



Work-based Learning Frequently Asked Questions

How do students get involved in Work-based Learning (WBL)?

Students should contact their school's CTE Instructors, Work-based learning Coordinator, Career Advisor, or Counselor to discuss WBL opportunities. WBL experiences may also be discussed with the Individual Education Program team and included on the IEP.

What is the difference between Work-based Learning and Workplace Learning?

Work-based Learning: (For more information refer to [WBL Guidance](#))

Sustained interaction should strive for a minimum of 40 hours of one supervised experience on the worksite. As the requirement for a cooperative work experience course, one example of a sustained interaction work-based learning experience, is 75 hours per semester credit. Students completing this course would meet this indicator.

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.

Workplace Learning: Workplace Learning is not associated with Perkins V or CTE Credits.

A workplace learning experience occurs if a student has a part-time job and may leave school during designated times to work. If the student documents 40 hours of workplace learning it may be used as an indicator under Workforce Ready for the North Dakota Scholarship but does not qualify as a WBL Experience for Perkins V. Workplace Learning is a Choice Ready Indicator and is not associated with CTE. Please refer to DPI "Learn Everywhere Bill" for more information related to Workplace Learning [www.nd.gov/dpi/sites/www/files/documents/SAO/Innovation/1478%20Guidance%20\(004\).pdf](http://www.nd.gov/dpi/sites/www/files/documents/SAO/Innovation/1478%20Guidance%20(004).pdf) (1478 Guidance Document).

What does it mean to be a CTE Concentrator?

A CTE Concentrator is a student who has earned two or more credits in a single CTE program area recognized by the state.

Duplicated Count: One student may be enrolled and counted for data collection purposes in more than one course.

How do I become a WBL Coordinator?

To receive a **Provisional Work-based Learning Coordinator Endorsement**, a person must:

1. Hold a bachelor's degree from an accredited institution of higher education. (Exceptions may be made by ND CTE)
2. Have at least a five-year employment history.
3. Work for a North Dakota school district.
4. Complete ND CTE WBL Coordinator Training.
5. Complete the application for a Regular Work-based Learning Coordinator Endorsement through the North Dakota Department of Career and Technical Education on the [ESPB site](#).

Do students need to take CTE classes before they participate in a WBL experience?

To qualify for a CTE WBL credit and Perkins V students must complete 2 credits of CTE Courses in the program of study related to the WBL Experience. If a student has not completed or is not in the process of completing the CTE Courses, the experience will not count as a Perkins V CTE Credit. Refer to DPI for approval of any workplace learning experiences that are not associated with CTE Courses.

What are examples of WBL Experiences?

Work-based learning experiences include various activities ranging from short-term introduction, such as job shadowing, to long-term intensive training and paid employment. Although local school personnel typically implement work-based learning programs, they may be designed by and for the district, region, or state.

- **Apprenticeship**—a combination of on-the-job training and related classroom instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Often joint employer-labor groups, individual employers, and/or employer associations sponsor apprenticeship programs.
- **Career academies**—schools organized into small learning communities that aim to create a more personalized and supportive learning environment for students by combining academic and career-related competencies.
- **Internships**—paid or unpaid programs in which students spend time in a business, industry, or other organization to gain insight and direct experience.
- **Job shadowing**—an academically motivating activity designed to allow students to observe workplace mentors as they go through a normal day on the job. It allows students a close, personal look at the workplace.
- **School-based enterprises**—programs in which students produce goods or services for sale.
- **Service learning**—programs that combine meaningful community service with academic learning, personal growth, and civic responsibility.

Both academic and occupational instructions are needed to achieve work-based learning skills and standards. Apprenticeships are an example of combining classroom learning and on-the-job training. These types of learning activities will help the young person relate real-life work experiences to classroom instruction.

Who can be involved and what are the benefits?

Work-based learning experiences are most effective when members of the community work together collaboratively to meet their local needs by offering occupational learning and career exposure activities. A work-based learning partnership typically consists of community members and organizations, employers, labor organizations, parents, schools, and students.

Partners should be offered several possible paths of involvement, and their degree of commitment should be consistent with their capacities and interests. Once committed, the role of the partner should be clarified, and they should be supported through continual communication.

What are other options for employers in addition to providing work-site experience for youth?

Work-based learning offers employers a variety of ways to get involved besides offering a work-site experience for a young person. In any community, a good cross-section of employers is needed to make work-based learning a reality. Employers can offer various services, including:

- assisting in the development of curriculum and instruction plans,
- helping recruit instructors in specific professional and technical fields,
- volunteering to team-teach or teach where there is a need,
- providing state-of-the-art equipment and materials,
- opening up their facilities for actual instruction on-site, and
- serving as mentors.

What liability issues arise with work-based learning?

The Occupational Safety and Health Act (OSHA) regulations that apply in the workplace for adults also apply to youth, whether technically employed or not. All youth in the workplace must be provided training, protective equipment, and other health and safety precautions. The employer and school district need to work together to coordinate the delivery of safety instruction.

Youth in paid work-based learning experiences should be covered under the employer's workers' compensation insurance. Youth in unpaid work experiences cannot be covered by the employer's workers' compensation plan. However, because work-based learning experiences are considered an extension of classroom learning, they are usually protected by the school district's liability policies. School districts or employers can obtain special coverage applicable to students in the workplace. If this is the case, a written agreement should be put into place specifying the terms of the insurance requirements (e.g., hold harmless statements, responsibility for supervision, and liability and coverage for the student).

If a student is injured in an accident in transport to the work site, the liability typically rests with the party responsible for the transportation. That is, if students are driving a personally owned car, they are liable; if they take public transportation, the school district is liable; and if they are transported in a company-owned vehicle, the employer is liable.

Although work-based learning experiences are typically designed at the local level, the legal obligations and remedies involved are largely governed by state laws. Always research state laws, regulations, and policies.

Refer to the [ND CTE Hazardous Work Exemptions](#) document for more information.