Work-Based Learning Manual

Career and Technical Education

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Preface

The purpose of this manual is to provide non-regulatory guidance and direction for schools when they are developing and implementing the components of Work-Based Learning (WBL) experiences as defined on the state's Work-Based Learning continuum, and as indicated in the Perkins V State Plan. These experiences provide students with opportunities to practice and enhance the skills gained in their Career and Technical Education (CTE) program of study. The manual also provides recommendations regarding the integration of WBL as a vital component of CTE programs. Key aspects of WBL, such as job shadowing, simulated skill development, workplace experiences, internships, and apprenticeships, are referenced throughout this document. There exists a continuum on which student engagement with employers is increased to produce deeper, more targeted, and meaningful experiences. (See Figure 1.) Additional information regarding the Work-Based Learning continuum can be found in the Illinois Career Pathways Dictionary, and recommendations on implementing these opportunities also can be found in the U.S. Department of Education Work-Based Learning Tool Kit.

Definition

Work-Based Learning is defined in Perkins V legislation as **"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."**

It is an effective teaching strategy used to engage students in real-life, authentic occupational experiences. It incorporates structured, Work-Based Learning activities into the curriculum, allowing a student to apply knowledge and skills learned in class and connect these learning experiences in a workplace setting. (See Figure 2.) WBL provides students with the opportunity to engage and interact with industry experts (e.g., employers, postsecondary institutions, mentors) while learning to demonstrate essential employability and technical skills necessary for today's workforce.

Figure 1 — The Continuum of Employer Engagement and Work-Based Learning
As intensity of employer engagement increases, students become more immersed in the workplace environment.

Benefits of Work-Based Learning

Potential benefits to students who participate in Work-Based Learning in conjunction with their classroom experience include:

- Improved academic achievement.
- Increased awareness of the relevance of academic content in real-world situations.
- Expanded opportunity to explore career options and related education/training in a specific program.
- Increased self-confidence.
- Attainment of real workplace experience and employability skills.
- Connection to a professional network and potential mentors.
- Increased likeliness to pursue a postsecondary certificate or credential after high school.

Figure 2 — Interaction of Components of Work-Based Learning

Recent research, policy literature, and federal legislation suggest that comprehensive WBL programs contain three key components:

1. The alignment of classroom and workplace learning;

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2. Application of academic, technical, and essential employability skills in an authentic work setting; and

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3. Support from classroom or workplace mentors. (See Table 1.)

Table 1 — Three components of comprehensive WBL programs

Alignment of Classroom and Workplace Learning	Application of Academic, Technical, and Essential Employability Skills in an Authentic Work Setting	Support from Classroom or Workplace Mentors
Comprehensive Work-Based Learning opportunities: ▪ Help meet industry demands for a more skilled workforce by providing opportunities for students to receive training, learn skills, and gain experience in all aspects of an industry; ▪ Map academic content to authentic workplace tasks and integrate workplace tasks and classroom instruction;. ▪ Allow students to reflect on their learning process and experience; and ▪ Require training for instructors on how to integrate WBL experiences into curriculum and instruction.	Comprehensive Work-Based Learning opportunities: ▪ Are based on rigorous academic and employability skill requirements; and ▪ Include in-depth and hands-on work experiences in a specific program area aligned to the student's CTE classes (either onsite or through simulated/virtual methods), with activities ranging from career awareness and exploration to career preparation and training.	Comprehensive Work-Based Learning opportunities: ▪ Promote student engagement through mentorship from supervisors, instructors, and WBL educators; ▪ Allow students to develop relationships with industry and community professionals; ▪ Provide monitoring and evaluating by workplace supervisors, classroom instructors, or WBL educators; and ▪ Provide training for mentors on providing students with industry-specific support; general career and education guidance; personal and professional growth; and a caring, emotional connection.

Resources

- This is a helpful Work-Based Learning Tool Kit guide to providing virtual work-based learning opportunities across the entire continuum, including examples of virtual activities, resources, and community models.
- This series of videos allows students to learn different occupations within the various career pathway endorsement areas, gain knowledge about workplace skills, and receive advice from these professionals.
- The Nebraska Department of Education website provides links to videos, resources, and forms to assist in implementing and maintaining quality work-based learning experiences.
- The Iowa Department of Education work-based learning guide includes information and guidance on how to implement WBL programs and experiences.
- Illinois Career Pathways Dictionary framework for career and college readiness and success.
- The Education Systems Center's website provides guidance, tools, and frameworks to offer a career development experience and highlights best practices and models from communities throughout Illinois.
- Illinois PACE Postsecondary and Career Expectations
- Illinois State Perkins V Plan 2025-2028
- Recommended Technical and Essential Employability Competencies
- I-WIN Resource Hub
- Illinois Work-based Learning (A sub-group of the INRS division of the Illinois ACTE)
- Work-based Learning Continuum for Information Technology

Section 1: Career Awareness Activities

The first stage of the Work-Based Learning continuum is career awareness. This section provides information about possible career clusters and specific jobs that are available, and how to explore one's own abilities and interests. Career awareness should begin with lower grade elementary students so they will be able to connect their current activities to a meaningful career path.

Chapter 1 — Career Days

Suggested Grade Levels	K-12
Duration	Single event or series.
Pay	None
Credit	None
Related Classroom Instruction	Yes
WBL Educator Qualifications	N/A
Student Eligibility	All students could benefit from career days as part of career awareness information gathering. Employer representatives can make engaging presentations and answer questions about the field, and students can discover what career options interest them.

Definition

Career days are a structured activity that allows employer representatives from one or more firms or industries to share information with students about their industries, companies, and jobs, and what it takes to be successful in that career.

This type of activity is designed to spark interest and gather information, not recruit immediate candidates. Students are exposed to basic choices regarding opportunities and have access to more information. Written assignments and discussions would be appropriate before and after the event to assess what students learn about career options and their own interests.

Rationale

- Identify a student's natural abilities and/or interests.
- Identify concepts of what career readiness skills are.
- Introduce basic career opportunities.
- Learn about tools to explore specific careers.
- Formulate basic plans for education, training, and experience to lead to the desired career.

Planning a Career Day for Elementary, Middle, and High School Students

- Engage industry partners who will provide staff and activities connected to their industry, where appropriate.
- Encourage partners to connect academic or other preparation now to careers in their industry.
- Provide a platform or event site that is accessible to all students and partners. Consider virtual presentation to incorporate industries or experiences that could not feasibly occur in the classroom.
- Confirm expectations for participant responsibilities. Industry contacts should be aware of learning objectives and integrate when possible.
- Conduct student interest survey to identify participants.
- Negotiate permissions for students to miss any regularly scheduled class.
- Review and prepare for medical needs of students.
- Recruit and prepare chaperones by providing appropriate training and information.
- Prepare classroom before and after the event which may include learning about the industry or how to engage with businesses.
- Develop a clear understanding of mutual media permission agreements. There should be determinations on what aspects of the event, if any, can be photographed and recorded by visitors.
- Make clear whether existing higher-order Work-Based Learning opportunities exist with these partners, such as job shadowing, mentoring, or internships for high school students

Resources

- 55 Career Day Ideas, Tips, and Activities for All Ages
- 50 Career Day Ideas and Activities
- NYC Public Schools Career Day Activities
- Starting early – the importance of career-related learning in primary school
- Illinois State Board of Education Career Guide

Chapter 2 — Career-Based Service Learning

Suggested Grade Levels	K-12
Duration	Single event or possibly series of activities.
Pay	None
Credit	None
Related Classroom Instruction	Yes
WBL Educator Qualifications	N/A
Student Eligibility	All students could benefit from career-based service learning as part of career awareness information gathering.

Definition

Career-based service learning consists of serving in the community while incorporating learning and career readiness development. Students should learn about employability skills, the purpose of the agency or recipients they will work with, and the need for service, then apply this knowledge through the experience

Career-based service learning may be a simple experience of cleaning up public areas or be a more complex experience, including assisting a local medical facility, working with a non-for-profit, or helping a philanthropic project with a local organization.

Examples

- Environmental cleanup.
- Building or maintaining a building for a local organization.
- Supporting your local library with special projects.
- Holding bake sales for local organizations and businesses.
- Doing volunteer projects at hospitals or nursing homes.
- Creating a community garden for a local food pantry.
- Helping with Special Olympics events.
- Supporting school Reading Nights.

*Projects may expand into all work fields and industries within a student's career interests.

These activities also may also be tailored to higher levels on the Work-Based Learning continuum. To be part of a higher-level WBL experience, this type of activity could be a component of a credited Workplace Experience course as described in this manual under Chapter 10 -- Career-Related Service Learning.

Rationale

- Identify a student's natural abilities and/or interests.
- Develop career readiness skills and habits.
- Introduce careers related to service work.
- Introduce importance and awareness of civic responsibility and volunteering.
- Learn about diverse groups outside the known social/family/school based experience.

Planning a Career-Based Service-Learning Activity

- Discuss the activity ahead of time with students and, if appropriate, let them participate in selection.
- Engage community partners that are able to participate.
- Provide an activity accessible to all students, staff, and chaperones.
- Confirm expectations for participant responsibilities.
- Conduct student outreach to identify participants. Provide and train appropriate chaperone coverage.
- Negotiate permissions for students to miss any regularly scheduled class.
- Collect and manage parent/guardian permission forms.
- Review and prepare for medical needs of students.
- Discuss and reflect on why the activity is relevant and how it helps the community.

Resources

- Teacher Checklist for Service Learning Development
- Iowa Career-Based Service-Learning Toolkit
- Youth Topics: Service-Learning
- Explore and Address Community Issues Grades 3-12

Chapter 3 — Lunch and Learn

Suggested Grade Levels	K-12
Duration	Single event or series.
Pay	None
Credit	None
Related Classroom Instruction	Yes
WBL Educator Qualifications	N/A
Student Eligibility	All students could benefit from a “Lunch and Learn” event as part of career awareness information gathering.

Definition

Onsite or virtual Lunch and Learn events are conducted in a generally relaxed atmosphere to introduce information and foster discussion among participants.

Rationale

- Identify a student’s natural abilities and/or interests.
- Introduce a career cluster or career theme revolving around skills (essential or technical skills), postsecondary education, or career readiness.
- Provide a relaxed atmosphere for introducing specific concepts, such as nontraditional careers, diversity, or tools for increasing career awareness.
- Engage parents, guardians, or family members in the session as presenters or content experts.
- Identify the short-term goals and tasks that lead students to long-term goals.

Planning a Lunch and Learn Event

- Stick to a specific concept with a few attainable outcome goals.
- Engage community partners and/or parents that are able to participate.
- Provide an activity accessible to all students, staff, and chaperones.
- Confirm expectations for participant responsibilities.
- Consider timing if school has staggered lunch times.
- Negotiate permissions for students to miss any regularly scheduled class and/or relocate during lunch period.
- Review and prepare for medical needs of students.
- Provide and train appropriate chaperone coverage.
- Work the presentation into curriculum and have meaningful follow-up discussion and/or assignment.

Examples

- Business Ethics Lunch and Learn
- Social Media 101 Lunch and Learn
- Time Management Lunch and Learn
- Working in a Trade Union Lunch and Learn
- Careers in Public Service Lunch and Learn
- Work and School Stress Management Lunch and Learn
- Goal-Setting Lunch and Learn

Resource

- Nebraska Department of Education Lunch & Learn Benefits and Success Factors

Chapter 4 — Guest Speakers and Career Panels

Suggested Grade Levels	K-12
Duration	Single event or series.
Pay	None
Credit	None
Related Classroom Instruction	Yes
WBL Educator Qualifications	N/A
Student Eligibility	All students could benefit from guest speakers as part of career awareness information gathering.

Definition

A guest speaker is a person from a business, community, or industry group who delivers a speech or presentation to a student group or class. It may be in the classroom, virtual, or onsite. This activity introduces students to experts in the field. They describe a day at work, how to prepare for careers in their industry, and what characteristics are important to develop now.

Rationale

- Identify a student's hobbies, talents, and interests and how they might be related to work.
- Understand why people work and the benefit of various occupations.
- Identify workplace/employability skills and why they are important.
- Show students that someone "like them" can be successful in a career. Engage speakers from a variety of underrepresented groups.
- Identify the short-term goals and tasks that lead them to long-term goals.
- Understand how technology plays a role in employability and their chosen career field(s).
- Expertise of presenter can bring an industry or organization to "life."

Planning a Guest Speaker Event

- Engage industry partners who will provide staff and activities connected to their industry, when and where appropriate.
- Encourage speakers to introduce variety of careers, connecting preparation to careers in their industry.
- Provide a platform or event site that is accessible to all students and partners.
- Confirm expectations for participant responsibilities.
- Prepare students before speaker event by having them write specific questions for the guest speaker.
- Provide follow-up opportunities to reinforce learning and connect the experience to academic content.
- Be mindful of time constraints the speaker and students might have.
- Plan a follow-up activity, such as a time of reflection or compose thank-you correspondence to the speaker.

Examples

- Business Owner Comes to School
- Non-for-Profit-CEO Presenters
- Manufacturing Career Speaker Panel
- TED Talks

Resources

- New York City Department of Education Work-Based Learning -- Guest Speaker Activity Guide
- Guest Speakers: What To Do Before, During, and After the Presentation
- Virtual Guest Speakers

Chapter 5 — Multimedia Tools That Support Careers

Suggested Grade Levels	K-12
Duration	Single event, series, or ongoing.
Pay	None
Credit	None
Related Classroom Instruction	Yes
WBL Educator Qualifications	N/A
Student Eligibility	All students could benefit from multimedia tools as part of career awareness information gathering.

Definition

Multimedia tools include engagement that involves career exploration software, websites, virtual simulations, interest surveys, interactive software, or recordings that enhance student career awareness. This should include interest surveys based on the National Career Clusters Framework to help students identify their own strengths and preferences in future careers.

Rationale

- Identify a student's hobbies, talents, and interests and how they might be related to work via interest surveys.
- Understand why people work and the benefit of various occupations.
- Identify workplace /employability skills and why they are important.
- Provide diversity, exposing students to a broad range of careers available to all students.
- Identify the short-term goals and tasks that lead them to long-term goals.
- Utilize a wide variety of no- or low-cost options to integrate into other classroom learning activities.
- Reinforce use of technology and understand how technology plays a role in employability and their career field(s).
- Provide content regarding careers or industries outside of the immediate community.

Examples

- Use Presentation Software to Bring in a Speaker
- Listen to Podcasts, for example A Real Piece of Work: The Jobs Podcast for Young People
- Watch Documentaries or Series from Discovery Channel, CBS, Science Channel

Resources

- O*Net Interest Profiler
- CareerOneStop (USDOL)
- Interactive Tools Roadtrip Nation
- My Next Move
- Career Videos Trailhead Series

Chapter 6 — Other Career Awareness Projects

Career awareness activities should include one or more of the following:

- Identify a student's natural abilities and/or interests.
- Identify the essential and technical skills aligned to your career awareness project.
- Introduce basic career opportunities.
- Learn about tools to explore specific careers.
- Formulate a basic plan for education, training, and experience to lead to the desired career.
- Incorporate such a plan into the learning environment.
  - Certified teacher should lead/coordinate.
  - Cater to appropriate K-12 audience.
  - Participants may be eligible for summer school credit.

Standards for Career Awareness

Any activity that seeks to accomplish the following standards can be part of a career awareness program.

Students at elementary level and beyond should be able to do the following:

- Identify their hobbies, talents, and interests and how they might be related to work.
- Understand why people work and the benefit of various occupations.
- Identify workplace/employability skills and understand why they are important.
- Understand careers that are nontraditional.
- Identify the short-term goals and tasks that lead them to long-term goals.
- Understand how technology plays a role in employability and their chosen career field(s).

Resources

- Illinois State Board of Education Career Guides
- Illinois Department of Employment Security-Illinois Career Information System Portal
- Career Spotlight video series from USA.gov (not all CTE)
- Bureau of Labor Statistics K-12 Career areas (not all CTE)
- Quick personality/learning-type quiz for K-12
- Career Interest Survey

Section 2: Career Exploration Activities

Career exploration is applicable for students K through 12; however, the focus is on upper elementary to high school. The activities described here provide opportunities for direct student contact with employers or other partners for the purpose of gaining knowledge of one or more industry sectors or occupations. At this level, students begin to learn not just about careers but interaction of careers within an industry and more fully participate in experiences related to those careers.

Chapter 7 — Career Fairs

Suggested Grade Levels	5-12
Duration	Single event that includes pre- and post-activities.
Pay	None
Credit	None
Related Classroom Instruction	Yes
WBL Educator Qualifications	N/A
Student Eligibility	All students could benefit from career fairs as part of career exploration. Students can engage directly with employer representatives to answer questions about the field, and students can discover what career options are available to them.

