



Learning that works
for Colorado

***Quality Work-Based Learning
Indicators in Colorado***



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Annual review of this document will occur with the review of the Administrators Handbook

Introduction

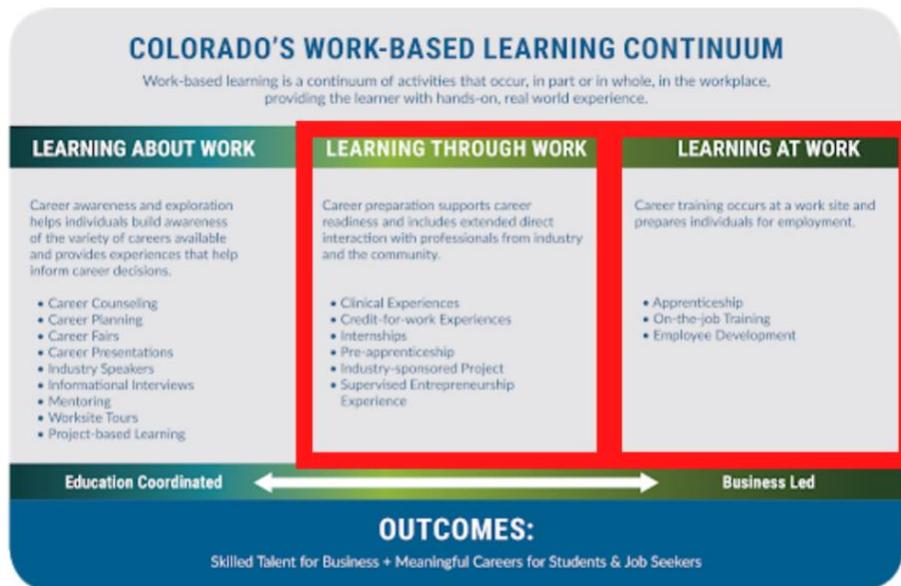
What is Work-Based Learning?

Work-based learning is a continuum of activities that occur, in part or in whole, in the workplace, providing the learner with hands-on, real world experience. It combines skill development with training opportunities and is a key strategy in Colorado for developing talent and preparing Coloradans for the workforce and evolving labor market.

Work-based learning (WBL) programs are instrumental in quality career pathways that enable students and job seekers to secure industry-relevant skills, certifications, and credentials and advance to higher levels of education and employment.

Work-based Learning Continuum

The Work-based Learning Continuum is designed to illustrate the variety of work-based learning activities that can be pursued, as well as the dynamics of which activities are housed primarily within educational entities and which are located on a job site. This tool provides clarity about the roles of different stakeholders and enhanced communication between partners. [Download the Continuum.](#)



The work-based learning continuum (above) represents activities that students should participate in as part of their career planning and development. The first area represents introductory activities focused on career exploration and planning. The second and third areas (identified within the red boxes) are those activities which are designated as work-based learning activities that will meet CTE requirements for student WBL experiences.

Work-Based Learning: Component of CTE Programs Overview

1. Perkins Definition of WBL

“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.” ([Perkins V](#))

2. Recommended Criteria for Quality WBL

- Alignment of classroom and workplace learning
- Application of academic, technical, and employability skills in a work setting
- Support from classroom or workplace mentors
- Sufficient length of learning experience (30 hours minimum suggested)

3. WBL Development Outcomes & Expectations for Program Quality

- Identify career aspirations and postsecondary workforce goals; integrate the implementation of WBL experience(s) to support these goals.
 - WBL opportunities are responsive to students’ ICAP
 - Reflect on and/or revise their career plan (ICAP) based on the WBL experience (and vice a versa when necessary)
- Develop a training plan/identification of project outcomes/competencies that specifically outlines technical skills with their supervisor/employer.
 - Leverage the PWR/Essential Skills rubric as a model + other in-field promising practices. See Resource links below.
- Agree to a supervisor/employer, evaluation process and school & industry approved safety agreement.
- Document hours, responsibilities, and learning that occurs within the WBL experience.
 - Achieve a minimum of 30 contact hours with industry (suggested)
- Receive formal, periodic evaluation from the supervisor/employer that is shared and stored at the school.

