

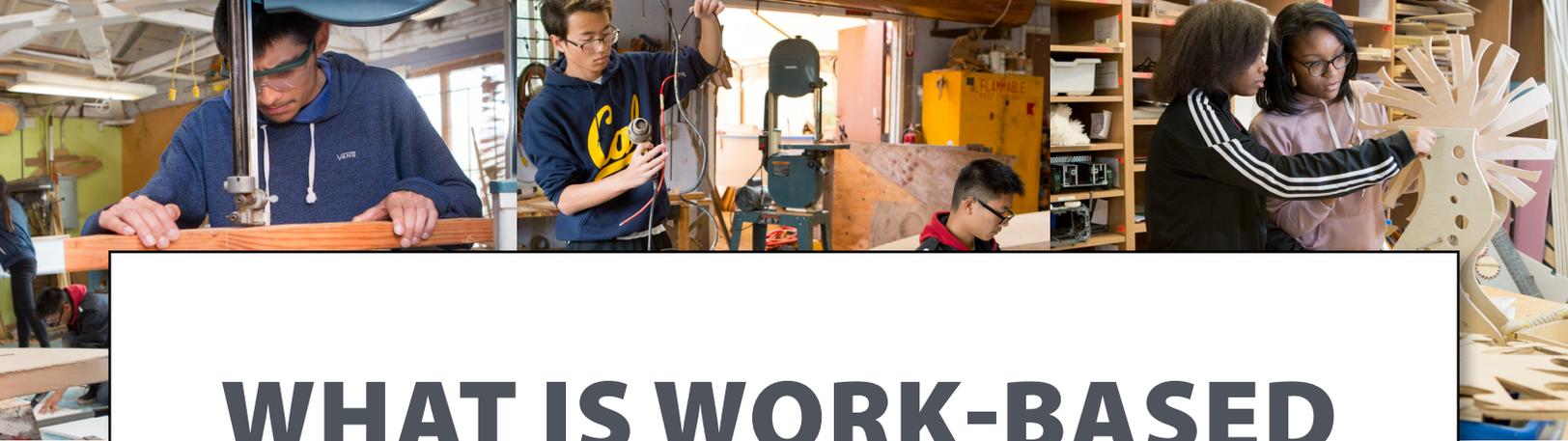
Nebraska Work-Based Learning

QUICK START GUIDE



www.education.ne.gov/nce/launch-wbl

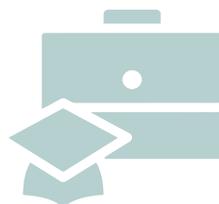




WHAT IS WORK-BASED LEARNING (WBL)?

Work-Based Learning (WBL) is one of Nebraska's Perkins V Strategic Priorities. WBL strategies connect learners with employers to prepare them for success in an ever-changing workplace. WBL is a planned program of meaningful experiences related to the career interests of learners that enable them to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. WBL is learning through work, not simply learning about work.

This document is intended to provide basic information and resources to help you in the development of your work-based learning (WBL) program. While each school's WBL program may look a bit different from each other, there are certain considerations and strategies to ensure a high-quality program for all students.