Definition

Career fairs allow employer representatives and potential candidates (students) for employment to get together and exchange information. Students will learn about a range of career options across multiple career clusters. Volunteers share information about their business industry and careers. Traditional career fairs are often recruiting events held by employers to hire workers or soon-to-be high school graduates in the near future, but they can also be informational for young students. The goal is to inform and spark interest when applied to younger students, where more advanced students may be seeking deeper connections. Students are exposed to basic choices regarding opportunities and have access to more information. Written assignments and discussions would be appropriate before and after the event to assess what students learn about career options and their own interests.

Rationale

- Identify a student's natural abilities and/or interests.
- Identify concepts of what career readiness skills are.
- Introduce basic career opportunities.
- Learn about tools to explore specific careers.
- Formulate basic plans for education, training, and experience to lead to the desired career.

Planning a Career Fair for Elementary Students

- Engage industry partners who will provide staff and activities connected to their industry, where appropriate.
- Encourage partners to connect preparation now to careers in their industry.
- Provide a platform or event site that is accessible to all students and partners.
- Confirm expectations for participant responsibilities.
- Conduct student outreach to identify participants.
- Negotiate permissions for students to miss any regularly scheduled class.
- Collect and manage parent/guardian permission forms.
- Review and prepare for medical needs of students.
- Provide and train appropriate chaperone coverage.
- Prepare students before a career fair and provide follow-up to reinforce learning and connect the experience to academic content.
- Develop a clear understanding of mutual media permission agreements. There should be determinations on what aspects of the event, if any, can be photographed and recorded by visitors.
- Coordinate transportation and logistics, including bus loading and unloading and arrangements for a student meal, if applicable.
- Consider hosting a Career Fair during Parent/Teacher Conferences.

Resources

- How to Plan an Inspiring Career Day for Elementary Students
- Elementary Career Fair Example
- Fostering Elementary Career Exploration with an Interactive, Technology-Based Career Development Unit
- Career Fair BINGO (I-WINN)

Planning a Career Fair for Middle and High School Students

- Engage industry partners who will provide staff and activities connected to their industry, where appropriate.
- Encourage partners to connect academic or other preparation now to careers in their industry.
- Provide a platform or event site that is accessible to all students and partners. Consider virtual presentation to incorporate industries or experiences that could not feasibly occur in the classroom.
- Confirm expectations for participant responsibilities. Industry contacts should be aware of and integrate any learning outcome objectives.
- Conduct student outreach to identify participants.
- Negotiate permissions for students to miss any regularly scheduled class.
- Review and prepare for medical needs of students.
- Prepare classroom before and after the event, which may include learning about the industry or how to engage with businesses.
- Develop a clear understanding of mutual media permission agreements. There should be determinations on what aspects of the event, if any, can be photographed and recorded by visitors.
- Coordinate transportation and logistics, including bus loading and unloading and arrangements for a student meal, if applicable.
- Make clear which partners are offering existing higher-order Work-Based Learning opportunities, such as job shadowing, mentoring, or internships, versus which partners are seeking to build pipelines for future employment only.
- Consider hosting a College and Career Fair in unison with Parent/Teacher Conferences to engage families in postsecondary discussions on employment and college attainment.

Resources

- Career Fair Tips for Success
- Texas Middle School Career Fair Toolkit
- Career Fair Planning for High School Students
- High School Career Fair Planning: Resources and Toolkit for Success
- Career Fair: Career Exploration Model (I-WINN)

Chapter 8 — Business and Industry Tours

Suggested Grade Levels	5-12
Duration	Duration will vary according to the type of experience, but typically completed in a single visit.
Pay	None
Credit	None
Related Classroom Instruction	Yes
WBL Educator Qualifications	N/A
Student Eligibility	All students could benefit from business and industry tours as a component of a larger framework of career exploration. Many worksites provide an outstanding opportunity to explore various career pathways and clusters, and care should be taken to highlight the full spectrum of career possibilities within the worksite.

Definition

A business and industry tour is a type of career exploration activity that involves a one-time trip to a company or organization. Students participate as a group or class. A tour can typically be completed during a single visit in which a group of students spends time with an industry representative and a variety of employees to observe daily activities, with an opportunity to ask questions about the company, careers, work experience, and industry. Written assignments and discussions can be incorporated before and after the business and industry tour to help connect the experience to coursework as well as college and career options.
Business and industry tours give high school students the chance to visit a workplace, connect with a local employer, hear from employees about their educational and professional pathways, and participate in work-based problems or activities. These experiences are designed to be impactful and increase the relevancy of K-12 education, give students insight into what careers are possible, and forge enduring relationships between employers and schools.

Rationale

- Provide the opportunity to observe different careers and the basic pathways leading to a variety of careers by connecting them with business partners (in person or virtual).
- Develop awareness of how basic skills, such as math and reading, are used in the workplace and connect academic coursework to industry.
- Explain the importance and relevance of appropriate postsecondary education and training following high school graduation.
- Allow students to begin identifying areas of career interest.
- Stimulate and support classroom projects that emulate workplace projects.
- Provide opportunities for students to connect with networks of industry professionals or potential mentors.

Educators' Steps for Planning a Business and Industry Tour

- Develop a partnership with one or more local industry partner(s) to provide a tour.
- Collaborate with the worksite representative to create an agenda for the day.
- Confirm expectations for host's responsibilities.
- Conduct student interest surveys to identify participants.
- Negotiate permissions for students to miss any regularly scheduled class.
- Collect and manage parent/guardian permission forms.
- Review and prepare for medical needs of students.
- Prepare student name tags so the host can identify and interact with students.
- Attempt to assign students to tours based on their individualized career interests.
- Recruit and prepare chaperones by providing appropriate training and information.
- Identify substitute teachers to allow full-time teachers to serve as chaperones, when necessary.
- Conduct a Know, Want to Know, Learned exercise for students before the tour.
- Provide follow-up opportunities to reinforce learning and connect the experience to academic content.
- Develop clear understanding of mutual media permission agreements. There should be determinations on what aspects of the tour, if any, can be photographed and recorded by visitors. This should also include students' media permission status for the host to photograph and record the event.
- Coordinate transportation and logistics, including bus loading and unloading and arrangements for a student meal, if applicable.

Employers' Steps for Planning a Business and Industry Tour

- Develop a partnership with one or more educational institutions.
- Collaborate with the educational institution to create an agenda for the day.
- Confirm expectations for students, chaperones, and educators.
- Identify appropriate employee representatives and arrange for a brief training.
- Prepare them for discussions with students by discussing expectations and student engagement strategies, and by providing common topics and questions (e.g., employee's background, the challenges and rewards of your job, required education and training, etc.).
- Collect information from educational partners, including number of students attending, list of names and career interests, and copies of permission slips.

Day of the Tour

- The tour should include time for the following:
- Make introductions.
- Tour the business.
- Share aspects of a typical day on the job.
- Point out the various careers available within your company (e.g., administrative, accounting, sales, manufacturing, technical, human resources, etc.) and the education they require. Allow for an opportunity to meet and speak to employees representing as many of the career opportunities as possible.
- Stress the importance of various aspects of employability, such as attire, attendance, punctuality, and workplace expectations.

- Discuss what you look for in a potential employee.
- Allow students to ask questions at the end of the tour to help them process and connect what they are learning in the classroom to the workplace.

Examples

- Tour of Local Health Care Facility
- Tour of a Nearby Federal Building or Government Building
- Tour of a Farm or Agricultural Site
- Tour of a Local Manufacturer

Resources

- Overview of Business and Industry Tours
- Detailed information and resources to help plan career and college exploration experiences for middle and high school students
- Informational fact sheets, checklists, and tips on creating and implementing workplace tours

Chapter 9 — Job Shadowing

Suggested Grade Levels	5-12
Duration	Duration will vary according to the type of experience.
Pay	None
Credit	None
Related Classroom Instruction	Yes
WBL Educator Qualifications	N/A
Student Eligibility	There are no specific prerequisites to a job shadowing experience, but students who have already participated in some career awareness activities would benefit most from job shadowing. As with other WBL activities, the content and expectations should reflect each student's need for additional information about specific careers.

Definition

Job shadowing is a career exploration activity that involves learning about a job through observation by spending a limited amount of time with a person who is working in that career. Students learn the realities of a job by walking through the day as a shadow of a competent worker. The experience provides opportunities for students to ask questions, to observe common job tasks, and to evaluate whether he/she likes the job based on firsthand observations. Additionally, the experience provides an opportunity for employers and local schools to form partnerships.

Rationale

Job shadowing provides an opportunity for employers and schools to work together to support the educational process. Students observe workers on the job in different occupations to become familiar with what is expected of workers in a real-world situation. Students can also discuss items of interest and concern with the individual in the occupation they are shadowing. Shadowing provides relevant learning experience outside the classroom. Employers and industry partners contribute to the education of youth, promote company culture, and showcase occupations that are not as well known or where there will be a shortage of qualified candidates soon.

Steps for Implementing a Job Shadowing Program

1. Discuss and identify the goals and policies of the job shadowing program.
2. Develop application materials for interested students and employers.
3. Develop selection criteria for both students and employers.
4. Develop an evaluation form to monitor the success of the program.
5. Develop and launch a media campaign.

6. Recruit students (along with their parents) and employers to participate in the program.
7. Select the teacher and additional personnel who will be overseeing the shadowing program.
8. Select students and employers who will be participating in the shadowing program.
9. Discuss and identify details of the shadowing, including dates, times, transportation, attire, and any additional expectations.
10. Hold a training and orientation session for the employers as well as a training for school staff involved in the shadowing experiences.
11. Employers/staff sessions:
    a. Present an orientation explanation of the goals, procedues for setting up shadowing event, evaluation procedures, and expectations of the school.
    b. Review safety precautions.
    c. Develop the agenda.
12. School staff sessions:
    a. Present an orientation explanation of the goals, standard procedures to be followed for the shadowing day, and class makeup plan.
    b. Review safety precautions.
    c. Develop the agenda.
13. Hold a training session for the student(s) involved in the shadowing experience to discuss the following:
    a. Expectations
    b. Proper dress
    c. Researching careers related to the shadowing experience
    d. Knowledge of basic workplace etiquette
    e. Knowledge of basic safety practices/procedures
    f. Explanation of the evaluation
    g. Plan for transportation
14. Select an employer and a shadowing site compatible with student interest.
15. Facilitate the shadowing sessions.
16. Evaluation the shadowing experience to improve program outcomes (students, teachers, and employers).
17. Send notes of appreciation to the employers who were involved in the shadowing experience.

Professional Staff Criteria

The school and employer staff should provide:

- A safety-conscious environment.
- Time to spend with the students and their shadowing experiences.
- Adequate supervision of the students at the job site.

Examples

- Ride Along with Local Law Enforcement
- Receive Permission to View a Live Surgery or Medical Operation
- Shadow a Principal or Teacher at Another School
- Shadow a Local CEO

Resources

- Useful Job Shadowing Information and Resources
- Helpful hints for the Business and Industry

Chapter 10 — Career-Related Service Learning

Suggested Grade Levels	9-12
Duration	Duration will vary according to the type of experience. Service-learning projects may be held during the summer, after school, during the school year, in conjunction with Career and Technical Student Organization experiences, or in the desired format to meet student and community needs.
Pay	None
Credit	Yes. Aligned to the appropriate Workplace Experience as part of course. (May earn credit as part of a Level 5 Workplace Experience course.)
Related Classroom Instruction	Yes
WBL Educator Qualifications	N/A
Student Eligibility	Consider the following prior to placement: ▪ Successful completion of career inventory and exploration activities. ▪ Relevant work experience (e.g., job shadow, part-time job). ▪ Recommendation from classroom teacher or school counselor. ▪ Completion of application and interview process. ▪ Ability to fulfill the time demands of the project. ▪ Successful employability skills.

Definition

Career-related service learning is a method by which students improve academic learning and develop personal skills through structured service projects that meet community needs using the content and skills attained through their program of study. The intention of career-related service learning extends beyond simply conducting community service as outlined below. At the exploration level, this type of activity should be more complex than a single service project. An example would be Information Technology students helping build and maintain a website for a nonprofit organization. Students would plan, build, monitor, apply employability skills, interact with stakeholders, and reflect on the experience.

Note: Career-based service learning (career awareness) and career-related service learning (career exploration) can be distinguished by duration and intensity of the activity or event. Under career exploration, career-related service learning should include robust, meaningful, and comprehensive activities or events connecting academic knowledge, career goals, and essential skills.

Service Learning vs. Community Service

Service Learning	Community Service
▪ Students identify an interest and a community need. ▪ Students develop and complete a service project addressing community need. ▪ Students complete structured activities before, during, and after the experience. ▪ Students reflect and self-assess.	▪ The community need may already be established. ▪ Students participate in voluntary assignments and activities to serve organizations and/or individuals within the community. ▪ Community service may or may not align with school- based instruction.

Eight Standards for Service Learning

1. Meaningful Service: Service learning actively engages participants in meaningful and personally relevant service activities that are directly related to their career interests or goals.

2. Link to Curriculum: Service learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

3. Reflection: Service learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

4. Diversity: Service learning promotes understanding of diversity and mutual respect among all participants.

5. Youth Voice: Service learning provides youth with a strong voice in planning, implementing, and valuating service-learning experiences with guidance from adults.

6. Partnerships: Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

7. Progress Monitoring: Service learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals and uses results for improvement and sustainability.

8. Duration and Intensity: Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Rationale

- Provide the opportunity to observe different careers and the basic pathways leading to a variety of careers by connecting them with business partners (in-person or virtual).
- Develop awareness of how basic skills, such as math and reading, are used in the workplace and connect academic coursework to industry.

- Explain the importance and relevance of appropriate postsecondary education and training following high school graduation.
- Allow students to begin identifying areas of career interest.
- Stimulate and support classroom projects that emulate workplace projects.
- Provide opportunities for students to connect with networks of industry professionals or potential mentors.

Examples

- Students in Food Science class lead a food drive for the local pantry. Students develop solutions to address food insecurity issues, increase awareness, and find partners to provide sources of nutritious food in their community. After implementing, they reflect on what they did, what worked, and what could be improved.
- Juniors and seniors in Consumer Economics class host a workshop for underclassman during Workplace Readiness Week. Topics include interview practice, email etiquette, and essential skills (soft skills) in the workplace. Students plan, gather resources, practice presenting, promote the event, and reflect on the effectiveness.

Resources

- Nebraska Department of Education Career-Based Service Learning
- A Guide to Service Learning: Information about and benefits of service learning, best practices, case studies, and sample planning documents.
- Informational PowerPoint entitled, "Service Learning as a Path to Career Development" provides specific information related to service learning.
- Example of the Youth Service America's Service-Learning Toolkit. The lessons provided are both in Google Docs and MS Word format for easy use.
- Community Service vs. Service Learning
- The Difference Between Service Learning and Community Service
- Understanding Service Engagement -FFA
- Knowledge hub offering a curating listing of resources and readings related to the effective design and facilitation of curricular community-engaged learning (service-learning) experiences
- Wisconsin Department of Public Instructions -Service-Learning Definition and Philosophy
- National Youth Leadership Council (nylc.org) NYLC promotes service learning in schools and communities, providing resources and training to integrate service learning into educational programs.

Chapter 11 — Mentorship

Suggested Grade Levels	9-12
Duration	Duration of mentorship is aligned with the duration of the associated CTE course.
Pay	None
Credit	Yes, as part of course
Related Classroom Instruction	Yes
WBL Educator Qualifications	N/A
Student Eligibility	There are no specific prerequisites for a mentorship experience. Consider the following prior to placement: ▪ Successful completion of career inventory and exploration activities. ▪ Relevant work experience (e.g., job shadow, part-time job). ▪ Recommendation from classroom teacher or school counselor. ▪ Ability to fulfill the time demands of the mentorship.

Definition

Mentorship is a career exploration activity that consists of a long-term relationship focused on supporting the growth and development of students as they learn about a particular industry and workplace. The student is paired with a community professional who has a recognized record of achievement and firsthand experience in the occupational field or career cluster of the student's choice. The mentor becomes a source of guidance, motivation, wisdom, teaching, role modeling, and support. The knowledge, advice, and resources shared depend on the format and goals of the mentoring relationship. Mentor support can provide a wide range of personal and professional benefits, which ultimately lead to improved performance in the workplace. Mentorship requires student preparation, including career exploration, prior to the experience.

Mentors are encouraged to provide the student with as much hands-on experience as possible and to provide a broad view of the business/industry as well as routine tasks and challenging opportunities. A mentorship may be completed on a one-on-one, small group, or virtual basis.

