

Work Based Learning Manual



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Montana's Vision

To scale and enhance high quality Work-based Learning experiences in Montana to:

- Serve Montana's priority workforce development needs
- Create sustainable talent development pipelines
- Foster career and college readiness
- Ensure alignment of education, government, community and business resources toward priority employer needs

Purpose of this Manual

This manual is a resource for secondary staff initiating, implementing or improving work-based learning. This includes instructors, administrators, counselors, coordinators, and support personnel. This manual can also be helpful to employers and others in the community who are interested in increasing their understanding of work-based learning.

There are three objectives addressed in this guidance document:

- To define Work-Based Learning and its benefits to a student's educational plan
- To be a detailed reference for districts developing Work-Based Learning programs
- To be a comprehensive resource for individuals already involved in providing Work-Based Learning programs

Introduction

ADVANCE CTE published a guidebook called, "Connecting the Classroom to Careers" (October 2016). The authors explain, "Work-based learning is being transformed as a means to build on students' academic experience and career interests, rather than simply releasing them from the school day for a job that is not connected to their education. What is most important is that the experience is informed by workplace standards and is connected to students' classroom learning and career aspirations as a means to provide context and relevancy". <https://careertech.org/resource/work-based-learning-comprehensive-guide>.

Perkins V Work-Based Learning Definition

The term "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, firsthand engagement with the tasks of a given career field, that are aligned to curriculum and instruction.

Types of Work-based Learning and Definitions

Work-based learning comprises a wide range of activities that are conducted as an extended learning experience within any school program. Because of the digital world we now live in, both in-person and virtual activities are possible Work-Based Learning options. These activities are divided into four categories; Career Awareness, Career Exploration, Career Preparation, and Career Training.

While all four tiers are important to a high quality Career & Technical Education Program, only Career Preparation and Career Training can be included for the Perkins V Performance Indicator measurement (5S3).

Career Awareness (Middle/High School)

As shown above, Career Awareness is the first step in understanding all sectors of the workforce. Career Awareness begins in middle grades and usually bridges the first two years of high school.

Workplace Tours

Many career & technical programs across the state bring students on field trips to visit banks, restaurants, food production plants, manufacturing plants, construction sites, and medical facilities, as well as local business options. This provides students with an opportunity to briefly experience the work environment and potential jobs needed in a specific industry.

Guest Speakers

Most local guest speakers provide their time free of charge, but teachers/counselors or work-based learning coordinators have to do the legwork to find speakers, build a relationship, and determine if that person is willing to discuss their profession with enthusiasm. Some schools even offer workshops such as cake decorating that is led by a professional. This is an allowable expense of your Perkins funding.

Career Fairs

Career Fairs in general, provide students the opportunity to meet representatives from the local workforce and gain an overview of what their business/occupation entails. Hands-on activities that highlight a skill or skills specific to that occupation provide a meaningful experience.

Community Involvement

These activities consist of non-program specific community service activities that builds a student's sense of pride in their community. These events may be a larger project to enhance a sector of the community or assisting an individual family within a community.

Career Interest Assessment

Career Interest Assessments in 7th-9th grade provide students with basic framing of likes, dislikes, personality strengths, and a broad understanding of how careers are grouped. Most online career guidance systems have this type of assessment built in to their website.

Career Exploration (Freshmen/Sophomores)

Extended Learning

Learning and teaching activities related to Career and Technical Education course or program competencies that occur beyond the scheduled school day and/or school year under the supervision of a certified teacher.

- This can include Career and Technical Student Organization (CTSO) activities, as long as hours are documented according to OPI Guidelines for House Bill 86.
- Summer employment may be considered if core competencies*(Appendix A) are agreed upon and monitored by both a CTE teacher and employer.
- Career-focused summer camps (such as the week long Med Start Camp, or Flathead Valley Community College's summer credit series), may also be counted towards the student's hours.

