Work-Based Learning Manual

Career and Technical Education

Illinois
State Board of
Education

Introduction

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 work-based learning as a vital component for 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 employer engagement is increased to produce deeper, more targeted and meaningful experiences (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's Work-based Learning Tool Kit.

CONTINUUM OF EMPLOYER ENGAGEMENT & WORK-BASED LEARNING EXPERIENCES

Figure 1 — The continuum of employer engagement and work-based learning. As intensity of employer engagement increases, student becomes more immersed in the workplace environment.

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 the workplace (see Figure 2). Work-based learning provides students with the opportunity to engage and interact with industry experts (employers, postsecondary institutions), while learning to demonstrate essential employability and technical skills necessary for today's workforce.

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.
• 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.
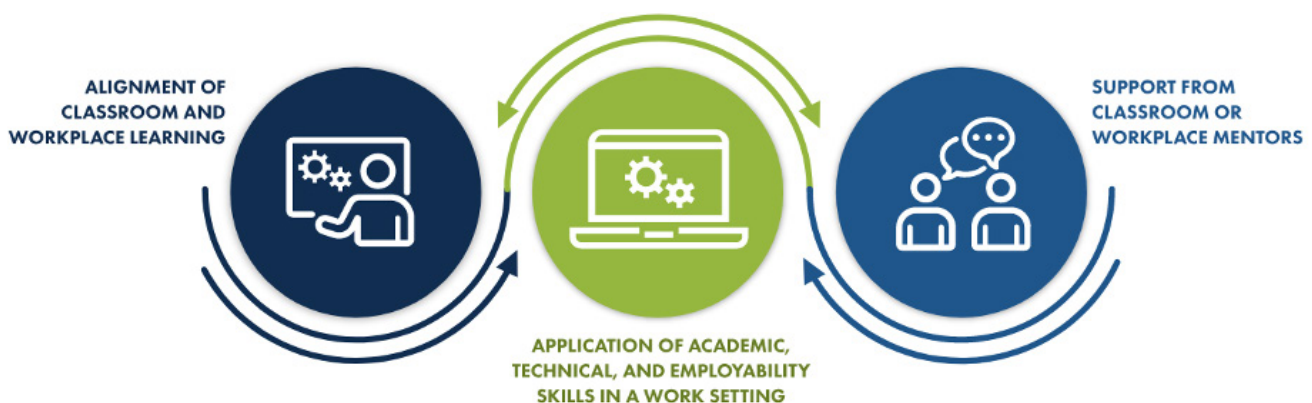

Figure 2 — interaction of components of work-based learning

Recent research, policy literature, and federal legislation suggest that comprehensive WBL programs contain three key components — the alignment of classroom and workplace learning; application of academic, technical, and essential employability skills in an authentic work setting; and 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 (either on site 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 coordinators; • Allow students to develop relationships with industry and community professionals; • Are monitored and evaluated by workplace supervisors, classroom instructors, or WBL coordinators; and • Offer 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

Under the Illinois State Perkins V Plan regarding Work-Based Learning, "programs of study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following: 1) team-based challenges and/or Career and Technical Student Organizations; and 2) one or more of the following, at both the secondary and postsecondary levels: internships, career-related service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships (i.e., youth, pre-, registered, non-registered, research), student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement or clinical experience" by the third year of the plan (fiscal year 2023).

The U.S. Department of Education toolkit provides state and local program administrators with information regarding the key components of work-based learning.
https://cte.ed.gov/wbltoolkit/

This is a helpful guide to providing virtual work-based learning opportunities across the entire continuum, including examples of virtual activities, resources, and community models.
https://edsystemsniu.org/a-framework-for-virtual-work-based-learning/

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.
https://www.isbe.net/Documents/Career-Pathways-Virtual-Trailheads.pdf

The Nebraska Department of Education website provides links to videos, resources, and forms to assist in implementing and maintaining quality work-based learning experiences.
https://www.education.ne.gov/workplace-experiences/

The Iowa Department of Education work-based learning guide includes information and guidance on how to implement WBL programs and experiences.
https://educateiowa.gov/documents/iowa-work-based-learning/2017/10/iowa-work-based-learning-guide

Illinois Career Pathways Dictionary framework for career and college readiness and success
https://www.isbe.net/Documents/IL-Career-Pathways-Dictionary.PDF#search=Career%20pathways

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.
https://edsystemsniu.org/resources/career-development-experience-toolkit/

Illinois PACE Postsecondary and Career Expectations:
https://www.isbe.net/Documents/PaCE_Revisions.pdf

Illinois State Perkins V Plan 2021-2024
https://www.isbe.net/Documents/Perkins-Plan.pdf

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 younger 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 Coordinator 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, 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.
- Introducing 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 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.
- Recruit and prepare chaperones by providing appropriate training and information.