4. Types of Work-Based Learning Programs

- School-based enterprises managed by students
- Internships
- On-the-job training
- Clinical or Field Experience
- Credit for Work Experience **add statement about this credit has to align with student’s career aspiration and program pathway*
- Pre-Apprenticeships

- Apprenticeships
- Supervised Agriculture Experience - Immersion Level only
- Industry Sponsored Projects

5. Connections & Considerations

- Leverage reflection on WBL experience in any relevant **Capstone** [Projects] or Presentation Of Learning (POL) as seem appropriate
- Industry Certifications
 - Reference [CDE's Graduation Guidelines Menu & Recommendations](#)
- Project Based Learning and/or Problem Based Learning (PBL)

6. Awareness of Legal Requirements Related to WBL

- Hazardous Occupations
 - Federal and Colorado state regulations designate specific occupational areas as hazardous for youth under the age of 18. These designations are outlined in Federal Bulletin 101 for non ag and 102 for agriculture.
 - [Child Labor Bulletin 101](#) – Non-Agriculture
 - [Child Labor Bulletin 102](#) – Agriculture
 - [Colorado Youth Labor Factsheet](#)
 - Each document lists which occupations are considered hazardous (HO) for youth at different ages under 18. Some of the HO have exemptions in place for students in approved CTE programs. To qualify for these exemptions the following criteria must be met by the school, employer and student parents or guardians.
 1. The student-learner is enrolled in a course of study and training in a vocational education training program in/under a recognized state or local educational authority or in a substantially similar program conducted by a private school.
 2. Such student-learner is employed under a written agreement that provides: a. that the work of the student-learner is incidental to the training; b. that such work shall be intermittent, for short periods of time, and under the direct and close supervision of a qualified and experienced person; 6 c. that safety instruction shall be given by the school and correlated by the employer with on-the-job training; and d. that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.
 3. Each such written agreement shall contain the name of the student-learner, and shall be signed by the employer and by a person authorized to represent the educational authority or school.
 4. Copies of each agreement shall be kept on file by both the employer and either the educational authority or the school.
- Safety and Health Laws
 - [Colorado Health Department Guidelines-Food Handlers](#)
- Liability and Insurance
 - [CWDC Mythbusters document for businesses](#)

Types of Work-Based Learning Definitions

School Based Enterprises

A school-based enterprise (SBE) is 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. The management and leadership of the business enterprise should be provided by student positions identified in the business.

Internships

Internship. An opportunity in real world environments for exposure to the requirements of a particular occupation or industry, the work environment and the behavioral expectations for success on the job. Such work experiences are not expected to provide formal training for occupational skills, although some skills may be learned. For more detail on this type of WBL refer to your specific program area requirements and quality indicators section of this document.

On-the-Job Training

Structured learning conducted in the work setting under the direction of one or more of the employer's personnel. Training can be paid or unpaid, that is specifically linked to the content of a program of study and school credit.

Clinical or Field Experience

One of the more critical experiences for healthcare science students is exposure to patients in a clinical setting. This type of experience will allow you to ensure that you enjoy working with patients and that you are well suited for a career in medicine. Field Experience for students in the Early Childhood Education, Teacher Cadet and Para-educator programs is an experience in which students are supervised by a clinical teacher in a student teaching experience for a minimum of 30 contact hours.

Credit for Work Experience

Credit for Prior Learning (CPL) means credit for work experience, and Prior Learning Assessment (PLA), refers to the assessments required to approve the workplace learning for credit. CPL and PLA are distinctly different from transfer or applied credit, which recognizes and allows a student to apply relevant college course credit from a different school or earlier course work to a student's credential requirements.