Job Shadowing

A job shadow is a career exploration activity in which a student follows an employee for one or more days to learn about a particular occupation or industry. Job shadowing can help students explore a range of career opportunities to assist in developing their high school career pathway. Classroom exercises conducted prior to and following the job shadow help students connect their experience to their coursework, career interests, related skills requirements, and future educational options. Virtual Job Shadows are available through third-party online vendors as well. Characteristics of job shadowing include:

- Varying time commitment from one hour to one full day
- Providing students with a realistic view of a specific job
- Allowing students to observe employees on the job
- Allowing students time to ask questions
- Requiring students to complete related class assignments (journals, focused questions, etc.)

Structured Field Trips

Work-based activities that are done in groups and accompanied by a certified teacher are called Structured Field Trips. The field trip experience is "front-loaded" with a purpose and may be a culmination experience. A representative of the worksite or a CTE college program may partner with industry representatives to host the event. (Campus tours are not considered a structured field trip unless there is a specific activity linked to specific CTE programming). During a field trip, students may observe, ask questions, and learn from the experience of being on an actual worksite or college campus. Structured Field Trips should be followed by debriefing activities such as class discussion, reports, and follow-up letters to the worksite/college hosting the experience.

Career Guidance System

Web-based career guidance systems such as the Montana Career Information System (MCIS), Career Cruising, or Naviance, help students understand their interest areas and strengths, while providing a glimpse into myriad career options. Developing individual student portfolios are recommended beginning in middle school.

Career Preparation (Juniors/Seniors)

Service Learning

Service learning is a teaching methodology, which provides relevance to the academic curriculum, increases academic rigor, and enhances relationships among the participants and the community/community partners. Simply stated it is using academic knowledge learned in the classroom to meet a real community need. The National and Community Trust Act, 1990, provided a more extensive definition of service learning. It is a method

- Under which young people learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs that are coordinated in collaboration with school and community;
- That is integrated with specific learning objectives and provides structured time for youth to think , talk, or write about what they did and saw during the actual service activity;
- That provides young people with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities;.
- That enhances what is taught in school by extending student learning beyond the classroom and into the community;
- Helps foster a sense of caring for others.

Currently, the emphasis seems to be on community involvement especially for college admission. “Although the terms community service and service learning are used interchangeably, service learning and community involvement are not synonymous. Community involvement may be, and often is, a powerful experience for young people, but community involvement becomes service learning when there is a deliberate connection between service and learning opportunities, which are then accompanied by conscious and thoughtfully-designed occasions for reflecting on the service experiences.” (Alliance for Service Learning in Education Reform). [If you choose Service Learning as a strategy for offering work-based learning, projects must meet the requirements for .25 credit or .5 credit and fit within one of the National course codes on page 9.](#)

Cooperative Work-based Learning/Internship

Cooperative Work-based Learning means a learning experience where students practice in the community the skills and knowledge learned in the classroom. This is also referred to as an *Internship* and can be a volunteer activity or a paid position. An employer/employee relationship must exist if the work performed by the student results in a net increase in productivity or profitability for the business or organization.

Examples include, but are not limited to:

- Business Co-op Classes fit into this category as long as there is an agreement with a business and specific business-related learning outcomes are identified
- Medical Center/Hospital internship programs with specific learning goals and curricular expectations that have Memorandums of Understanding with a local high school
- Supervised Agricultural Experience (SAE) as defined within the Agricultural Education curriculum
- Matheson Flight Extenders Inc., (transportation, logistics and distribution)
- Early Childhood Education Internships
- Summer internships in trades & industry through specific pathway programs

School-Based Enterprises

A school-based enterprise involves goods and/or services produced or sold by students as part of their educational program. School-based enterprises typically engage students in all aspects of operation and management of a business that may involve the sale of goods and/or services for use by others. Enterprises can be on or off the school site but are always part of the school's educational program. [Learner outcomes must be determined and the minimum number of hours met for this to count as a Perkins V Work-based Learning experience and must be assigned a National Course Code.](#)