- Classroom preparation 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.

Planning a Career Day 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.
- Classroom preparation 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.

Resources
Ideas for engaging younger students:
https://blog.planbook.com/career-day/

Chapter 2 — Career Fairs

Suggested Grade Levels	K–8
Duration	Single event
Pay	None
Credit	None
Related Classroom Instruction	Yes
WBL Coordinator Qualifications	N/A
Student Eligibility	All students could benefit from career fairs as part of career awareness information gathering. Employer representatives can answer basic questions about the field, and students can discover what career options are available to them.

Definition

Career fairs allow employer representatives and potential candidates for employment to get together and exchange information. 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 here 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.
- Introducing 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.

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.
- Classroom preparation 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 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.

Resources
Ideas for engaging younger students:
https://blog.planbook.com/career-day/

Career Fair tips:
https://career.berkeley.edu/Fairs/FairsTips

Career Fairs for High School Students;
https://www.kuder.com/blog/downloads-resources/ask-the-kuder-coach-any-tips-on-organizing-a-high-school-career-fair/

Chapter 3 — Career-Based Service Learning

Suggested Grade Levels	K–12
Duration	Single event, series of activities, or part of program
Pay	None
Credit	None
Related Classroom Instruction	Yes
WBL Coordinator 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. It may be a very simple experience, such as cleanup of public areas projects.

Student activities may be direct to recipients of the benefit of work; indirect to agencies who work directly with recipients of the benefit; or advocating to increase awareness. Students may participate in identification and selection of opportunities.

These activities may also be tailored to higher levels on the work-based learning continuum. To be part of a higher-level work-based learning experience, this type of activity could be a component of a credited workplace experience course (see Section 3, page 24).

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 base 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.
- 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
- Reflect on the crucial piece of this activity. Students should discuss why the activity was relevant to them and how it helps the community.

Resources
Checklist for service learning:
https://cdn.education.ne.gov/wp-content/uploads/2018/08/Teacher-Checklist-for-Service-Learning-Development.pdf

Chapter 4 — "Lunch and Learn"

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

Definition
On-site or virtual "Lunch and Learn" events are conducted in a generally relaxed atmosphere to introduce information and foster discussion among participants. A meal is typically provided.

Rationale
- Identify a student's natural abilities and/or interests.
- Introduce a specific career cluster or opportunity or career readiness concept.
- Relaxed atmosphere may be ideal for introducing specific concepts, such as nontraditional careers, diversity, or tools for increasing career awareness.
- Engage parents in the session. (Parents or guardians may be included.)
- 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.
- 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.

Chapter 5 — Guest Speakers

Suggested Grade Levels	K–12
Duration	Single event or series
Pay	None
Credit	None
Related Classroom Instruction	Yes
WBL Coordinator 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 on site. 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 will provide staff and activities connected to their industry, where appropriate.
- Encourage speakers to introduce variety of careers and 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.
- Prepare students before speaker event and provide follow-up 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 having a time of reflection or even sending thank-you correspondence to the speaker.

Resources

New York City Department of Education Guest Speaker Activity Guide:
http://wbltoolkit.cte.nyc/guest-speaker/

Chapter 6 — Interactive Or Video Presentation Tools

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

Definition

Interactive or video presentation tools, such as career exploration software, websites, or recordings that engage students to enhance career awareness. This should include interest surveys to help students identify their own strengths and preferences.

Rationale

- Identify a student's hobbies, talents, and interests and how they might be related to work, sometimes known as a career interest inventory.
- Understand why people work and the benefit of various occupations.
- Identify workplace /employability skills and why they are important.
- Show students diversity, that someone "like them" can be successful in a career.
- Identify the short-term goals and tasks that lead them to long-term goals.
- Wide variety of no- or low-cost options are generally available to integrate into other classroom learning activities.
- Reinforce use of technology.
- Understand how technology plays a role in employability and their chosen career field(s).
- Typically, content regarding careers or industries outside of the immediate community is available.

Chapter 7 — 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 what career readiness skills are.
- 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 exploration program.
Students at elementary level 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 why they are important.
- Understand that careers that are nontraditional are options.
- 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

Career Spotlight video series from USA.gov (not all CTE):
https://www.youtube.com/playlist?list=PLDB4BCE9817AE7B43

Career Exploration and Development Resources for K-8:
http://5c2cabd466efc6790a0a-6728e7c952118b70f16620a9fc754159.r37.cf1.rackcdn.com/cms/List_of_Career_Exploration_and_Development_Resources_K-8_3034.pdf

Bureau of Labor Statistics K-12 Career areas (not all CTE):
https://www.bls.gov/k12/students/careers/career-exploration.htm

Quick personality/learning-type quiz for K-12:
https://www.k12.com/career-readiness-education/career-quiz.html#quiz

Section 2: Career Exploration Activities

Career exploration is applicable for students K through 12. 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 8 — Worksite 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 Coordinator Qualifications	N/A
Student Eligibility	All students could benefit from worksite 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 worksite 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 worksite tour to help connect the experience to coursework as well as college and career options.

Worksite 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 Worksite 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 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.
- Attempt to assign students to worksite 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.
- Prepare students before worksite tours and provide follow-up to reinforce learning and connect the experience to academic content.
- Developing 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 Worksite 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 aspect of employability, such as attire, attendance, punctuality, and workplace manners.
- 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.

Resources
This website provides an overview of worksite tours and additional linked resources and templates on how to plan for a worksite tour.
https://ocde.us/EducationalServices/CareerEducation/ctep/Pages/Worksite-Tours-.aspx

This website provides additional information regarding worksite tours, employer toolkits, relevant videos, and sample agendas.
https://roadmapproject.org/initiatives/worksite-tours/

This website offers detailed information and resources to help plan career and college exploration experiences for middle and high school students.
https://www.jff.org/resources/career-and-college-exploration-experiences/

This website provides additional information fact sheets, checklists, and tips on creating and implementing workplace tours.
http://wbltoolkit.cte.nyc/workplace-tour/

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 Coordinator 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 also can 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.
    a. Employers/Staff Sessions
        i. Present an orientation explanation of the goals, procedure for setting up shadowing event, evaluation procedures, and expectations of the school.
        ii. Review safety precautions.
        iii. Develop the agenda.
    b. School Staff Sessions
        i. Present an orientation explanation of goals, standard procedures to be followed for the shadowing day, and class makeup plan.
        ii. Review safety precautions.
        iii. Develop the agenda.
11. 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. Plans for transportation
12. Select an employer and a shadowing site compatible with student interest.
13. Facilitate the shadowing sessions.
14. Evaluate the shadowing experience to improve program outcomes (students, teachers, and employers).
15. 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

Resources
This website provides a job shadowing handbook.
www.ebooksde.org/pdf/job-shadowing-handbook-state-of-new-jersey.html

This website provides useful information and resources for job shadowing.
www.jobshadow.com

This website provides virtual career exploration of a variety of careers.
www.virtualjobshadow.com

This website provides valuable information on what job shadowing is and how it works as well as helpful tips on establishing a program.
www.uwplatt.edu/careercenter/resources/JobShadow.pdf

This website provides helpful hints for the worksite.
www.reachoutmichigan.org/career/shadowtips.html

This website provides information on the Junior Achievement Job Shadowing Program.
www.ja.org/programs/programs.shtml

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 Coordinator 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.

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 non-profit organization. Students would plan, build, monitor, apply employability skills, interact with stakeholders, and reflect on the experience.

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 the 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]

1. Meaningful Service: Service learning actively engages participants in meaningful and personally relevant service activities.
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 evaluating 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.

[1]The National Youth Leadership Council established these [standards](#).

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.

Resources
https://www.education.ne.gov/workplace-experiences/career-based-service-learning/

This website provides information about and benefits of service learning, best practices, case studies, and sample planning documents.
https://www.newvisions.org/page/-/Prelaunch%20files/PDFs/NV%20Publications/servicelearning.pdf

This website provides the Chicago Public Schools toolkit for planning and implementing service learning, a case study, standards alignment, and additional resources.
https://cps.edu/ServiceLearning/Pages/ToolKit.aspx

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 Coordinator 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.

Chapter 12 — Team-Based Challenges And Career & Technical Student Organizations

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 Coordinator Qualifications	N/A
Student Eligibility	The student must be eligible for any course(s) the project is associated with. • 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.

Definition of career and technical student organizations (CTSOs)
CTSOs are 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.

These two activities are listed together because team-based challenges often occur as an activity within CTSOs.