Examples

- Arts and Communications Mentors Program
- CEO - Mentors for Various Business Courses | Sangamon CEO, Riverbend CEO
- Firefighters and Police Public Service Mentoring Programs
- Educators Rising Mentoring Program
- Mentor Matching Engine | Illinois Science & Technology Coalition

Resources

- Professional Networking with Community Partners
- Learn to Be an Effective Mentor
- Clairemont High School mentoring program example
- I-WIN Learnings from California: CHS Mentoring and Internship program

Chapter 12 — Team-Based Challenges

Suggested Grade Levels	9-12
Duration	Duration of project is aligned with the duration of the associated CTE. course.
Pay	None
Credit	None*
Related Classroom Instruction	Yes
WBL Educator Qualifications	N/A
Student Eligibility	Any student participating in a CTE or general education course that is part of its curriculum: ▪ Successful completion of career inventory and exploration activities. ▪ Recommendation from classroom teacher or school counselor.

Definition of team-based challenges

Students work in groups to solve a real-world problem or work-simulation project under the advice or design of an industry partner. The project will be supervised by a classroom teacher. The project should represent a real industry problem, such as innovation, improved efficiency, or safety. At the exploration level, this should include significant interaction with industry partner(s), have related classroom instruction, and offer opportunities for feedback and reflection. For example, an industry partner might challenge student teams to solve a problem getting water to a very isolated area for irrigation. Students would work together to brainstorm, identify barriers and costs, sourcing, and all other aspects of the problem. Also, team-based challenges often occur as an activity within Career and Technical Student Organizations (CTSOs).

Note: A team-based challenge can be embedded into a course to earn credit within a pathway.

Rationale

- Provides students with work-related experience under guidance of industry experts and teacher.
- Students have access to information about the industry in their chosen field.
- Students can network with other students and professionals in their chosen field.

Resources

- Agriculture, Food, and Natural Resources Team-Based Challenges
- Team-Based Challenges Library
- Illinois P-20 Network: Elements of a Team-Based Challenge
- I-WIN Team-based challenge resources
- Manufacturing

- Health Sciences
- Education

Chapter 13 — Career and Technical Student Organizations

Suggested Grade Levels	9-12
Duration	Duration of project is aligned with the academic school year and the manner in which the school participates in the CTSO activity.
Pay	None
Credit	None
Related Classroom Instruction	Yes
WBL Educator Qualifications	N/A
Student Eligibility	Any student participating in a CTE or general education course that is part of its curriculum.

Definition of Career and Technical Student Organizations

A CTSO is an organized extracurricular collaboration of students, educators, and industry partners within a field working to strengthen knowledge and skills of students through industry-relevant experiences. Activities often include team-based challenges and competitions. Nationally recognized organizations support students in CTE clusters of Business and Marketing; Agriculture and Natural Resources; STEM, Information Technology; Hospitality, Human Services and Education; Health Sciences; and Skilled Trades. Additional organizations are recognized at the state level.

Rationale

- Provides students with work-related experience under guidance of industry experts and teacher.
- Students have access to information about the industry in their chosen field.
- Students learn through hands-on demonstrations and work experiences.
- Students can network with other students, businesses, and industry partners in their chosen field.
- Provides academic connections which motivate and engage students.
- Builds leadership, employability skills, and creates a sense of civic engagement.

Examples

- National Business Professionals of America
- Future Business Leaders of America (FBLA)
- Family, Career and Community Leaders of America (FCCLA)
- Future Farmers of America (FFA)
- Future Health Professionals (Illinois HOSA)
- SkillsUSA Illinois https://www.skillsusaillinois.org/
- Technology Student Association (TSA) https://tsaweb.org/

Illinois

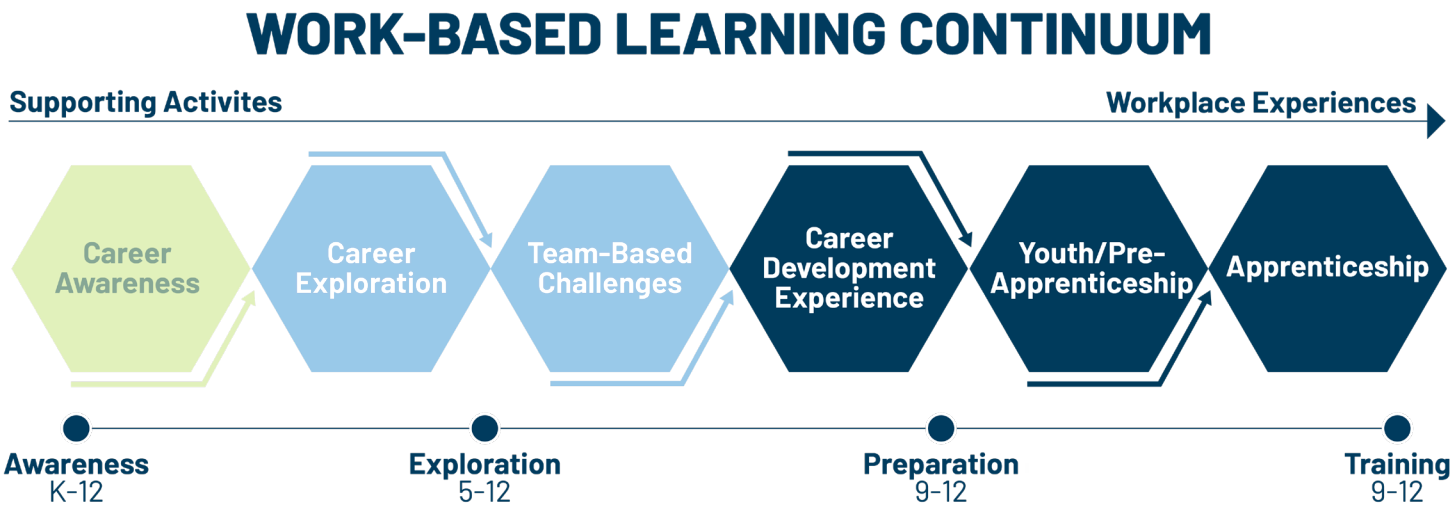
- Educators Rising
- Science Olympiad

Resource

- ISBE Career and Technical Student Organizations webpage

Section 3: Workplace Experience Courses

A Workplace Experience course offers students the opportunity to participate in jobs through which they can explore careers and understand the nature of work via exposure to the workplace. Workplace Experience courses aim to provide students with practical hands-on learning opportunities in real-world work environments. These experiences can be in-person, virtually, or in a simulated workplace environment. Workplace Experience courses are included in Career Development Experiences, Youth/Pre-Apprenticeships, and Apprenticeships within the WBL Continuum. A list of approved Workplace Experience courses can be found in Appendix A.



Aligning Workplace Experiences with Illinois' College and Career Pathway Endorsements

School districts with students earning College and Career Pathway Endorsements (CCPEs) should align these Workplace Experience courses to the expectations of a Career Development Experience as defined by the Postsecondary and Workforce Readiness Act. These courses help students meet the criteria for College and Career Readiness Indicators (CCRI), which are data points that help determine a student's progress and identify adjustments needed toward postsecondary and/or career success. More information regarding Career Development Experiences and CCPEs is included in this manual under WBL Program Management.

Figure 3 -- Types of Workplace Experiences

These courses are not necessarily bound by the regular school day or calendar for participation or completion and do not have age restrictions for eligibility, other than those that are directly prohibited by state and federal laws and regulations.

Direct Instruction of Workplace Experience Courses

The CTE coursework shall include related instruction taught by a qualified educator who meets the qualifications established by the ISBE CTE and Innovation Department and provided to each student enrolled in the program. This direct instruction incorporates essential and technical employability skills as well as specific topics related to the particular employment of each of the students enrolled.

In addition to the practicum experience, the Workplace Experience coursework shall include at least one synchronous meeting per week of all enrolled students to be led by the educator. All participants have an opportunity to discuss relevant topics as they relate to workplace experiences and employability skill development. See the Work-based Learning Program Management section of this manual for more information regarding educator qualifications.

Chapter 14 — Student-Led Enterprises

Suggested Grade Levels	11-12
Duration	One-semester or two-semester course.
Pay	Yes (and/or credit). These experiences must be conducted in compliance with federal and state labor laws. (See U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division.)
Credit	Yes. Aligned to the appropriate Workplace Experience course.
Related Classroom Instruction	Yes, with professional skills assessment feedback.
WBL Educator Qualifications	Direct Instruction of all Workplace Experience courses must be taught by a qualified CTE educator as outlined under WBL Program Management: Qualifications of WBL Educators
Student Eligibility	There are no specific prerequisites to a student-led enterprise experience, however, student should be enrolled in a CTE course or have some CTE course experience. Students should have participated in some career awareness activities and have genuine interest in owning a business.

Definition

Student-led enterprises are a type of Career Development Experience in which voluntarily formed groups join together to raise awareness about an entrepreneurial activity. They support and engage in such activities to introduce learners to the possibility of different pathways into employment, such as entrepreneurialism.

In this model, entrepreneurs and industry experts serve as volunteer coaches and mentors who guide student teams through the processes of developing hypotheses about a business concept, testing those hypotheses, adapting them, and continually learning and improving. Students can work remotely from the classroom. These activities will produce a good or service that may be sold or provided to others. Participants define the opportunity and create solutions. The project is tied to a course that supports entrepreneurial activity. It would typically be completed over a specified period, as the creation of the enterprise is part of the experience

Rationale

Student-led enterprises provide opportunities for students to gain extensive work-based experiences with a focus in entrepreneurial activities. These models are suitable for most districts, including those that lack sufficient local industry partners for internship placements or similar activities. The opportunities to develop a student-led enterprise are seemingly limitless.

Student-led enterprises provide students a structure to build entrepreneurial skills and network with both entrepreneurs and local community partners. These enterprises leverage the application academic skills, develop hands-on skills and meaningful employability skills that are needed in today's workplace. Students develop a deeper understanding of market analysis, management, and economic impacts of industry. Students can rotate between various positions and gain experience in all aspects of the business that could incorporate programs from a multitude of career clusters.

Examples

- Offer tutoring services.
- Sell custom merchandise.
- Develop website or social media content.
- Create digital multimedia presentations.
- Open repair service for cell phones.

Resources

- How to Get Girls Interested in Entrepreneurship
- Student led enterprise: Building a Business from the Classroom: Insights from Student led Enterprise Ventures - FasterCapital
- Ideas and resources form Supervised Agricultural Experience Student Guide (SAE)
- What is CEO- Midland Institute for Entrepreneurship

Chapter 15 — School-Based Enterprises

Suggested Grade Levels	9-12
Duration	Aligned with course duration.
Pay	School-based enterprises may be paid or unpaid with academic credit. Paid experiences must be conducted in compliance with federal and state labor laws.
Credit	Yes. Aligned with appropriate Workplace Experience course(s), including professional skills assessment.
Related Classroom Instruction	Yes.
WBL Educator Qualifications	Direct instruction of all Workplace Experience courses must be taught by a qualified CTE educator as outlined under Work-Based Learning Program Management of this manual.
Student Eligibility	There are no specific prerequisites to a school-based enterprise experience, however, student should be enrolled in a CTE course or have some CTE course experience. Students who have already participated in some career awareness activities would benefit most from participating in a school-based enterprise. As with other WBL activities, the content and expectations should reflect each student's need for additional information about specific careers.

Definition

A school-based enterprise is a type of Career Development Experience that involves a simulated or actual business conducted within a school. It is designed to replicate a specific business or segment of an industry and assist students in acquiring work experience related to their chosen career cluster. School-based enterprises provide goods/services to meet the needs of the market and are managed and operated by students as hands-on learning laboratories integrating common standards in marketing, finance, hospitality, or management

Rationale

A district or Area Career Center may offer a school-based enterprise to provide students with a work experience within the safe confines of the school. Students can receive feedback and hone their skills before proceeding out to the community. A school-based enterprise also provides students with practical experience without the need for transportation, which is often an obstacle for students.

Examples

- Information technology help desks
- School stores
- Boutiques
- Agricultural greenhouses
- School apparel shops
- Coffee shops
- Credit unions
- Automotive services
- Childcare programs
- School farms
- Construction projects
- Catering services
- Sign-making and/or printing
- Novelty production
- Embroidery and/or screen printing
- Stores associated with businesses, such as grocery chains and restaurants

School-based enterprises provide opportunities for students to explore various work experiences and interactions with local community partners. These enterprises offer the opportunity to develop hands on skills and meaningful employability skills that are needed in today's workplace. Students can rotate between various positions and gain experience in all aspects of the business that could incorporate programs from a multitude of career clusters. The opportunities to develop a school-based enterprise are seemingly limitless.

School-based enterprises provide students opportunities for:

- Real-world applications of academic skills.
- Practical workplace experience that leads to enhancement of basic employability skills, such as teamwork, leadership, interpersonal communication, as well as a deeper understanding of technological applications in business and a more meaningful understanding of economic impacts of industry.

Steps for Planning a School-Based Enterprise

Planning of a school-based enterprise must be completed in collaboration with the school administration. This is the most important phase of any enterprise to its overall success. Time spent planning can save major headaches down the road.

1. Create agreement between staff, students, and administrators on which industry the school- based enterprise will be focused on.
2. Set policies and procedures for the development, implementation, and maintenance of the school-based enterprise.
3. Collaborate with relevant career program staff to incorporate the work into various program pathways and align the activities to the needs of students in those pathways.

4. Identify a location of operation for the enterprise.
5. Determine the appropriate layout for the workspace.
6. Develop partnerships that may lead to funding and/or sponsorship for advisory input, needed supplies and materials by working with administrators and the business community.
7. Identify and procure the appropriate supplies and materials for operation.
8. Recruit and train the appropriate student workers to fill the necessary positions.
9. Establish financial policies and guidelines.
10. Determine the logistical requirements of the industry, such as how goods or services will be delivered.
11. Develop a marketing campaign to inform consumers (e.g., students, staff, community) of the goods and services available.
12. Organize a grand opening of the new "business" to create excitement and awareness of the enterprise.

The development of the business plan and financial policies should be documented in writing and approved by the appropriate CTE and/or district administrators. If working in collaboration with an external business partner, the plan should generally align with that of the business serving as the model.

Market Research and Analysis

An appropriate market analysis also should be conducted to determine the needs of customers and communities. This analysis should include information about existing competitors, consumer demand, the necessary investments needed to provide a good or service, and the labor that would be required to conduct the enterprise.

Initial steps should be to create a list of all the equipment and materials necessary for manufacturing and/or delivery of goods and services. After the total cost is determined, students and staff should work to set a price that is both competitive and profitable.

This analysis should be included in the business plan, which will serve as the blueprint for the business, and should include a mission statement, business goals, anticipated timeline, staffing requirements and requisite training, and cost and profit estimates.

Prior to implementation, present the business plan to administration and the relevant board attorney for approval and recommendations.

Resources

- DECA -- School-Based Enterprises
- National Technical Assistance Center on Transition -- School Enterprise Toolkit
- Nebraska Department of Education -- Nebraska Guide for Starting and Marketing School-Based Enterprises

Chapter 16 — Supervised Agricultural Experiences

Suggested Grade Levels	9-12
Duration	Aligned with course duration and varies depending on program model.
Pay	SAEs may be paid or unpaid. Paid experiences must be conducted in compliance with federal and state labor laws.
Credit	Yes. Aligned with appropriate Workplace Experience course(s).
Related Classroom Instruction	Yes, with Professional Skills Assessment feedback.
WBL Educator Qualifications	Direct instruction of all Workplace Experience courses must be taught by a qualified CTE educator as outlined under Work-Based Learning Program Management of this manual.
Student Eligibility	There are no specific prerequisites to an immersion Supervised Agricultural Experience (SAE); however, students should be enrolled in an ag education course. Students who have already participated in some career awareness activities would benefit most from participating in an immersion SAE. As with other WBL activities, the content and expectations should reflect each student's need for additional information about specific careers.

