

Work-based Learning



Montana Office of Public Instruction

Career, Technical, and Adult Education Unit

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WORK-BASED LEARNING

Work-based Learning as a capstone experience within approved Career and Technical Education programs

Work-based Learning (WBL) within Career and Technical Education (CTE) programs offers a rigorous expansion of experiences as determined by student participation and concentration status. Montana CTE pathways were developed to offer foundational knowledge and technical skills before a capstone work-based learning experience is offered such as credit, dual credit and industry recognized credentials. This directly connects the pathway training and skill development to the work-based learning experience where these skills are demonstrated. The goal is a demonstration of mastery, not the introduction of entry-level skill sets.

Additional funding is provided for these experiences. See the following for more details concerning setting up and funding these capstone experiences.

Carl Perkins Work-based Learning Definition

It is important to begin with understanding what is meant by work-based learning. There are a number of definitions that exist, but career and technical education looks foundationally at the Carl D. Perkins Career and Technical Education Act of 2006 ([*As Amended Through P.L. 116-6 Enacted February 15, 2019*](#)).

As per Sec.3 [20 U.S.C. 2302] Definitions of Public Law 88-210:

“(55) WORK-BASED LEARNING. –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 required in a given career field, that are aligned to curriculum and instruction.”

Note the components underlined. This indicates alignment to CTE sequence of coursework. The following sections are included to further understand what work-based learning in Montana entails and how to build effective experiences and address the underlined components.



Benefits of WBL

1. Students benefit from work-based learning through:

- Application of classroom learning (both academic and technical) in real-world settings
- Establishment of a clear connection between school and work
- Assessment of their interests, aptitudes, and abilities while learning about the career possibilities available to them (MCIS, Naviance, Career Cruising, ASVAB tests all offer assessments)
- Improvement of their post-graduation employment opportunities
- Development and practice of positive work-related habits and attitudes including the ability to think critically, solve problems, work in teams, and resolve issues
- Assessment and understanding of the expectations of the workplace
- Establishment of professional contacts for future employment
- Expansion and refinement of their technical skills
- Awareness of post-secondary education opportunities
- Opportunities for credit, dual credit and industry credentials



2. Employers benefit from work-based learning through:

- A pool of skilled and motivated potential future employees
- Improved employee retention
- Reduced training/recruitment costs
- Developmental opportunities for the current workforce
- Development of new projects with student assistance
- Involvement in the curriculum development process
- An opportunity to provide community service



3. School, Parents and Community benefits from work-based learning by:

- Expanding student interest in local businesses for employment
- Growing your own replacement workforce or expanding workers as you need them
- Volunteer components that bring economic value through services provided or work completed, which means local tax bases will not need to be tapped
- Strengthening school to work relationships that build support for school initiatives
- Providing real world experiences that help build a well-rounded education
- Allowing exploration of careers that encourages career success.



High Quality Work-based Learning in CTE

In-depth research by the Association of Career and Technical Education (ACTE) has identified high-quality quality Work-based Learning programs to have twelve indicators. These twelve indicators positively impact work-based learning as each provides content that prepares students for this capstone experience.



It is important to review all these indicators which can be [accessed here](#). This source also includes a self-assessment which can be helpful when determining strength of a local CTE program and where improvements might be needed. They are expected to be addressed in combination, not as stand-alone components.

Info Graphic Indicators Explained

- **Standards-aligned and Integrated Curriculum:** This element addresses the development, implementation and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.
- **Sequencing and Articulation:** This element addresses the key components of the definition of a program of study and the articulation, coordination and collaboration that support programs of study, career pathways and accelerated learning.
- **Student Assessment:** This element addresses the types and quality of assessments used in the program of study, including the types of knowledge and skills that should be assessed, and assessments that lead to recognized post-secondary credentials.
- **Prepared and Effective Program:** Staff This element addresses the qualifications and professional development of program of study staff, including secondary CTE teachers, post-secondary CTE faculty, administrators and other personnel
- **Engaging Instruction:** This element addresses instructional strategies within a student-centered learning environment that support student attainment of relevant knowledge and skills.
- **Access to WBL:** This element addresses program of study promotion, student recruitment and strategies that support access to WBL for all student populations
- **Facilities, Equipment, Technology and Materials:** This element addresses the alignment, appropriateness and safety of the physical/material components of the program of study, including laboratories, classrooms, computers, industry specific equipment, and tools and supplies that support learning.
- **Business and Community Partnerships:** This element addresses business and community partner recruitment, partnership structure and the wide variety of activities partners should be engaged in to support the program of study and ensure programs are aligned with workforce needs
- **Student Career Development:** This element addresses strategies that help students gain career knowledge and engage in education and career planning and decision-making, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services.
- **Career and Technical Student Organizations (CTSOs):** This element addresses CTSOs, which are organizations for individuals enrolled in CTE programs that engage in activities as an integral part of the instructional program, including the delivery and availability of CTSO opportunities for student skill and leadership development.
- **Work-based Learning Continuum:** This element addresses the delivery of a continuum of work-based learning involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as workplace tours, job shadowing, school-based enterprises, internships and apprenticeships.
- **Data and Program Improvement:** This element addresses collection, reporting and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data.

The work-based learning element itself refers to the following:

“This element addresses the delivery of a continuum of work-based learning involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as workplace tours, job shadowing, school-based enterprises, internships and apprenticeships.”

Effective work-based learning happens when the following indicators are in place:

- The full continuum of work-based learning experiences progress in intensity, and are accessible to every student at some point during their career program of study.
- Work-based learning experiences are aligned with relevant national, state and/or local standards.
- Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills.
- Work-based learning experiences are intentionally aligned with each student’s education and career goals.
- Work-based learning experiences are provided through delivery methods that maximize meaningful interaction with business professionals.
- Work-based learning capstone experiences are successful when opportunities for credit, dual credit and industry recognized credentials are available for students.

Requirements and procedures for work-based learning experiences address access, selection, liability, supervision, rights and responsibilities, safety, and transportation, are aligned to learning objectives and evaluations which are formalized and shared in advance of work-based learning experiences with employers, students, and parents/guardians.

Work-based learning experiences comply with relevant federal, state, and local laws and regulations. Work-based learning experiences are built on a relationship among a student, educator, and industry mentor/site supervisor with clearly defined roles. Students are engaged in reflection, with documentation of learning, such as through a portfolio or presentation.



Industry Engagement with WBL



A workplace experience benefits students to a much greater level if “all aspects of an industry” are included. Not only will it be beneficial to learn how each interconnects to the other, but it also introduces students to the range of careers found in a local business and industry.

This can be a challenge if the student is limited by age restrictions or lack of training, but a job shadow or placement with a team of employees from across departments can provide a similar learning opportunity. Another use of this is to help identify experiences the student could be involved during their workplace experience.

**All aspects of
a selected
industry is
defined as
the following:**

- Planning—How an organization plans (including goals and objectives); type of ownership; and how they assess their needs.
- Management—The structure and process used to accomplish organizational goals; use equipment, materials, and facilities; and organize staff.
- Finance—The accounting and financial decision-making process, the method of acquiring capital to operate and management of financial operations such as payroll.
- Technical and Production Skills—The academic and technical skills needed in the workforce to produce goods or provide services, and the interpersonal skills within the organization. There may be several levels of skills required and tasks performed.
- Underlying Principles of Technology—The technological systems used in the workplace and their contributions to the goods produced or services provided.
- Labor Issues—The rights of the employees related to wages, benefits and working conditions, job descriptions and labor organizations recognized.
- Community Issues—The impact of the company on the community and the impact of the community on the company.
- Health, Safety and Environment—The practices and laws affecting the employee, the surrounding community, and the environment.
- Personal Work Habits—The non-technical skills and characteristics workers are expected to possess such as positive attitude, appropriate personal appearance/physical fitness, readiness to work, respect for others and willingness to follow directions.

Ways To Get Involved

Industry/business leaders play an essential role in helping students explore careers, learn skills that will get them hired, and contribute to a strong and equitable workforce system. From student and teacher facing activities—career awareness, exploration, preparation, and launch— to system level changes — advocacy, funding, industry tables, and culture shifts— there are many ways employers can lead in workforce talent development.

WAYS TO GET INVOLVED

TIME INVESTMENT

STUDENT & TEACHER FACING ACTIVITIES



CAREER AWARENESS

Support students' early awareness of exciting careers in your industry.

- Participate on a **Career Panel** at a school.
- Table or host a **Career Fair** at a school.
- Host a **Worksite Tour** for students to visit your company.

Low



CAREER EXPLORATION

Inform and motivate the next generation of young professionals and help teachers connect your careers to their curriculum.

- Host a student or **Job Shadow** or **Informational Interview**.
- Attend a **Networking & Career Prep Workshop**.
- Participate in an **Industry-Based Design Challenge**. (support students through a real-world problem).
- Offer a **Teacher Externship** (worksite visit).

Mid



CAREER PREPARATION

Advise students and provide them with career experiences linked to their classroom learning.

- Host a high school **Intern**.
- **Mentor** a student.

High



CAREER LAUNCH

Develop a ready workforce with the credentials required for jobs in your industry.

- Provide **On-The-Job Training**.
- Sponsor a **Registered Youth Apprenticeship**

High



ADVOCACY

Build support for ongoing success of career pathways and talent development.

- Write to or meet with **Legislators**.
- Attend a regional **Legislative Breakfast**.
- Create an **Outreach/PR Campaign**.

Low



FUNDING

Provide flexible funding that can match restrictive public investments and support innovative ideas.

- **Invest** in organizations and schools supporting career connected learning.

Low



INDUSTRY TABLES & COMMITTEES

Be part of a streamlined/single point of contact and ensure industry alignment with courses and experiences.

- Serve on an **Industry Sector Partnership Table** (industry-led groups working on shared problems and solutions).
- Serve on a **Career and Technical Education (CTE) Advisory Board** or a school district industry-specific **Career Pathway Committee**

Mid



CULTURE SHIFTS

Create changes within your business that support a diverse and inclusive workplace.

- Examine your **workplace culture** and **message** about your organization's values towards the next generation workforce.

High

SYSTEM LEVEL CHANGES

Grade Level Aligned WBL

Work-based Learning is not limited to a few students in their senior year but can be integrated across all grade bands. As mentioned before, age and developmentally appropriate activities can build a strong understanding that encourages a richer experience and capstone workplace experience where employability and technical skills are practiced and demonstrated. Refer to the table below for alignment examples.



CAREER AWARENESS

Provides understanding to all sectors of the workforce. It can begin in the early and middle grades through the first two years of high school.

- Share **Career Interest Surveys** provided through most online career guidance systems.
- Participate on a **Career Panel or Guest Speaker** at a school.
- Table or host a **Career Fair** at a school.
- Host a **Worksite Tour** for students to visit your company. Build students' sense of pride in their community through
- **Community Involvement** or **Service Projects**.

GRADE
LEVEL

K-12



CAREER EXPLORATION

Inform and motivate the next generation of young professionals and help teachers connect your careers to their curriculum.

- Provide students **Job Shadow** or **Informational Interview** opportunities.
- Host **Networking & Career Prep Workshop**.
- Engage students in **Career and Technical Student Organizations**.
- Encourage participation in **Career-focused Summer Camps**.
- Participate in an **Industry-based Design Challenge**.
- Engage in **Teacher Externship** (worksite visit).

K-12



CAREER PREPARATION

Provide students with career experiences linked to their classroom learning. These experiences usually happen in secondary and post-secondary; however, implementation of Service Learning and School Based Enterprises could happen in the middle grades.

- Combine classroom curriculum to meet community need through **Service Learning**. This coordinated effort is between the school and community.
- Coordinate learning experiences through **Cooperative Work-based Learning** within the local community. These can be volunteer or paid activities, also referred to as **Internships**.
- Create **School Based Enterprises** allowing students engagement in all aspects of operation and management of a business. This could involve the sales of goods or services as part of the school's educational program.
- Connect students with **Pre-Apprenticeship** opportunities and programs that will prepare them to enter and succeed in **Registered Apprenticeship Programs**.

Grade 7-
post-
secondary



CAREER LAUNCH

Develop a ready workforce with the credentials required for jobs across all sectors of industry. These may start in high school and continue through post-secondary programs.

- Train students to receive **Industry Recognized Credentials** through certificates of completion acknowledged by the state or federal government or completion of a degree.
- Connect students and adults to **On-The-Job Training, Registered Youth Apprenticeship, Registered Apprenticeships, and Supported Employment**

Grade 11-
post-
secondary
and adult
education

Grade Level Aligned WBL

The following two pages showcase the Work-Based Learning Continuum and how it can be applied across grade levels. These images are sourced from ACTE Best Practices, and are aligned with the state and federal definitions of high-quality work-based learning.

Work-Based Learning Continuum

Career Awareness

Learning ABOUT work.

Build awareness of the variety of careers available and the role of postsecondary education; broaden student options.

Sample Student Learning Outcome

Student can articulate the type of postsecondary education and training required in the career field and its importance to success in that field.

Experience Defined by:

- One-time interaction with partner(s), often for a group of students
- Designed primarily by adults to broaden student's awareness of a wide variety of careers and occupations

Experiences might include:

- Workplace tour
- Guest speaker
- Career fair
- Visit parents at work

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.

Sample Student Learning Outcome

Student can give at least two examples of how the student's individual skills and interests relate to the career field and/or occupations.

Experience Defined by:

- One-time interaction with partner(s) for a single student or small group
- Personalized to connect to emerging student interests.
- Student takes an active role in selecting and shaping the experience
- Depth in particular career fields.
- Builds skills necessary for in-depth work-based learning

Experiences might include:

- Informational interview
- Job shadow
- Virtual exchange with a partner

Career Preparation: Practicum and Internships

Learning THROUGH work.

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

Sample Student Learning Outcome

Student builds effective collaborative working relationships with colleagues and customers; is able to work with diverse teams, contributing appropriately to the team effort.

An Experience Differentiated by:

- Direct interaction with partners over time
- Application of skills transferable to a variety of careers
- Activities have consequences and value beyond success in the classroom.
- Learning for student and benefit to partner are equally valued

Experiences might include:

- Integrated project with multiple interactions with professionals
- Student-run enterprise with partner involvement
- Virtual enterprise or other extended online interactions with partners
- Projects with partners through industry student organizations
- Service learning and social enterprises with partners
- Compensated internship connected to curriculum

Career Training

Learning FOR work.

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

Sample Student Learning Outcome

Student demonstrates knowledge and skills specific to employment in a range of occupations in a career field.

An Experience Differentiated by:

- Interaction with partners over extended period of time
- Benefit to the partner is primary and learning for student is secondary
- Develop mastery of occupation specific skills
- Complete certifications or other requirements of a specific range of occupations

Experiences might include:

- Internship required for credential or entry to occupation
- Apprenticeship
- Clinical experience
- On-the-job training
- Work experience

Grade Level Aligned WBL

The following two pages showcase the Work-Based Learning Continuum and how it can be applied across grade levels. These images are sourced from ACTE Best Practices, and are aligned with the state and federal definitions of high-quality work-based learning.

Timeline

WORK-BASED LEARNING			6 GRADE	7 GRADE	8 GRADE	9 GRADE	10 GRADE	11 GRADE	12 GRADE	13 GRADE
COMPLETION CRITERIA										
WBL Preparation	WBL Exploration	WBL Awareness								
		Tours/Field Trips	✓	✓	✓	✓	✓			
		Guest Speakers	✓	✓	✓	✓				
		Career Exploration Days/Fairs			✓	✓	✓			
		Interviews			✓	✓	✓			
		Mentoring		✓	✓	✓	✓	✓		
		Service Learning	✓	✓	✓	✓	✓	✓	✓	
		Community Service/Volunteer Work	✓	✓	✓	✓	✓	✓	✓	✓
	CareerTech Program of Study [PBL, Co-Op, etc.]				✓	✓	✓	✓	✓	
	Job Shadow			✓	✓	✓	✓	✓	✓	
	Internship							✓	✓	✓
	Clinical							✓	✓	✓
	Pre-Apprenticeship/ Youth Apprenticeship						✓	✓	✓	✓
	Apprenticeship								✓	✓
Employee Development								✓	✓	

Career Connected Learning

Career Awareness

- Interest Inventories
- Guest Speakers
- Career Fairs
- Workplace Tours
- Community Involvement

Career Exploration

- Informational Interviews
- Job Shadows/Externships
- Industry Design Challenge
- Project-based Learning
- Career-focused Summer Camps
- Career and Technical Student Organizations

Work-based Learning and Training

- Internships
- Student-run Enterprise
- Service Learning
- Supported Employment
- Pre-Apprenticeship
- Assistantships
- Clinicals
- Practicum
- Youth Apprenticeship
- Apprenticeship
- Industry Recognized Credentials
- On-the-job Training

Notable best practices occurring throughout the state include, but are not limited to:

- Partnerships with K-12 and post-secondary education, particularly with coordination around Perkins's career and technical education, work-based learning, training mid-career workers, and serving adult learners by providing opportunities to engage with post-secondary education.
- Adult Community Education programs may pair academic support with workforce preparation activities and training opportunities for the purpose of assisting non-traditional and adult learners with educational and career advancement.
- Field Days with technical training in CTE specific areas. Example: Construction Trades.
- Industry Recognized Credentials being offered through CTE Courses that prepare students for WBL experiences.
- Offering Certifications that can be used in WBL experiences such as SERV Safe, OSHA 10.
- Partnering with Local Industry to create programs that model career readiness, innovation, and school-community collaboration that benefits students and community.
- Developing tools to ensure partners can use labor market information to develop demand driven workforce programs and provide meaningful training for individuals within the public workforce system
- Establishing technical apprenticeship curriculum, like healthcare and IT, in coordination with two year and community colleges across the state
- Establishing a platform for a data sharing warehouse
- Post-secondary school to work training programs.

Special Populations



Inclusion of Special Populations in Work-based Learning
Work-based learning programs must be designed and implemented in a manner that ensures equitable access, participation, and success for all students, including individuals who are members of special populations as defined under the Carl D. Perkins Career and Technical Education Act. Programs should intentionally identify, remove, and prevent barriers that may limit participation or successful completion of WBL experiences.

Special populations include, but are not limited to: individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth in foster care; and youth with a parent in the armed forces on active duty.

Best Practices for Including Special Populations in Work-based Learning

To support equitable access and outcomes, programs should consider the following best practices:

- **Intentional Recruitment and Outreach**
 - Use appropriate language in recruitment materials and proactively encourage participation from students in special populations. Collaborate with counselors, special education staff, career coaches, and community partners to identify and support eligible students.
- **Barrier Identification and Removal**
 - Assess potential barriers such as transportation, scheduling, childcare, required equipment, language access, or employer prerequisites. Develop strategies to mitigate these barriers, including flexible scheduling, virtual or school-based WBL options, and supportive services where allowable.
- **Individualized Supports and Accommodations**
 - Provide reasonable accommodations and supports aligned with student needs and legal requirements, including IEPs, 504 plans, and language supports. Accommodations should be planned collaboratively and communicated clearly to employer partners as appropriate.
- **Employer Preparation and Communication**
 - Prepare employers to work with diverse learners by clearly outlining expectations, supports, and supervisory strategies. Encourage employers to focus on skill development, mentorship, and workplace inclusion rather than prior experience.
- **Data Collection and Continuous Improvement**
 - Track participation, completion, and outcomes for students in special populations to identify gaps in access or success. Use data to inform program improvements and ensure compliance with Perkins equity requirements.

See the [Google folder](#) for more information. Contacting OPI's Special Education Division can address many of the questions you have regarding the training needs for this cohort of students.

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

1. Montana Youth Employment Resources

[Link](#) to the Montana Youth Employment resources website.

2. Federal Guidelines:

The federal child labor provisions, also known as the child labor laws, are authorized by the Fair Labor Standards Act (FLSA) of 1938. These provisions were enacted to ensure that when young people work, the work is safe and does not jeopardize their health, wellbeing or educational opportunities.

By knowing, understanding, and complying with these provisions, employers, parents, and teachers can help working teens enjoy those safe, positive, early work experiences that can be so important to their development. It is expected that students who are part of workplace experiences have come through a recognized career and technical education program (a.k.a. vocational education).

Work related experiences in the Hospitality and Tourism, Agriculture, and Trades and Health areas have federal regulations. Experiences in Early Childhood may have state regulations as well.

The federal guidelines for regulations regarding work and age limitations are accessible here. It is important any local WBL experience be considerate of these regulations:

- [Child Labor Regulations](#) for Non-Agricultural Occupations Under the Fair Labor Act—Child Labor Bulletin 101
- [Child Labor Regulations](#) for Agricultural Occupations Under the Fair Labor Act—Child Labor Bulletin 102
- [Internship Programs](#) Under the Fair Labor Standards Act – Fact Sheet #71.

3. Insurance

Insurance for work-based learning (WBL) involves shared responsibility: the School District generally covers general liability for non-paid internships, while the Employer covers workers' compensation for paid roles (with potential state reimbursement for added costs under HB732), requiring specific agreements and parent consent forms for risk acknowledgment, often supplemented by school insurance riders or employer endorsements for volunteers. [Work Based Learning Dept of Labor reimbursement program](#)

4. The Montana School Boards Association (MTSBA)

MTSBA encourages schools to work with their business/industry partners to add Worker's Compensation to the coverage they already have in place.

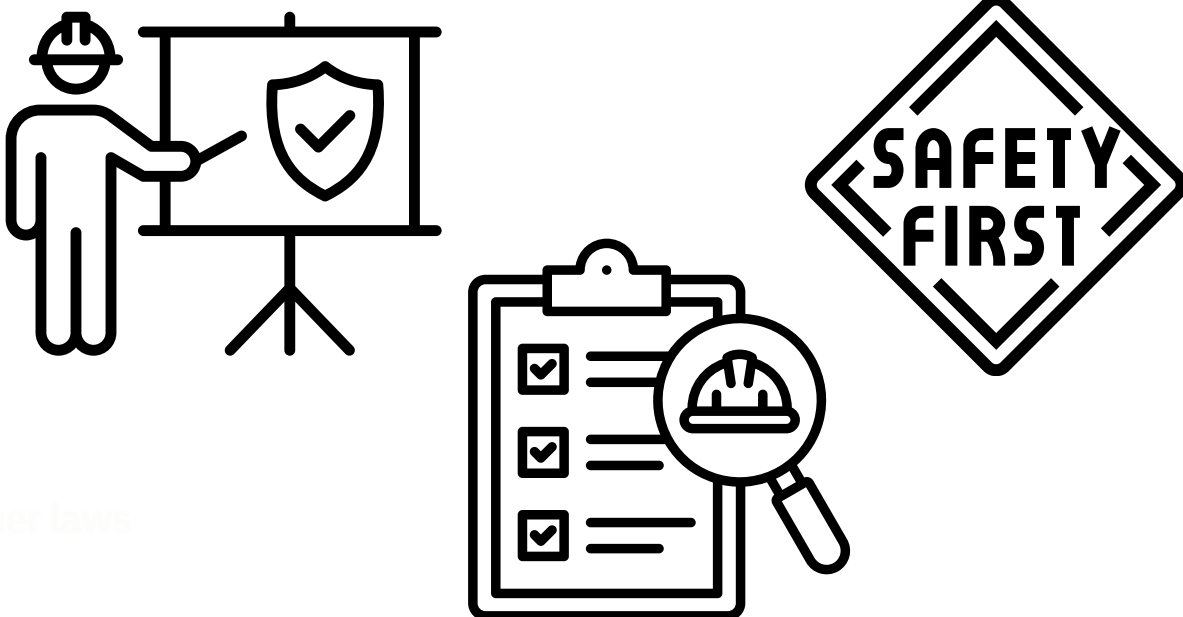
[MT School Board WBL Guidance](#)

Additional information concerning federal labor laws for youth can be found at [Youth Rules!](#)

5. Background Checks

House Bill 745 (2025) strengthens student safety requirements in Montana by requiring school districts to adopt and implement a Student Protection Policy. This policy mandates that any individual—including employees, contractors, or volunteers—who may have unsupervised contact with students in school settings, during school-sponsored activities, or in transit must complete a fingerprint-based national criminal history background check prior to that contact. District trustees are responsible for ensuring compliance, reviewing background check results (or designating a qualified individual to do so), and maintaining permanent records of policies and actions. Additionally, all educator licensure applicants are now statutorily required to complete a background check, aligning existing practice with law.

For work-based learning (WBL) programs, teachers should understand that while school districts may not have direct authority over external employers or organizations, student safety expectations still apply when experiences are school-sponsored or count for credit. If a student is placed in a setting where unsupervised contact with an adult may occur, the background check requirement is triggered under the district’s policy. However, implementation may vary based on local policy, partner organization practices, and legal guidance. Teachers coordinating WBL should work closely with administrators to ensure proper procedures, communicate clearly with parents and partners, and consider liability and supervision structures when placing students in off-campus learning environments



Funding Work-based Learning

There are numerous ways work-based learning can be supported through federal, state, and local grants and programs aimed, with several options only open to approved CTE programs.

Carl D. Perkins

In [Section 135 Local Use of Funds](#), it outlines in Section 5 subset E that “a continuum of work-based learning opportunities, including simulated work environments,” are allowable uses of funding.

Carl Perkins focuses on career exploration and training through work-based learning. This is why it is also one of Montana’s Performance Indicators. Carl Perkins and State CTE funding can be used to support work-based learning, but there are also other state funding streams that can be leveraged as well.

[2024-27 Perkins State Plan](#)



The Montana Advanced Opportunity Act

[The Montana Advanced Opportunity Act:](#)

The Montana Advanced Opportunities grant is a state-funded initiative designed to provide students with enhanced educational opportunities, preparing them for post-secondary education and the workforce. This review examines the grant's objectives, implementation, impact, and recommendations for improvement based on data and stakeholder feedback.

Montana Advanced Opportunites is set out to:

- Expands personalized career and technical education opportunities for middle and high school students.
- Reduces out-of-pocket costs for students and families in support of a student’s post-secondary success.
- Empowers students to actively engage in forming post-secondary success that aligns with their individual interests, passions, strengths, needs and culture.
- Authorizes elected school boards to use advanced opportunity aid to invest in Montana students by supporting individualized pathways for career and post-secondary.

- [MCA 20-7-15 Montana Advanced Opportunites](#)



STARS ACT

The STARS Act (Student and Teacher Advancement for Results and Success), aims to enhance educational outcomes by providing targeted support for students and teachers. This bill was sponsored to enhance school the funding formula through incentives and a housing cost budget increases.

Future Ready Incentive Funding

includes provisions to expand personalized career and technical education (CTE) opportunities for middle and high school students; increase postsecondary dual credit; motivate students to consider postsecondary options; and expand district flexibility to prepare students for college and career success.

Incentive awards are made based on three levels. Credit totals may be based on postsecondary credits, CTE-equivalent credits, or a combination of the two

Goal	Eligibility	High School District Payment	Elementary District or K-12 District Payment
Level 1	Any combination of 15 postsecondary or CTE equivalency credits	10% ANB* (≈ \$800)	10% ANB (≈ \$600)
Level 2	Any combination of 30 or more postsecondary credits or CTE equivalency credits	20% ANB (≈ \$1,600)	20% ANB (≈ \$1,200)
Level 3	Associate-level degree	30% ANB (≈ \$2,400)	30% ANB (≈ \$1,800)

- [STARS ACT \(HB 252\)](#)

Rural Reserve Grants

Rural Reserve Grants foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or to create career awareness, recruit students to a CTE Secondary Program of Study or promote the development, implementation, and adoption of programs of study or career pathways aligned with state-identified high-skill, high-wage, or in-demand occupations or industries in the middle grades.

[Rural Reserve Application](#)

Transformational Learning

Transformational Learning 2ND Phase is defined as a flexible system of pupil-centered learning that is designed to meet the Montana Constitutional mandate of "fully developing the educational potential of each person."

- A system that is customized to address each pupil's strengths, needs and interests.
- A system that includes continued focus on each pupil's proficiency over content.
- A system that actively engages each pupil in determining what, how, when and where each pupil learns

- [MCA 20-7-16](#)

Career and Technical Education State Funding

The [Montana Legislature](#) (MCA 20-7-308) revised State Funding to include Work-based Learning activities. The funding formula currently addresses:

- Licensed/endorsed CTE teacher
- SCED Codes for courses taught with enrollment numbers for each course and minutes per semester/year
- CTSO membership.
- Work based Learning Credit opportunities

(It is at the discretion of the Local Education Agency to determine how their allocation is spent, but can include the cost of materials, certifications, staff time, student assistance with specific work-related clothing/shoes, or student travel.)

Title Funding for CTE/CTSO Support for Homeless and Foster Students

Homeless and foster student success has been linked with enrollment in CTE classes and CTSO membership. For that reason, their participation in both has been identified as a strategy for decreasing school dropout numbers and increasing graduation rates.

Since these students are considered special populations, there are additional federal monies for any school activity that does include CTE experiences and CTSO participation. Foster Care students can be supported with Title I, Part A funds. Homeless students can be supported with Title 1, Part A funds, but also may have McKinney Vento funds (additional ARP/HCY I and ARP/HCY II funds). However, for students to access these funds, they must be identified as either homeless or foster.

For additional information, see Federal Grants Coordinator/Foster Care Point of Contact or State Coordinator of Homeless Education/Title I Specialist.

Pre-Employment Transition Services

[Pre-employment transition services](#) offers all school-enrolled students with disabilities aged 14-21 in Montana an early start to job exploration and instruction in self-advocacy. These services are provided in partnership with local education agencies, community rehabilitation providers, and independent living centers.

CTSO Financial Support

Additional funding is provided for employability skill opportunities through our Career and Technical Student Organizations (CTSOs).

These funds are available to the State Directors and Boards for the seven recognized CTSO's in Montana through Strengthen CTSO funds. See below for more information.



Montana CTSO's

Participation within a pathway aligned student organization is one of the twelve indicators of a quality Work-based Learning program. Career and Technical Student Organizations (CTSOs) are crucial for Work-based Learning (WBL) by connecting classroom learning to real-world careers through industry partnerships, leadership development, competitive events, and applied projects, giving students hands-on experience, building professional skills, and fostering career exploration to prepare them for future employment.



A quality student organization should:

- Offer extended classroom experiences that promote technical and employability skill attainment through the real work application of content and training.
- Provide opportunities to practice skills with industry partners, school officials and community leaders as they work within occupational and/or local settings. Service components provide additional experiences to enhance employability skills in real time under the guidance of a trained advisor.
- Offer competitions to further skill development as members demonstrate their skills by competing against industry designed standards as evaluated by industry representatives and/or community leaders.
- Add relevance and commitment to excellence as well as learning where further study and practice is needed, all to prepare the student member for success as an adult.
- Offer recognition, scholarships, and industry aligned internship/apprenticeship positions through their advancing student organization involvement.
- Linked to enhanced student success for all youth.

Career and Technical Student Organizations in WBL (CTSO)

ACTE has determined participation within a pathway aligned CTSO as one of the twelve indicators of a quality CTE program and sees it as a vital part of any CTE program for the following reasons:

- It offers experiences within a pathway aligned CTSO that promotes technical and employability skill attainment through the real work application of classroom CTE content and training.
- It provides opportunities to practice skills with industry partners, school officials and community leaders as they work within occupational and/or local settings. Service components provide additional experiences to enhance employability skills in real time under the watchful eye of the CTSO adviser.
- Competitions further this development as student members demonstrate their skills by competing against industry designed standards as evaluated by industry representatives and/or community leaders. This adds relevance and commitment to excellence as well as learning where further study and practice is needed, all to prepare the student member for success as an adult.
- Student members can earn recognition, scholarships, and industry aligned internship/apprenticeship positions through their advancing CTSO involvement.
- Participation in CTE classes and CTSO memberships have been linked to enhanced student success for homeless and foster youth. For that reason, their participation in both has been identified as a strategy for decreasing school dropout numbers and increasing graduation rates. See “Title Funding and CTE/CTSO Support” for more information regarding additional funding for homeless and foster youth.

NOTE: [Montana Strengthening Career and Technology Student Organizations](#) provides financial support to seven statewide Career and Technical Student Organizations in Montana to direct student engagement in leadership, employability skills, and workforce development

Montana Career Pathways

Montana acknowledges 32 Career Pathways which reflect the workforce needs of the state. Within these pathways are opportunities for programs to offer students High Quality WBL experiences at many levels. For more information on all [Montana Approved pathway click here.](#)

Each pathway encourages engagement in CTE Classroom Instruction, industry recognized credential alignment and work-based learning experiences. The pathways of course offerings are identified through course coding where foundational courses (or introductory skill sets) are offered first, with application and skill demonstration courses follow. This sequencing of courses allows greater skill development and technical knowledge understanding.

Local CTE programs receive technical assistance from the CTAE team at OPI through content specialization support. To learn more, see [Career and Technical Education Team.](#)

Agricultural Education

- Agribusiness
- Agriculture Technology & Automation
- Animal Science
- Food Science & Processing
- Plant Systems
- Energy & Utilities - AgEd
- Conservation & Land Management

Art Entertainment & Design Education

- Fine & Performing Arts
- Design & Digital Arts
- Fashion, Textiles & Interiors

Business & Marketing Education

- Accounting
- Banking & Financial Strategy
- Data & Computer Science
- IT, Networking & Cybersecurity
- Management & Entrepreneurship
- Marketing & Sales
- Design & Digital Arts

Family & Consumer Sciences Education

- Fashion, Textiles & Interiors
- Early Childhood Care & Education
- Teaching & Training
- Culinary & Food Services
- Travel & Event Management
- Human & Community Services

Health & Public Safety Education

- Allied Health Professions
- Biotechnology Research & Health Administration
- Emergency Response
- Military & National Security
- Montana Tribal Leadership & Government - Coming Soon - 2028

Industrial Technology Education

- Skilled Trades: Construction & Heavy Equipment
- Skilled Trades: Welding & Fabrication
- Skilled Trades: HVAC & Electrical
- Engineering & Advanced Manufacturing
- Automotive Maintenance & Repair
- Air, Space, Ground & Marine Transportation
- Energy & Utilities - ITE

Recommendations for Documentation of WBL

1. Establish WBL Experience Tracking

Quality documentation begins with a solid experience tracking system. Schools can use WBL management software or a secure cloud-based system (like Infinite Campus or Google Workspace) to ensure these documents are accessible to the student, parent, employer, and teacher-coordinator. These documents should include but are not limited to, placement agreements, safety protocols and standards for a quality WBL experience.

Examples of Possible WBL Experience Documentation:

- The Master Training Agreement: A three-way contract signed by the student, parent, and employer outlining the educational nature of the job.
- Site-Specific Safety Checklist: A signed list of safety protocols (e.g., "Student knows location of eyewash station" or "Student has been trained on lockout/tagout procedures").
- Worker's Comp Verification Letter: A simple form confirming the employer's policy number (for paid roles) or the school's insurance coverage (for unpaid roles).
- WBL Student Handbook Acknowledgment: Proof that the student and parents have read and agreed to the school's WBL expectations and attendance policies.
- Standard-Aligned Training Plan: A table that lists workplace tasks side-by-side with Montana CTE Content Standards (e.g., linking "operating a cash register" to Business Standard 1.2).
- MCIS Career Interest Results: A screenshot or PDF of the student's Montana Career Information System profile to prove the placement matches their career goals.
- Individualized Learning Plan (ILP): A document where the student sets 3–5 specific SMART goals for the semester (e.g., "I will learn to independently run a diagnostic scan on a vehicle by week 10").
- Midterm/Final Employer Rubrics: Evaluations where supervisors score the student on the Montana Career Readiness Benchmarks (e.g., punctuality, teamwork, and technical accuracy).
- Site Visit Logs: A coordinator's record of dates, times, and observations from in-person or virtual visits to the worksite.
- Program Exit Interview: A final reflection document or video where the student explains how the WBL experience influenced their post-secondary plans in Montana.

Recommendations for Documentation of WBL

2. Crosswalk Daily Tasks to CTE Standards

Rather than recording generic job duties, quality documentation for WBL experiences should explicitly "crosswalk" or map a student's workplace activities to specific CTE Content Standards. For example, a student working in a local garage shouldn't just log "changed oil"; the documentation should reflect Standard 4 (Technical Skills) and/or Standard 5 (Workplace Ethics). By requiring students to tag their reflections, record in their portfolios with these standards, the school creates a clear data trail that justifies the awarding of academic credit and proves the placement is a "Preparation" or "Training" tier experience rather than simple "Exploration." WBL is considered a Capstone experience for students and by having guidance for standard based skillsets it makes placements more rewarding for students and employers.

3. Student Reporting: Multimedia Evidence or Narrative Logs

Often high-quality WBL has students create a Digital Portfolio that emphasizes visual and auditory evidence of skill attainment. Students could be encouraged to capture photos of completed projects, videos of themselves explaining a technical process, or audio reflections on a workplace challenge they solved. When setting requirements for documentations please make sure to verify with the industry partner that these are allowed. In Montana, where many students are in rural or trades-based placements, this multimedia evidence can be far more indicative of mastery than a written essay. Student created WBL portfolios are great to ways to evaluate the WBL experience as well as providing students with other transferable skillsets to use post graduation.

Examples of Student Reporting:

- Multimedia Skill Logs: Photos or short "action" videos of the student performing a task, accompanied by a caption explaining the steps taken.
- Weekly Reflection Journals: Short responses to prompts like, "Identify one 'soft skill' you used today to resolve a conflict at work."
- Informational Interview Transcript: A summary of a 15-minute conversation between the student and a coworker about their career path and education.
- Workplace Artifacts: Samples of work produced by the student, such as a redacted medical chart (for HIPAA compliance), a CAD drawing, or a marketing flyer.
- Self-Assessment Surveys: A form where the student rates their own growth against the goals set in their initial ILP.
- AET/AET for CTE



Recommendations for Documentation of WBL

4. Tracking WBL Experiences for State Reporting

To ensure program transparency, quality documentation should be "report-ready" for Infinite Campus systems. Schools should adopt a practice of using Montana course codes that are WBL specific for each WBL placement. Documentation should track not just hours, but the specific Competency Gained reported by employers/WBL coordinators. By tracking this data, the WBL program can easily generate the "End of Year" (EOY) reports required by the state which measures the percentage of CTE concentrators graduating with a recognized post-secondary credential or WBL experience.

In addition to reporting the number of pathways credits the student has earned, schools also need to report the WBL, and Dual Enrollment Credits earned within each pathway. The information collected in Infinite Campus is used to calculate school CTE performance report cards, uploaded into E-Grants for use in the Perkins Grant Application, and reported in Montana's annual federal CTE performance reports.

Earning credentials are an indicator of workforce readiness. These credentials show completion of necessary skills to gain employment or advanced training.

Student enrollment in these courses is collected through the CTE End of Year Data Collection in Infinite Campus.

Infinite Campus Screen

CTE Participant Detail	
*CTE Pathway	*CTE Concentrator
*Student Single Parent	*Start Date
Modified Date	
CTE Credits	
Total Pathway Credits Earned	
0	
Total Pathway Credits Earned is automatically calculated from the sum of In District Credits Earned and Out of District Credits Earned. Students who have earned a minimum of 2 Pathway Credits are considered a CTE Concentrator.	
In District Credits Earned	Out of District Credits Earned
	0
Dual Enrollment Credits	Work Based Learning Credits

For Assistance with Infinite Campus reporting please reach out to the OPI Educate Team. There are also guidance documents for each reporting category list on their webpage. [Montana OPI EDUCATE](#) To identify courses with pathways, you can find resources on the Montana OPI [CTE website](#). It is Recommended that you are creating an additional tracking system, to keep records of what opportunities your students are engaging in and make sure your data is correct when looking at state reporting. Always feel free to reach out to Montana OPI CTE specialists if you have additional reporting questions.

