level WBL bootcamp. ● Provided alignment of schedule (at least half of a school day, or approx. three periods) to provide supervision while students are engaged in WBL activities of release time. ● Student enrollment in WBL placements are in compliance with class size limitations or the recommended workload for WBL programs. ● Adequate budget for travel, supplies, and equipment is provided.
Exceeds Expectations	<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> ● Individual has attended additional WBL professional development opportunities outside of the WBL bootcamp. ● Individual has facilitated professional development sessions on WBL at State and local conferences. ● Provided alignment of schedule (at least 75 percent of a school day) to provide supervision while students are engaged in WBL activities of release time.
Supporting Evidence	<ul style="list-style-type: none"> ● WBL Coordinator job description ● Teacher's master schedule ● Student WBL enrollment ● WBL Bootcamp certificate of completion ● Partnership numbers and agreements ● WBL Budget

Key Definitions:

- Manageable - See chart below.
- Adequate - The appropriate amount of time, administrative support, budget, curriculum, and professional development.
- WBL Bootcamp - The state-level training provided to school and district personnel that facilitate WBL experiences for students (Training begins in 2020).

Need to Know:

- **Example:** Work-Based Learning Coordinator hired to oversee the program full-time (district or school-based).
- **Example:** Work-Based Learning Capstone Teacher that teaches WBL courses and coordinates student experiences.
- **Example:** A Career and Technical Education teacher teaches ½ of the day and is provided with ½ day to oversee the WBL program.

WBL Capstone Course - Class Size Guidelines (Career Preparation Level Experiences)

Number of Students	Amount of Supervision Time
10 or less students	1-2 hours
25 students	10 hours
For every additional student after 25	Add 30 minutes

Sample Templates: Below are examples. Districts should update sample templates based on need.

- [Sample WBL Coordinator Job Description 1](#)
- [Sample WBL Coordinator Job Description 2](#)
- [Sample WBL Coordinator Job Description 3](#)

CRITERIA 2

CRITERIA 2: The WBL program has an active process in place to gather feedback from stakeholders to assist with design, development, implementation and continuous improvement.

Meets Expectations	<ul style="list-style-type: none"> ● Program provides no less than two opportunities to gather feedback from stakeholders per school year (administrators, students, parents, guardians, counselors, teachers, WBL personnel, industry representatives, community members, etc.). ● Method for partnership and participant feedback is evident. ● Feedback is utilized to develop action steps for continuous improvement. ● Feedback includes diverse perspectives from multiple sector partners.
Exceeds Expectations	<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> ● Stakeholders assist with regular evaluation of the WBL program. ● Feedback includes diverse perspectives from all sector partners in high-demand industries.
Supporting Evidence	<ul style="list-style-type: none"> ● Increased number of students enrolled in WBL ● Continual development and expansion of WBL partnerships and experiences over time ● Data is reviewed and programming is adjusted based on needs shown in data ● List of stakeholders ● Minutes of meetings that served an advisory purpose ● Evidence of how feedback was used to improve the program

Key Definitions:

- Stakeholders - Key participants in the design, implementation, and ongoing success of the Work-Based Learning program including, but not limited to: employers, parents, teachers, students, school administration, and community members.
- Sector partner - Community / industry partner who supports or provides a WBL experience in particular career cluster.
- High-Demand industries - Immediate or projected need of workers in a local and/or regional area.

Need to Know:

- **Example:** A committee comprised of business/industry/community partners from different sectors that meet two-three times per year to help think strategically about the direction of the program and the experiences provided to students.
- **Example:** Regular participation in a workforce board that engages business/industry/community partners.
- **Example:** Regular participation in Career and Technical Education program of study advisory committee.

Sample Templates: Below are examples. Districts should update sample templates based on need.

- [Meeting Agenda SAMPLE](#)
- [Local Advisory Committee Guidance SAMPLE](#)
- [Program Survey SAMPLE](#)

CRITERIA 3

CRITERIA 3: The WBL Coordinator has a process in place to build and nurture business partnerships and to establish meaningful work-based learning experiences for students.