Definition

Supervised Agricultural Experiences are a type of Career Development Experience that is an integral component of academic coursework. They extend beyond the classroom and into the community. Participants are provided opportunities to apply academic and occupational skills in the workplace or a simulated workplace environment. Depending on the activities associated with the supervised agricultural experience, the SAE can be categorized as either a "foundational SAE" or an "immersion SAE." Immersion SAEs should be categorized as a Workplace Experience. The National Council for Agricultural Education provides the following guidance for each:

- Foundational SAE
  - Career exploration and planning
  - Personal financial planning and management
  - Workplace safety
  - Employability skills for college and career readiness
  - Agricultural literacy

- Immersion SAE
  - Entrepreneurship/ownership
  - Placement/internships
  - Research (experimental, analytical, invention)
  - School business enterprises
  - Service learning

The immersion SAEs correspond to ISBE's Workplace Experiences as indicated below:

ISBE Workplace Experience	Immersion SAE
Student-Led Enterprise	Ownership/Entrepreneurship
Internship	Placement/Internship
Mentorship/Research Internship	Research
School-Based Enterprise	School-Based Enterprise
Service Learning	Service Learning

Resources

- National Council for Agricultural Education – SAE Philosophy and Guiding Principles
- Explore SAE
- Explore SAE Resource from the AET (SAE Exploratory Tool)
- SAE for All
- Illinois Agricultural Education SAE for All Resource
- The Agricultural Experience Tracker (Illinois SAE Record Keeping System)
- Illinois Agricultural Education – AET Best Practices Manual

Chapter 17 — Clinical Experiences

Suggested Grade Levels	11-12
Types of Clinical Experiences	Clinical experiences vary depending on what health science/health care program students are taking and should be coordinated with a licensed and accredited health care facility. Clinical experiences are possible in each of the state-approved health sciences and technology programs, but the most common include: ▪ Emergency medical technician ▪ Medical assistant ▪ Nurse aide ▪ Pharmacy technician ▪ Physical therapy aide
Pay	None.
Credit	Yes. Aligned to appropriate Workplace Experience course in a course that is indicated as having embedded Work-Based Learning in the Illinois State Course System.
Rules and Regulations	Rules and regulations for each type may vary. The most up-to-date information can be found at: ▪ Dental assistant - Law • Rules ▪ Emergency medical technician - Law • Rules ▪ Nurse aide - Law • Rules ▪ Pharmacy technician - Law • Rules ▪ Physical therapy aide - Law • Rules ▪ Additional clinical experience requirements should be coordinated through the host health care facility and follow its regulations, policies, and procedures.
WBL Educator Qualifications	Direct instruction of all Workplace Experience courses must be taught by a qualified CTE educator as outlined under Work-Based Learning Program Management of this manual. A nurse aide clinical instructor must also meet the requirements of 77 Illinois Administrative Code Part 395 Long-Term Care Assistants and Aides Training Programs, Section 395.160 Instructor Requirements (Basic Nurse Assistant Training Program only).
Student Eligibility	Students should be enrolled in a CTE course that requires Clinical Experiences.

Definition

The definition and characteristics of a clinical experience varies depending on the related occupation, but typically is associated with programs in the health professions. The experience is an application of academic and hands-on skills learned in the classroom in a real-work setting, most often at an off-campus healthcare institution. These clinical experiences are usually a required component of professional certification or licensure. Placement may be subject to health screenings, age, or others; as applicable by respective institution and organization.

Chapter 18 — Internships

Suggested Grade Levels	11-12
Suggested Duration	Internships should last for six weeks or longer and average 10-20 hours per week. Experiences must be at least 60 hours with no more than two sites and at least 20 hours at each site.
Pay	Internship experiences may be paid or unpaid.
Credit	Yes. Aligned to the appropriate Workplace Experience course.
Related Classroom Instruction	Yes
Regulations	Paid internship experiences must be conducted in compliance with federal and state labor laws. Federal legislation provides for determination as to whether interns must be paid by the minimum wage and overtime under the Fair Labor Standards Act (FLSA) for the services that they provide to private sector for-profit employers. Educators must meet the "Test for Unpaid Interns and Students" (seven criteria) if they are placing students in unpaid internships. Otherwise, the students must follow the FLSA for paid internships.
WBL Educator Qualifications	Direct instruction of all Workplace Experience courses must be taught by a qualified CTE educator as outlined under Work-Based Learning Program Management of this manual.
Student Eligibility	The student must be enrolled or planning to enroll in a CTE program. There are no state-mandated student eligibility requirements for internships. Consider the following prior to placement: ▪ Successful completion of career inventory and exploration activities. ▪ Relevant work experience (e.g., job shadow, part-time job). ▪ Recommendation from classroom teacher or counselor. ▪ Minimum attendance and/or grade point average. ▪ Possess acceptable workplace readiness skills. ▪ Completion of application and interview process with host employer. ▪ Completion of student registration and parent/guardian permission. ▪ Ability to fulfill the time demands of the internship.

Definition

A student internship is a type of Career Development Experience for high school students who have completed extensive school-based preparation relating to an identified area of career and academic interest in the Individual Learning Plan. Internships are usually one-time experiences that should lead to course credit and could be paid or unpaid. It is connected to classroom learning and accompanied by structured reflection activities. Students participating in internships should be guided by a formal, written training plan that defines specific academic and workplace skills to be mastered.

Research Internship

In addition to standard work placement internships, there are also research internships that provide employability and industry-relevant experience. Participants are hired for specific tasks within an established project. They receive basic training in research skills and data collection methods and can be incorporated in all aspects of research, providing for greater decision-making authority and leadership development.

Planning an Internship

Successful internships require collaboration, communication, and preparation by many school and community stakeholders. The following recommendations should be considered when developing an internship model for a school:

1. Internships must be co-developed with school and community stakeholders (e.g., employers, members of professional associations such as chambers of commerce, school administrators, teachers, counselors, career advisers, and WBL educators).
2. Determine the scope and structure of the internship program, including policies that will govern student selection and intern supervision.
3. Assess students' career interests and eligibility to identify potential interns and target potential employers.
4. Cultivate relationships with employers to host internships and work with them to structure internships that will benefit students, employers, and workplace supervisors.
5. Facilitate employers' interviews of student candidates for internships and allow the employers to make the final selections.
6. Prepare students for their internships through student and parent/guardian orientation and the development of training agreements and plans.
7. Develop an internship training agreement.
8. Ensure that adequate supervision is provided during the internships. Examples include workplace visits, employer evaluations, or regular communication with employers and students.
9. Ensure legal requirements are met, including identifying all safety requirements in the work environment.
10. Provide for structured student reflection, both individual and group, before, during, and after internship experiences.
11. Give recognition to participating stakeholders, with emphasis on the host employers and students.
12. Promote the internship program to area business and industry partners (employers) parents/guardians, school administrators, students, and advisory groups.

Resources

- Career Development Experience Toolkit
- The 10 Tips for Having a High School Intern
- Internships Instead of Work Release (video)
- USDOL Young Workers - Safe Work for Young Workers | Occupational Safety and Health Administration (osha.gov)
- USDOL School-to-Work elaws - Fair Labor Standards Act Advisor (dol.gov)
- Youth at Work Welcome | U.S. Equal Employment Opportunity Commission (eeoc.gov)

Chapter 19 — Apprenticeship Programs

Suggested Grade Levels	11-12
Number of hours required	Depends on apprenticeship model used. The apprenticeship program may be part time or full time. Part-time employment and the hours to be worked will be determined by the employer. All work hours will be documented or tracked by the employer and will also be credited toward the completion of a Registered Apprenticeship Program (RAP).
Pay	Pay should be a least the federal minimum wage and based on a progressive wage schedule.
Credit	Yes. Aligned to the appropriate Workplace Experience course.
Related Technical Instruction (RTI)	RTI must be occupation-specific. RTI given in high school CTE programs also counts toward RTI requirements for a RAP. RTI is taken simultaneously with academic classes to meet high school graduation requirements.
WBL Educator	Direct instruction of all Workplace Experience courses must be taught by a qualified CTE educator as outlined in Section 5: Work-Based Learning Program Management of this manual.
Student Eligibility	Each student must be at least 16 years old, be in good standing with the school, be enrolled in a CTE program that supports the occupation, and maintain passing grades and satisfactory attendance. Youth Registered Apprenticeship (YRA) participation will be canceled if the student leaves the school. Each YRA employer may have additional criteria depending on the hours or skill set required.
Objectives	The student will: ▪ Gain employability and occupational skills. ▪ Develop technical knowledge and skills necessary for a specific occupation through on-the-job training and RTI. ▪ Strengthen career awareness; workplace readiness skills; and personal development, including learning workplace protocols and etiquette. ▪ Receive employment experience and foster essential communication skills, workplace protocols, and etiquette. ▪ Gain work experience. ▪ Earn a nationally recognized credential.

Definition

Apprenticeships have five components:

1. Employer involvement
2. Structured on-the-job training with a mentor
3. Related training and instruction
4. Progressive wage increases as skills increase
5. Nationally recognized credential(s)

There are three types of apprenticeship:

1. Time-based: The apprentice's progress is measured by the number of hours spent on the job and in the classroom.
2. Competency-based: The apprentice's progress is measured by his or her ability to demonstrate the application of relevant knowledge, skills, and abilities.
3. Hybrid: The apprentice's progress is measured through a combination of hours spent in the program and competencies demonstrated in the workplace.

Youth Apprenticeships

Youth apprenticeships are defined in the Career Pathways Dictionary as programs for youth (ages 16 to 24), including those with disabilities, currently enrolled in secondary education or pursuing a high school equivalency that include, at minimum, the following:

1. A total of 450 hours of paid on-the-job training under the supervision of a mentor;
2. At least two semesters of related instruction that ideally counts toward a high school and/or postsecondary credential, but minimally leading to an industry credential;
3. Ongoing and a final assessment measuring success in mastering skill standards;
4. Career exploration in which participants learn about several positions at the company and in the field; and
5. Wraparound supports (e.g., case management and counseling) and holistic upskilling (e.g., technical skills and soft skills).

Upon successful completion of the program, participants are supported to apply for one or more of the following: entry-level employment, admission to a Registered Apprenticeship or Non-Registered Apprenticeship Program, or admission to other articulated postsecondary education options (including two- and four-year programs).

Youth apprenticeships provide the foundation for students to choose among multiple pathways after high school, including enrolling in college, entering an apprenticeship program, beginning full-time employment,

or a combination. A group of employers that are representative of an industry (including small, medium, and large firms) in which an industry credential does not yet exist should determine the critical core competencies that participants should learn through the apprenticeship and agree to a formal process for recognizing mastery of those competencies. See the Illinois Career Pathways Dictionary for more information.

Pre-Apprenticeships

A program that has a documented partnership with an employer and is designed to prepare individuals to enter and succeed in a registered apprenticeship or non-registered apprenticeship includes all of the following:

- Training and curriculum that align with the skill needs of employers in the economy of the state or region and that have been designed to prepare participants to meet the minimum entry-level requirements of the apprenticeship.
- Access to educational and career counseling and other supportive services, as needed by participants.
- Hands-on meaningful learning activities that are connected to education and training activities, such as career exploration and Career Development Experiences, and that reinforce foundational professional skills, including, at a minimum, those outlined in the Essential Employability Skills Framework.
- Participants who successfully complete the program are supported to apply for a registered apprenticeship or non-registered apprenticeship program and may receive preference for enrollment.

See Appendix C for more information.

Registered Apprenticeship Programs

Registered apprenticeship programs are defined as "an industry-based occupational training program of study registered by the U.S. Department of Labor, after standards review, that meets each of the following characteristics:

- Apprentices in the program are at all times employed by a company participating in the program.
- The program features a structured combination of on-the-job learning supported by related technical classroom instruction, delivered either by a high school or a public community college.
- The apprentices in the program are paid a training wage, of not less than the State minimum wage, that escalates throughout the life of the apprenticeship; and
- The employment continued with the company following conclusion of the apprenticeship for a period of not less than two years.
- Apprentices in the program earn an industry-related occupational skills certificate and a high school diploma.
- Apprentices in the program may earn postsecondary credit toward a certificate or degree, as applicable.

Note: "Registered apprenticeship program" does not include an apprenticeship program related to construction, as defined under the Employee Classification Act [820 ILCS 185]. (See Section 2-3.175 of the Illinois Code, 105 ILCS 5.)

Resources

- Illinois WorkNet Apprenticeship by the Numbers
- Apprenticeship.gov — Pre-apprenticeship quality framework
- Illinois Essential Employability Skills Framework
- Apprenticeship.gov: This is a one-stop source to connect career seekers, employers, and education partners with apprenticeship resources. Discover apprenticeships across industries, how programs are started by employers, and how to become an apprentice.
- This website includes resources and information on how to develop and implement a Youth Apprenticeship Program with videos, teacher guides, and other helpful content.
- This pre-apprenticeship framework outlines the six key characteristics of a high-quality pre-apprenticeship program with a focus on the information technology industry.
- The School Superintendents Association's toolkit can be used to encourage the creation of school and business partnerships and provide resources for secondary school administrators to build apprenticeship programs.
- Illinois Career Pathways Dictionary
- Illinois Workforce Innovation Board Apprenticeship Committee Youth Apprenticeship Working Group. (2021, September 14). Recommendations for Expansion of Youth Apprenticeships in Illinois
- Apprenticeship Illinois

Other Work-Based Learning Opportunities

Special programs exist for students to benefit from Work-based Learning opportunities with the Secondary Transitional Experience Program and the Regional Safe Schools Program.

Secondary Transitional Experience Program

The Secondary Transition Experience Program (STEP) is a work experience program that helps students with disabilities prepare to transition to employment and community participation after high school. Students learn to become productive, self-sufficient adults through a variety of STEP experiences. The Illinois Department of Human Services (IDHS) Division of Rehabilitation Services (DRS) provides and coordinates STEP services. There are additional program, collaboration, and staffing requirements for STEP. This can be recognized as a component of a CTE Work-Based Learning, and even a Career Development Experience, if it also meets the criteria listed by each. Courses to support STEP will be developed and available for coding.

What support does STEP provide?

- Built-in linkages to IDHS/DRS, an agency that can assist students who have disabilities with their post-school employment and career development goals.
- Work experiences that coincide with postsecondary employment goals and can include paid employment and internships.
- Provision of Pre-employment Transition Services as mandated in the Workforce Innovation and Opportunity Act (WIOA), which include job exploration counseling, workplace readiness training, counseling on postsecondary education, instruction in self-advocacy, and WBL experiences.

Why is STEP a valuable program?

- Students gain credit toward graduation while gaining hands-on work experience with as-needed support.
- Research indicates students with disabilities who receive work experience while in high school are more likely to maintain employment as adults.

What can administrators do to support STEP in their schools?

- Ensure career and pre-employment transition skills classes are available as mandated in WIOA for youth with disabilities.
- Provide adequate classroom release time for teachers assigned to STEP to develop employment/work experiences and promote positive relationships with local businesses.
- Provide student transportation assistance, as feasible, to allow for varied work experiences throughout the local business community.
- Provide professional development for paraprofessionals who serve as job coaches for students who need assistance.

Features of STEP

1. School Credit: STEP is approved by the Illinois State Board of Education as a means for students to gain school credit for Work-Based Learning experiences. As such, STEP is recognized statewide as a potential transition service for students with disabilities that assists them in attaining employment goals for transition.
2. Linkage with IDHS/DRS: All students who participate in STEP are, by design, linked with IDHS/DRS as active vocational rehabilitation customers. All participating students are connected with a DRS vocational rehabilitation counselor, who can provide transition advice regarding employment, college, further vocational training, and other adult services.
3. Consultation/Training: The STEP coordinator is available to all participating schools for consultation on a number of issues, including, but not limited to:
   - Job placement ideas/support.
   - Job training/transition resources and advice.
   - Individualized Education Program meeting consultation/input regarding transition-related issues.
   - Job coach/teacher training.
   - Parent training/support regarding transition.
   - Transition/career class consultation/guest speaking.
4. Flexibility/Individualized Programming: STEP allows and, in fact, encourages a high degree of programming flexibility in keeping with the individualized nature of special education services. For example, students can be engaged in either paid employment or volunteer work for STEP credit. Those in volunteer work may receive a training stipend if they meet the criteria. Further, although students are generally expected to work 10 hours or more per week for program participation, a weekly exception can be made for students who are not yet able to work 10 hours or more.

Educator Qualifications for STEP

Most transition-related courses could be taught by any special education personnel with a Learning Behavior Specialist (LBS) I or LBS II transition specialist credential. However, if they are serving as the STEP coordinator, then they would need to meet the following:

An individual assigned as a career and technical coordinator shall be required to hold an approval or endorsement for this position, which shall be granted provided that the individual submits an application demonstrating that he or she:

1. Has two years' teaching experience;
2. Holds a valid Professional Educator License (PEL) endorsed in a teaching field; and
3. Has completed at least 16 semester hours of college coursework, which shall at least include each of the areas identified in subsections (c)(3)(A) through (D) and may include one or more of the areas identified in subsections (c)(3)(E) through (H):
   a. Survey of the exceptional child;
   b. Diagnosis of, and characteristics of the student with, all the disabilities encompassed by the LBS I credential;

Adaptations or modifications of the general curriculum to meet the needs of students with the disabilities encompassed by the LBS I credential;

c. Career and technical programming for students with disabilities;
d. Methods appropriate for teaching children with all the disabilities encompassed by the LBS I credential;
e. Guidance and counseling;
f. Educational and psychological diagnosis;
g. Career and technical education.