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DEVELOPING A WBL PROGRAM

WBL Is Essential to Effective Career Development

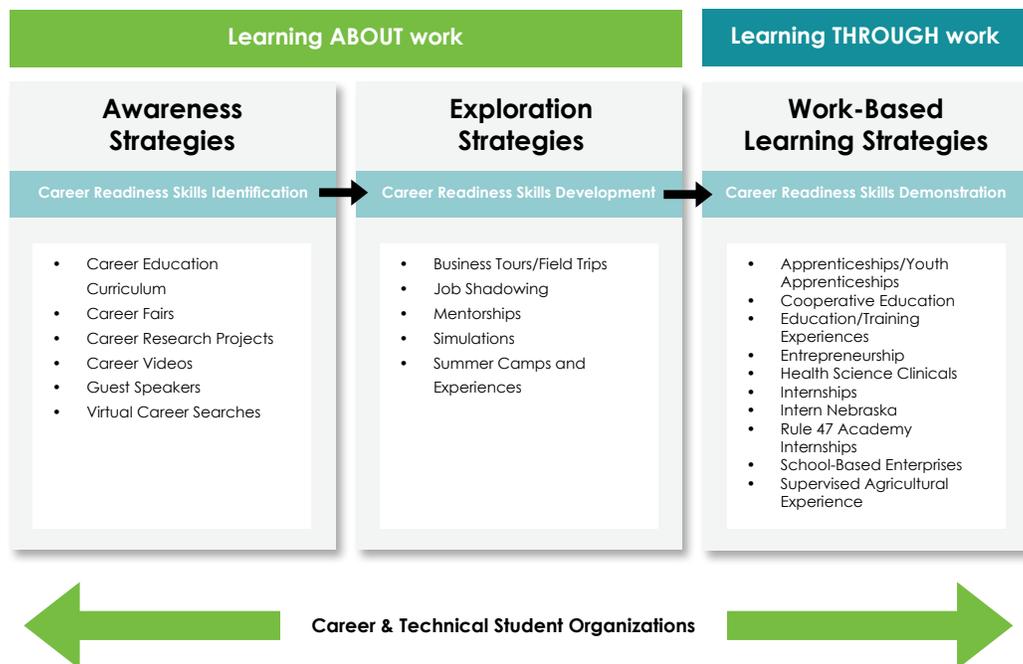
Career Development is a process by which individuals get to know their strengths and interests; learn how different jobs connect to those interests and skills; explore careers in current labor markets; and build career planning and management skills to achieve career goals. The Nebraska Career Development model represents a career development process with three components: self-awareness, career exploration and career planning and management.

WBL is learning through work; allowing students to use skills directly in workplace environments to discover what it may be like to work in different occupations. This process is highly effective to evaluate and determine postsecondary career goals which aligns with interests, skills, and work values.

FOR MORE INFORMATION ABOUT THE CAREER DEVELOPMENT PROCESS, PLEASE CHECK OUT THE NEBRASKA CAREER DEVELOPMENT TOOLKIT:

<https://www.education.ne.gov/nce/careerdevelopment/>

The Nebraska Workplace Experiences Continuum identifies two main types of experiences in this process: **Learning ABOUT work** and **Learning THROUGH work**.





HIGH-QUALITY WBL PROGRAM COMPONENTS

1. All WBL programs will include concurrent classroom instruction.
2. WBL experiences will reinforce classroom instruction.
3. Students will exhibit work readiness knowledge, attitudes, and skills before beginning WBL experiences.

See The Nebraska Career Readiness Standards Indicators:

» [Early High School Career Readiness Indicators:](#)

<https://cdn.education.ne.gov/wp-content/uploads/2019/02/Early-High-School-Learning-Progressions-updated-2.15.pdf>

» [Late High School Career Readiness Indicators:](#)

<https://cdn.education.ne.gov/wp-content/uploads/2018/10/Late-High-School-Learning-Progressions.pdf>

4. WBL participants will have an Individual Training Plan, which could be part of an existing education plan, to address learning objectives related to specific skills in the following areas:
 - » More Information About Special Populations Can Be Found Here:
<https://www.education.ne.gov/nce/nontraditional-special-populations/>
 - » Find your school's VR contact Nebraska VR School Resources:
http://www.vr.nebraska.gov/students/for_schools.html
 - » For your school's SPED contact, please check with your administrator or visit Nebraska Department of Education's SPED Directory web page <https://www.education.ne.gov/sped/contact-us/>
5. WBL opportunities must also be made available to students in Special Education (SPED) and/or Vocational Rehabilitation (VR) programs. Considerations for delivering instruction must meet the needs of all students, including those who are members of a special population.
 - » Academic and technical knowledge and skills
 - » Career readiness skills
 - » Personal and social skills
6. Students will demonstrate their skill developments through portfolios, or similar compilations of artifacts.
7. WBL Coordinators will provide adequate monitoring and communications with the employer or worksite supervisor.