Pre-Apprenticeship

Services and programs, often including classroom instruction, designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. These programs should have a documented partnership with at least one Registered Apprenticeship program sponsor and together, they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction. (See www.doleta.gov/OA/preapprentice.cfm; work-based learning)

Apprenticeship

An employer-driven model and form of experiential learning that combines on-the-job learning as a paid employee with related classroom instruction in order to increase an apprentice's skill level and wages. (See pre-apprenticeship, youth apprenticeship, registered apprenticeship)

Supervised Agricultural Experience - Immersion Level

Supervised Agricultural Experience (SAE) is the delivery model for WBL used in approved AFNR programs. It consists of two levels, Foundational and Immersion. Foundational SAE are career generic and focused on career exploration & planning, personal finance, workplace safety, college and career skills and general agricultural literacy. Foundational SAE meets CTE Career Exploration and Planning expectations but will not qualify as WBL experience. Immersion SAE will meet WBL experience requirements for CTE and consists of Entrepreneurship, Internships, Research, School Based Enterprise and Service Learning activities. Greater detail on each of these are found in the Program Specific section of this document.

Industry Sponsored Projects

The objective of an industry-sponsored project is to create a unique, high-quality educational opportunity for students, where the educational content will enhance educational objectives of the program and class to which it is assigned. Industry Sponsored Projects in any CTE program should meet the following expectations to ensure a quality WBL experience for the student:

- The education content of the project must enhance the educational objectives of the design program and the class to which it is assigned.
- The project must be organized to provide interaction of students with industry personnel appropriate to the nature of the project, such as management, finance, engineering, medical technicians, technical specialist and designers.
- Recommended student contact of 30 hours
- Educator will assist the industry sponsor in developing the project that is an appropriate fit to educational goals.
- Educator will collaborate with industry partners to develop a timeline and schedule for project and industry interaction.
- Signed agreement between industry sponsor and educator to ensure understanding of responsibilities of mentor/student/educator.

Best Practice on Reporting WBL Metrics (30 hr. Minimum Example)

The items listed in this document are best practices. To honor local control, it is important that each school district establish policies and procedures to locally implement WBL with district leadership including risk management/legal counsel. When reporting student enrollment data to Colorado CTE as it relates to the High Quality CTE WBL Metric for Perkins V, locals must be able to document why students are reported as participating in work-based learning as defined in the Colorado Perkins V State Plan. It is highly suggested that this data is reported using the district’s Student Management System ([Reference document](#), [Reference site](#)).

Types of Work-based learning and how to report:

1. Apprenticeship- This option can be integrated into a WBL course. Once the student, who is in a qualifying apprenticeship as defined by the district, completes the course and is a concentrator the student will qualify as a (1) when reporting WBL.
2. On-the-job training - This option can be integrated into a WBL course. Once a student, who is in a qualifying work experience related to their Program of Study, completes the course and is a concentrator the student will qualify as a (1) when reporting WBL.
3. Clinical experience-once the student, who is in a qualifying clinical experience as related to their Program of Study, completes the course and is a concentrator the student will qualify as a (1) when reporting WBL.
4. Internship - once the student, who is in a qualifying internship experience as related to their Program of Study, completes the course and is a concentrator the first student will qualify as a (1) when reporting WBL.
5. Pre-apprenticeship - once the student completes the pre-apprenticeship as a part of a program and is a concentrator the student will qualify as a (1) when reporting WBL.
6. School-Based Enterprise-once the student, who is in a qualifying School-Based Enterprise experience as related to their Program of Study, completes the course and is a concentrator the student will qualify as a (1) when reporting WBL.
7. Supervised Agricultural Experience (SAE) - once the student meets all of the requirements as set forth by Colorado Agriculture Education to report completion of SAE in their Program of Study, the student will qualify as a (1) when reporting WBL.
8. Industry Project
 1. Within a course
 1. If a single course contains an Industry Sponsored Project that meets the 30 hour minimum then the participating students have satisfied the WBL requirement. Once a student also qualifies as a concentrator the student will qualify as a (1) when reporting WBL.
 2. Multiple Industry sponsored projects throughout the program.
Example: 30 hours example experience. Once a student qualifies as a concentrator and has completed 30 hours of WBL through the program as seen above the student will qualify as a (1) when reporting WBL.

Level 1	Level 2	Level 3	Level 4
	15 hours or industry contact and collaboration	15 hours or industry contact and collaboration	

Program Area Specific Recommendations

AGRICULTURAL, NATURAL RESOURCES AND ENERGY

- [Supervised Agriculture Experience \(SAE\) Resources](#)
- [SAE for All](#)

BUSINESS ADMINISTRATION - INCLUDING BUSINESS, MARKETING, FINANCE, AND ACCOUNTING

- [SBE Scope and Sequence Business Operations](#)
- [SBE Scope and Sequence Retail](#)
- [Colorado BAM WBL](#)
- [WBL in Business, Marketing, or Finance](#)

ENGINEERING, TECHNOLOGY, & MEDIA ARTS

- [Work-Based Learning Scope and Sequence](#)
- [Engineering, Technology, & Media Arts](#)

HEALTH SCIENCE, CRIMINAL JUSTICE & PUBLIC SAFETY

- [Colorado Health and Public Safety WBL](#)

HOSPITALITY, HUMAN SERVICE & EDUCATION

- [CATFACS Resources](#)

SKILLED TRADES & TECHNICAL SCIENCES

- [Skilled Trades & Technical Sciences CTE](#)

ACE (ALTERNATIVE COOPERATIVE EDUCATION) - SPECIAL POPULATIONS/POSTSECONDARY WORKFORCE READINESS (PWR)

- [ACE CTE School Work-based Learning I](#)
- [ACE CTE Community Work-based Learning II](#)
- [ACE CTE International Work-based Learning III](#)
- [See all of the sequenced courses for ACE CTE here](#)
- [ACE CTE Work-Based Learning](#)
- [Promising Practices Forthcoming](#)

Assessment Guide for Your Work-Based Learning Community

Assessment Guide for Your Work-Based Learning Community

	Exploring	Emerging	Demonstrating	Thriving
Leadership	An individual or an entity is a champion of this effort	A leadership team has been established with representation from multiple partners	A leadership team meets regularly and committees are in place as needed for specific projects	A partner has devoted a full or partial FTE to manage the initiative and guide the work of the leadership team and committees
Needs Analysis	Labor market information and needs of businesses has not been analyzed or reviewed.	Labor market information and other data sources are identified and used to inform the direction of the initiative	Full analysis of data and needs has been conducted and the right solution has been picked for the identified problem	Data analysts are identified and work together across partners to regularly review relevant information
Asset Mapping	Community assets and programs are understood based only on past experiences	Assets and resources of engaged stakeholders are documented and used in decision making	Assets and resources of all community stakeholders are documented and used in decision making and strategic planning	Assets are documented and made public and updated on a regular basis
Stakeholders	At least two of the three key stakeholder groups are at the table and ready to engage in this project. The three stakeholder groups are Business, Education, and Workforce/Community	Roles of all partners are defined. Engagement opportunities exist and are known.	Partners from all three stakeholder groups actively engage in conversations and initiatives together. Work is aligned and duplication of services is not occurring.	Capacity building activities take place regularly, a governance structure is in place for decision making
Resources	Financial resources to support the work are unknown	Existing resources are known and utilized appropriately; funding may be redirected into the initiative from existing streams	Financial resources are contributed by multiple partners as they are available. A strategy is in place to coordinate funding opportunities when they arise	A sustainable business model is in place that supports a lead agency to drive this work forward on an ongoing basis
Communications	The champion communicates as needed with engaged stakeholders	Key messages are developed and a schedule is in place to engage with stakeholders	A communications lead is identified and develops messaging that informs stakeholders and expands the partnership	A strategic communications plan is in place that keeps all partners informed on a regular basis, as well as sharing stories to generate further involvement
Evaluation & Continuous Improvement	Process outcomes are defined and considered to be success	An overarching outcome has been identified and an agreed upon indicator is in place	Multiple outcomes are identified and indicators are tracked and reported regularly	Indicators are regularly reviewed and progress is reported publicly; surveys are conducted regularly to identify improvement opportunities