An individual assigned as a teacher coordinator shall be required to hold approval or endorsement for this position, which shall be granted provided that the individual submits an application demonstrating that he or she:

1. Holds a valid PEL with an endorsement for the disability area of assignment issued pursuant to 23 Ill. Adm. Code 25.43;
2. Has completed a course in career and technical programming for students with disabilities; and
3. Has at least one year's work experience outside the field of education or has completed at least one course in either guidance and counseling or CTE.

In addition, per IDHS, transition specialist personnel for schools that participate in STEP are jointly selected, supervised, and evaluated by IDHS/DRS and the district and are employed by the district. They must meet jointly established requirements for professional qualifications, working hours, and benefits similar to those that apply to special education personnel employed by the district.

Regional Safe Schools Program

The purpose of the Regional Safe Schools Program (RSSP) is twofold: 1) to increase safety and promote the learning environment in schools and 2) to meet the particular educational needs of disruptive students more appropriately and individually in alternative educational environments.

The RSSP has a set of guidelines that are based upon best practices for alternative programs. Each student has an Alternative Education Plan. Positive outcomes include reduction in disruptive behavior; regular attendance; coursework completion and credit received; advancement in grade level; return to home school; grammar or high school graduation; and, where appropriate, completion of a program leading to taking and passing the GED test. This program is specific to Regional Safe Schools but must be instructed by an endorsed workplace experience educator-coordinator.

In addition, the following outcomes are minimum requirements for all programs.

- Provide work experience training:
  - For which school credit is awarded;
  - That is related to existing career opportunities with potential for advancement;
  - That is permissible employment for individuals of the particular age at which the student is employed under federal and state law;

- That compensates student learners in conformity with federal, state and local laws, and regulations and in manner not resulting in exploitation of the student learner for private gain;
- That does not displace other workers who ordinarily perform such work; and
- That, under terms of a written training agreement between the student and the employer, incorporates a training plan which has been developed for each student learner and which includes, but is not limited to, worker verified tasks for the occupational and employability skills.

A program must:

- Establish procedures for cooperation with employment agencies, labor groups, employers, and other community agencies in identifying suitable training sites;
- Establish policies to be followed in the case of students not being at school or not reporting to their training sites, changing from one job to another without consent, loss of job as a result of unfavorable circumstances or events, and school holidays*;
- Support the policies and guidelines of the training site;
- Provide high school credit upon successful completion of the cooperative education program;
- Require proof-of-age certificate or work permit for each student who is 16 through 20 years of age, and who is employed under such plans;
- Provide travel reimbursement for teacher-coordinator at regular rate provided by the ROE.

*Students are expected to follow the training site calendar with regard to working days and vacation periods.

Resources

- ISBE Career and Technical Educator webpage
- ISBE Pathway to Licensure: Career and Technical Education
- Strategies for Getting to Work-based Learning Sites

Qualification of Work-Based Learning Educators

CTE Workplace Experience courses can be taught within the CTE educator's endorsement without any additional training and/or certification. CTE Workplace Experience courses can be taught outside of educator's endorsement by a currently endorsed CTE teacher who has attained a WBL designation in the ISBE Educator Licensure Information System. The requirements for the designation are a.) the individual completes two courses from a regionally accredited institution of higher education, as approved by the State Board, in Work-Based Learning or b) the individual completes a sequence of WBL modules approved and offered by the State Board or a designee. For more information, see Illinois Administrative Code, Part 1, Section 1.738.

The direct instruction of all Workplace Experience courses must be taught by a qualified CTE educator who has earned the Work-Based Learning designation. The following qualifications must be met for the WBL designation:

a. WBL educators must hold a current endorsement to teach CTE coursework in one of the seven endorsement areas (under either Professional Educator License or Educator License with Stipulations),

AND

b. Educators must have completed at least six semester hours of formal coursework in the area of organization and administration of workplace education, including techniques of coordinating on-the-job experiences and individualized instructional methodology. For the most up-to-date information, please refer to the ISBE Career and Technical Educator webpage.

OR

c. Educators must have completed the online ISBE WBL professional learning modules to receive the WBL designation. Educators holding the previously titled cooperative education administration courses via the approved state universities must plan to take the WBL refresher course to qualify for the updated WBL designation. State universities with approved course offerings include Eastern Illinois University, Southern Illinois University Carbondale, Northern Illinois University, and Illinois State University.

Note:

a. Educators who have gone through agriculture education preparation programs in Illinois have already had this content integrated in their teacher preparation program. These educators do not need to complete this separate coursework as described in Step B above. However, ag educators teaching Work-Based Learning outside of agriculture who would like the WBL designation, will need to take the SAE for All training by FFA to qualify for the WBL designation.

b. Endorsed educators may teach Workplace Experience courses only in their specific endorsement if they do not have the six hours or completed the ISBE Work-Based Learning professional learning referenced above.

Recertification and Ongoing Learning for WBL Educators

Once an educator has received their designation, this designation is valid for five years. There will be a retraining that educators with the designation will need to complete in order to renew their designation.

Agriculture educators may participate in the SAE for All training offered by FFA to renew their designation instead of the ISBE WBL retraining.

Quality Work-Based Learning Components

The associated Workplace Experience coursework should include:

- **A practicum component** with direct or simulated workplace experience that is aligned to each student's individualized program of study and designed to meet their specific career goals.
- **Direct instruction** by an approved educator-coordinator on essential and technical employability skills in a virtual or classroom setting.
- **Compensation** via pay and/or academic credit to the student for their work along with working hours and duration of course of training.
- **An individual student plan** including tasks that align to the occupational and employability skills of the student.
- **A professional skills assessment** of the student's performance in a workplace experience that addresses professional skills.

Practicum Work Experience

The CTE Workplace Experience coursework also should include at least 60 hours of paid or unpaid work experience, either in-person, virtually, or simulated. This experience should directly support a student's individualized program of study.

1. The workplace experience should be supervised by one or more qualified educator to provide, at a minimum, at least one direct supervision workplace visit for each student.
2. The educator should collaborate with the workplace supervisor to conduct direct and indirect supervisory activities on a weekly basis for the duration of the workplace placement.
3. The workplace experience should provide a minimum of 30 minutes per unique workplace where students are placed per week of course release time for the coordinator (with the option for an ISBE-approved waiver).
4. The workplace experience shall include focused skill development in areas relevant to the student's individualized program of study and career goals in addition to essential and technical employability skills.

a. A student will earn school credit.
b. This is a permissible activity for individuals of the particular age at which the student is engaged or employed under federal and state law.
c. Student learners may be compensated in conformity with federal, state, and local laws and regulations, in a manner not resulting in exploitation of the student learner for private gain.
d. The student's work experience will not displace other workers who ordinarily perform the work.
e. The work experience, under the terms of a written placement agreement between the eligible recipient

and the employer, incorporates a placement plan that has been developed for each student learner and that includes, at a minimum, verified tasks that align to the occupational and employability skills of the student; duration of course of training; working hours; date of student's birth; company name; responsibilities of the employer, coordinator, student, and parents, and their signatures.

5. The number of students supervised by an educator-coordinator shall be subject to maximum thresholds designated by local district policy, with the consent of the appropriate CTE local or regional advisory committee.
6. Eligibility for student participation in workplace career and technical education coursework shall be subject to applicable state and federal employment and labor laws and regulations.
7. The eligible recipient shall establish procedures for cooperation with employment agencies, labor groups, employers, and other community agencies in identifying suitable placement partners for people enrolled in the Work-Based Learning CTE program.

For example, if a student's individual program of study is in Manufacturing, more specifically Welding, a placement at McDonald's would be a misalignment. The purpose of the workplace experience is to align to the student's program of study.

Connecting Students to Industry Partners

Business partners and employers are critical partners to engage in the implementation of WBL. Building strong partnerships with business and industries will help create quality WBL opportunities. Employers can play an active role identifying workforce needs and what knowledge, skills, and abilities are needed for curriculum development and workplace experiences.

- Reach employers through business intermediaries: Organizations such as Chambers of commerce, local industry associations, CTSOs, parents, Illinois Department of Labor, etc. can help link WBL educators with employer communities throughout the local area.

- Demonstrate to employers that youths have the necessary skills for the workplace: To encourage continued employer involvement, students should be prepared for work experiences before they start a WBL placement. WBL preparation should focus on the employability skills necessary for success at the workplace. Share your school's success stories, application/enrollment process, training agreements, and evaluation documents to convey student readiness.

- Establish and maintain communication with employer: Involve the employer in the hiring process. Monitor the worksite experience via worksite visits, regular conversations with student and employer, engage the employer in the student reflection and evaluation process.

- Offer a range of WBL activities to allow employers to participate at different levels: The Illinois WBL Manual has identified several WBL activities that allow for flexible employer engagement. The array of WBL activities can allow a company to increase its participation over time as it sees the benefits of WBL.

- Address employers' liability concerns: WBL involves the presence of youths in the workplace, which can raise concerns for employers about liability issues and insurance costs. Help address these concerns by

sharing information with employers about Illinois youth employment laws, which may differ by industry. Encourage employers to reach out to their insurance company on a case-by-case basis.

Resources

- Illinois department of Labor
- Illinois Child Labor Laws
- FAQ Page for Child Labor Laws in Illinois
- EMPLOYMENT (820 ILCS 205/) Child Labor Law
- Resources on Young Workers Rights

Industry Partner Engagement

The role of the supervisor in any WBL experience is a very important one. The experience may be a young person's first exposure to a workplace that may seem very foreign to him or her. It could also be the first time an employer has had contact with a student learner in a workplace setting. The employer/supervisor will be essential in guiding the young person in learning both technical and core employability skills.

The following are basic strategies the employer/supervisor can use to have a meaningful experience with a student learner:

1. **Get to know the young person** – Ask a student about their career dreams, goals, strengths, limits, and needs. This information will help the employer/supervisor identify what kinds of activities will be most beneficial to the student.

2. **Emphasize safety and health at all times –** Young people are often not aware of the dangers in the workplace, and will need instruction in general safety rules, machine safety and required health precautions. Frequent reminders to the student are important to their health and well-being.

3. **Provide opportunities for the student to make decisions regarding the Work-Based Learning experience –** A student's level of involvement may be increased by allowing the young person to express their choices and interests. Allowing the student to make informed decisions helps them grow and gain confidence as a contributing employee.

4. **Teach the student about workplace culture –** Remember, this may be a student's first employment experience. Do not assume the student understands workplace culture. Rules, customs and standards should be clearly explained and modeled by the employer. An employer can encourage a student's curiosity by inviting questions and providing opportunities for exploration.

5. **Provide mentorship and supervision –** Dedicate a mentor or supervisor within the workplace to guide the student and provide feedback. Regularly meet to offer support, guidance, motivation, and assistance as the student learns and explores opportunities in the workplace. Give honest feedback, clearly explain job specifications, be a good listener, correct inappropriate behavior, and be flexible with the student's scope of knowledge and experience. Be a positive role model in attitude, attendance, performance, and general workplace behavior and practices.

6. **Be clear with directions/instructions –** Young people need to learn about the company/organization's policies as soon as possible. A workplace orientation should be provided, preferably the first day of the experience. Directions and instructions for tasks or use of equipment need to be clear and straightforward. The information may need to be repeated.

7. **Create an environment where students have equal opportunities to succeed –** Students learn best when they are in a safe environment that celebrates their own social-emotional needs and provide a space that is open to ideas of diversity, equity, inclusion, and belonging. Create a space that recognizes and understands the perspectives and experiences of others. Demonstrate empathy and cultural sensitivity.

8. **Provide information on careers to the young person –** The Work-Based Learning experience is an ideal opportunity for the student to understand the knowledge and skills necessary to pursue work in a particular career field. The Illinois WBL Manual has identified several WBL activities that allow for flexible employer engagement. The array of WBL activities can allow a company to increase its participation over time as it sees the benefits of WBL.

Students Under 18 years old in Work-based Learning

Disclaimer: The information provided is for general informational purposes only and does not constitute legal advice or the Illinois State Board of Education's official position. These materials may not reflect the most current legal developments and are subject to revision. No attorney-client relationship is formed by the use of this information. You should consult a qualified attorney for advice regarding your specific legal situation.

Legal Considerations

Employment of workers under 18 years old

- The Illinois Child Labor Law of 2024 regulates the employment of minors under 16 years of age and requires all minors to have employment certificates.
- Employers should consider if and when they are allowed to hire 14 and 15 year olds and if the work situation meets the requirements of the Illinois Child Labor Law.
- Employers should review statutory restrictions on employing minors in hazardous occupations under 820 ILCS 206/40(a), as well as specific types of establishments that are categorically prohibited under 820 ILCS 206/40(b) to 206/40(f).
- "A person may employ, allow, or permit a minor to perform office or administrative support work that does not expose the minor to the work prohibited in Section 40 of the Illinois Child Labor Law." 820 ILCS 206/40(f).
- Please carefully review the Illinois Child Labor Law and consult legal counsel for a complete list of Hazardous Occupations

Exemptions for Student-learners and Apprenticeships

- Employers should consider potential exemptions under federal law for student-learners and apprentices engaged in approved educational programs that may allow minors to participate in certain hazardous occupations on a limited basis. See 29 CFR § 570.50(c).
- Additionally, registered apprenticeships may provide certain exemptions for minors to engage in hazardous occupations, provided the work is part of a recognized apprenticeship program. See 29 CFR § 570.50(b).
- To help determine student-learner exemptions, see the US Department of Labor Wage and Hour Division Non-Agricultural Employer Self-Assessment Tool.

Insurance Considerations

When young people are engaged in work-based learning activities, liability issues may exist for the school and the worksite. These requirements are often similar to those an employer would have for employees, volunteers, and visitors to their facility.

- Student accident coverage can insure the student during school activities. School districts should discuss with their attorney and insurance carriers regarding the requirement to carry student accident coverage and the benefits of carrying student accident insurance.

- Internship hosts (employer partners) may be able to be added to a school district's certificate of insurance as an "additional insured."

Best Practices for Employers Engaged in WBL

The following suggestions will assist in dealing with work-based learning liability and worker's compensation issues:

- Consult with your attorney and insurance carrier early in the development of work-based learning experiences;

- Employers should evaluate whether worker's compensation coverage is necessary and/or applicable when the employee is a student in a work-based learning activity;

- Be prepared to provide the school representative with written documentation of your liability insurance and worker's compensation coverage;

- Sign and implement the Individual Work-Based Training Agreement. This agreement lists the roles and responsibilities of the employer, student, parent/guardian and school representative;

- Identify with the school representative what safety and health training the school and you will be responsible for when employing a student based on IL OSHA or U.S. OSHA standards and regulations;

- Document all the training you provide for safety and health in the workplace;

- Identify the employee/employees who are responsible for supervising the student in your worksite;

- Provide mentorship training for the employee/employees supervising a young person;

- Prevent students from engaging in any work that is prohibited by the U.S. Department of Labor Fair Labor Standards Act (FLSA) and Illinois Child Labor Laws; and

- Request the school representative visit the worksite prior to placing the student and during the terms of the Individual Training Agreement.

Resources

- Private Business and Vocational Schools Act of 2021 (105 ILCS 426)
- Child Labor Law of 2024 (820 ILCS 206/40)
- Illinois Occupational Safety and Health Act (public sector)
- U.S. Occupational Safety and Health Administration (private sector)
- U.S. Department of Labor Wage and Hour Division Internship Programs Fact Sheet
- Apprentices and Student learner exemptions
- Illinois Child Labor Laws
- FAQ Page for Child Labor Laws in Illinois
- Illinois Child Labor Law School Resource Guide
- US DOL Child Labor Bulletin 101
- US Department of Labor Non-Agricultural Employer Self-Assessment Tool
- Resources on Young Worker's Rights
- Illinois Department of Labor

Aligning Workplace Experiences with CCPE

School districts with students earning College and Career Pathway Endorsements should align these Workplace Experience courses to the expectations of the CCPE rules. CCPE is only mentioned in this manual so educators can note the difference in terms due to CCPE being specific to high schools in Illinois. When trying to align WBL to the CCPE rules, please reference the definitions provided in rules. For the CCPE process, it states "To earn a College and Career Pathway Endorsement, a student shall complete a minimum of two Career Exploration Activities or one Intensive Career Exploration Experience, a minimum of two Team-based Challenges, and at least 60 cumulative hours of participation in one or more Supervised Career Development Experiences (Section 80(d)(3) of the Act)." Examples of career exploration activities related to CCPE include, but are not limited to, business and industry tours, job shadowing, career-related services, or mentorship as "intensive career exploration activity." The meaning of "intensive career exploration experience" is specified in Section 10 of the Act. Intensive career exploration activities are defined "as structured student experiences, such as a career exploration camp/day, that provides students with the opportunity to explore various occupations relating to a specific Endorsement area with hands-on training and orientation activities." These terms are specific to the College and Career Pathway Endorsements.