Examples may include, but are not limited to the following:

- Agricultural Education Greenhouse sales
- Business/Marketing Stores
- Family & Consumer Sciences Culinary activities (coffee kiosk, catering, café)
- Family & Consumer Sciences Early Childhood Learning Center
- Entrepreneurial businesses associated with a CTE program area (t-shirt printing, embroidery company, etc.)
- School-built houses

Supported Employment

The term "Supported Employment" is specifically intended for IDEA/504 students. The Office of Public Instruction's Special Education Division can address any questions you have regarding the training needs for this cohort of students. Contact the Special Education Administrator, Frank Podobnik by email:

fpodobnik@mt.gov

Career Training

Career Training includes options that may start in high school and continue well past high school graduation and may include post-secondary programs of study.

Industry Recognized Credentials (IRC)

(*IRCs can only be counted as work-based learning if there is a demonstrated work-based learning component to the certification, such as clinical placement for CNA and EMT; where skills are assessed in a work setting)

The Workforce Innovation and Opportunity Act provides the definition of a 'recognized postsecondary credential' as "a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree". At the secondary level, this refers to a state-recognized certification that is obtained through a specific number of hours of training. Examples shown below are not a complete list:

- Certified Nursing Assisting (CNA)
- Emergency Management Technician (NR-EMT)
- CISCO
- Microsoft certifications
- ProStart Certification of Achievement (COA)
- Child Development Association (CDA)

- American Welding Society (AWS)
- National Automotive Technical Education Foundation (NATEF)
- National Institute for Automotive Service Excellence (ASE)
- National Center for Construction & Education Research (NCCER)

Youth Apprenticeship

The MT Youth Apprenticeship Partnership is currently focusing on apprenticeship opportunities for healthcare and information technology. As of (2019-2020) the pilot programs are in Helena and Billings, but the plan is to expand to the rest of the state. Pathways will begin in high school and continue through a combination of on-the-job training and postsecondary coursework with the goal of assisting students directly into mid-skill careers.

Registered Apprenticeship

According to the Montana Dept. of Labor, students can start apprenticeships at 16 years of age. There are four components to a registered apprenticeship; 1) Business Involvement, 2) Structured on-the-job Training, 3) Instruction, 4) Rewards for Skill Gains. More information regarding registered apprenticeships may be found at: <http://lmi.mt.gov/Career/Programs>

Performance Indicator 5S3:

Reporting Student Hours for Service Learning, Cooperative Work-based Learning/Internships, School-based Enterprises, Supported Employment, Industry-recognized Credential, or Registered Apprenticeship

The most direct way to report semester or yearlong worksite activities is to enter the data into TEAMS reporting system using the course codes for each program area. This serves as a guide for matching the current 16 Montana Career Pathways:

18488	Agricultural Mechanics-Workplace Experience
18998	Agriculture, Food, and Natural Resources- Workplace Experience
11998	Arts, AV and Communications Workplace Experience
12148	Finance- Workplace Experience
12198	Marketing-Workplace Experience
12998	Business and Marketing- Workplace Experience
10248	Information Technology
16098	Restaurant, Food and Beverage Services- Workplace Experience (FCS)
19998	Human Services- Workplace Experience (FCS)
19098	Child and Eldercare- Workplace Experience (FCS)
14098	Health Science/Therapeutic Services- Workplace Experience
14051	Certified Nursing Assisting (industry-recognized credential)
14055	Emergency Medical Technician (industry-recognized credential)
17998	Architecture & Construction- Workplace Experience
13248	Metalwork-Workplace Experience (welding, machine technologies, etc.)
21148	Design/CADD (Tech Ed)
20148	Transportation (Automotive)
13998	Advanced Manufacturing
21098	Technology (STEM?)

Insurance and Student Volunteer Considerations

Work-based Learning opportunities can create liability exposures. It is important that all parties understand, and accept, their own responsibilities and liabilities.