Meets Expectations	<ul style="list-style-type: none"> ● Evidence exists of a systematic process to locate and contact local businesses about participation in the WBL program. ● WBL Coordinator has prepared materials to share with potential business partners. ● WBL Coordinator engages business partners in the continuum of WBL experiences, from exploration to career preparation. ● WBL Coordinator has a network of business contacts and regularly meets with partners, local chambers, and workforce development groups. ● WBL coordinator has multiple business partners that have created experiences for students from the WBL continuum.
Exceeds Expectations	<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> ● Student placements do not cause an undue burden on any one industry partner. ● WBL Coordinator has extensive marketing materials to share with potential business partners. ● WBL Coordinator has multiple regional business partners that meet the experiential learning needs and interests of students. ● WBL Coordinator successfully broadens the engagement of business partners across the continuum of WBL experiences.
Supporting Evidence	<ul style="list-style-type: none"> ● List of formal business partnerships by sector ● Community meetings (i.e., Chamber of Commerce, Rotary, workforce development groups, etc.) attended by the WBL Coordinator ● Promotional materials provided to business partners ● WBL placement records by sector ● MOU with Industry Partner

Key Definitions:

- WBL Continuum - the set of primary through secondary work-based learning experiences that progress in specificity and employer involvement including: Career Awareness, Career Exploration, Career Preparation, and Career Training.

Need to Know:

- It is vital that WBL Coordinators promote their programs internally and externally to a variety of stakeholders including: administration, school board members, parents/guardians, students, counselors, teachers/faculty, community partners, chambers of commerce etc.
- Promotion can take many forms depending on the targeted audience.
- There should be a regular schedule of intentional activities conducted to promote the WBL program.

Sample Templates: Below are examples. Districts should update sample templates based on need.

- [Partnership Form SAMPLE 1](#)
- [Partnership Form SAMPLE 2](#)
- [Email / Letter to Partners SAMPLE 1](#)
- [Email / Letter to Partners SAMPLE 2](#)

CRITERIA 4

CRITERIA 4: The WBL program implements clearly defined, equitable admission policies and procedures for identifying and enrolling students.

Meets Expectations	<ul style="list-style-type: none"> ● An application process exists and is followed. ● There is a written policy outlining the minimum criteria for selection and admission into the WBL program. ● The selection of students is based upon grades, attendance, discipline, teacher recommendations, and other criteria as established by the local system. ● Written documentation of selection criteria is on file. ● Students have completed or are enrolled in prerequisite courses before entry into program. ● There are alternative ways to meet requirements before entry into the program (i.e., WBL Coordinators can allow a petition or contract for any student unable to meet basic qualifications). ● WBL program is promoted to all students. ● A plan exists to ensure that special population students, as defined in Perkins V, have equal opportunity to participate in the WBL program. ● The work-site supervisor and/or mentor understand the students' strengths, interests, and abilities.
Exceeds Expectations	<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> ● School counselors work cooperatively with WBL Coordinators and students to ensure flexible scheduling. ● The WBL Coordinator personally interviews each student prior to admission into the WBL program. ● WBL program is promoted to all students with an intentional focus on special populations.
Supporting Evidence	<ul style="list-style-type: none"> ● Student application ● Student data spreadsheet ● Written policy for admission ● Outline of the process for admission ● List of the selection committee members ● Documentation of each applicant's completion of all prerequisites ● WBL student schedules

Key Definitions:

- Special Populations (Perkins V) - Individuals with disabilities; individuals from economically disadvantaged families, including low- income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.
- Required Prerequisite - The courses a student must complete prior to participating in a Career Training level experience (see WBL Continuum, pgs. 7-9).

Need to Know:

- Part of the success of any WBL program requires intentional promotion of opportunities to all students.
- Admission guidelines should be determined by individual schools based on the type and level of the WBL experience.
- Admission guidelines should be approved by the school administration.

Sample Templates: Below are examples. Districts should update sample templates based on need.

- [WBL Application SAMPLE 1](#)
- [WBL Application SAMPLE 2](#)
- [Admission Requirements SAMPLE 1](#)
- [Admission Requirements SAMPLE 2](#)

CRITERIA 5

CRITERIA 5: WBL students are appropriately enrolled and placed in State approved WBL experiences.	
Meets Expectations	<ul style="list-style-type: none"> Students are placed in experiences linked to their future career plans/goals. Students have met course prerequisites and entry requirements for the specific WBL experience for which they are enrolled. Evidence of course prerequisite and entry requirements is available upon request. A student roster clearly identifies student enrollment in state-approved WBL experiences. Student enrollments are appropriately entered in the State Reporting System. WBL Coordinator and school counselor collaborate to enroll and place students.
Exceeds Expectations	<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> At least 25 percent of the graduating class has participated in a Career Preparation or Career Training level experience.
Supporting Evidence	<ul style="list-style-type: none"> Student transcripts Statement of future goals/career plan Student roster including career sector and type of experience Student training plans Annual summary Student reflections or timecards

Key Definitions:

- State approved WBL experiences - Capstone Course, Interdisciplinary Cooperative Education, Career Exploration Internship, Community Service, Approved Career and Technical Education program of study, and State Earn and Learn (SEAL).