Resources

- Career Development Experience
- 23 Illinois Administrative Code 258

What are Career Development Experiences?

A supervised work experience relating to an individual's career area of interest should include:

1. A course transcription and corresponding school credit for the experience, compensation of the student's work hours for the career development experience, or both.

2. A workplace with authentic working conditions and tasks that include, but are not limited to, timekeeping, evaluation of work, responsibility to adhere to safety protocols, or adherence to the organization's standard operating procedures. The workplace experience must reinforce the relevant technical and essential employability competencies.

3. Collaboration between the school district and the community or business partners in developing and monitoring the experiences.

4. Feedback is given to the student.

5. At least 60 hours of participation completed by the student through a single experience or across two experiences; however, no individual experience may be less than 20 hours.

In addition to workplace settings in business or community partner locations, a supervised career development experience may include a workplace setting that is:

- Based in the school district if the setting is authentic and the district employee serving as a supervisor is fulfilling the role of an industry mentor or supervisor rather than the role of a classroom teacher; or

- Virtual if it includes authentic virtual, remote, or hybrid working conditions and a mentor or supervisor who is an employee of the workplace's organization.

Table 2 depicts information to show the chronology and the information currently used by educators. Cooperative education is a term that was part of the Perkins IV legislation and is no longer part of the most current reauthorization, which is Perkins V. Perkins V provides new language with updated ideas of what specifically the Work-based Learning continuum includes. All CTE federal funds and Illinois-funded projects should be familiar with the components of the WBL continuum and understand how CTE students move through the continuum in their school career. In this chart, the comparison is between Perkins V -Workplace Experience > 2022 and Career Development Experience that is part of the Illinois College and Career Pathway Endorsement.

	Workplace Experience Courses (WPE)	Career Development Experience (CDE)
Suggested Grade Level	Typically, 12th grade; ideally should have completed coursework within program.	Subject to labor laws; ideally should have completed some coursework within program.
Compensation	Paid or unpaid.	Paid or unpaid; must provide pay and/or credit.
Location	In person, virtual, or simulated.	In person or authentic working conditions.
Program of study	Must be related to program and/or career goal.	Relating to an individual's career area of interest.
Coding	Specialized Group 5 code to reflect student's program or cluster area.	Not required to be coded as a course; if coded, course may not necessarily reflect program area.
Coursework requirement	Parallel, meeting weekly; credited course.	Not required to be connected to any coursework; must provide pay and/or credit.
Individual learning plan	Must have individual student learning plan.	Should have individual student learning plan.
WBL-Coordinator requirement	CTE or AFNR1 educator with six semester credit hours WPE coursework.	WPE applies if it is a course; may be overseen by qualified school counselor or coordinator.
Industry partner input	Collaboration on activities.	At least one partner codevelops curriculum.
Assessment	Yes, professional skills.	Yes, professional skills.
Work Experience Time requirement	At least 60 house cumulative.	At least 60 hours cumulative.
College & Career Readiness Indicator (CCRI)	May satisfy, depending on characteristics of course. (See CDE.)	Upon completion, satisfies one indicator.
Pathway Endorsement	May satisfy, depending on characteristics of course. (See CDE,)	One component of pathway endorsement.

Table 2 — Summary and comparison of Workplace Experience — Career Development Experience

Resources

- Career Development Experience Toolkit
- ISBE's State CTE Course Catalog, including all Workplace Experience course options
- ISBE's Recommended Technical and Essential Employability Competencies for College and Career Pathway Endorsements
- ISBE's presentation College and Career Readiness Indicators
- ISBE's College and Career Readiness Indicators guidance
- ISBE rules regarding components for Workplace learning programs
- More information can be found in the Education Systems Center at Northern Illinois University Career Development Experience Toolkit and at ISBE College and Career Readiness

Appendix A — Workplace Experience Courses

Workplace Experience courses offer students the opportunity to explore careers and understand the nature of work through exposure to the workplace, whether in-person, virtually, or in a simulated workplace environment. These opportunities could be offered through virtual and/or simulated workplace environments and in various formats.

- More information can be found in the Education Systems Center at Northern Illinois University Career Development Experience Toolkit and at ISBE College and Career Readiness.

Cluster	Course Title	State Course Code
Agriculture, Food & Natural Resources	Agribusiness Systems Workplace Experience	18248A001
Agriculture, Food & Natural Resources	Agriculture, Food & Natural Resources Workplace Experience	18998A003
Agriculture, Food & Natural Resources	Animal Systems Workplace Experience	18148A001
Agriculture, Food & Natural Resources	Biotechnology Systems Workplace Experience	18997A003
Agriculture, Food & Natural Resources	Environmental Services Systems Workplace Experience	18997A004
Agriculture, Food & Natural Resources	Food Products and Processing Systems Workplace Experience	18348A001
Agriculture, Food & Natural Resources	GAST Workplace Experience	18998A006
Agriculture, Food & Natural Resources	Natural Resource Systems Workplace Experience	18548A001
Agriculture, Food & Natural Resources	Plant Systems Workplace Experience	18098A001
Agriculture, Food & Natural Resources	Power, Structural and Technical Systems Workplace Experience	18448A001
All Clusters	Secondary Transitional Experience Program (CTE)	22151A003
Architecture and Construction	Architecture and Construction Workplace Experience	17998A003
Architecture and Construction	Building Maintenance Workplace Experience	17998A001

Architecture and Construction	Drafting Workplace Experience	21148A001
Architecture and Construction	Electricity/Electronics Workplace Experience	17148A001
Architecture and Construction	General Construction Workplace Experience	17048A001
Architecture and Construction	Heavy Equipment Technician Workplace Experience	17998A002
Architecture and Construction	HVAC Workplace Experience	17098A001
Arts, Audio/Video Technology & Communications	Arts, Audio/Video Technology & Communications Workplace Experience	11998A002
Arts, Audio/Video Technology & Communications	Broadcast Technology Workplace Experience	11998A001
Arts, Audio/Video Technology & Communications	Commercial Photography Workplace Experience	11098A001
Arts, Audio/Video Technology & Communications	Graphic Communications Workplace Experience	11048A001
Arts, Audio/Video Technology & Communications	Journalism Workplace Experience	11998A003
Business, Management & Administration	Administrative Assistant Workplace Experience	12048A002
Business, Management & Administration	Business Management Workplace Experience	12098A001
Business, Management & Administration	Business, Management & Administration Workplace Experience	12098A002
Business, Management & Administration	Entrepreneurial Workplace Experience	12998A001
Business, Management & Administration	Human Resources Workplace Experience	12048A001
Education	Early Childhood Education Workplace Experience	19198A002
Education	Education & Training Workplace Experience	19198A003

Education	General Education Workplace Experience	19198A001
Energy	Energy Systems Technology Workplace Experience	21098A001
Energy	Energy Workplace Experience	21098A002
Energy	Solar Energy Workplace Experience	21098A003
Energy	Wind Energy Workplace Experience	21098A004
Finance	Accounting Workplace Experience	12148A002
Finance	Finance Cluster Workplace Experience	12148A003
Finance	General Finance Workplace Experience	12148A001
Government and Public Administration	Air Force Workplace Experience	09998A001
Government and Public Administration	Army Workplace Experience	09998A002
Government and Public Administration	Government & Public Administration Workplace Experience	15248A002
Government and Public Administration	Government Service Workplace Experience	15248A001
Government and Public Administration	Marine Corp Workplace Experience	09998A004
Government and Public Administration	Naval Workplace Experience	09998A003
Health Science	Allied Health Workplace Experience	14298A001
Health Science	Athletic Training Workplace Experience	14098A003
Health Science	Community Health Workplace Experience	14298A002

Health Science	Dental Assisting Workplace Experience	14098A001
Health Science	EKG/ECG Workplace Experience	14148A002
Health Science	EMT Workplace Experience	14148A003
Health Science	Health Sciences Workplace Experience	14998A002
Health Science	Health Unit Coordinator Workplace Experience	14198A002
Health Science	Medical Insurance Coding Workplace Experience	14198A001
Health Science	Medical Laboratory Technician Workplace Experience	14148A004
Health Science	Medical/Clinical Assistant Workplace Experience	14148A001
Health Science	Nursing Assistant Workplace Experience	14098A005
Health Science	Pharmacy Technician Workplace Experience	14098A002
Health Science	Phlebotomy Workplace Experience	14148A005
Health Science	Physical Therapy Aide Workplace Experience	14098A004
Hospitality & Tourism	Lodging Workplace Experience	16148A001
Hospitality & Tourism	Recreation, Amusement & Attractions Workplace Experience	16248A001
Hospitality & Tourism	Travel and Tourism Workplace Experience	16198A001
Hospitality and Tourism	Hospitality & Tourism Workplace Experience	16998A001
Hospitality and Tourism	Restaurant, Food and Beverage Services Workplace Experience	16098A001

Human Services	Apparel and Textiles Workplace Experience	19248A001
Human Services	Barbering Workplace Experience	19148A002
Human Services	Child Care Workplace Experience	19098A002
Human Services	Cosmetology Workplace Experience	19148A001
Human Services	Elder Care Workplace Experience	19098A001
Human Services	Human Services Workplace Experience	19998A003
Human Services	Interior Design Workplace Experience	19248A002
Human Services	Nail Technician Workplace Experience	19148A003
Human Services	Nutrition and Wellness Workplace Experience	19998A002
Human Services	Social Work Workplace Experience	19998A001
Human Services	Work and Family Studies Workplace Experience	19298A001
Information Technology	Computer Installation and Repair Workplace Experience	13348A001
Information Technology	Computer Programming Workplace Experience	10198A001
Information Technology	Computer Science Workplace Experience	10998A001
Information Technology	Information Technology Workplace Experience	10998A002
Information Technology	Networking Systems Workplace Experience	10148A001
Information Technology	Web Page and Media Design Workplace Experience	10248A001

Law, Public Safety, Corrections & Security	Court Reporting and Captioning Workplace Experience	04198A002
Law, Public Safety, Corrections & Security	Fire Management Workplace Experience	15198A001
Law, Public Safety, Corrections & Security	Law Enforcement Workplace Experience	15098A001
Law, Public Safety, Corrections & Security	Law, Public Safety, Corrections & Security Workplace Experience	15998A001
Law, Public Safety, Corrections & Security	Legal Assistant/Paralegal Workplace Experience	04198A001
Law, Public Safety, Corrections & Security	Security and Protection Workplace Experience	15148A001
Manufacturing	Cabinetmaking Workplace Experience	13098A001
Manufacturing	Industrial Electronics Workplace Experience	13998A001
Manufacturing	Machine Tool Technology Workplace Experience	13148A001
Manufacturing	Manufacturing Workplace Experience	13998A002
Manufacturing	Sheet-working Workplace Experience	13248A001
Manufacturing	Welding Workplace Experience	13248A002
Marketing	Marketing Workplace Experience	12198A002
Marketing	Marketing Workplace Experience	12198A001
Marketing	Real Estate Workplace Experience	12198A003
Transportation, Distribution, and Logistics	Aircraft Technician Workplace Experience	20098A001
Transportation, Distribution, and Logistics	Auto-body Technician Workplace Experience	20148A001

Transportation, Distribution, and Logistics	Automotive Technician Workplace Experience	20148A002
Transportation, Distribution, and Logistics	Forklift Operation Workplace Experience	20098A004
Transportation, Distribution, and Logistics	Parts and Warehousing Workplace Experience	20198A001
Transportation, Distribution, and Logistics	Pilot and Flight Crew Workplace Experience	20098A002
Transportation, Distribution, and Logistics	Transportation, Distribution, and Logistics Workplace Experience	20998A002
Transportation, Distribution, and Logistics	Truck/Bus Operation Workplace Experience	20098A003

Appendix B — Examples of Work-Based Learning

These are just a few select examples of what some of the experiences for Work-Based Learning might look like. The more detailed the experience, the more advance notice participants may need. Teachers, counselors, and administration may need to collaborate to fund and plan these activities.

Example 1 — Career Awareness

Mrs. Lincoln's third grade classroom was buzzing with excitement on their first day of career awareness activities. The students gathered in their community circle as Mrs. Lincoln initiated a career-based discussion. She asked the students questions like "What are your biggest strengths?", "How do you like to help others?", "How do you like to interact with your peers?". These conversations got the wheels of the students turning and they began to think about how they work best and where they could see themselves in the future.

Using this momentum, Mrs. Lincoln explained the day's project -- creating "Career Dreams" vision boards. The students were instructed to reflect on the discussion from the community circle, think about what they loved to do, and what kind of job they might want in the future. After reflecting, students were instructed to make a visual representation of their future careers using paper, scissors, coloring utensils, old magazines, stickers, and more.

The following week, after completing and sharing out about the "Career Dreams" vision boards, Mrs. Lincoln had the students complete a career interest survey. In the survey, students select activities that they like to do in a variety of categories. The results show them what type of personality they have and examples of careers that best fit that personality type. From the vision boards and surveys results, Mrs. Lincoln was able to conclude where students had the most area of interest and planned her future career awareness toward her students' interest. She decided that each month, she would focus on a different career field.

There was an overwhelming amount of student interest in agriculture, so that is where Mrs. Lincoln's class began their exploration. Mrs. Lincoln began to think about what they already covered in class that touches on agriculture. She began to make connections with the Next Generation Science Standards. Each year, students cover 3-LS4-3 by growing soybeans. They develop models to describe that a soybean has a unique and diverse life cycle by growing soybeans.

While completing the lab, the students in Mrs. Lincoln's class get an idea of what it is like to grow a soybean on a small level but growing soybeans on a large scale, like on a farm, is no simple task. The students watch a video about "The Life of a Soybean," which gives students a look into some of the steps and decisions soybean farmers make over the process of growing soybeans.

Soybean farms are plentiful in Illinois. There is a large soybean field in Mrs. Lincoln's community. She reaches out to the local soybean farmers and plans a time for them to come and speak with the class. The farmers were thrilled to come and share their career experiences with the students, giving them an even deeper picture of what the life of a soybean farmer looks like in their community. They even were able to bring in some examples of processed soy like the meal given to livestock and some soy-based snacks for the students to try.

Each month, Mrs. Lincoln's class dove into a new career field. By the end of the year, Mrs. Lincoln's class was exposed to a wide variety of career fields, which deepened students' passion in the fields and opened new paths for students. The students were able to reflect on their "Career Dreams" from the beginning of the year, identifying if they still have this vision for themselves or if the career awareness activities over the course of the year have helped them start a new vision!

Example 2 — Career Exploration

Mr. Li's class of seventh grade students started the year by completing interest and skills assessments. The school administration works with his school's local Workforce Innovation Area to find free career and skill assessment tools that direct them to career clusters that match those results. Mr. Li can then work to develop activities that help the students in his class learn more. This will be a single event and series of events.

The school is attended by sixth through eighth graders. All students interested in careers that fall into the Agriculture, Food and Natural Resources (AFNR) fields will be in a group together, allowing them to dive deeply into the industry of their primary interest. As students progress through grades, they may alter their plans to explore other clusters. In our example, Mr. Li is working with his colleagues in middle school to let the students whose primary interest falls in the AFNR cluster share experiences. The Career Exploration stage marks a stronger partnership with industry. Only the students interested in this cluster participate in specific activities. They are assigned a project to learn more about area employers in the cluster area. Students will be directed to explore the websites of the employers, learning about their operations and what jobs are available in the industry. That will be followed up with a site visit to the industries. In this case, Mr. Li has assigned his five students who are interested in AFNR fields to research the Ag Giant food processing company. They, along with other students from the school, will then visit the site, seeing the progression of sourcing, research, manufacture, testing, marketing, and distribution. Mr. Li's five students are assigned to Caitlin, a commodity food purchaser. They will correspond via web-based meetings as a follow-up to their visit. Caitlin introduces the students working with Ag Giant to her colleague, Dan, who is a food safety tester. Dan creates a virtual job shadow experience for the students, where they follow him for the day. Dan then introduces students to Bonita in the Distribution Department. Bonita creates interactive experiences for students with a planning simulation program. They meet weekly via Zoom to ask questions and check progress for their team simulation. The students then write a reflection about the experience at the end of the semester. In the second semester, students are reassigned into a second-choice tier of cluster area.