This link will take you to the Montana Youth Employment resources available through the Department of Labor. This site also hyperlinks to Federal Youth guidelines.

<http://erd.dli.mt.gov/labor-standards/child-labor-law/child-labor-law-reference-guide>

High schools are highly encouraged to pursue additional insurance riders on their school insurance, as work-based opportunities are not the same as a field trip where guardian consent forms are sufficient.

The Montana School Board Association also encourages schools to work with their business/industry partners to add Volunteer Workman's Compensation to the coverage they already have in place.

Other items to consider:

- Does your school have a Work-based Learning Coordinator? This may be funded with Perkins dollars.
- Does someone from the school visit the work site for potential risks?
- Do you have Affiliation agreements in place for each student?

Attachment A

AFFILIATION AGREEMENT

This Affiliation Agreement is entered into between _____ (high school) and _____ (workplace learning site).

WHEREAS High School has established a _____ career pathway program for students interested in pursuing a career in these and associated fields; and

WHEREAS High School wishes to affiliate with _____ (workplace learning site) for the purpose of providing Career Exploration and Assessment experiences for students enrolled in the _____ career pathway; and

WHEREAS the Workplace Learning Site is willing to permit the Career Exploration experience on its' premises with the terms set forth in this Affiliation Agreement;

NOW THEREFORE, the parties agree as follows:

1. The High School shall assume full responsibility for planning and execution of the student program of instruction including curriculum content, Career Exploration orientation, health status information, emergency contact information, parent/guardian consent.
2. The High School shall ensure participating students have completed instruction in legal responsibilities, ethical behavior and safety practices prior to participation in the Career Exploration.
3. The High School shall provide a faculty representative responsible for instruction and coordination with appropriate Workplace Learning Site personnel for the planning, selecting and evaluating of students' experiences.
4. The Workplace Learning Site agrees to designate a liaison representative whose responsibility it shall be to assist the faculty representative in selection and coordination of student experiences appropriate to the level of learning.
5. The Workplace Learning Site professional practitioners shall be responsible for overseeing the students' experience and training activities. They shall orient the students to their activities, direct their activities and supervise their activities to assure safe and satisfactory experiences and performance.
6. The High School shall be responsible for assigning students to the Workplace Learning Site for experience. High School shall notify the Workplace Learning Site at least one (1) month in advance of its planned schedule of students and types of experiences to be provided. This schedule shall be subject to approval of the Workplace Learning Site.
7. The Workplace Learning Site shall make available the necessary equipment and supplies as determined by the Workplace Learning Site in conjunction with High School.
8. The Workplace Learning Site shall provide High School with periodic student performance evaluations in the manner and frequency so designated by High School.
9. No student shall be entitled to any payment from the Workplace Learning Site.
10. The High School shall accord the Workplace Learning Site the right to remove any student from the clinical department services or areas of the Workplace Learning Site whenever such removal shall serve the best interests of the Workplace Learning Site or its patients. Responsibility for student disciplinary measures, if any, shall be with High School and not with the Workplace Learning Site.

Attachment B

(Students working in healthcare facilities will have extra paperwork in order to comply with medical facility standards of patient care)

These forms are samples used in health science programs. These forms were included even though other programs may not need to have a comprehensive packet of Authorization Forms.

HEALTH STATUS QUESTIONNAIRE

This form is to be completed by each student prior to participating in the Career Exploration experience. Sharing the form with each of the workplace learning sites prior to student participation will ensure that the requirements are consistent with site policy. Additionally, some Sites are willing to provide the immunizations for Hepatitis B or tests for Tuberculosis if students have not completed these procedures previously. The Health Status Questionnaire follows.

EMERGENCY CONTACT INFORMATION

An Emergency Contact Information form should be completed for each student. A copy should be retained at both the workplace learning site and the school site in the workplace coordinators' files. This information may be on file in the school office and can be copied for both locations. A sample form for completion follows.