Need to Know:

- [2019-2020 Course, Titles, and Descriptions, Guide](#)
- The chart below lists courses that are best aligned for the integration of WBL experiences; however, please note that this is not an exhaustive list, as there are a multitude of ways to integrate quality WBL experiences. The goal should be to include WBL experiences in all courses using the WBL Continuum as a guide (see pages. 7-9).

Course Name	Course #	Entry Requirement	Course Guide Pages
Work-Based Learning Capstone	5974	Required: A minimum of four credits of introductory and advanced career and technical education courses related to a student's pathway and to the work site placement	148-150
Interdisciplinary Cooperative Education	5902	Required: A minimum of four credits in a logical sequence of courses related to the student's pathway and the work site placement	150-151
Supervised Agricultural Experience	5228	Recommended: Introduction to Agriculture, Food and Natural Resources	60
Banking and	5258	Recommended: Algebra II	64

Investment Capstone		Required: Introduction to Accounting and Advanced Accounting	
Computer Science III: Software Development, Capstone	5249	Recommended: Computer Science II Required: Computer Science I	68
Computer Science III: Cybersecurity, Capstone	5253	Recommended: Computer Science II Required: Computer Science I	69
Entrepreneurship and New Ventures Capstone	5966	Required: Four credits from the following courses in the Business, Marketing, Information Technology, and Entrepreneurship cluster. <ul style="list-style-type: none"> ● (4524) Introduction to Accounting, ● (4522) Advanced Accounting, ● (4518) Introduction to Business, ● (5967) Introduction to Entrepreneurship, ● (4562) Principles of Business Management, ● (5914) Principles of Marketing, ● (5918) Strategic Marketing, ● (4560) Business Law and Ethics, or ● (4558) Global Economics 	70-71
Information Technology Support II, Capstone	5231	Required Prerequisites: Information Technology Support	73
Networking II: Cybersecurity, Capstone	5245	Required Prerequisites: Networking I	75
Engineering Design and Development	4828/ 5698	Recommended Prerequisites: Introduction to Engineering Design, Principles of Engineering Design, and one pre-engineering specialty course	85
PLTW Biomedical Innovation	5219	Required Prerequisites: Principles of Biomedical Sciences, Human Body Systems or Anatomy and Physiology, and Medical Interventions	121
Advanced level Career and Technical Education Courses	<i>various</i>	<i>various</i>	<i>various</i>
Cadet Teaching Experience	0502	None	240-241
Career Exploration Internship	0530	Recommended: Preparing for College and Careers; Career Information and Exploration	241-242
Community Service	0524	None	243-244

Sample Templates:

- N/A

CRITERIA 6

CRITERIA 6: WBL sites are in compliance with federal and state labor laws and local policies.

Meets Expectations	<ul style="list-style-type: none"> ● The WBL Coordinator ensures copies of federal and state laws, rules, regulations, and information pamphlets concerning employment and safety training are made available to students and employers. ● WBL Coordinator ensures training plans include appropriate levels of supervision for students based upon placement. ● The WBL Coordinator discusses safety issues with employers. ● Students work hours are in compliance with labor laws. ● A process exists to report and track accidents.
Exceeds Expectations	<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> ● The WBL Coordinator includes information on labor laws, rules, and regulations during the orientation. ● The WBL Coordinator monitors the worksite for safety and compliance with items flagged in training plan.
Supporting Evidence	<ul style="list-style-type: none"> ● Student time sheets ● Student job placements ● Copies of federal and state laws, rules, regulations, and information pamphlets, concerning employment and safety made available ● Copies of WBL and CTE instructors lesson plans covering safety issues and labor laws, and appropriate documentation of completion ● Copies of any accident reports/accident report summary

Key Definitions:

- N/A

Need to Know:

- All liability insurance issues should be addressed in the training agreement and plan prior to student participation.
- Liability coverage could be the responsibility of the employer or the district.
- If the student worker is employed by the company and paid by the company they are covered under the employer's workers compensation.
- If the student worker is participating in an "unpaid" internship experience it is considered an extension of the school day and liability responsibilities should be addressed in the training agreement and plan prior to the start of the experience.

Sample Templates: Below are examples. Districts should update sample templates based on need.