At this level, students access direct employer engagement in the industry for the first time. It is tied to the worksite tour and part of a comprehensive activity with a local employer or group of employers.

Students will have a reflection activity to process the experience(s). They will be asked:

- Are they still interested in the occupation? Did they discover something new about it?
- What would they like to learn more about? How would they get information?
- What can they do now to prepare academically, professionally, and financially to build their network?
- Do they potentially have the personal and workplace skills to thrive in this occupation?

Business and industry tours are planned to occur in a single day with multiple partner sites. Choosing partners that work in multiple clusters could be a great way to help students see a variety of opportunities while making logistical sense for the organizers. For example, a large manufacturer of food products may have divisions that can teach about food sourcing, safety, engineering, operations, sales and marketing, and finance and accounting.

Example 3 — Workplace Experience: Foundational Supervised Agricultural Experience

In this illustration, Antoinette is a 10th grade student in Ms. Green's Animal Science class. Antoinette is interested in the genetics of farm animals. Dr. Herriot, a local veterinarian who works with large farm animals, has agreed to a job shadowing experience with the student, her parents, and her teacher. Dr. Herriot will discuss how genetics plays a role in the health of the animal and the herd and have the student present in the lab of his clinic. This will give Antoinette an experience specifically tailored to her career interests. The student will also be exposed to academic and personal preparation for careers working with animals. She works side by side with Dr. Herriot and his staff of veterinary assistant technicians and office staff. Antoinette's experience takes place in the spring semester, so she already has some foundational coursework to apply in the workplace. In preparation for this, Antoinette worked with Ms. Green and Dr. Herriot near the end of the prior fall semester to create her learning plan for the experience. Her parents consented to the work schedule. Antoinette will visit the clinic once a week over the following two months. Near the end of the spring semester, she makes a presentation to her class about her experience and discusses how it impacted her career plans. Not only has she learned about her area of interest but has had "hands-on" experience to shape her decisions.

A foundational Supervised Agricultural Experience (SAE) is less intensive than an immersion SAE. However, even at this level, the student has already completed an interest and skills inventory and foundational coursework that are appropriate for the experience. Before the start of the experience, the industry partner has been identified and made an agreement with the student, parent(s), and the school. Note that the experience is now more tailored to an individual student.

When this experience is over, students will be asked:

- What preparation is required to enter the field — academic, personal development, financial?
- Was it what they expected it to look like?
- How does their classroom learning apply to the experience?
- What were safety issues within their experience?

Example 4 — Workplace Experience Course with School-Based Enterprise

Mr. Gordon's agriculture students at Washington High School attend a Workplace Experience course on Wednesday mornings. That course focuses on soft skill development, such as customer service, interpersonal conflict resolution, workplace ethics, and even personal finance management. The classroom component, along with the enterprise experience, together create a Workplace Experience course.

Every other morning of the week, students work together on a school-based agricultural project. This group builds and maintains a school-based mini-farm raising poultry for eggs and a couple of different seasonal food crops.

They will plant, care for, manage, market, and sell the products they produce at a weekly school farmers market, so this can be considered a completely school-based enterprise. One student, Laila, is particularly interested in growing healthier potatoes while her classmate Sean is more interested in constructing coops for poultry that create a safe and comfortable shelter. The program is developed in collaboration with Dr. Herriot, who helps oversee animal health, and Ms. Baxter, an agronomist. (Note that industry collaboration is not required for this type of activity but is encouraged.) Students have access to industry professionals working in areas closely related to their particular area of interest.

Mr. Gordon also works with Mr. Jackson, the school's lead business teacher, to provide business management, finance, and marketing experiences to his students through the operation of the mini farm. This is a fantastic opportunity for Marita, who is fascinated by target marketing. She will gain experience through targeted social media ads and local advertising. Each student involved provides at least 60 hours of work to the project and receives credit for the course.

Each student has already completed an interest inventory and foundational coursework that are appropriate for the experience. The course includes both direct instruction of employability and technical skills and work experience that provides academic credit. Each student has an individual learning plan in place and can incorporate the experience into their plan, so the experience must be relevant to their program. In this illustration, multiple programs collaborate to maximize the number of students and programs that are impacted. Students may be paid a wage, but Washington High School sets up its mini-farm program to provide students credit. Sales income cycles back in, which will sustain the farm for years to come.

At the end of the year, students will be asked:

- What preparation is required to enter the field — academic, personal development, financial?
- Are they on track to reach their goals?
- How does their classroom learning apply to the experience?
- How do different program areas interact and cooperate to run the enterprise?
- What factors contributed to the success and challenges of the enterprise?

Example 5 — Career Development Experience

Twelfth grade students with an interest in the AFNR cluster are enrolled in dual credit courses through Spartan College, the local community college, and are ready for work experience in an area closely related to their program. One of these students is Lupe. She is interested in a career as a veterinary assistant. Dr. Herriot has graciously agreed to work with Lupe; her teacher, Ms. Brown; and the school counselor, Mr. Alvarez, to develop an experience that is meaningful and part of Lupe's career plans.

This time, instead of shadowing, this student will be a paid intern. Lupe will be present for surgical procedures and off-site care of large animals; be exposed to diagnoses, testing, and treatment; and learn more about the operation of a veterinary clinic. She works as a colleague to certified veterinary assistant staff and learns about safe animal handling and restraint and working with customers. This may occur over a summer, a semester, or a year if the experience meets the 60-hour minimum. In Lupe's case, she is an intern in the spring semester for Dr. Herriot, working about 10 hours per week. In the fall, she took a dual credit biology course that was prerequisite for her spring semester dual credit microbiology course. Upon graduation

from high school, she is academically ready for college, has eight credit hours of college completed, and has experience in her chosen field. Her counselor, Mr. Alvarez, works with Spartan College to be sure Lupe is prepared for her college program of study. Her dual credit biology course is prerequisite for the program, and microbiology counts toward the Associate in Applied Science degree program in the Veterinary Assistant Program at Spartan College.

In this illustration, the student has already completed an interest inventory and foundational coursework that are appropriate for the experience. Before the start of the experience, the industry partner has been identified and made an agreement with the student, parent(s), and the school. The student has access to dual credit opportunities as part of their individual plan and is ready for college. Note that in a Career Development Experience (CDE), collaboration with an industry partner is required. There will be a skills assessment upon completion, and the experience must be for a minimum of 60 hours. At least one industry partner, Dr. Herriot, has co-developed the experience with the instructor or counselor responsible. In a CDE, it is not necessary that there be a specific course tied to the experience.

The employer, Dr. Herriot, provides regular feedback and mentoring to Lupe, just as he would another employee. At the end of the experience, Dr. Herriot assesses her work performance as part of the experience.

Students will be asked:

- Are they on track to reach their professional goals?
- How does their classroom learning apply to the experience? How does this experience tie to their professional goals?
- Can they develop their own professional/workplace skills?

Appendix C — IWIB Apprenticeship Illinois Committee Pre-Apprenticeship Work Group

Pre-Apprenticeship Work Group Approved Definition for Pre-Apprenticeship (Dec. 9, 2021)

Pre-apprenticeship programs are designed to prepare individuals to enter and succeed in an apprenticeship program or in another career pathway approach. Pre-apprenticeship programs have six core elements:

Inclusive Recruitment of Underrepresented Individuals	Pre-apprenticeship programs offer a career pathway and focus on recruiting historically underrepresented individuals (both in employment programs and in the industry sectors) to ensure both diversity and access and inclusion in both pre-apprenticeship programs and in various industries. Historically underrepresented populations include but are not limited to: underrepresented racial/ethic persons and women, out-of-school youth, veterans, returning citizens, and individuals with disabilities.
Industry-Focused Curriculum & Training	Pre-apprenticeship curriculum and training are designed to provide pre-apprentices with the knowledge and skills to prepare them for success in an industry-focused apprenticeship program or in other career pathway approaches. Curricula are strategically designed with employers and industry representatives to prepare participants to meet entry-level requirements of an apprenticeship program. The curriculum should incorporate the Illinois Essential Employability Skills Framework as well as contextualized instruction for any basic knowledge and skills (e.g., mathematics, literacy, etc.) necessary to succeed in further apprenticeship training.
Hands-On Learning/ Work- Based Learning	Programming includes practical and meaningful hands-on learning activities are connected to the occupation, curriculum, and training activities such as Career Exploration and Career Development Experiences. Learning activities also reinforce foundational professional skills outlined in the Essential Employability Skills framework (e.g., personal and work ethic, teamwork, communication, etc.).

Retention Services For Successful Participation and Completion	Retention support services can increase retention, reduce barriers, and assist participants in persisting through the program. Providers work directly with participants to identify any barriers to program participation, completion, and employment they may experience, and provide participants with supportive services and community resources, such as educational and career counseling, financial literacy, and wrap-around services to address and minimize those barriers. Providers monitor retention and may provide ongoing support to pre-apprenticeship completers, such as mentorship or alumni support, as they progress along their career pathway.
Partnerships with Employers and Connections to Apprenticeship Programs	Pre-apprenticeship programs have documented partnerships with employers as well as apprenticeship programs. Pre-apprenticeship programs support participants as they apply for a registered or non-registered apprenticeship program. Pre-apprenticeship participants may receive preference for enrollment or priority placement in some apprenticeship programs. If a participant does not seek an apprenticeship or secure employment upon completion, providers should support the participant to related entry-level employment or additional education and training opportunities along their career pathway.
Strive for Credential Acquisition	Pre-apprenticeship programs' training and hands-on-experience is designed to develop participants' essential and technical skills in preparation for apprenticeship programs and/or sector-specific job opportunities with sustainable wages. Emerging best practice for pre- apprenticeship programs include participants acquiring a credential during the pre- apprenticeship program. Emerging definitions for industry-recognized, non-degree, or alternative credentials may include but not be limited to certifications, certificates, credentials, or degrees.

Illinois Workforce Innovation Board (IWIB) Apprenticeship Illinois Committee 2021

Appendix D — Guidance for Embedded Work-Based Learning in CTE Courses

The Illinois State Course System has been updated for school year 2024-25 to allow Career and Technical Education system directors to identify courses within their regions that have embedded Work-Based Learning that meets the same requirements of the Workplace Experience (Group 5) courses. The change is being implemented to allow the state to more accurately collect data that aligns to the 5S3 Perkins Indicator as defined in the Illinois State Perkins Plan. This indicator tracks the percentage of CTE concentrators graduating from high school having participated in WBL.

Embedded Work-Based Learning Requirements

Section I:

1. **All** students assigned to this course participate in a practicum component, direct instruction, an individual student plan or written placement agreement, and a professional skills assessment. (Requirements for each listed below.)
   - If yes, proceed to Section II. CTE system directors should maintain the student learning plans or written placement agreements for each student in these courses.
   - If no, the course should not be indicated as Work-Based Learning in the ISCS.

Section II:

1. A practicum component with direct or simulated workplace experience that is aligned to each student's individualized program of study and designed to meet their specific career goals.
   - ☐ Includes at least 6 hours of paid or unpaid work experience, either in-person, virtually, or simulated.
   - ☐ Directly support a student's individualized program of study.
   - ☐ Supervised by one or more qualified educators.
   - ☐ Includes at least one direct supervision workplace visit for each student.
   - ☐ Includes direct and indirect supervisory activities on a weekly basis for the duration of the workplace placement by the educator-coordinator in collaboration with the workplace supervisor.
   - ☐ Includes focused skill development in areas relevant to the student's individualized program of study and career goals.
   - ☐ Includes cooperation with employment agencies, labor groups, employers, and/or other community agencies in identifying suitable placement partners for people enrolled in the Work-Based Learning CTE program.

2. Direct instruction by an approved educator-coordinator on essential and technical employability skills in a virtual or classroom setting.
   - ☐ Includes related instruction taught by a qualified educator-coordinator and provided to each student enrolled in the program.
   - ☐ Incorporates essential and technical employability skills as well as specific topics related to the particular employment of each of the students enrolled.
   - ☐ Includes at least one synchronous meeting per week of all enrolled students to be led by the educator-coordinator.

- ☐ Allows all participants to have an opportunity to discuss relevant topics as they relate to the workplace experiences and employability skill development.

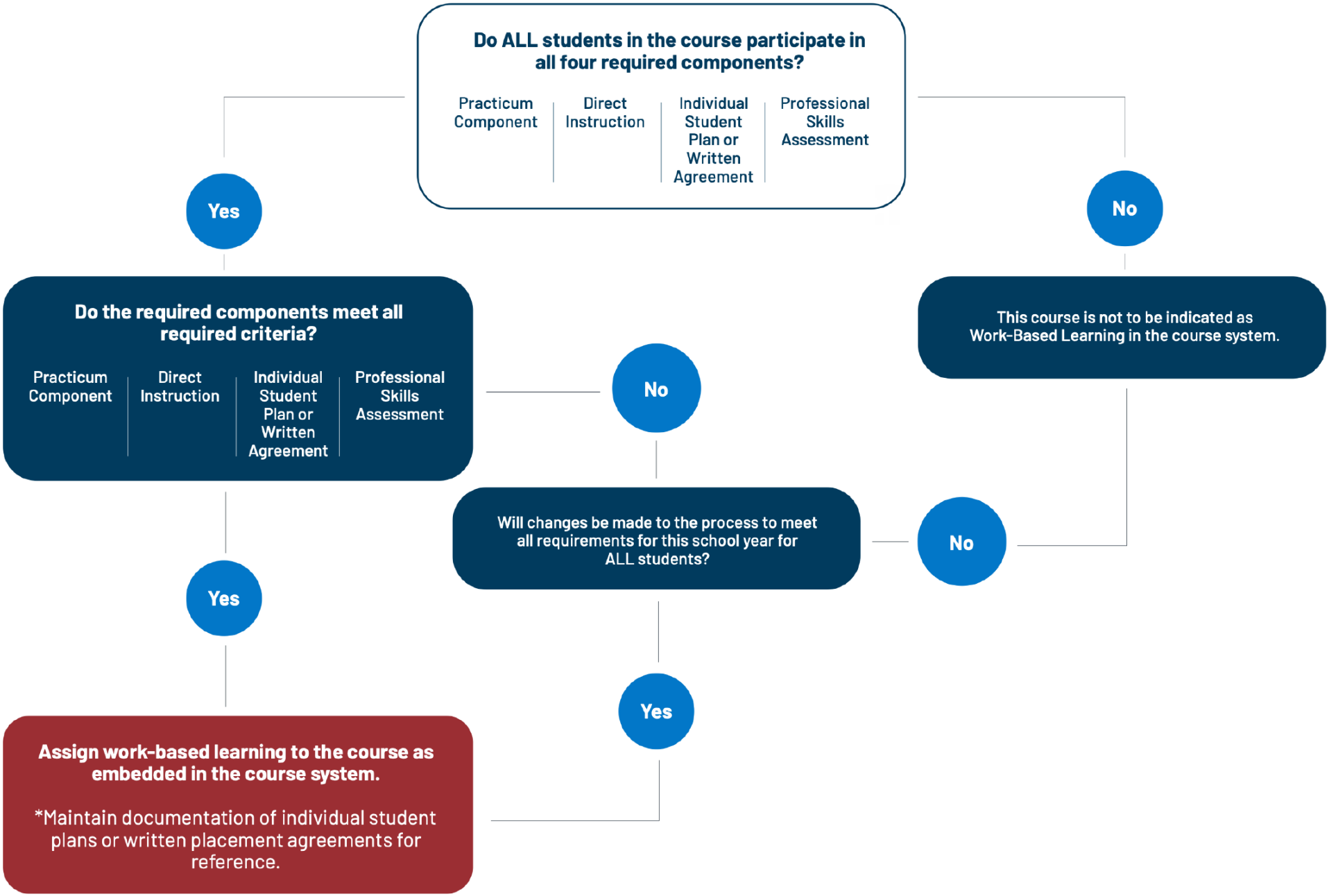
3. An individual student plan or written placement agreement. Please note that CTE system directors should maintain a copy of these plans/agreements for all courses marked as having embedded Work-Based Learning in the ISCS.

- ☐ Verified tasks that align to the occupational and employability skills of the student.
- ☐ Duration of course of training.
- ☐ Working hours.
- ☐ Date of student's birth.
- ☐ Company name.
- ☐ Responsibilities of the employer, coordinator, student, and parent/guardian.
- ☐ Signatures of employer, coordinator, student, and parent/guardian.