PARENT/GUARDIAN CONSENT

Students may find they are placed in a specialty area that may provide services of a most critical and sensitive nature, e.g., obstetrics, surgery, specific exams, emergency. Parents/Guardians should be informed of the potential opportunities and options and approve of the placements prior to the student's assignment. The sample form for signature follows.

REQUIREMENTS CHECKLIST

The checklist provides an easy to identify list of items to be completed prior to the Career Exploration experience. Students should review the items and determine they have completed each as listed. The checklist follows.

- Schools or districts may have forms that they require in place of those available in the Career Exploration and Assessment packet.
- Individual workplace learning sites may have information they require that is not part of the forms in the Career Exploration and Assessment packet and additions to the items included may be necessary.

HEALTH STATUS QUESTIONNAIRE

Complete this form and submit to your Workplace Coordinator prior to your Career Exploration experience. If you have not completed any of the items listed, please share that information with the Workplace Coordinator so arrangements can be made to complete the process prior to your placement.

Name _____ Date of Birth _____

Address _____ City _____

Home Phone _____ Cell Phone _____

Provide proof of two Measles, Mumps, Rubella (MMR) immunizations or proof of positive Rubella/Rubeola titers.

MMR #1 date _____ MMR# 2 date _____

(OR)

Rubella titer date _____ Rubeola titer date _____

Date of Tetanus Diphtheria booster _____

Tuberculosis skin test (PPD) within the past thirty days is required

PPD date _____ mm negative/positive

If PPD was positive, date of CXR _____ results _____

Date treatment started (if received) _____ Completed on _____

Hepatitis B as required by specialty or unit

Series 1 date _____

Series 2 date _____

Series 3 date _____

Student Signature _____ Date _____

Printed name _____

Parent/Guardian Signature _____ Date _____

EMERGENCY CONTACT INFORMATION

Complete the information requested and submit the form to your Workplace Coordinator. This information is required prior to your participate in the Career Exploration workplace learning experience. The information should indicate the person to be contacted should you become ill or are injured or should any other emergency conditions occur.

Student name _____

Address _____ City _____

Home phone _____ Cell phone _____

School name _____

School site contact name _____ Title _____

Phone number _____ Cell phone _____

Parent/Guardian name _____

Home phone _____ Cell phone _____

Work phone _____ Company name _____

Address _____ City _____

Person to contact in an emergency in addition to your parent/guardian

Name _____

Home phone _____ Cell pone _____

Work phone _____ Company name _____

Address _____ City _____

Relationship to you _____

REQUIREMENTS CHECKLIST

As you prepare for your Career Exploration at the workplace learning site you will need to complete and submit a number of documents. The following is the list of items to be submitted to the Workplace Coordinator prior to your Career Exploration assignment.

Please complete and sign this Requirements Checklist and submit along with the items listed.

Bring this completed form and the items listed to the Student Orientation meeting.

Student name (print) _____

Forms to be completed and submitted;

1. ____ Confidentiality Agreement
2. ____ Certificate of Competence Assessment (with a minimum grade of 75%)
3. ____ Health Status Questionnaire
4. ____ Emergency Contact Information
5. ____ Parent/Guardian Consent

Student acknowledgement:

I acknowledge that I completed the Workplace Learning Preparation coursework prior to attending the Student Orientation session and agree to adhere to the content presented. Subjects included Legal Responsibilities, Ethical Behavior and Safety Practices.

I also acknowledge that I successfully completed the Certificate of Competence Assessment with at least 75% of the questions answered correctly.

Student Signature

Date

I acknowledge that I received the materials requested, completed and signed as indicated.

Workplace Coordinator

Date

5. Write down one interesting lesson, or new fact you learned, while at this business/department.

6. Comments:

(circle one) Yes No

6. Was the student cooperative? (circle one) Yes No Briefly Describe

7. Would you like to continue to have students rotate through your business/department?

(circle one) Yes No Briefly describe your response

8. Comments:
