



## WORK-BASED LEARNING GUIDE

Guidelines and Tools to Support Work-Based Learning Experiences for All Learners



2023-2024

**Wyoming Department of Education**

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## General Information

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### What is Work-Based Learning (WBL)?

Work-based learning is an educational strategy that offers students an opportunity to reinforce and deepen their classroom learning, explore future career fields and demonstrate their skills in an work-based environment.

Structured learning and authentic work experiences are implemented through an education and industry partnership. Students have the opportunity to connect what they learn in school with worksite application, enabling a smooth transition into the work force and/or education beyond high school.

Work-Based Learning activities culminate in an assessment and recognition of acquired knowledge and skills.

Work-based learning is a continuum of experiences that helps prepare students for postsecondary education and careers. High-quality work-based learning should begin in the early grades with activities that help build students' awareness of possible careers. This exploration continues through middle and high school with job shadowing or mentoring to better inform students' decision making, and culminates with more intensive career preparation activities such as school-based enterprises, internships and pre-apprenticeships as students move along in their career pathway from high school to postsecondary education. (i) Darche, S. et al. (2009). Find resource [here](#).

### What is Career and Technical Education (CTE)?

Career and Technical Education (CTE) consists of various programs of study that have developed for students to select and complete. Programs of Study have specialized courses developed to provide students rigorous core elements, performance standards, and skills necessary after high school graduation to enter the workforce, choose college, or the military.

### Wyoming's Role in Work-Based Learning

As the nation's education leaders and employers seek to work together to create a well-prepared, competitive workforce, work-based learning – a strategy that has existed for decades – is back in the spotlight as an effective strategy for connecting students' classroom learning to their future careers. With this renewed interest, the work-based learning of today is being transformed as a means to build on students' academic experience and career interests, rather than simply to release them from the school day for work that is unconnected to their education. Work-based learning can and should be available to all students regardless of whether they are enrolled in a Career Technical Education (CTE) program of study or not. What is most important is that the experience is informed by workplace standards and is connected to students' classroom learning as a means to provide context and relevancy. (i) Darche, S. et al. (2009). Find resource [here](#).

### Definitions

#### Career Awareness

School-directed experiences, which means school directed experiences, which may involve industry participation, focused on exposing students to a broad range of industries and the career opportunities within them. Normally used with students' age 5-14 year olds.

#### Career Exploration

Student-driven experiences with student-driven experiences with professionals that allow students to learn about specific areas of interest based on inventories/assessments. Normally used with students' age 14-18+ year olds.

## Career Preparation

Work-based learning experiences for students that augment their academic and career development. Experiences enhance curriculum, align with student goals, reinforce transferable skills, and take place in professional working environments and educational settings. Students work toward attaining identified academic and transferable skill proficiency through these experiences. Pre-apprenticeship and youth apprenticeship are forms of career preparation. Career preparation activities are normally used for students age 14-18 + year olds.

