

Work-based learning programs provide opportunities for students to receive on-the-job training and related classroom instruction in Career and Technical Education program areas. Work-based learning includes opportunities such as internships, cooperative education, and Fast Forward pre-Apprenticeship On the Job Training. School systems should review Bulletin 741 §3113 prior to implementing Work-Based Learning programs.

## Types of Work-Based Learning Programs

### Internship

Internships are work-based activities where students work with an employer to learn about a particular occupation or industry. The workplace activities involved with an internship could include special projects, a sample of tasks from different jobs, or tasks from a single occupation. An internship agreement is set up prior to the experience that outlines the expected objectives to be accomplished by the student.

- Internships may or may not include financial compensation.
- Internship students shall be juniors or seniors.
- Internships must incorporate classroom instruction and on-the-job training.
  - The classroom phase must include a minimum 1 class period per week throughout the course of CTE related classroom instruction.
  - The on-the-job training phase must include a minimum of 155 hours for a 1 credit course or a minimum 335 hours for a 2 credit course throughout the course.
- Teacher-coordinators must be scheduled for classroom instruction and on-the-job supervision.
- The internship teacher-coordinator must hold a valid teaching certificate in the CTE program that aligns with the student's internship worksite. A General CTE Internship educator shall hold a valid CTE or CTTIE certification.

There are two types of CTE internships:

- **CDF–Qualifying Internships** – Qualify for both the universal 6% MFP adder paid for all CTE courses *and* the additional 6% Career Development Fund (CDF) adder. The following course codes are reserved for Career Development Fund (CDF) Jump Start CTE Internships aligned to the student's career aspirations.
  - 080202; CDF-Qualifying CTE Internship I (1 credit)
  - 080200; CDF-Qualifying CTE Internship I (2 credits)
  - 080203; CDF-Qualifying CTE Internship II (1 credit)
  - 080201; CDF-Qualifying CTE Internship II (2 credits)
- **CTE Internships** – Qualify *only* for the 6% MFP adder. All other internships with businesses not aligned to the student's career aspirations.
  - 110402; CTE Internship I (1 credit)
  - 110403; CTE Internship I (2 credits)
  - 110404; CTE Internship II (1 credits)
  - 110405; CTE Internship II (2 credits)

**Cooperative Education**

Cooperative education features an agreement between schools and employers to provide paid on-the-job training that relates to the areas of technical study in school and is based on objectives jointly developed by the school and the employers.

- Cooperative education students must receive minimum wage or above for the hours spent in job training.
- Internship students shall be juniors or seniors.
- Cooperative education programs shall incorporate classroom instruction and on-the-job training.
  - The classroom phase shall include a total of five hours each week (one regular period per day) of CTE related classroom instruction.
  - The on-the-job training phase shall include a minimum of 15 hours of job training per week for the entire year spanning from August through May.
- Teacher-coordinators shall be scheduled for classroom instruction and on-the-job supervision.
- Teacher-coordinators shall be scheduled for one cooperative education preparatory/supervision period for 10-45 students. Teachers with more than 45 students shall be scheduled for two cooperative education supervision periods.
- The cooperative education teacher-coordinator shall hold a valid teaching certificate entitling the holder to teach cooperative education in the CTE program or a valid CTTIE certificate to teach Trade and Industrial Cooperative Education. A General Cooperative Education educator shall hold a valid cooperative education certification.

**Fast Forward Pre-Apprenticeship On the Job Training Specific Guidance**

Fast Forward Pre-Apprenticeship On the Job Trainings are work-based activities where students work with an employer directly aligned to their Fast Forward pathways to gain real world hands-on experience to strengthen skills learned during classroom instruction. The student should be fully immersed in the work experience with support from an industry supervisor to work towards mastering skills. An apprenticeship agreement is set up prior to the experience that outlines the expected objectives to be accomplished by the student.

## Work-Based Learning Programs Responsibilities

LEAs must maintain the following documentation for all Work-Based Learning programs:

- student performance data that includes: a) attendance; b) engagement; c) performance; and d) safety. Every student's internship records must indicate that the student has completed a workplace safety orientation;
- teacher engagement, including documentation that teachers meet regularly with students during the year to provide guidance and instruction to the students;
- employer engagement, including a formal rating of student performance no less than once every semester; and
- maintain a complete roster of enrollments.

LEAs are responsible for:

- making sure that their internship programs comply with all state labor laws (including but not limited to laws for minor employees, laws for minors driving as part of their employment, and laws for minors working in state--defined "hazardous" industries);
- addressing any liability/insurance requirements indicated by their Risk Management functions and their participating employers;
- any agreements they may use with area employers to indicate requirements and delineate expectations for student internships, and to document that internships are available to all students on a non- discriminatory basis;
- cooperatively completing a training memorandum for both the classroom phase and the on-the-job training phase. The training memorandum and a list of skill competencies shall be prepared for each student. The list of competencies shall include skills and knowledge to be learned in the classroom and skills to be learned through on-the-job training.
- maintain on file a class organization report;
- visiting each student on the job to observe the student at work, to confer with the employer, and to obtain a written evaluation of the student's progress at least four times during the school year (cooperative education instructors must visit the work site at least four times during the school year and internship instructors must visit the work site least two times during the school year);
- assisting students who do not have personal transportation options to make sure internships are available to them;
- placing students in appropriate training stations within three weeks of the opening of school;
- provide use of a telephone for teacher-coordinators of work-based learning education programs to use for placement/coordination/follow-up activities;
- conducting orientation and pre-employment training, as well as safety training, shall be provided for each student prior to the student's placement with a program training sponsor (employer);
- collecting program training sponsor's (employer) completed written evaluation of each student's on-the-job performance for each grading period;
- The internship teacher-coordinator shall hold a valid teaching certificate in the CTE program that aligns with the student's internship worksite.