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
Opportunities for team-based challenges in Agriculture, Food, and Natural Resources:
https://www.isbe.net/Documents/Team-Based-Challenges.pdf

Career and Technical Student Organizations recognized in Illinois:
https://www.isbe.net/ctso

Section 3: Workplace Experiences and Workplace Experience Courses

Workplace Experience courses offer students the opportunity to participate in jobs through which they can explore careers and understand the nature of work via 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 in various formats that will be covered in the following chapters.

Workplace Experience Courses

Definition
These workplace experiences should align 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 can be found in the [Education Systems Center at Northern Illinois University Career Development Experience Toolkit](#) and at https://www.isbe.net/Pages/College-and-Career.aspx.

What are Career Development Experiences
A supervised work experience relating to an individual's career area of interest that should:
- Occur in a workplace or under authentic working conditions, but could include a work simulation project or be offered through a virtual platform.
  - If a workplace simulation project is necessary, it should still incorporate all other aspects discussed here and mimic an authentic work assignment and real working conditions (e.g., responsibility for adherence to safety protocols, timekeeping, evaluation of work).
- Be co-developed by an education provider and at least one employer in the relevant field.
- Provide compensation OR educational credit (or both) to the participant.
- Reinforce foundational professional skills, including, at a minimum, those outlined in the Essential Employability Skills framework.
- Include a Professional Skills Assessment and be utilized as a participant feedback tool.
- Take place for a minimum of 60 total cumulative hours.

Types of workplace experiences (Figure 3) include:
- Student-Led Enterprises
- School-Based Enterprises
- Immersion Supervised Agricultural Experiences (SAE)
- Clinical Experiences in Health Science and Technology Programs
- Internships
- Apprenticeship Programs, including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships

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. For information about the distinction between traditional Cooperative Education courses, Workplace Experience courses, and Career Development experiences, see Table 2 on page 27.

Figure 3 Types of Workplace Experiences

Components of a Quality Work-Based Experience Courses

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.
- An individual student plan.
- A Professional Skills Assessment.

Qualifications of Educator-Coordinators

The direct instruction of all Workplace Experience courses must be taught by a qualified educator-coordinator who has met the following qualifications.

A.   Educator-coordinators must hold a current endorsement to teach CTE coursework in one of the seven endorsement areas (under either PEL or ELS).

B.   Educator-coordinators 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 https://www.isbe.net/Pages/career-technical-educator.aspx

Note:

A.   Educators who have gone through Agriculture Education preparation programs in Illinois have already had this content integrated in teacher preparation; these educators do not need to complete this separate coursework.

B.   Endorsed educators may teach Workplace Experience courses only in their specific endorsement, not necessarily their endorsement area, if they do not have the six hours referenced above.

Direct Instruction

The CTE coursework shall include related instruction taught by a qualified educator-coordinator 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-coordinator. All participants have an opportunity to discuss relevant topics as they relate to the workplace experiences and employability skill development.

Practicum Work Experience

The CTE Workplace Experience coursework should also include at least sixty 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-coordinators to provide, at a minimum, at least one direct supervision workplace visit for each student.

2.   The educator-coordinator 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 work 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 and 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.

Resources

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

	Cooperative Education (<SY22)	**Workplace Experience (WPE) Courses (SY22>)**	**Career Development Experience (CDE)**
Suggested Grade Level	Subject to labor laws (see Rules Part 254, Section 254.1160)	Typically 12th grade; ideally should have completed coursework within program	Subject to labor laws; ideally should have completed some coursework within program
Compensation	Paid placement	Paid or unpaid	Paid or unpaid; must provide pay and/or credit
Location	In person, on-site	In person, virtual, or simulated	In person or authentic working conditions
Program of study	Should be related	Must be related to program and/or career goal	Should be related
Coding	Generic code for all students	Specialized Group 5 code to reflect student's program or cluster area	Not necessarily a specific course; if so not necessarily reflecting program area
Coursework requirement	Parallel or alternating, credited course. 200 minutes per week for full year.	Parallel, meeting weekly; credited course	Not a specific course but must provide credit and/or compensation
Individual learning plan	Should have Individual student learning plan	Must have individual student learning plan	Should have Individual student learning plan
Teacher-Coordinator requirement	CTE or AFNR1 Educator with six semester credit hours WPE coursework	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	Partners for placement only	Collaboration on activities	At least one partner codevelops curriculum
Assessment	Yes, professional skills	Yes, professional skills	Yes, professional skills
Work Experience Time requirement	At least 75 hours to earn credit	At least 60 house cumulative	At least 60 hours cumulative
College & Career Readiness Indicator (CCRI)	May have satisfied, depending on characteristics of course (see CDE)	May satisfy, depending on characteristics of course (see CDE)	Upon completion, satisfies one indicator
Pathway Endorsement	May have satisfied, depending on characteristics of course (see CDE)	May satisfy, depending on characteristics of course (see CDE)	One component of PE

This toolkit can help you establish expectations for implementing high-quality, rigorous work-based learning experiences that prepare young people to be college and career ready.
https://edsystemsniu.org/resources/career-development-experience-toolkit/

ISBE's State CTE Course Catalog, including all Workplace Experience course options:
https://www.isbe.net/Documents/course_catalog.pdf

ISBE's Recommended Technical and Essential Employability Competencies for College and Career Pathway Endorsements:
https://www.isbe.net/Documents/EDS-PWRAReport.pdf

ISBE's presentation College and Career Readiness Indicators
https://www.isbe.net/Documents/CCRI-Presentation-20201123.pdf#search=CCRI

ISBE's College and Career Readiness Indicators guidance
https://www.isbe.net/Documents/CCRI-Guidance.pdf#search=CCRI

Please add ISBE rules regarding components for Workplace learning programs
https://www.isbe.net/Documents/23-256RG-P.pdf

Chapter 13 — Student-Led Enterprises

Suggested Grade Levels	11-12
Suggested 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 Coordinator Qualifications	Direct Instruction of all Workplace Experience courses must be taught by a qualified educator-coordinator as outlined in this manual, Section 3: Qualifications of Educator-Coordinators.
Student Eligibility	Direct Instruction of all Workplace Experience courses must be taught by a qualified educator-coordinator as outlined in this manual, Section 3: Qualifications of Educator-Coordinators.

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 activity 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 might build websites, create digital multimedia presentations, develop social media platforms, or perform various other tasks related to the entrepreneurial activity. 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.

There are no specific prerequisites to an entrepreneurship experience, but students who have already participated in some career awareness activities and have a genuine interest in owning their own business would benefit most from entrepreneurship. As with other WBL activities, the content and expectations should reflect each student's need for additional information about specific careers.

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 opportunities for students to build entrepreneurial skills and network with both entrepreneurs and local community partners. These enterprises offer the opportunity to apply 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.

Chapter 14 — 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 Coordinator Qualifications	Direct Instruction of all Workplace Experience courses must be taught by a qualified educator-coordinator as outlined in this manual, Section 3: Qualifications of Educator-Coordinators.
Student Eligibility	There are no specific prerequisites to a school-based enterprise experience, but 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 might consider offering a school-based enterprise when a community lacks sufficient businesses and industry partnerships to provide opportunities for students to gain extensive work-based experiences in the private sector.

Examples of appropriate school-based enterprises could include:
- Information technology help desks
- School stores
- Boutiques
- Agricultural greenhouses
- School apparel shops
- Coffee shops
- Credit unions
- Automotive services
- Child care 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.

The opportunities to develop a school-based enterprise are seemingly limitless.

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.

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. Staff, students, and administrators must come to an agreement on which business/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 should also 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:
https://www.deca.org/high-school-programs/school-based-enterprises/

National Technical Assistance Center on Transition — School Enterprise Toolkit:
https://www.transitionta.org/system/files/schoolbased/School%20Based%20Enterprise%20Toolkit_2_28_19_PDF.pdf

Nebraska Department of Education — Nebraska Guide for Starting and Marketing School-Based Enterprises:
https://cdn.education.ne.gov/wp-content/uploads/2018/02/School-Based-Enterprises-Nebraska-Guide-Final.pdf

Chapter 15 — Supervised Agricultural Experiences (SAE)

Suggested Grade Levels	9-12
Duration	Aligned with course duration and varies depending on program model.
Pay	School-based enterprises 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 Coordinator Qualifications	Direct Instruction of all Workplace Experience courses must be taught by a qualified educator-coordinator as outlined in this manual, Section 3: Qualifications of Educator-Coordinators.
Student Eligibility	there are no specific prerequisites to an immersion supervised agricultural experience (SAE), but 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 are 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 – SAE Philosophy and Guiding Principles:
https://thecouncil.ffa.org/sae/

Explore SAE:
http://exploresae.com/

Explore SAE Resource from the AET (SAE Exploratory Tool):
http://www.exploresae.com/resources.aspx

SAE for All:
www.SAEForAll.org

Illinois Agricultural Education SAE for All Resource:
https://www.ilaged.org/page.aspx?ID=4710

The Agricultural Experience Tracker (Illinois SAE Record Keeping System):
https://theaet.com/

Illinois Agricultural Education – AET Best Practices Manual:
https://docs.google.com/document/d/1OrcQqVVCKg_662puLNFww-vp6wUVGKP3YsA7giCKcrM/edit

Chapter 16 — Clinical Experiences

Suggested Grades	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.
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 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 Coordinator Qualifications	Direct Instruction of all Workplace Experience courses must be taught by a qualified educator-coordinator as outlined in this manual, Section 3: Qualifications of Educator-Coordinators. 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).

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 other restrictions.

Chapter 17 — Internships

Suggested Grade Levels	11–12
Suggested Duration	Internships should last for six weeks or longer and average 10-20 hours per week.
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 Coordinator Qualifications	Direct Instruction of all Workplace Experience courses must be taught by a qualified educator-coordinator as outlined in this manual, Section 3: Qualifications of Educator-Coordinators.
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. Convene the stakeholders needed to assist with implementing internships (e.g., employers, members of professional associations such as chambers of commerce, school administrators, teachers, counselors, career advisers, and WBL coordinators).
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
https://edsystemsniu.org/wp-content/uploads/2019/11/CDE_Toolkit_110519.pdf

Chapter 18 — Apprenticeship Programs

Suggested Grades	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 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 is 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 Coordinator	Direct Instruction of all Workplace Experience courses must be taught by a qualified educator-coordinator as outlined in this manual, Section 3: Qualifications of Educator-Coordinators
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:
• Time-based: The apprentice's progress is measured by the number of hours spent on the job and in the classroom.
• Competency-based: The apprentice's progress is measured by his or her ability to demonstrate the application of relevant knowledge, skills, and abilities.
• 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) currently enrolled in secondary education or pursuing a high school equivalency, including those with disabilities, 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. For more information, see the Illinois Career Pathways Dictionary, linked on the next page.

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:

a. 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.
b. Access to educational and career counseling and other supportive services, as needed by participants.
c. 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, linked below.
d. 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.

Resources

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 2 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]. (Section 2-3.175 of the Illinois Code, 105 ILCS 5)
For more information see:
https://www.isbe.net/Documents/255ARK.pdf#search=Registered%20apprenticeships
Illinois Essential Employability Skills Framework
https://www.isbe.net/Documents/PerkinsVAppendices.pdf#page=1413

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.
https://www.apprenticeship.gov/

This website includes resources and information on how to develop and implement a Youth Apprenticeship Program with videos, teacher guides, and other helpful content.
https://www.apprenticeship.gov/educators/high-school-and-middle-school

This pre-apprenticeship framework outlines the six key characteristics of a high-quality pre-apprenticeship program with a focus on the information technology industry.
https://jfforg-prod-prime.s3.amazonaws.com/media/documents/Framework_for_a_High_Quality_IT_PreApprenticeship_-_July_2020.pdf

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.
http://aasacentral.org/youthapprenticeships/

Career Pathways Dictionary
https://www.isbe.net/Documents/IL-Career-Pathways-Dictionary.PDF

Illinois WorkNet apprenticeship resource
https://www.illinoisworknet.com/ApprenticeshipIL/Pages/default.aspx

Apprenticeship.gov — Pre-apprenticeship quality framework
https://www.apprenticeship.gov/employers/explore-pre-apprenticeship

Section 4: Special Programs

Other opportunities exist for students to benefit from work-based learning opportunities.

Secondary Transition 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 Career Development Experience, if it also meets the criteria listed by each. Courses to support STEP will be developed and available for coding in SY 2023 but students may benefit from the support in SY 2022.

What supports 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 work-based learning experience.

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 the Secondary Transition Experience Program
1. School Credit: STEP is approved by the Illinois State Board of Education as a means for students to gain school credit for on-the-job work 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, an exception to work 5-10 hours per week can be made for those students who are not yet able to work 10 hours or more.

Most transition-related courses could be taught by any special education personnel with an 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;
      C) Adaptations or modifications of the general curriculum to meet the needs of students with the disabilities encompassed by the LBS I credential;
      D) Career and technical programming for students with disabilities;
      E) Methods appropriate for teaching children with all the disabilities encompassed by the LBS I credential;
      F) Guidance and counseling;
      G) Educational and psychological diagnosis;
      H) 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 career and technical education.