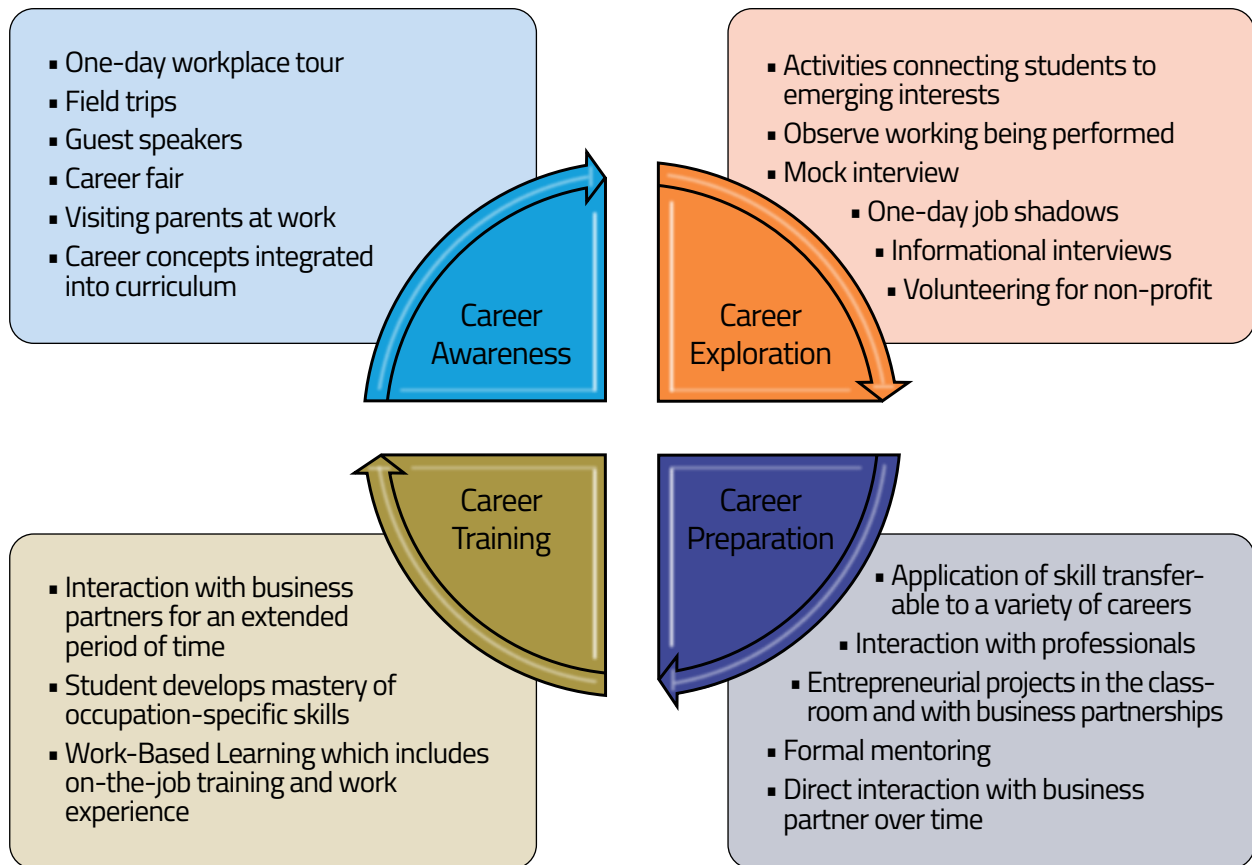
## Career Training

Students demonstrate academic and career/technical proficiency through business and industry-guided trainings. Formal and informal apprenticeships are included in career training. Career training is normally used with students' age 16-18+ year olds.

# Section 1

## Work-Based Learning K-12

To prepare a dynamic workforce for the future of Wyoming, students need to be exposed to as many career options as early as possible. They may begin learning about careers while in elementary school (Career Awareness), experimenting with career options in middle school (Career Exploration), and then practice readiness for careers while in high school (Career Preparation and Career Training). Examples of these experiences are illustrated below:



### What Is a High-Quality Work-based Learning Experience?

1. A purposeful focus on applied learning in preparation for postsecondary education and careers
2. Learning outcomes as the driver for designing experiences and Individualized Learning Plans (ILP)
3. Relevance to student interests, their plan of study and learning goals
4. Integration with curriculum or connection to related instruction
5. Sufficient variety to provide exposure to multiple career options
6. Sufficient depth to allow for employability skill development and professional community engagement
7. Ongoing interaction with professionals from industry and the community
8. Close supervision from both teachers and employers
9. Opportunities for reflection and analysis
10. Assessment of student learning that is aligned with industry-specific expectations
11. Alignment with postsecondary and career opportunities
12. Documentation of student learning through the development of artifacts and earned Industry Recognized Credentials (IRC)

### Does the High School CTE WBL placement meet the 5R text?

- Readiness:** Has the teacher determined that the student is ready for a WBL placement (e.g., safety training, maturity level, and work ethic knowledge)?
- Relationships:** Does the student have an opportunity to interact with an employee who works in the industry/field and/or a customer/end-user?
- Rigor:** Does the experience possess the level of challenge, difficulty, and breadth to add value to student learning?
- Relevance:** Does the WBL experience include alignment of core academics, state-approved standards, and the student's individual learning plan. (ILP)
- Richness:** Can the student experience the depth of knowledge related to an applied skill?

### Integrating CTE into Wyoming's Secondary Schools

Career and Technical Education activities in Wyoming's secondary schools should be conducted within the parameters of the CTE course standards. Courses are organized into Programs of Study within the Career Cluster model. Wyoming has adopted the federal career cluster framework. Wyoming's CTE program is organized around the following Career Clusters:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology and Communications
- Business Management and Administration
- Education and Training
- Energy Systems
- Finance
- Government and Public Administration (ROTC)
- Health Science

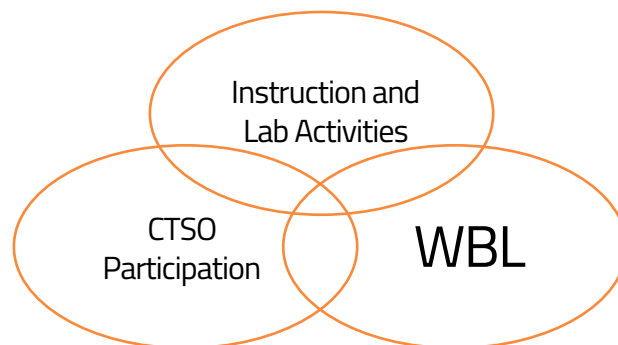
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

Teachers remain current with job specific information related to each program concentration by attending conferences and completing teacher externships to remain current on business and industry standards. The Career and Technical Education Team at the Wyoming Department of Education are available to answer questions or when specific information is needed. Additional information may be accessed using the Wyoming Department of Education’s website at <https://edu.wyoming.gov/>.