- [WBL Timesheet SAMPLE 1](#)
- [WBL Timesheet SAMPLE 2](#)
- [WBL Employer Guidance SAMPLE](#)
- [Indiana Intent to Employ Form](#)
- [Student Release Form SAMPLE](#)
- [Myths and Facts for Employers SAMPLE](#)
- [Certificate of Liability Insurance SAMPLE](#)

CRITERIA 7

CRITERIA 7: WBL students, parents, and worksite mentors complete an orientation specific to their roles and responsibilities.	
Meets Expectations	<ul style="list-style-type: none"> ● Program expectations are clearly defined for each role. ● Clear evidence of student level training exists. ● Clear evidence of parent level training exists. ● Clear evidence of employer level training exists. ● Training is delivered by the WBL Coordinator.
Exceeds Expectations	<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> ● Program expectations are clearly defined for each role and communicated in a variety of media formats. ● Training is delivered by the WBL Coordinator with support from students, parents, and employers. ● Employability skills standards are integrated in classroom lessons. ● Updates and continuous improvement of onboarding process is evident.
Supporting Evidence	<ul style="list-style-type: none"> ● WBL training plan completed and signed ● Training collateral (presentations, modules, etc.) ● Lesson plans or activities ● Evidence of student, parent, and employer training completion ● Copy of sign in sheets from orientation

Key Definitions:

- Employability Skills - A group of essential abilities that involve the development of a knowledge base, expertise level and mindset that is increasingly necessary for success in the modern workplace.

Need to Know:

- [Responsibility Guidelines](#)

Sample Templates:

- [Internship Overview Letter SAMPLE](#)

CRITERIA 8

CRITERIA 8: Each WBL student has a training plan and an updated graduation plan (IC 20-30-4) on file.	
Meets Expectations	<ul style="list-style-type: none"> ● The training plan integrates sequenced academic and CTE experiences. ● A signed educational training plan is on file for each student outlining responsibilities of each party. ● A copy of the training plan is on file with the employer. ● The following is included in each educational training plan: <ul style="list-style-type: none"> ○ Purpose of training plan ○ Duration of training period ○ Minimum and maximum number of hours to work ○ Academic credit to be earned ○ Occupational standards and competencies ○ Employer responsibilities ○ Educational institution and WBL Coordinator responsibilities ○ Parent/guardian responsibilities ○ Student responsibilities ○ Wage agreement and process for progressive wage scale ○ Includes liability insurance responsibility
Exceeds Expectations	<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> ● Employers are involved in the creation of the training plan. ● Training plan also includes career goal of student. ● Graduation Plan includes a record of individual advisement that includes post-secondary options for the student.
Supporting Evidence	<ul style="list-style-type: none"> ● Signed copies of training plan ● Records of students' dual credits and industry certifications

Key Definitions:

- Training Plan - A document that outlines the occupational standards, essential duties, responsibilities, and expectations for the student, parent, school liaison, and worksite mentor / supervisor.
- Graduation Plan (IC 20-30-4) - Enables students to connect what they are currently doing in school to what they want to do in the future.

Need to Know:

- For every four hours of release time the student spends at the worksite during CTE Courses or WBL Capstone Courses there should be at least one hour of classroom instruction. For all other WBL experiences please reference the WBL Continuum (pgs. 7-9).

Sample Templates: Below are examples. Districts should update sample templates based on need.

- [Training Plan and Agreement SAMPLE 1](#)
- [Training Plan and Agreement SAMPLE 2](#)
- [Training Plan and Agreement SAMPLE 3](#)
- [Training Plan and Agreement SAMPLE 4](#)
- [Training Plan and Agreement SAMPLE 5](#)
- [Training Plan and Agreement SAMPLE 6](#)

CRITERIA 9

CRITERIA 9: Each WBL student receives regular feedback from the worksite mentor and WBL coordinator on progress toward goals established in the student’s training plan.

Meets Expectations	<ul style="list-style-type: none"> ● Site visits are scheduled on a regular basis (recommend at least one visit per student each semester). ● Additional communication (phone, email, or documentation logs) happens on a regular basis to ensure that the placement is working well for all parties. ● A process exists to maintain documentation of all site visits. ● Personnel are available to complete visits during all periods that students are being released from school or placed at worksites. ● All personnel involved with site visits and student evaluations are trained in providing feedback using the appropriate documentation.
Exceeds Expectations	<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> ● Site visits exceed the recommended one visit per student each semester. ● Visits are used to coordinate the individual student’s job activities with the school based related instruction. ● The WBL Coordinator takes the training plan and other individual student records to the placement site for reference and evaluation purposes. ● Student receives at least a mid semester evaluation/performance rating.
Supporting Evidence	<ul style="list-style-type: none"> ● Records of supervisory and site visits ● Teacher’s schedule ● Schedule of student enrollments ● Supervisory visitation reports completed for each visit ● Documentation logs ● Onsite evaluation from workplace mentor

Key Definitions:

- Site visit - an in-person observation or meeting at the placement worksite.