TYPES OF WORK-BASED LEARNING

MORE INFORMATION AVAILABLE BY CLICKING THE TITLE OF EACH WBL TYPE

Apprenticeships (Youth Registered Apprenticeships)

Apprenticeship programs for youth between the ages of 16-24 combine academic and technical classroom instruction with work experience through an apprenticeship program. It provides the foundation for youth to choose among multiple pathways – to enroll in college, begin full-time employment, or a combination. (Registered Apprenticeships are innovative work-based learning and postsecondary earn-and-learn models that meet national standards for registration with the U.S. Department of Labor.) For an introduction to Youth Apprenticeship and Registered Apprenticeship that contains links to excellent resources, visit:
<https://www.apprenticeship.gov/educators>

Cooperative Education

Cooperative Education is a structured component of the Career Education (CE) curriculum that integrates classroom instruction with productive, progressive, supervised, and paid work-based experiences in fields related to the students' career objectives. Content is planned for students through a cooperative arrangement between the school and employer as a component of work-based learning. Students enrolled in cooperative education programs are required to participate in the class. Cooperative education must be supervised by a teacher who holds a Nebraska teaching certificate with a Work-Based Learning Endorsement on their teaching certificate.



Internships

An internship is a highly structured, time-limited career preparation activity in which students are placed at a workplace for a defined period of time to participate in and observe work firsthand within a given industry. Internships often allow students to rotate through a number of departments and job functions. Internships are paid work experiences.



Pre-Apprenticeships

Pre-apprenticeship services and programs are designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. These programs have a documented partnership with at least one Registered Apprenticeship program sponsor and together, they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction.



TYPES OF WORK-BASED LEARNING

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Rule 47 Career Academy Internships

Career academies are designed to prepare students for both college and careers. They are schools within schools that link students with peers, teachers, and community partners in a structured environment that fosters academic success. Integrating workplace experiences into the career academy provides the needed real-world application of the academic and technical knowledge and skill gained through the academy program.

Education & Training Experiences

Education and Training Experiences provides students who are interested in pursuing careers in early childhood or an education-related field. The experience must be conducted in partnership with course work in Education and Training or Early Childhood Education and supervised by the Human Sciences and Education instructor.

Entrepreneurship

Individual youth entrepreneurship provides an opportunity for a student to establish a business from the initial startup phase through full operation while receiving guidance from a teacher at the school. The activity is considered a paid experience because the student who actually starts a business will be receiving income from the sale of a product or providing a service. Students assume the risks of creating the entrepreneurial venture in expectation of gaining a profit or further knowledge and skills necessary for success as an entrepreneur.

Health Science Clinicals

A Health Science Clinical is a structured component of the CTE Health Science curriculum that provides a supervised experience in an approved setting. These experiences are designed to be completed in a hospital, extended care facility, rehabilitation center, medical office, imaging laboratory, or other approved setting(s).

School-Based Enterprises

A school-based enterprise is a simulated or actual business usually conducted on the school site as a component of a CTE course. Students create and operate an economically viable venture that replicates a specific business or industry and generates revenue for the CTSO or school. School-based enterprises are activities through which students produce or provide goods or services for sale or for use by people other than themselves.

Supervised Agricultural Experience

Supervised Agricultural Experience (SAE) provides students enrolled in Agriculture, Food, and Natural Resources CTE courses individualized opportunities to learn and develop real-world skills outside of the classroom beyond the school day. A student's SAE is a formal way to gain experience under supervision from their agricultural education instructor.

More information can be found at:

<https://thecouncil.ffa.org/sae-resources/>

UNDERSTANDING WBL ROLES AND RESPONSIBILITIES

AN EFFECTIVE WBL PROGRAM INVOLVES THE ACTIVE PARTICIPATION OF MANY PARTNERS.

WBL Coordinator:

- » Plan, develop, and evaluate school/district WBL program.
- » Administer and manage school/district WBL program.
- » Build relationships with local and regional businesses and community organizations, local and regional economic development and labor offices.
- » Coordinate related classroom instruction and on-the-job instruction.
- » Guide and advise student participants.
- » Create and/or review communications and public relations materials.

For more information about the WBL Coordinator role, visit:

https://www.education.ne.gov/wp-content/uploads/2023/04/Role_Function-WBL-Coord_12_2022.pdf

WBL Advisory Committee:

Successful WBL programs require the knowledge and advice of people in business and industry. Creating and using an advisory committee/council can be a very productive and relevant method of involving the community in the educational process. Potential members of the committee should include individuals from fields outside education and be chosen for their specialized knowledge and/or general standing in the community.

The handbook, *Developing a Local Advisory Committee* (<https://www.education.ne.gov/wp-content/uploads/2017/07/AdvisoryHandbook.pdf>) published by the Nebraska Department of Education, provides guidance on establishing advisory committees.

Employer/Worksite Supervisor:

- » Be well informed about the WBL program and understand their responsibilities within it.
- » Understand the training and educational aspects of the program and help to achieve training goals.
- » Provide instruction in the specific tasks students are expected to complete on the job, as well as information about the general operation of the business.
- » Provide information about safety requirements and protocols for the business and the specific assignment of the student.
- » Communicate regularly with the coordinators about student performance and what is needed to make the worksite an effective learning environment.
- » Create and/or review communications and public relations materials.

For more information about the Employer/Worksite Supervisor Role, visit:

<https://www.education.ne.gov/workplace-experiences/employer-worksite-supervisor-role/>

UNDERSTANDING WBL ROLES AND RESPONSIBILITIES

AN EFFECTIVE WBL PROGRAM INVOLVES THE ACTIVE PARTICIPATION OF MANY PARTNERS.

Student Participant:

- » Agree to be effective employees and to fully engage in learning activities both at school and at the worksite.
- » Work to accomplish all elements of the training plan.
- » Communicate with the WBL coordinator and the employer to ensure that a safe, effective work/learning environment is maintained.
- » Reflect on the experience and provide self-evaluation.

School Counselor:

- » Work with students to identify their interests, abilities, specific career clusters and postsecondary plans.
- » Collaborate with Work-Based Learning Coordinator to determine career development outcomes for students enrolled in the work-based learning program.
- » Help students understand the connection between school and the world of work.

School Administrator:

- » Be informed of student achievements, placements, employer evaluations, and other activities.
- » Observe students at training stations, in classrooms, and at functions of student organizations, when possible.
- » Be informed of concerns or issues the work-based learning program positively impacts, including improved attendance, dropout reduction, increased employability, and real-world relevance for education.

School Administrator (cont.):

- » Understand the challenges faced by the program, including any assistance needed for its continuous improvement.
- » Ensure all federal and state laws and requirements are being followed. For more information, please visit our pages:

WBL Liability and Legal Issues:

<https://www.education.ne.gov/workplace-experiences/liability-and-legal-issues/>

and

Child Labor Laws:

<https://www.education.ne.gov/workplace-experiences/child-labor-laws/>

Parent/Guardian:

- » Be involved with their student's choice of courses and long-term educational plan.
- » Strive to be informed about the opportunities work-based learning provides, as well as the potential outcomes, such as improved grade point averages and attendance, and the positive impact these outcomes can have on the college admission process.
- » Be responsible for the student between the time the student leaves school and arrives at the employer or training location.
- » Ensure that the student's transportation needs are met.

IMPLEMENTING A WBL PROGRAM

USING WBL COURSE CODES

Use of the Nebraska WBL Course Codes ensures that student participation in WBL is being counted for the student, the school, and the state. Participation in WBL is one of Nebraska's Perkins V program quality indicators. The state will evaluate the quality of secondary CTE programs, in part, by the percentage of CTE concentrators* who participate in high-quality WBL experiences.

**A secondary CTE concentrator in Nebraska is defined as: a secondary student who, in grades 9 through 12, has earned credit in at least two courses in a single career cluster program at the intermediate or capstone level.*

As indicated below, WBL course codes exist for each content area so that student participation is tracked accurately.