### Career and Technical Education

Career and Technical Education (CTE) is designed to provide students with competencies to make them aware of and prepared to pursue further education or successfully enter a related career field. Each career cluster is subdivided into pathways which lead to careers in dynamic, rapidly changing industries that have exciting futures. A major goal of CTE is career and college readiness. While CTE prepares students for careers requiring less than a baccalaureate degree, CTE has a long tradition of preparing students who continue their education at the post-secondary level. These programs concentrate on the development of essential technical skills that are vital to the success of people entering the workforce. Just as important as the technical skills are the skills developed in leadership through the comprehensive nature of the programs. Since their inception, Career and Technical Education programs have trained youth in the skills necessary to assume leadership positions. Competition has increased as we have moved from a national to an international economy, and leadership training has taken on increasing importance among our youth. People will be needed, who not only have an understanding of the technical aspects of the issues, but who also have an understanding of the ethical and philosophical issues.

For example, each of the areas listed above is also composed of three distinct yet interrelated components. In the classroom, students learn concepts and theories dealing with a broad spectrum of topics related to the particular career cluster area of study. Instruction is followed by application in the laboratory. Students are learning “hands-on” skills that are practical and usable.



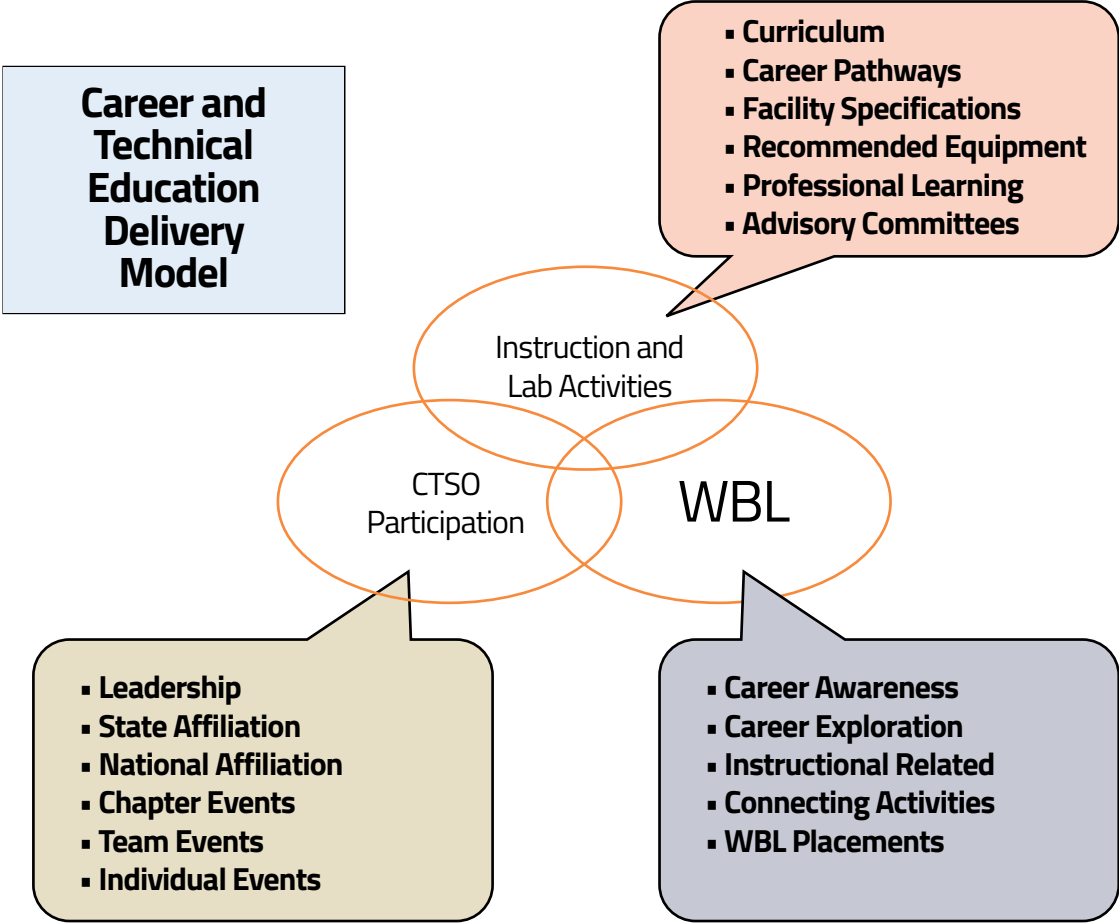
In each of these career clusters, both classroom and laboratory instruction may be put to use in the Work-Based Learning component of the program. Any student, fourteen years of age or older, may qualify to participate in a work placement where they will obtain on-the-job skills by working in a part-time capacity at a local business.