Work Based Learning SCID Codes Available

Agricultural Education

18098 - Plant Systems - Workplace Experience
18148 - Animal Systems - Workplace Experience
18248 - Agribusiness - Workplace Experience
18348 - Agricultural Production and Processing - Workplace
18448 - Agricultural Mechanics and Construction - Workplace Exp.
18548 - Natural Resources - Workplace

18993 - Agriculture, Food and Natural Resources - School-based
18994 - Agriculture, Food and Natural Resources - Career
18998 - Agriculture, Food, and Natural Resources - Workplace

Art Entertainment & Design Education

05098 - Theater—Workplace Experience Theater
05298 - Media Arts—Workplace Experience
05998 - Visual and Performing Arts—Workplace Experience
11198 - Printing Technology—Workplace Experience
11993 - Communication and Audio/Video Technology—
School Based Enterprise
11994 - Communications and Audio/Video Technology—
Career Project Based Learning
11998 - Communications and Audio/Video Technology—
Workplace Experience

19248 -Apparel & Furnishings Workplace Exp.
19248 - Apparel & Furnishings Workplace Exp
19298 - Family Consumer Sciences Workplace
Exp

Business & Marketing Education

05298 - Media Arts—Workplace Experience
10048 - Computer Literacy—Workplace Experience
10993 - Information Technology—Schoolbased Enterprise
10994 - Information Technology—Career Project-based Learning
10998 - Information Technology—Workplace Experience
11198 - Printing Technology—Workplace Experience
11993 - Communication and Audio/Video Technology—School
Based Enterprise
11994 - Communications and Audio/Video Technology—Career
Project Based Learning
11998 - Communications and Audio/Video Technology—
Workplace Experience

12048 - Administration—Workplace Experience
12098 - Management—Workplace Experience
12148 - Finance Workplace Experience
12198 - Marketing—Workplace Experience
12248 - Sales—Workplace Experience
12993 - Business and Marketing - Schoolbased
Enterprise
12994 - Business and Marketing - Career
Project Based
12998 - Business and Marketing - Workplace
Experience

Non CTE Work-Based Learning Codes

03998 - Life and Physical Sciences-Workplace
Experience
05148 - Music - Workplace Experience
25993 - Integrative Learning—School-based Enterprise

25994 - Integrative Learning—Career Project-
based Learning
25998 - Integrative Learning—Workplace
Experience

Work Based Learning SCID Codes Available

Family & Consumer Sciences Education

16098 - Restaurant, Food and Beverage Services--Workplace Exp.
16148 - Lodging--Workplace Exp.
16198 - Travel and Tourism--Workplace Exp.
16993 - Hospitality and Tourism--School-based Enterprise
16994 - Hospitality and Tourism--Career Project-based Learning
16998 - Hospitality and Tourism--Workplace Exp
19098 - Child and Elder Care Workplace Exp.

19148 - Cosmetology— Workplace Experience
19198 - Education--Workplace Exp.
19248 - Apparel & Furnishings Workplace Exp.
19298 - Family Consumer Sciences Workplace Exp.
19993 - Human Services—School-based Enterprise
19994 - Human Services—Career Project-based Learning
19998 - Human Services—Workplace Experience

Health, Public Service and Safety Education

09003 – ROTC Drill
09004 - Military Leadership
09998 - Military Science--Workplace Exp.
12048 - Administration--Workplace Exp.
14051 - Nursing
14055 - Emergency Medical Technology
14098 -Therapeutic Services--Workplace Exp.
14993 -Healthcare Sciences--School-based Enterprise
14994 -Health Care Sciences--Career Project-Based Learning
14998 - Health Care Sciences—Workplace Experience

15198 - Fire Management--Workplace Exp.
15248 - Government Service—Workplace Experience
15993 - Public, Private and Government Service-School Based Enterprise
15994 - Public, Private and Government Service-Career Project-based Learning
15998 - Public, Protective and Government Services--Workplace Experience

Industrial Technology Education

13098 - Processing/Production— Workplace Experience
13148 - Production Systems—Workplace Experience
13248 - Metalwork—Workplace Experience
13348 - Repair—Workplace Experience
13993 - Manufacturing—Schoolbased Enterprise
13994 - Manufacturing—Career Project-based Learning
13998 - Manufacturing— Workplace Experience
17048 - General Construction— Workplace Experience
17098 - Air Conditioning, Heating and Plumbing—Workplace Experience
17148 - Electricity/Electronics— Workplace Experience
17993 - Architecture and Construction—Schoolbased Enterprise
17994 - Architecture and Construction—Career Project-based Learning
17998 - Architecture and Construction— Workplace Experience

20148 - Mechanics and Repair—Workplace Experience
20993 - Transportation, Distribution, and Logistics—School-based Enterprise
20994 - Transportation, Distribution, and Logistics—Career Project-based Learning
20998 - Transportation, Distribution and Logistics—Workplace Experience
21098 - Technology—Workplace Experience
21148 - Drafting—Workplace Experience
21993 - Engineering and Technology—Schoolbased Enterprise
21994 - Engineering and Technology—Career Project-based Learning
21998 - Engineering and Technology - Workplace Experience

Recommendations for Documentations of WBL

5. Document Feedback with Industry Partners

Examples High-quality documentation involves the employer as a co-educator rather than just a supervisor. This is achieved through structured Employer Evaluation Forms that mirror the "Employability Skills" emphasized in the Montana Career Readiness benchmarks. Documentation could include a "Communication Log" that records every site visit, phone calls, or emails between the school and the employer. This practice ensures that any issues with student performance or safety are addressed immediately and documented, providing a clear history of intervention and support that is vital to a work-based learning project.

The Employability Skills Rubric

This is a high-frequency document where the supervisor rates the student on professional soft skills.

- Example Criteria: Punctuality, dress code compliance, initiative, and response to criticism.
- Documentation Style: A 1–4 scale (e.g., "1: Needs Development" to "4: Exemplary").
- Pro-Tip: Include a "Supervisor Comments" section for specific anecdotes, such as: "Student showed great initiative by reorganizing the inventory shelf without being asked."

The Competency Verification Checklist

Unlike a generic evaluation, this document focuses on the technical skills outlined in the student's Training Plan.

- Example (Auto Tech): "Can perform a 21-point vehicle inspection independently."
- Documentation Style: The industry partner initials and dates specific tasks once the student has demonstrated mastery.
- Why it works: This provides a clear paper trail of skill attainment for the student's portfolio and the school's program audit.

Informal "Site Visit" Logs

When a teacher-coordinator visits the worksite (in person or virtually), they should document the conversation with the supervisor.

- Example Entry: "Met with Supervisor Mark at the dental clinic. Mark noted that the student is excellent with patients but needs to work on using the correct industry terminology when documenting charts."
- Documentation Style: A digital log or running Google Doc that tracks every touchpoint between the school and the partner.

Bimonthly Performance Reviews

These are more formal, structured sit-downs that mirror real-world corporate reviews.