Nebraska WBL Course Codes

320702	Agriculture, Food, & Natural Resources WBL Experience
320703	Architecture & Construction WBL Experience
320704	Arts, A/V & Communications WBL Experience
320705	Business Management WBL Experience
320706	Education & Training WBL Experience
320707	Energy & Engineering WBL Experience
320718	English/Language Arts WBL Experience
320708	Finance WBL Experience
320709	Government and Public Administration WBL Experience
320710	Health Science WBL Experience
320711	Hospitality & Tourism WBL Experience
320712	Human Services/FACS WBL Experience
320713	Information Technology WBL Experience
320714	Law, Public Safety WBL Experience
320715	Manufacturing WBL Experience
320716	Marketing WBL Experience
320719	Mathematics WBL Experience
320701	Other WBL Experience
320720	Science WBL Experience
320721	Social Studies WBL Experience
320717	Transportation WBL Experience



CONNECTING STUDENTS TO EMPLOYERS

When planning to connect students to employers, it is important to note that quality WBL opportunities with employers begins with building partnerships with local and regional businesses and industries. Having established relationships with area employers will allow for a better understanding of their workforce needs and what knowledge, skills, and abilities they seek for entry-level positions. This information is helpful in preparing students for these experiences.

» Engage employers to develop WBL opportunities. A great “how to” resource can be found at the **Engaging Employers page**: <https://cte.ed.gov/wbltoolkit/engaging.html> of the Work-Based Learning Toolkit (link in resources section). It is important to note that quality WBL opportunities with employers begins with building partnerships with local and regional businesses and industries.

» Establish an application/enrollment process for the purpose of matching.

» This process will help the WBL coordinator learn about the student and make appropriate matches with employers to ensure that the WBL experience addresses the student’s interests, needs, strengths, and goals.

See the “[Essential Documents](#)” section below for a link to an enrollment/application sample.

» Match participants with worksites.

» Employers/Worksite supervisors want to participate in the selection of the students they will be working with; individuals who are compatible with their staff and work activities. This is especially true especially when employers are providing a paid WBL experience. Arrange student interviews with employers/worksite supervisors and allow them to select, whenever possible, the students to be placed in their worksites. Have students prepare resumes, applications, and cover letters.

» Monitor student participation.

» The WBL Coordinator will need to establish and maintain communication with the employer and/or worksite supervisor and the student regarding all aspects of the WBL placement. The WBL Coordinator will need to make work-site visits, which may be done in-person or remotely.





ASSESSING SKILLS GAINED AND EVALUATING THE EXPERIENCE

In addition to communicating with employer and student throughout the WBL experience, it is vital to finish with an evaluation of the experience. This evaluation can provide information to understand how well the WBL experience met both student and employer needs, which will be helpful in planning future opportunities.

» Review employer's feedback.

- » The employer and/or worksite supervisor will provide feedback on the completed training plan, which will then be reviewed by both the student and the WBL Coordinator. This Work-Based Learning Evaluation Report (<https://www.education.ne.gov/wp-content/uploads/2021/02/Work-Based-Learning-Evaluation-Report-Form.pdf.docx>) is an example of an employer feedback document.

» Require student feedback.

- » It is also important that the student participant provide feedback on both the employer, the job site, and their experience there. This example of a student feedback form (https://cdn.education.ne.gov/wp-content/uploads/2018/10/02-Agency-Evaluation_Student.pdf), found on the Workplace Experiences Forms & Resources page (<https://www.education.ne.gov/workplace-experiences/forms-resources/>), includes questions regarding the student's work-site duties, the training they received there, opportunities for advancement, etc.

» Require student self-reflection.

- » Finally, student participants will complete a self-reflection of the skills they gained and their thoughts on their WBL experience. While this self-reflection could be completed on a form, the preference is for a written report in which the student incorporates examples or anecdotes that describing how their new skills were gained. In addition, they can include highlights of the experiences, achievements at the worksite, and things they would like to continue to improve upon. A self-reflection can also help students prepare for future employment interviews, since many include questions about these topics.

ESSENTIAL DOCUMENTS

There are a wide variety of documents that may be helpful for use in a WBL program, including forms for record keeping, evaluations and questionnaires, permission forms, etc.

Samples of these documents are available on the Forms & Resources page of the

Workplace Experiences for Nebraska website:

<https://www.education.ne.gov/workplace-experiences/forms-resources/>

For convenience, the documents widely considered “essential” to any WBL program are listed below, with links to each sample.



Enrollment

WBL “application” where student identifies basic career objectives, describes past work experience, availability, etc.