The third component, the Career Technical Student Organization (CTSO), provides an avenue to learn teamwork and develop leadership skills. CTSOs give students the opportunity to compete either as an individual or on a team at the local, state, and even national level. Each career cluster has its own organization that serves as an integral, co-curricular component of the program.

The optimal benefit of each program is received when a student is an active participant in all three parts of the program. A program that is developed to include the three components with equal weighting is said to have a “balanced approach” and, therefore, is providing optimal opportunities for all students. The challenge is developing and maintaining the balance. The goal of all programs in relation to total school improvement is to stay focused on the balanced approach. Instructors should develop strategies to ensure this focus and continually evaluate the effectiveness of the balanced program.

Each career cluster contains multiple programs of study. Students will be able to choose a program of study, which will help them navigate through high school, college, or another post-secondary educational opportunity or career-related training.

More information about these areas of career concentration is available at the Wyoming Department of Education, Career and Technical Education [website](#).





## Specific Information Concerning Career and Technical Education

Five categories of Career and Technical Education (CTE) activities help students become career and college ready. Some CTE activities are appropriate for middle school whereas others apply only to high school students. CTE is the foundation to support Work-Based Learning placements. Following are examples of Work-Based Learning activities:

### **Career Awareness Activities**, Grades 5-12 (activities conducted with an entire class)

- Guest Speakers
- Career Day
- Study (Field) Trips
- Career Fairs
- Presentations
- Videos
- Transition visitations: Middle School to High School/High School to Post-Secondary

### **Career Exploration Activities**, Grades 5-12 (activities for individuals or groups of students)

- Career Advisement
- Career Interviews
- Job Shadowing
- Student Portfolios
- Internet Searches/Reports
- Research Projects
- Internet Based Career Planning Tools
- CTSO Projects/Competitions

### **School Based (Instructional Related) Activities**, Grades 5-12 (applications of school-to-career appropriate for groups or individuals)

- Entrepreneurship Projects
- Assisting with Job Placements
- School Based Enterprises
- Teaching Employability Skills
- Clinical Experiences

### **Connecting Activities**, Grades 5-12 (activities conducted by related instructors and teachers)

- Arranging Student Placements/Mentor Training
- Advisory Committee Participation
- Assisting Students with Articulation Credits
- Assisting Students in Dual Enrollment Classes
- Apprenticeship - Pre-apprenticeship and Youth apprenticeship
- Creating Business Partnerships (supervised by the teacher)

### **WBL Placements**, Age 16+ (supervised by the teacher)

- Employability Skill Development
- Cooperative Education
- Internship
- Externship
- Apprenticeship - Formal and Informal

The next page shows a continuum of age-appropriate Career Related Activities that begin in middle school and culminate with student completion of a post-secondary education beyond high school.

## Continuum of Age-Appropriate, Career-Related Activities

### College and Career Readiness

Work-Based Learning Placement:  
Employability Skill Development  
Cooperative Education  
Internship  
Youth Apprenticeship Program

#### WBL Placements

Entrepreneurship Projects  
School-Based Enterprises  
Employability Skill Attainment  
Clinical Experiences  
Advisory Committee  
Articulation  
Creating Business Partnerships

#### Instructional-Related Activities Connecting Activities

Career Advisement  
Career Interviews  
Job Shadowing  
Student Portfolios  
Internet Searches/Reports  
Research Projects  
Internet-Based Career Planning Tool  
CTSO Projects/Competitions

#### Career Exploration

Guest Speakers  
Career Day  
Study/Field Trips  
Career Fairs  
Presentations  
Videos  
Transition Visitation to  
HS and Post-Secondary Schools

#### Career Awareness

## Section 2

### Key Participants in Career and Technical Education

Several key components must be in place for Career and Technical Education (CTE) to be successful. It is the responsibility of the teacher, administration, and faculty to make sure these components are in place for success of the WBL program.

For a WBL program to be effective, responsibilities for different aspects of the program must be assumed by all parties involved with the program.