4. A Professional Skills Assessment.

- ☐ A tool-based observational assessment of a participant's performance in a career development experience that addresses foundational professional skills.
- ☐ Observed by an adult supervisor.
- ☐ Results shared with the participant, including, at a minimum, those outlined in the Recommended Technical and Essential Employability Competencies Framework.
- ☐ Used primarily as a feedback tool and development strategy. *This assessment should not be used as the sole basis for a grade or credit determination.*

Embedded Work-Based Learning in CTE Courses Guidance Flowchart

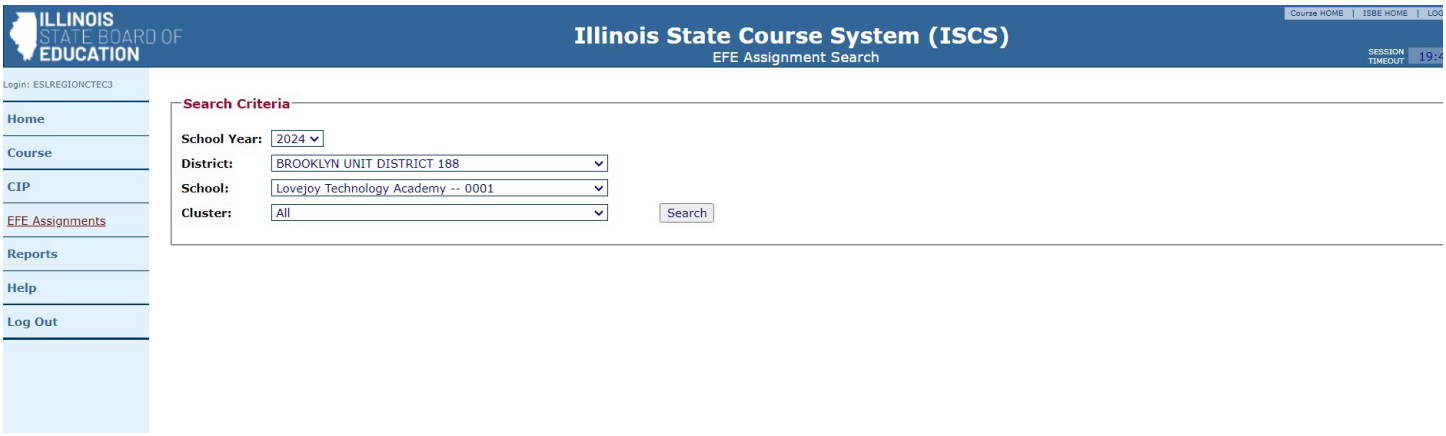


Guidance for Assigning Work-Based Learning to a Course

Please note: These changes should not be implemented until the SY 2024-25 Education for Employment (EFE) Assignments are open.

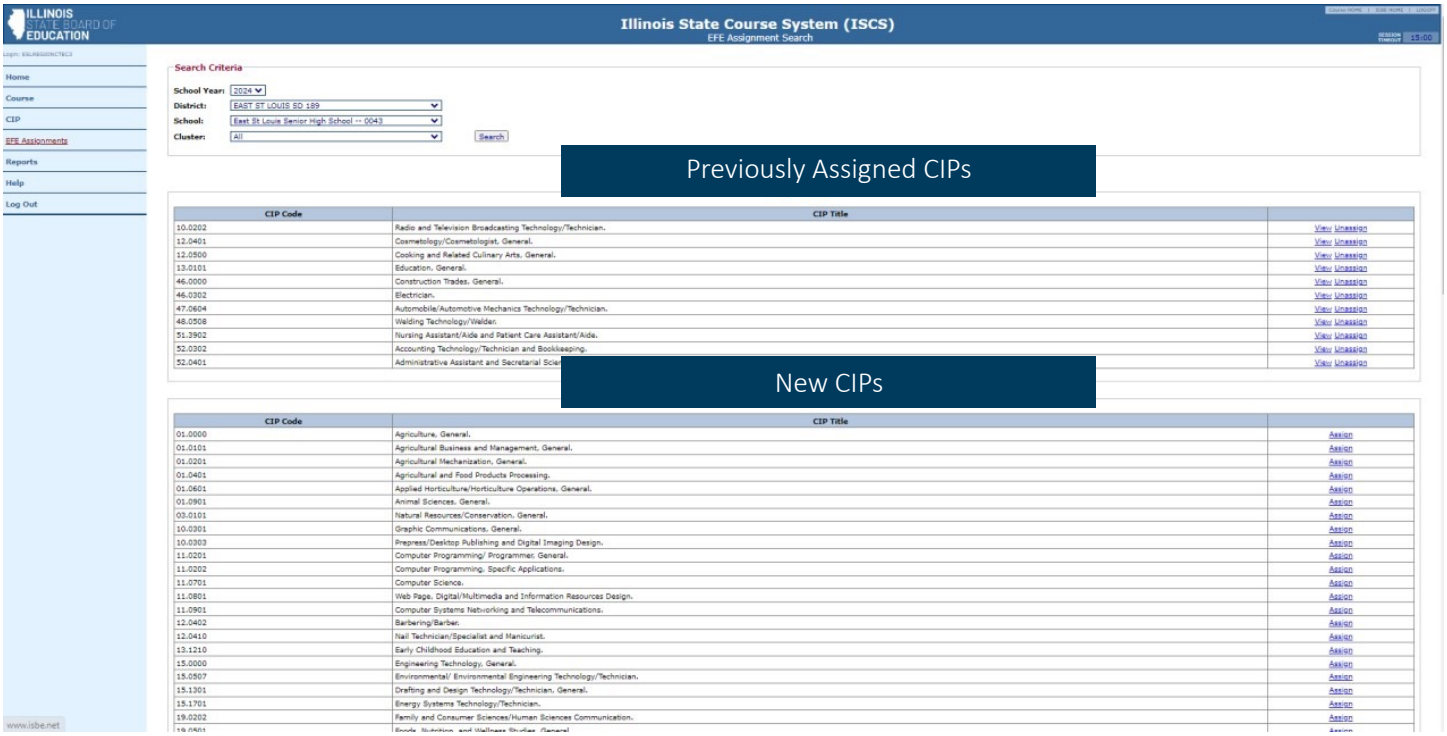
Step 1: Enter the ISCS in IWAS and navigate to the correct school.

- Select EFE Assignments on the left side of the screen.
- Select the School Year, District, School, and Cluster. (Cluster is optional.)



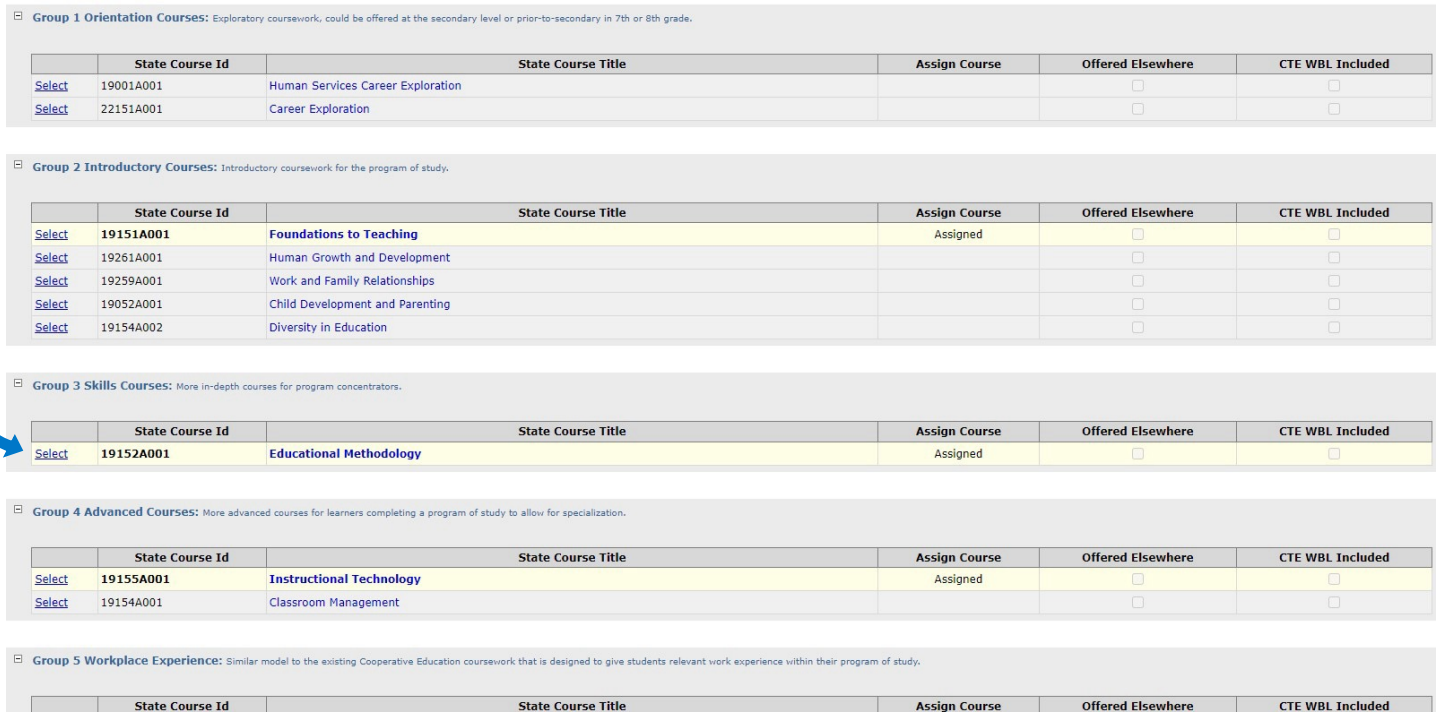
Step 2: Select the Classification of Instruction Program (CIP) that has the embedded WBL experience.

- Previously assigned CIPs can be found under Assigned CIPs. Click on View to edit the courses.
- New CIPs for the school will be located under Unassigned CIPs.
- Click Edit at the bottom of the screen once you have selected the correct CIP.



Step 3: Add or edit the course that has embedded WBL experience.

- Locate the course you wish to add/edit and click Select.
- Ensure that the course meets all required components of a Workplace Experience course as outlined on pages 24-27 of the Work-Based Learning Manual before marking the course as embedded Work-Based Learning.
- Ensure that all students enrolled in the class will be participating in the direct instruction and work practicum. A copy of individual student plans and/or work placement agreements should be maintained at the CTE system level for any course designated as having embedded Work-Based Learning.
- To identify a course as having embedded WBL, you will need to unassign it first for SY 2024-25, then assign it again by selecting the CTE WBL Included radio button.
- Once the course has been assigned, click Assign to the left of the course code.



Group 1 Orientation Courses: Exploratory coursework, could be offered at the secondary level or prior-to-secondary in 7th or 8th grade.

	State Course Id	State Course Title	Assign Course	Offered Elsewhere	CTE WBL Included
Select	19001A001	Human Services Career Exploration		☐	☐
Select	22151A001	Career Exploration		☐	☐

Group 2 Introductory Courses: Introductory coursework for the program of study.

	State Course Id	State Course Title	Assign Course	Offered Elsewhere	CTE WBL Included
Select	**19151A001**	**Foundations to Teaching**	Assigned	☐	☐
Select	19261A001	Human Growth and Development		☐	☐
Select	19259A001	Work and Family Relationships		☐	☐
Select	19052A001	Child Development and Parenting		☐	☐
Select	19154A002	Diversity in Education		☐	☐

Group 3 Skills Courses: More in-depth courses for program concentrators.

	State Course Id	State Course Title	Assign Course	Offered Elsewhere	CTE WBL Included
Select	**19152A001**	**Educational Methodology**	Assigned	☐	☐

Group 4 Advanced Courses: More advanced courses for learners completing a program of study to allow for specialization.

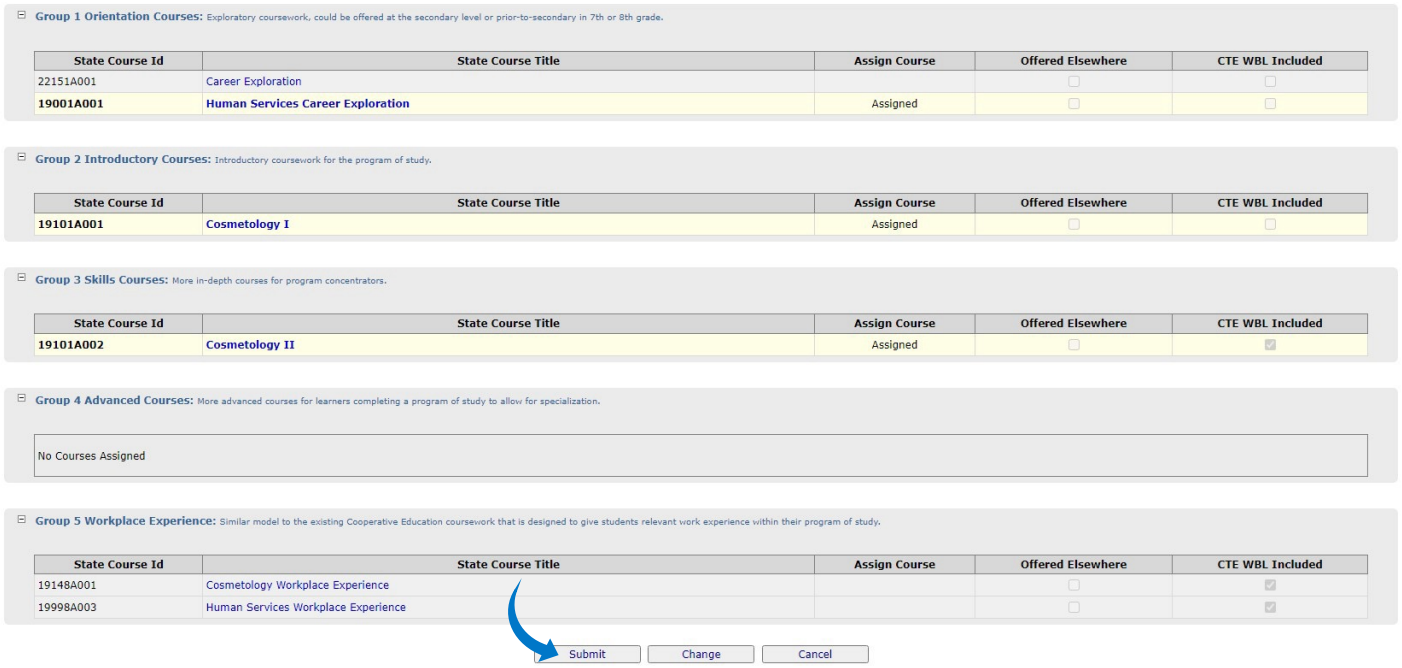
	State Course Id	State Course Title	Assign Course	Offered Elsewhere	CTE WBL Included
Select	**19155A001**	**Instructional Technology**	Assigned	☐	☐
Select	19154A001	Classroom Management		☐	☐

Group 5 Workplace Experience: Similar model to the existing Cooperative Education coursework that is designed to give students relevant work experience within their program of study.

	State Course Id	State Course Title	Assign Course	Offered Elsewhere	CTE WBL Included

Step 4: Save all changes.

- Click Next at the bottom of the screen and review the assigned courses for accuracy.
- Be sure to click Submit at the bottom of the screen once you have confirmed that all information is accurate. *The changes are not saved until you have completed this step.*



Group 1 Orientation Courses: Exploratory coursework, could be offered at the secondary level or prior-to-secondary in 7th or 8th grade.

State Course Id	State Course Title	Assign Course	Offered Elsewhere	CTE WBL Included
22151A001	Career Exploration		☐	☐
19001A001	**Human Services Career Exploration**	Assigned	☐	☐

Group 2 Introductory Courses: Introductory coursework for the program of study.

State Course Id	State Course Title	Assign Course	Offered Elsewhere	CTE WBL Included
19101A001	**Cosmetology I**	Assigned	☐	☐

Group 3 Skills Courses: More in-depth courses for program concentrators.

State Course Id	State Course Title	Assign Course	Offered Elsewhere	CTE WBL Included
19101A002	**Cosmetology II**	Assigned	☐	☑

Group 4 Advanced Courses: More advanced courses for learners completing a program of study to allow for specialization.

No Courses Assigned

Group 5 Workplace Experience: Similar model to the existing Cooperative Education coursework that is designed to give students relevant work experience within their program of study.

State Course Id	State Course Title	Assign Course	Offered Elsewhere	CTE WBL Included
19148A001	Cosmetology Workplace Experience		☐	☑
19998A003	Human Services Workplace Experience		☐	☑

Submit Change Cancel

Step 5: Follow the above steps for each school, CIP, and course that you wish to be identified as having WBL experience.