Helpful Links/Resources

- [CTE Work-Based Learning Toolkit](#)
- [CTE in Colorado WBL](#)
- [ACTE work-based learning guides, toolkits, and standards](#)
- Cambiar
 - [Cambiar Homepage](#)
 - [Curriculum Request Page](#)
- [ICAP Quality Indicators](#)
- [CareerWise Colorado](#)
- [Colorado Workforce Development Council \(CWDC\) WBL](#)
- DPS Training Plans
 - [Sample Training Plan 1](#)
 - [Sample Training Plan 2](#)
- [Essential Skills/PWR Rubric](#) (State Guidance)
- ICAP in 2020 & Beyond = Meaningful Career Conversations + PWR Playbook
 - [PWR Playbook](#)
 - [WBL in PWR Playbook](#)
- [WBL Myth Busting Document for Businesses](#)
- [CWDC Glossary of Terms](#)
- [CWDC Talent Equity Agenda](#)
- Virtual WBL Experience Models
 - [Various resources and ideas](#)
- [CDE WBL Incubator Webinar Series & Resources/Practices](#)
- [Louisiana Department of Education](#)
- [Iowa Guide and resources](#)
- [Kentucky Guide w/Rubrics](#) (Page 126)
- Douglas County Best Practices
 - [Best Practices – WBL](#)
 - [COVID-19 Assumption of Risk Form for Activities](#)
 - [Credit-For-Work Experience Agreement](#)
 - [Fingerprint Based Criminal History Record Check Certification](#)
 - [Permission, Assumption of Risk, Release and Waiver of Liability](#)
 - [Vetting Process for All WBL Experiences](#)
- November National Apprenticeship Month
 - [Events](#)
 - [Proclamation](#)

Glossary of terms

Apprenticeship. An employer-driven model and form of experiential learning that combines on-the-job learning as a paid employee with related classroom instruction in order to increase an apprentice's skill level and wages. (See pre-apprenticeship, youth apprenticeship, registered apprenticeship)

Career Awareness and Exploration. Career awareness and exploration helps individuals build awareness of the variety of careers available and provides experiences that help inform an individual's career decisions. Activities include: career counseling; career planning; career fairs; career presentations; industry speakers; informational interviews; mentoring; and worksite tours.

Career Counseling and Planning. Career development professionals provide services that are outside of what typically would be defined as career counseling or career planning. Some of these activities are perhaps more accurately labeled as career consultation activities. (See work-based learning)

Career Fair. A job fair, also referred commonly as a career fair or career expo, is speed dating for companies and professionals job seekers. A job fair is an event in which employers, recruiters, and schools give information to potential employees and learn about available career opportunities. (See work-based learning)

Career Pathway. A series of connected education and training programs, work experiences, and student support services that enable individuals to secure a job or advance in a demand industry or occupation. See Career Pathway System, Career Pathway Program, Career Pathway Map (See colorado.gov/pacific/sites/default/files/Career_Pathways_Step-by-Step_Guide_v3_2016_e.pdf)

Career Pathway Map. An online or paper map of how occupations connect to one another and what education and training is needed to prepare students or job seekers for occupations. Statewide career pathway maps focusing on the top industries in Colorado will be accessed on Careers in Colorado - careersincolorado.org

Career Pathway Program. A career pathway program is a set of stackable credits and credentials, combined with support services that enables students to secure industry-relevant skills, certifications, and credentials and advance to higher levels of education and employment.

Career Pathway System. A career pathway system engages education and training providers in a continuous conversation with one another and with industry to ensure that students move seamlessly through and among educational institutions and work-based experiences to build skills and credentials that meet industry demand and prepare them for jobs and careers.