#### School District

The **local school board's** responsibility to WBL programs is as follows:

- Support the CTE program(s) and advisory committee(s).
- Utilize the WBL Resource Manual for implementation of all CTE programs.
- Provide students enrolled in career and technical education and academic programs the opportunity to participate in WBL and CTE experiences.
- Maintain specific records as required by local, state, and federal regulations.
- Disseminate copies of materials related to WBL and CTE programs to principals, faculty, students, parents/guardians, and employers.
- Provide scheduling flexibility, whenever possible, to assist in promoting WBL and CTE programs and recruiting students.
- Ensure that the health, safety, and working conditions of the students enrolled in WBL programs are satisfactory.
- Partnership development
- Assist in identifying potential WBL sites.
- Provide sufficient time for teachers to supervise on-the-job work experience.
- Fund WBL
- Provide adequate resources for the faculty to provide CTE experiences and to cover expenses associated with the WBL program.
- Prioritize WBL in the district
- Remove barriers to WBL

The **local school administrator's** responsibility to WBL programs in the school is as follows:

- Sign the educational training agreement and any other forms related to participation in the WBL program.
- Review the standards and indicators for the WBL program in order to implement, administer, and monitor the programs.
- Recognize the WBL program as an integral part of the school's curriculum.
- Support the activities involved in the operation of the WBL program.
- Adhere to federal, state, and local regulations in regard to student employment.
- Monitor the coordination activities of the teacher.
- Monitor record-keeping forms for the WBL program.
- Support training and professional learning activities.
- Participate in the development of general marketing efforts, presenting to service clubs, and working with area Chambers of Commerce, and local businesses.
- Promote the WBL program to faculty, parents/guardians, and other community members.
- Provide orientation for new teachers.
- Participate in career awareness and connecting activities, and provide an externship opportunity for the teacher annually.

The **teacher's responsibilities** are as follows:

- Complete endorsement requirements for WBL
- Sign the educational training agreement, student learner agreement and any other forms related to participation in the WBL program.
- Locate, analyze, and evaluate the suitability of WBL sites.
- Explain the WBL program continuum to prospective employers.
- Review student applications for the WBL program.
- Interview students and notify students of acceptance into the WBL program.
- Verify that students are prepared for job interviews and capable of completing job application forms.
- Prepare the educational training agreement form and secure proper signatures.
- Assist in the development of the educational training plan.
- Maintain student and coordination records and submit all required reports.
- Keep local administrators informed of the WBL program's operation.
- Ensure that each student in the WBL program has a meaningful, on-the-job experience.
- Monitor the WBL program for compliance with state and federal regulations and inform the employers of these regulations.
- Make regularly scheduled coordination visits to the WBL site to consult with the worksite supervisor and to render any needed assistance with training or education problems and/or concerns of the student.
- Complete evaluation forms with the worksite supervisor each grading period and conduct follow-up session with the student.
- Verify that eligible students receive the unit(s) of credit.
- Assist graduates in securing full-time employment and/or further education and conduct follow up on program completers.
- Serve as a public relations person for the WBL program and publicize, whenever possible, the program to all audiences.
- Maintain required program documentation.
- Recommend qualified students who meet criteria for the WBL programs.
- Assist in coordinating the learning activities on the job with those in the educational program through both academic and CTE classes.
- Meet with individual students when necessary to discuss academic and occupational competencies required for successful completion of CTE activities.
- Include appropriate Career Awareness and Career Exploration activities in the CTE curriculum.
- Concentrate on developing School-Based Enterprises and Entrepreneurship projects as an integral part of instructional activities.
- Organize an active Advisory Committee and conduct other connecting activities.
- Participate in career awareness opportunities and connecting activities, such as externships.

The **counselors'** responsibilities to WBL programs are as follows:

- Assist with the recruitment of students for the WBL programs.
- Advise CTE instructors and teachers about prospective students who could benefit from participation in their programs.
- Assist in scheduling.
- Provide career and educational planning assistance to students.
- Provide transcripts, attendance records, and discipline records for initial screening.
- Participate in career awareness opportunities, such as externships.

### **Parent's/Guardian's**

The **parent's/guardian's** responsibilities to the WBL program are as follows:

- Involved in their student's participation in any CTE activities, especially if he/she is placed on a WBL job site.
- Share responsibility for the student's conduct on the job and while in the WBL program.

- Sign the educational training agreement, student learner agreement, parental permission form and any other forms related to participation in the WBL program.
- Provide transportation for the student to and from the WBL job site.
- Understand the parent's/guardian's responsibility for accident insurance coverage and automobile insurance coverage.
- Encourage the student to perform both classroom and WBL responsibilities in an efficient and effective manner.
- Contact the teacher, rather than an employer, about concerns and inquiries.
- Attend orientations on WBL programs prior to child's enrollment in order to learn about the WBL program components and benefits.
- Remain aware of dismissal advised of dismissal and other policies as set forth by the school or employer.