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 the GED test and passing the GED.

In addition, the following outcomes are minimum requirements for all programs.
- provide work experience training:
  - for which school credit is awarded;
  - which is related to existing career opportunities with potential for advancement;
  - which is permissible employment for individuals of the particular age at which the student is employed under federal and state law; (See https://www2.illinois.gov/idol/Laws-Rules/FLS/Pages/child-labor-law.aspx.).
  - which 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;
  - which does not displace other workers who ordinarily perform such work; and
  - which, 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;
- 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 (students are expected to follow the training site calendar with regard to working days and vacation periods);
- 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.

This program is specific to Regional Safe Schools but must be instructed by an endorsed workplace experience educator-coordinator.

Resources
https://www.isbe.net/Pages/Regional-Safe-Schools-Program.aspx

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.

Types of Career Development Experiences include:
- Student-Led Enterprises
- School-Based Enterprises
- Immersion Supervised Agricultural Experiences
- Clinical Experiences in Health Science and Technology Programs
- Internships
- Apprenticeship Programs, including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships

Cluster	Course Titles	State Course Code
Agriculture, Food, and Natural Resources		
Plant Systems — Workplace Experience	18098A001	
Agriculture, Food, and Natural Resources	Animal Systems Workplace Experience	18148A001
Agriculture, Food, and Natural Resources	Agribusiness Workplace Experience	18248A001
Agriculture, Food, and Natural Resources	Agricultural Production and Processing Workplace Experience	18348A001
Agriculture, Food, and Natural Resources	Power, Structural and Technical Systems Workplace Experience	18448A001
Agriculture, Food, and Natural Resources	Natural Resources Workplace Experience	18548A001
Agriculture, Food, and Natural Resources	Agricultural Biotechnology Systems Workplace Experience	18997A003
Agriculture, Food, and Natural Resources	Environmental Services Systems Workplace Experience	18997A004
Architecture and Construction	General Construction Workplace Experience	17048A001
Architecture and Construction	HVAC Workplace Experience	17098A001
Architecture and Construction	Electricity/Electronics Workplace Experience	17148A001
Architecture and Construction	Building Maintenance Workplace Experience	17998A001
Architecture and Construction	Heavy Equipment Technician Workplace Experience	17998A002
Architecture and Construction	Drafting Workplace Experience	21148A001
Arts, Audio/Video Technology, and Communications	Graphic Communications Workplace Experience	11048A001

Arts, Audio/Video Technology, and Communications	Commercial Photography Workplace Experience	11098A001
Arts, Audio/Video Technology, and Communications	Broadcast Technology Workplace Experience	11998A001
Business Management and Administration	Human Resources Workplace Experience	12048A001
Business Management and Administration	Administrative Assistant Workplace Experience	12048A002
Business Management and Administration	Business Management Workplace Experience	12098A001
Business Management and Administration	Entrepreneurial Workplace Experience	12998A001
Education and Training	General Education Workplace Experience	19198A001
Education and Training	Early Childhood Education Workplace Experience	19198A002
Finance	Finance Workplace Experience	12148A001
Finance	Accounting Workplace Experience	12148A002
Government and Public Administration	Government Service Workplace Experience	15248A001
Health Sciences	Dental Assisting Workplace Experience	14098A001
Health Sciences	Pharmacy Technician Workplace Experience	14098A002
Health Sciences	Athletic Training Workplace Experience	14098A003
Health Sciences	Physical Therapy Aide Workplace Experience	14098A004
Health Sciences	Nursing Assistant Workplace Experience	14098A005
Health Sciences	Medical/Clinical Assistant Workplace Experience	14148A001
Health Sciences	ECG Workplace Experience	14148A002
Health Sciences	EMT Workplace Experience	14148A003
Health Sciences	Medical Laboratory Technician Workplace Experience	14148A004
Health Sciences	Phlebotomy Workplace Experience	14148A005
Health Sciences	Medical Insurance Coding Workplace Experience	14198A001
Health Sciences	Health Unit Coordinator Workplace Experience	14198A002
Health Sciences	Allied Health Workplace Experience	14298A001
Hospitality and Tourism	Restaurant, Food and Beverage Services Workplace Experience	16098A001
Hospitality and Tourism	Restaurant, Food and Beverage Services Workplace Experience	16098A001
Hospitality and Tourism	Restaurant, Food and Beverage Services Workplace Experience	16098A001