<https://cdn.education.ne.gov/wp-content/uploads/2018/10/07-Enrollment-Application.pdf>



Individual Training Plan

List each task (processes, knowledge, and skills) that will be performed by the student under the supervision/guidance of a work-place mentor.

<https://cdn.education.ne.gov/wp-content/uploads/2018/10/17-Training-Plan.pdf>



Individual Training Agreement

Briefly outlines the responsibilities of the student, parents, employer, and the Work-Based Learning Coordinator.

<https://cdn.education.ne.gov/wp-content/uploads/2018/10/16-Training-Agreement.pdf>



Work-Based Learning Evaluation Report Form

Completed by the WBL Coordinator, this form rates the student’s annual performance on the Nebraska Career Readiness Standards and Progressive Job Tasks.

<https://cdn.education.ne.gov/wp-content/uploads/2018/10/Work-Based-Learning-Evaluation-Report-Form.pdf>

RESOURCES

Note: These resources are for teacher use only, not for student use unless indicated.

Addressing Liability/Worker's Compensation Issues:

<https://www.education.ne.gov/workplace-experiences/liability-and-legal-issues/>

Article: School-Business Partnerships That Work- Success Stories from Schools of All Sizes:

https://www.educationworld.com/a_admin/admin/admin323.shtml

Career Prepped (free for Educators with ACTE membership):

<https://www.ctelearn.org/careerprepped/acte-network/>

Child Labor Laws Information:

<https://www.education.ne.gov/workplace-experiences/child-labor-laws/>

CTE Distance Learning Lesson Plan Resources for Multiple Sectors:

<https://www.acteonline.org/lesson-plan-resources/>

Find The Why (Week-long real problem challenges)

<https://www.findthewhy.org/>

Note: Have your district Admin vet this site first. Teachers cannot register students for these competitions without district and/or parent approval as students must have accounts that use PII to participate.

Employing Youth 16 & Older

<https://cdn.education.ne.gov/wp-content/uploads/2018/10/Employing-Youth-16-and-Older-Handout.pdf>

Note: This document is fine for both teacher and student use; both links at the top of the PDF are safe for both students and teachers to visit.

Equity in Youth Apprenticeship Programs Toolkit

<https://napequity.org/wp-content/uploads/PAYA-Workbook-Fnl-2020-05-29.pdf>

Note: This PDF and the links within it have been determined to be safe for students

RESOURCES

Note: These resources are for teacher use only, not for student use unless indicated.

Junior Achievement, High School Entrepreneurship Resources

<https://sites.google.com/ja.org/ja-k-12-prog-resources/ja-hs-resources/ja-hs-en>

Note: Most of the resources on this site are acceptable for students except where students are asked to sign-up and create accounts (like the “JA My Way” site), for these sites your district would need to approve the use of the resource and the creation of student accounts as personally identifiable information (PII) is shared and that violates student data privacy laws.

Partnering Up (A Brief On How To Build Education-Industry Partnerships By The National Skills Coalition)

<https://nationalskillscoalition.org/wp-content/uploads/2020/12/Partnering-Up-Brief-FIN-LOW-RES.pdf>

School District Assessment of Career Development

<https://cdn.education.ne.gov/wp-content/uploads/2020/01/School-District-Assessment-for-Career-Development-CTE.pdf>

Simulated Work-Based Learning Instructional Approaches and Noteworthy Practices

<https://files.eric.ed.gov/fulltext/ED583035.pdf>

Work-Based Learning Supplemental Endorsement

https://www.education.ne.gov/wp-content/uploads/2022/07/WBL-Supplemental-Endorsement-Info-07_2022.pdf

Work-Based Learning Toolkit (U.S. Department of Education & RTI International, Inc.)

<https://cte.ed.gov/wbltoolkit/index.html>

Youth Registered Apprenticeship and Registered Apprenticeship Information

<https://www.apprenticeship.gov/educators/youth-apprenticeship>

Note: The site activities for students created both by Scholastic and Dept. of Labor are fine to use with students. Student accounts are not required and should not be made to visit the site

This guidance document is advisory in nature but is binding on an agency until amended by such agency. A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document.

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This project was funded through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), administered through the Nebraska Department of Education. However, the contents do not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the Federal Government.