### **Students**

The **student's** responsibilities in a WBL program are as follows:

- Sign the educational training agreement, student learner agreement and any other forms related to participation in the WBL program.
- Meet the criteria for admission to the WBL program.
- Maintain regular attendance, both in school and at WBL placements.
- Exhibit honesty, integrity, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate attire, and a willingness to learn.
- Conform to all rules and regulations of the WBL program.
- Complete all of the necessary forms and reports required in the WBL program.
- Provide transportation to and from the WBL site if involved in a WBL placement.
- Remain in the WBL position unless there is prior knowledge and consent by the teacher.
- Continue to make satisfactory progress in the academic and CTE classes.
- Consult the work-site supervisor and teacher about any difficulties at the WBL job site.
- Exhibit proper conduct in school as well as on the job.
- Remain on track for graduation.
- Maintain a good Grade Point Average (as determined by school).
- Consistent attendance and good discipline in school.
- Adhere to any dress-code or other policies set by the employer.
- Provide appropriate notice if terminating employment.
- Knowledgeable of the dismissal and other policies set by the school and employer.

### **Employer's**

The **employer's** responsibilities to the WBL program are as follows:

- Sign the educational training agreement, student learner agreement and any other forms related to participation in the WBL program.
- Follow all federal, state, and local regulations regarding the employment of students.
- Follow the guidelines established by the teacher and educational institution.
- Provide workers' compensation insurance for students as required by law.
- Provide each employed student with a work site supervisor.
- Complete an educational training agreement and educational training plan.
- Assist in the evaluation of the student each grading period.
- Treat the student as a regular employee.
- Avoid displacing other workers who perform similar work.
- Provide safety instruction.
- Endeavor to employ the student for the entire agreed-upon training period.
- Avoid exploitation of the student for private gain.
- Avoid student solicitation of any kind. Avoid door-to-door selling.

- Avoid endangering the student ethically, morally, or physically.
- Willingness to participate on an Advisory Committee.
- Available to attend Career Day activities, speaking to classes, judging CTSO competitions, and other events which serve to connect the school to the business community.
- Willingness to create externship opportunities for administrators, instructors, and counselors.

### Work Site Supervisor/Mentor

The **work site supervisor/mentor's** responsibilities to the WBL program are as follows:

- Provide direct supervision of assigned student.
- Participate in mentor orientation and mentor training.
- Guide student in acquiring skills outlined in the Education Training Plan.
- Help the student understand the dynamics and rules, written and unwritten, of the workplace.
- Monitor the progress of the student.
- Follow the guidelines established by the teacher and the school system.
- Follow all federal, state, and local regulations regarding the employment of students.
- Serve as coach and role model by showing an ongoing interest in fostering and supporting the career development of a less experienced person.

## Section 3

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### Training Agreements

#### The Role of Training Agreements in Work-Based Learning

The Training Agreement is a document that contains mutually agreed upon expectations for all parties involved in the Work-Based Learning process (i.e., student, parent/guardian, school, and employer) that spells out each party's role, as well as other considerations, such as employment terms, schedule of hours, duration of work, compensation, termination, etc. The document is reviewed and signed by all parties to the agreement.

**The training agreement is the most important tool providing protection to WBL Teachers and school officials against accusations of negligence and liability claims.** A training agreement is required for a student to participate in Work-Based Learning. It outlines and confirms agreement on the essential responsibilities of all participating parties, the employer, student, coordinator, parent, and school administrator. The training agreement is the best legal protection for everyone involved. It establishes a basis of understanding as to what is expected from everyone involved in a WBL placement. It is important that each student placed on a WBL work site have on file a completed training agreement.

#### Signing and Filing Procedures

The Training Agreement should be signed by all parties (student, parent(s), employer, WBL Teacher) and should be filed in a secure file cabinet in the teacher's office. Obtaining the employers signature on the Training Agreement provides an excellent opportunity for a visit to the employer and for building a relationship with the mentor. **Caution: Sending the Training Agreement by the student to obtain employer signatures creates a potential liability risk in the event that the signature was found later not to be authentic.** The best procedure is for the WBL Teacher to have these documents signed in person. As a next best option, if documents are sent by the student to obtain signatures, the WBL Teacher should follow up with a verbal verification during the next contact with the employer by mentioning the signature and receiving verification:

A typical example would be: "Last week, Josh had you sign the Training Agreement. Do you have any questions about any of the responsibilities defined in the agreement?" Hopefully the response will be, "No it looked fine" or something to that effect and not a statement such as, "What Training Agreement? I did not

sign anything last week.” Once this verification is made, it is highly advisable to make a note of it on the copy being filed. Always remember the three D’s of avoiding accusations of negligence in education: Document, Document, and Document.

Once all signatures are obtained on the Training Agreement, the WBL Teacher should make three copies of this Training Agreement, keeping one, giving one to the student, and giving one to the work site supervisor/mentor. The student should keep a copy in his or her notebook or portfolio.