Hospitality and Tourism	Restaurant, Food and Beverage Services Workplace Experience	16098A001
Human Services	Elder Care Workplace Experience	19098A001
Human Services	Elder Care Workplace Experience	19098A001
Human Services	Elder Care Workplace Experience	19098A001
Human Services	Elder Care Workplace Experience	19098A001
Human Services	Elder Care Workplace Experience	19098A001
Human Services	Apparel and Textiles Workplace Experience	19248A001
Human Services	Interior Design Workplace Experience	19248A002
Human Services	Work and Family Studies Workplace Experience	19298A001
Human Services	Social Work Workplace Experience	19998A001
Human Services	Nutrition and Wellness Workplace Experience	19998A002
Information Technology	Networking Systems Workplace Experience	10148A001
Information Technology	Computer Programming Workplace Experience	10198A001
Information Technology	Web Page and Media Design Workplace Experience	10248A001
Information Technology	Computer Science Workplace Experience	10998A001
Law, Public Safety, Security, and Corrections	Legal Assistant/Paralegal Workplace Experience	04198A001
Law, Public Safety, Security, and Corrections	Law Enforcement Workplace Experience	15098A001
Law, Public Safety, Security, and Corrections	Security and Protection Workplace Experience	15148A001
Law, Public Safety, Security, and Corrections	Fire Management Workplace Experience	15198A001
Manufacturing	Cabinetmaking Workplace Experience	13098A001
Manufacturing	Machine Tool Technology Workplace Experience	13148A001
Manufacturing	Sheet-working Workplace Experience	13248A001
Manufacturing	Welding Workplace Experience	13248A002
Manufacturing	Computer Installation and Repair Workplace Experience	13348A001
Manufacturing	Industrial Electronics Workplace Experience	13998A001
Marketing	Marketing Workplace Experience	12198A001
Science, Technology, Engineering, and Mathematics	Engineering Workplace Experience	21048A001
Science, Technology, Engineering, and Mathematics	Energy Systems Technology Workplace Experience	21098A001

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

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

Each student in Mrs. Lincoln's third-grade class completes an interest inventory in late August to identify career areas they might like to explore further. Mrs. Lincoln then uses the results to plan lessons, activities, and experiences related to the different career clusters of interest throughout the year. Each month, a different cluster area is highlighted. For example, September's cluster area is Agriculture, Food and Natural Resources (AFNR) because almost all students indicated an interest in farming. There will be single events and a series of events.

First, Mrs. Lincoln's class will host a speaker from a food production facility who will bring samples to show the variety of finished products that have common inputs. Another day, students will visit a large pumpkin patch that runs a lucrative seasonal business. Later that week, high school students participating in dual credit veterinary assistant classes and planning on a veterinary science career will visit at some point and talk to the students. Another day, students will watch a short film on responding to and recovering from forest fires. It will present information about occupations that require working as a team in this environment.
In addition to the special events, Mrs. Lincoln signs up to participate in a program that brings a different local food grower into class during snack time each Tuesday. The food growers bring a new local crop that students may not have ever seen or eaten. They explain how the food is grown and its uses and give students some to sample. The food growers describe how their jobs are different from growers of other foods, and what other occupations they interact with as well as the academic and skill preparation that helps them succeed at their job.

At the end of the month, students are assigned one career within the cluster and asked to complete a project aligned with that career. One group will be assigned mining and write a short essay about what a typical workday is like in this field. They will describe the work conditions, protective gear, and tools that might be used. Another group will be assigned crop irrigation. They will work as a team to create a diorama showing how water is moved from a river to surrounding fields. They will discuss what occupations might be involved in such a project. A third group will make presentations on keeping various kinds of livestock healthy and safe. This would include veterinary care, fencing, and protection from predators. They will tie specific careers to these issues in addition to the livestock farmer. This assignment is an assessment of both career knowledge and a reflection about the knowledge gained.

In a reflection activity, the students are asked to identify:
- What surprised them about an occupation? Were there new jobs they did not know existed?
- What would they like to learn more about? How would they get information?
- What can they do now to prepare for a career in AFNR fields?

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?

[1]Worksite 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 (SAE)
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 (CDE)

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 (AAS) 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?

IWIB Apprenticeship Illinois Committee Pre-Apprenticeship Work Group
APPROVED DEFINITION FOR PRE-APPRENTICESHIP (12/09/2021)

Pre-Apprenticeship programs are designed to prepare individuals to enter and succeed in an apprenticeship programs or in another career pathway approach. Pre-apprenticeship programs have 6 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 (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 & 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-appenticeship 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.