Career Preparation. Career preparation supports career readiness and includes extended direct interaction with professionals from industry and the community. Activities include: clinical experiences; credit-for-work experiences; internships; and project-based learning. (See work-based learning)

Career Training. Career training occurs at a work site and prepares individuals for employment. Activities include: pre-apprenticeship; apprenticeship; on-the-job training; and employee development. (See work-based learning)

Clinical Experiences. One of the more critical experiences for healthcare science students is exposure to patients in a clinical setting. This type of experience will allow you to ensure that you enjoy working with patients and that you are well suited for a career in medicine. (See work-based learning)

College and Career Readiness (CCR). Career- and college-ready high school graduates have the skills, knowledge and abilities needed to succeed in life, whether attending college or starting a job. This readiness is based on a larger, community-focused approach that offers students the academic preparation, skills training, life planning, and social support and resources, beginning as children and continuing through adulthood.

Credit-for-Work Experiences. Credit for Prior Learning (CPL) means credit for work experience, and Prior Learning Assessment (PLA), refers to the assessments required to approve the workplace learning for credit. CPL and PLA are distinctly different from transfer or applied credit, which recognizes and allows a student to apply relevant college course credit from a different school or earlier course work to a student's credential requirements. (See work-based learning)

Internship. An opportunity in real world environments for exposure to the requirements of a particular occupation or industry, the work environment and the behavioral expectations for success on the job. Such work experiences are not expected to provide formal training for occupational skills, although some skills may be learned. (See work-based learning)

Job Shadowing. A work experience option where students learn about a job by walking through the work day as a shadow to a competent worker. Variations include: 1) Virtual Job Shadowing. Digital version of job shadowing that allows an individual to observe an occupation through the use of videos. This is a specific software platform available to customers of workforce centers and other job exploration organizations; and 2) Job Simulation. Version of career exploration that allows an individual to participate and gain experience in aspects of an occupation through simulation. (See work-based learning)

On-the-Job Training. Training in the public or private sector that is given to a paid employee while he or she is engaged in productive work and provides knowledge and skills essential to the full and adequate performance on the job. (See work-based learning).

Pre-Apprenticeship. Services and programs, often including classroom instruction, designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. These programs should have a documented partnership with at least one Registered Apprenticeship program sponsor and together, they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction. (See www.doleta.gov/OA/preapprentice.cfm; work-based learning)

Project-Based Learning. Is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. (See work-based learning)

Registered Apprenticeship. An employer-driven model that combines on-the-job learning with related classroom instruction that increases an apprentice's skill level and wages and is registered/approved with the US Department of Labor. (colorado.gov/pacific/cdle/apprenticeships; see work-based learning)

Stackable Credentials. A credential is considered "stackable" when it is part of a sequence of credentials that can be accumulated over time and move an individual along a career pathway or up a career ladder assisting in college and career readiness. (See wdr.doleta.gov/directives/attach/TEGL15-10acc.pdf)

Work-Based Learning. Learning opportunities that occur in part or in whole in the workplace and provide the learner with hands-on, real world experience. Work-based learning opportunities include but are not limited to: internships, apprenticeships, and residencies and incumbent worker training. (See URL for WBL Framework; Career Awareness and Exploration; Career Preparation; Career Training)

Work Experience. Any experience that a person gains while working in a specific field or occupation.

Worksite Tour. A field trip is an opportunity for a class to leave the classroom to see class-related experiences away from the school campus. This short-term visit to a business or agency expands the learning opportunities for participating students. The field trip allows students to observe and investigate activities related to a specific subject and career development objective. It extends the learning environment beyond the school facility, thus emphasizing the relationship between school and work. (See work-based learning)

Youth Apprenticeship. Apprenticeships for 11th-12th grade students enrolled in a traditional K-12 environment. (See work-based learning)

For more information, please visit the full listing of this glossary@ <https://cwdc.stg.colorado.gov/glossary>