**Training Agreements must include:**

- Student learner’s personal information including name, home address, telephone, birth date, emergency contact information, etc.
- School’s name, address, telephone, contact person
- Employer’s name, address, telephone, contact person
- Beginning and ending dates of the agreement
- A list of employer, school, and pupil responsibilities
- Beginning wage, if paid
- Daily hours to be worked including beginning and ending times
- Signatures of principal/or designee, teacher, if different parent/guardian, and employer. If the training plan and agreement are combined, only one set of signatures is required
- List of job activities that will contribute to student learner’s progress toward career objectives
- A statement of assurance signed by the employer that the pupil will not be discriminated against on the basis of race, color, religion, national origin, sex, age, or disability
- A district statement of assurance of compliance with federal laws relating to nondiscrimination
- Verification of appropriate safety instruction provided by school district and/or employer (must also be verified in training plan)

To see an sample Education/Training Agreement follow the link to Attachment A in Section 9.

## Section 4

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### Training Plans

**The Role of the Training Plan in Work-Based Learning**

The Training Plan is a written document that defines the foundation skills, workplace transition skills, and job-specific skills that the WBL student will master.

**The curriculum for WBL placements is the training plan and are mandatory for every student.** It would be difficult to overemphasize the importance of the training plan in the success of a Work-Based Learning student. WBL Teachers develop educationally sound work sites, develop employer relationships, train mentors, and place students according to career goals and programs of study. The training plan becomes the guide for learning by which all parties will operate. It is in many ways the most important piece of the WBL job placement. The purpose of the curriculum is to identify learning, which should take place and to establish standards of competence. The training plan should be a guide in which specified duties and tasks are itemized. This listing of duties and tasks represent the learning, which should take place through the workplace experience. To be of maximum value, the training plan should be developed in such a way that it can be used in the process of evaluating the progress of the student.

The primary purpose of the WBL placement is to help students gain the experience they will need in the workplace in order to make a successful transition from school to a career. The WBL Teacher, student, and employer must work together to prepare a training plan for each student detailing specific skills, tasks, and

competencies to be attained on the job. This plan outlines the tasks, duties, and responsibilities that the student is expected to learn. The training should progress through a logical step-by-step process, which ensures that the type and rigor of skills are diverse and continually increase. The WBL Teacher should use the rating from the employer on tasks, duties, and responsibilities to determine if the student is successfully fulfilling the tasks outlined in the training plan. The student should not be given a grade based solely on the evaluation from the employer, but it should be used as input. Employers in the business community are not employees of the school system, have not been trained in strategies and methods of student evaluation, and are not authorized to assign student grades.

Training may be given in careers in which the WBL Teacher is not a specialist, and therefore, will require research. The WBL Teacher should seek the help of the employer or employee mentor, another employee, other people engaged in the same career at another business setting, or the teachers of related subjects in the school. It is the responsibility of the WBL Teacher to see that each student has a thorough and well developed training plan.

Work-Based Learning placements are unique experiences for the students involved. Each training plan should be customized for students. It's good practice to reference training plans from other sources, but rarely will one be used without some modification. Unless a WBL Teacher has multiple students in identical jobs, with the same employer, it is unlikely that identical training plans will exist.

#### **Training Plans must include:**

- Verification by the teacher that the student's career or educational goals as outlined in their individual student learning plan
- For new specific skills (two or more non-duplicated) occurring as a WBL experience during scheduled class time need to be listed for each 45 hours during training
- Employer, school, and student learner responsibilities
- The academic course that generated credit toward a high school diploma. The academic course may be current or previous
- List of activities that will contribute to the student learner's progress
- Signatures of principal/or designee, teacher, if different parent/guardian, and employer. If the training plan and agreement are combined, only one set of signatures is required

See sample Educational Training Plan on Attachment B in Section 9.

## **Section 5**

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### **WBL for all Programs**

Work-based learning comes in three types. All types can be paid or unpaid, require that a teacher delivers instruction that aligns with state CTE program standards, and must have a Training Agreement and Training Plan. A teacher must conduct a pre-visit to the work-site to assess the safety and appropriateness of the student placement. The teacher must also:

1. Conduct on-site monitoring at least once every nine weeks.
2. Ensure that the student is in compliance with work ethic standards.
3. Determine the extent to which learning objectives are being met.
4. Assure the student is provided instruction in areas of skill attainment and work safety.

#### **Type I: On-Site at Employer**

Commonly referred to as "crossing the threshold," are encouraged to offer students an opportunity to actively engage in Career Preparation or Career Training. When WBL is conducted on-site with an employer, five elements are required:



1. A Training Agreement on file with both the school and employer.
2. A Training Plan on file at both the school and employer.
3. A student-learner agreement (if applicable) on file with both the school, employer, and workman's compensation division
4. Verification of Workers' Compensation at the work-site.
5. Verification of General Liability Insurance at the work-site.
6. Assure the student is provided instruction in areas of skill attainment and work safety.