- The "Stop-Start-Continue" Framework:
 - Stop: What behaviors hinder performance? (e.g., checking phone during shift).
 - Start: What new skills or habits should the student adopt? (e.g., asking for new tasks when finished).
 - Continue: What are the students' greatest strengths? (e.g., strong teamwork).

Reference

Work-based learning is an important part of education:

- It can provide the relevancy of information learned as well as assist with the knowledge and skills necessary in selecting a career. Many businesses, agencies, and institutions offer work-based learning experiences, be they from the hosting site, being part of planning teams within state agencies, preparing the workforce through post-secondary institutions or offering foundational education and training through high school career and technical education programs.
 - The outcome is the same—provide work related experiences which will promote the selection of a career that fits their aptitudes and interests, along with meeting the workforce needs of Montana. This manual was developed to indicate how to combine efforts, focusing on the student experience at the secondary level.
- A ***work-based google folder*** accompanies this manual for sample forms and documents. The file is fluid and ever changing as best practices and resources are shared for inclusion. With that in mind, continually revisit to assist with your work-based learning efforts.

Purpose of this Resource



- To define work-based learning and its benefits to a student’s personalized career plan
- To be a reference for districts developing Work-based Learning programs
- To be a comprehensive resource for individuals already involved in providing Work-based Learning programs
- To share considerations and planning required of schools when aligning Work-based Learning through Career and Technical Education (CTE) programs.

The Role of Adult Community Education Programs

- Adult Community Education (ACE) programs may assist individuals to improve overall academic skills, prepare for the high school equivalency exam, and explore workforce readiness and training opportunities. These programs provide a variety of ways for non-traditional and adult learners to enhance the skills necessary to become self-sufficient and college and career ready.

Resources

For Work-based Learning Planning and Implimentation

The following resource [Links](#) may prove helpful as local decisions are being made:



[U.S. Department of Labor--Work-based Learning Toolkit:](#)

This tool kit will provide state and local program administrators with information regarding the key components of work-based learning (WBL), an instructional strategy that enhances classroom learning by connecting it to the workplace. It offers guidelines and resources related to creating a state WBL strategy, engaging employers, collecting data, and scaling effective programs.



[Montana Department of Labor and Industry](#)

This website is providing Montana specific labor data and career resources that are important when developing on work-based learning/workplace experiences. See two components that are suggested as a starting point:



[Montana Career Lab Resources:](#)

A wealth of K-12 classroom resources including a Montana Career Planner which is a checklist for district planning across all grade bands. Activities and resources are cross walked to the Montana Career and Technical Education K-12 standards.



[Montana Work-based Learning Collaborative](#)

The Montana Work-Based Learning Collaborative (WBLC), an initiative of 30+ organizations, expands and strengthens career-connected learning across the state. WBLC builds capacity for high-quality work-based learning experiences and promotes belonging, meaning, well-being, and purpose for all young Montanans. The website has resources on creating and delivering work-based learning experiences, information on teacher externships, a data dashboard sharing perspectives of high school youth across Montana, and much more. The WBLC also facilitates a monthly Peer Learning Group for secondary educators focused on career-connected learning.



[Work-based Learning Google File](#)

Additional WBL procedures, forms, and documents can be accessed to assess districts in setting up high quality WBL experiences. This file is a living document and will be added to as documents are developed and/or updated. Check back often.



[Contact List for When You Have Questions](#)



WBL Resource

The chart below provides examples of some of the more common types of activities associated with each of these categories, and the respective level of employer engagement required for each: **Please fill in the chart with ideas for WBL in your district and community.**

Career Awareness	Guest Speaker :	
	Workplace Tour :	
	Career Fair:	
	Informal Job Shadow:	
Career Exploration	Informational Interview:	
	Formal Job Shadow:	
	Mock Interview:	
	Mentorship:	
	Service Learning:	
Career Preparation	Industry Driven Project:	
	School Based Enterprise:	
	Externship:	
	Entrepreneurship:	
	Internship	
Career Preparation	On the job training:	
	Clinical Experience:	
	Pre-Apprenticeship:	
	Registered Apprenticeship:	
	Supervised Agricultural Experience:	

You can use the chart below to write a sample goal for your WBL program and determine if it meets the SMART criteria:

My goal for my WBL program is to...		
S	Specific	
M	Measurable	
A	Achievable	
R	Relevant	
T	Time-based	

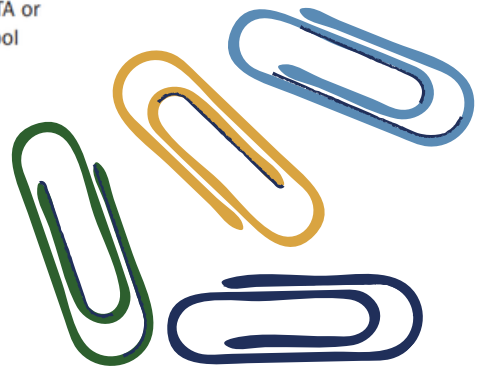
My goal for my WBL program is to...		
S	Specific	
M	Measurable	
A	Achievable	
R	Relevant	
T	Time-based	

Brainstorm who you will invite and add additional individuals you would like to include in your work-based learning community in the spreadsheet below:

Role	Name	Contact Information
School Counselor		
CTE Teacher		
Administrator		
General Education Teacher		
Special Education Teacher		
Transition Coordinator		
Employer Partner		
Parent/Community Liaison		

Suggested Advisory Committee Members

- **School counselor:** Invite a school counselor who works with students in the grade you hope to target, or a college and career counselor who works with all students.
- **CTE teacher:** If you are creating or expanding a WBL experience that is tied to a specific course invite that CTE teacher to join your advisory committee.
- **School administrator:** If you have an administrator who oversees your CTE programs invite that person to join your advisory committee.
- **General education teacher:** Consider inviting a general education teacher who you know to be a champion for CTE and/or new school initiatives.
- **Special education teacher:** Consider inviting a special education resource teacher who works closely with your CTE programs.
- **Transition coordinator:** This individual works with students with disabilities to ensure they have a translation plan as they look towards high school graduation and can bring valuable information to the team regarding how to best support students with disabilities in the workplace.
- **Employer partner:** Invite a current employer partner who you have worked with successfully on other WBL activities.
- **Parent or community liaison:** As mentioned earlier, parents are crucial to getting student buy-in for WBL. Look to your PTA or other parent organizations in your school for recommendations.





Work-based Learning Program Reflection Questions

Once you have identified some potential WBL goals and your key stakeholders for your program please answer the following questions:

- Who in my school currently participates in WBL? Is this population representative of the larger school population. Why or why not?

- What barriers might exist that prevent students from participating in WBL? How might we address them?

- How are any current WBL experiences connected to CTE or other academic courses?

- Are the current WBL experiences connected to or reflective of the workforce needs in my community?