Examples/Need to Know:

- N/A

Sample Templates:

- [Visitation Report SAMPLE 1](#)
- [Visitation Report SAMPLE 2](#)
- [Student Reflection SAMPLE 1](#)
- [Student Evaluation by Mentor SAMPLE 1](#)
- [Student Evaluation by Mentor SAMPLE 2](#)
- [Student Evaluation by Mentor SAMPLE 3](#)
- [Student Evaluation by Mentor SAMPLE 4](#)
- [Student Evaluation by Mentor SAMPLE 5](#)
- [Student Evaluation Weekly SAMPLE](#)

CRITERIA 10

CRITERIA 10: WBL Coordinator is responsible for maintaining accurate records regarding enrollment, assessment, and awarding of credit for data and monitoring purposes.

Meets Expectations	<ul style="list-style-type: none"> ● An individual student file exists for each student on a WBL placement which contains the following records: <ul style="list-style-type: none"> ○ WBL application ○ Student graduation plan ○ Employment verification documents, time sheets ○ Work permit if necessary ○ Emergency health information, proof of insurance ○ Signed copies of the training agreement ○ Training plan and, ○ Employer evaluations ● Data is complete and up to date in INTERS or other State data collection system. ● Appropriate credit is awarded for completion of a WBL placement for appropriate courses.
Exceeds Expectations	<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> ● School counselors and WBL coordinator work in collaboration to enroll and award credit. ● Records are regularly reviewed by school leadership.
Supporting Evidence	<ul style="list-style-type: none"> ● Accurate and complete data in INTERS or other state data collection system ● Master schedule of students enrolled in WBL placements ● Assessment and grading policy rubrics

Key Definitions:

- INTERS - Indiana Technical Education Reporting System or INTERS is the software used to collect and manage the data that is reported to Career and Technical Education for the Federal Report.

Need to Know:

- If the experience is embedded within a Career and Technical Education course you should enter the appropriate information in INTERS.
- WBL Coordinators should work collaboratively with the personnel responsible for entering student data into INTERS.

Sample Templates:

- N/A

CRITERIA 11

CRITERIA 11: An annual program review is submitted to the Department of Education to ensure continuous WBL program improvement.

Meets Expectations	<ul style="list-style-type: none"> ● Student and employer surveys are conducted annually concerning the relevance of the WBL program. ● All program data is properly submitted in INTERS or other data collection platform designated by the State. ● The annual program review is completed and on file with the Department of Workforce Development and Department of Education. ● Program improvements are planned annually based on student and employer surveys and the results of the annual WBL program review.
Exceeds Expectations	<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> ● Unpaid internships turn into paid internships or employment. ● Paid certification programs available. ● Student exit interviews are conducted in addition to the survey results to gain deeper insights. ● Follow up is conducted with graduates previously enrolled in WBL to evaluate placement.
Supporting Evidence	<ul style="list-style-type: none"> ● Responses from surveys / exit interviews ● Awards recognition ceremony ● Copies of Annual Review Document ● Program improvement action plans

Key Definitions:

- N/A

Examples/Need to Know:

- The Indiana Department of Education and Indiana Department of Workforce Development will communicate appropriate reporting mechanisms.

Sample Templates:

- N/A

Work-Based Learning Resources

General

- [Career Connections and Talent](#)
- [Career and Technical Education](#)
- [Career and Technical Education Funding Memo](#)
- [Chamber of Commerce Statewide List](#)
- [Employability Skills Standards](#)
- [Graduation Pathways](#)
- [Graduation Plan](#)
- [Indiana Department of Education](#)
- [Indiana Department of Education WBL Webpage](#)
- [Indiana Department of Workforce Development](#)
- [Industry Certifications](#)
- [Industry-Developed Team Challenge PBL \(PTECH Guide\)](#)
- [INTERS](#)
- [Office of Work-Based Learning and Apprenticeship](#)
- [Supervised Agricultural Experience](#)

Labor Laws

- [U.S. Department of Labor](#)
- [YouthRules!](#)
- [Indiana Department of Labor](#)
- [Occupational Safety and Health Administration](#)
- [Indiana Occupational Safety Health Administration](#)
- [IDOL: Teen Labor Laws](#)
- [IDOL: Report an Accident or Fatality](#)
- [DOL: Paid vs Unpaid Test](#)

References

National Governors Association. (n.d.). Retrieved August 11, 2019, from <https://www.nga.org/>

Perkins Collaborative Resource Network. (n.d.). Retrieved August 11, 2019, from <https://cte.ed.gov/legislation/perkins-v>

Work-Based Learning. (n.d.). Retrieved August 11, 2019, from <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Work-Based-Learning-.aspx>