### **Type II: Inside the School District**

Career and technical education programs such as Information Technology, Nursing, Marketing, Education General, Business/Finance, Drafting, and Culinary Arts may be able to provide appropriate WBL within the school district. The school may provide work experiences for the student as a normal part of the school district's daily operation. If a teacher is not supervising the activity, this form of WBL requires the same five elements as an on-site employer experience.

### **Type III: School-Based Enterprise**

Simulated work-based learning replicates workplace experiences by allowing students to immerse themselves in a realistic worksite activity without leaving campus. They help enhance programs of study with real-world experiences, expanding opportunities for learners that are geographically disconnected from employers or face barriers such as lack of resources, transportation and insurance to participate in worksite experiences.

## **Section 6**

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### **The Role of the Student Learner Agreement in Work-Based Learning**

The student-learner agreement allows 16 and 17-year-old students to be covered for extra-hazardous work under the employers Workers' Compensation coverage while gaining real-world experience and school credit or compensation.

To see a sample of the Student Learner/Student Training Agreement follow the link to Attachment C in Section 9.

## **Section 7**

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### **Hazardous Occupations for Students**

The federal Fair Labor Standards Act provides a minimum age of 18 years for any nonagricultural occupations which the Secretary of Labor "shall find and by order declare" to be particularly hazardous for 16- and 17-year-old persons, or detrimental to their health and well-being. This minimum age applies even when the minor is employed by the parent or person standing in place of the parent.

The seventeen hazardous occupations (HO) apply either on an industry basis, specifying the occupations in the industry that are not permitted, or an occupational basis irrespective of the industry in which found. Some of the HOs contain limited exemptions.

- HO 1 Manufacturing and storing of explosives.
- HO 2 Motor-vehicle driving and outside helper on a motor vehicle.
- HO 3 Coal mining.
- HO 4 Occupations in forest fire fighting, forest fire prevention, timber tract operations, forestry service, logging, and sawmilling.
- HO 5\* Power-driven woodworking machines.
- HO 6 Exposure to radioactive substances.

- HO 7 Power-driven hoisting apparatus, including forklifts.
- HO 8\* Power-driven metal-forming, punching, and shearing machines.
- HO 9 Mining, other than coal mining.
- HO 10\* Operating power-driven meat processing equipment, including meat slicers and other food slicers, in retail establishments (such as grocery stores, restaurants kitchens and delis) and wholesale establishments, and most occupations in meat and poultry slaughtering, packing, processing, or rendering.
- HO 11 Power-driven bakery machines including vertical dough or batter mixers.
- HO 12\* Power-driven balers, compactors, and paper processing machines.
- HO 13 Manufacturing bricks, tile, and kindred products.
- HO 14\* Power-driven circular saws, band saws, chain saws, guillotine shears, wood chippers, and abrasive cutting discs.
- HO 15 Wrecking, demolition, and ship-breaking operations.
- HO 16\* Roofing operations and all work on or about a roof.
- HO 17\* Excavation operations.

\* These HO's provide limited exemptions for 16- and 17-year-olds student-learners and apprentices.

For complete information see [Child Labor Provisions for Nonagricultural Occupations](#) or [here](#) Under the Fair Labor Standards Act.

## Section 8

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### Resources

For more information about Work-Based Learning in Wyoming visit these websites:

**Wyoming Department of Education Office of Career and Technical Education**

<https://edu.wyoming.gov/in-the-classroom/career-tech-ed/>

**Wyoming Workforce Services**

<https://dws.wyo.gov/>

**Wyoming Occupational Safety and Health Administration**

<http://wyomingworkforce.org/businesses/osha/>

**Federal Wage and Hour**

<https://www.dol.gov/general/topic/youthlabor>

## Section 9

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### Attachments

**Important Note:** These are SAMPLES. These are not intended to be final documents. Modifications should be made to these agreements based on local school district system policies. Customization of the school's agreed upon form can be made on an individual bases to accommodate special situations with each students placement.

**Attachment A:** Education/Training Agreement

**Attachment B:** Education Training Plan

**Attachment C:** Student-Learner and Student-Training Agreements

**Attachment D:** WBL Employer Evaluation of Student

**[Attachment E:](#)** WBL Final Survey for Students

**[Attachment F:](#)** WBL Final Survey for Parents

**[Attachment G:](#)** WBL Final Survey for Employers

**[Attachment H:](#)** WBL Job Shadowing Student Agreement

**[Attachment I:](#)** WBL Job Shadowing Parental Permission Form

**[Attachment J:](#)** WBL Job Shadowing Questionnaire