



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

*Work-Based & Worksite  
Learning Guide: Career and  
Technical Education*

**2023**

# WORK-BASED & WORKSITE LEARNING GUIDE

Career and Technical Education

**January 2023**

**Rebecca Wallace**  
**Assistant Superintendent of Secondary**  
**Education and Pathway Preparation**

Prepared by:

- **Samantha L. Sanders & Jill Diehl, Ed.D.**

For questions, contact [cte@k12.wa.us](mailto:cte@k12.wa.us) or 360-725-6245.



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# TABLE OF CONTENTS

Introduction .....	6
Purpose of This Guide.....	6
Benefits of Work-Based Learning .....	6
Educational Role of Work-Based Learning.....	6
Work-Based Learning and the Every Student Succeeds Act .....	6
Work-Based Learning and the Strengthening of CTE Education for the 21 <sup>st</sup> Century Act (Perkins V) .....	7
Work-Based Learning Programs .....	7
Work-Based Learning Program Options.....	8
Work-Based Learning and Career Connect Washington .....	9
Career Connect Washington 3–Step Continuum.....	9
Career Launch.....	9
Career Launch Program Funding: Revised Code of Washington (RCW) 28A.700.130.....	10
Work-Based Learning Guidance for CEDARS Reporting.....	10
CEDARS Valid Value Definitions–Elements E16 and H32.....	11
Worksite Learning.....	13
Worksite Learning Definitions.....	13
Instructional Worksite Learning.....	13
Cooperative Worksite Learning.....	13
Career Choices as a Qualifying Class.....	14
Supported Employment .....	14
Supporting Students Receiving Special Education Services in Worksite Learning .....	14
Worksite Learning Requirements.....	15
Worksite Learning and the Washington High School and Beyond Plan.....	15
Worksite Learning Enrollment.....	16
WAC 392-121-124: Full-Time Equivalent Enrollment for Work-Based Learning .....	17
Worksite Learning CTE Enhanced Funding .....	18
Career and Technical Education Enhanced Funding .....	18
Worksite Learning Full-Time Equivalency.....	18
Worksite Learning Program Development & Management.....	20
Worksite Learning Program Development.....	20
Worksite Learning Checklist.....	20
Worksite Learning Coordinator Certification Requirements .....	20

Certification Verification.....	20
Worksite Learning Coordinator Definition.....	21
Requirements for Coordinator of Worksite Learning (Initial or Continuing certificates) (WAC 181-77-068).....	21
Career and Technical Education Teacher Preparation Specialty Standards (WAC 181-77A-180).....	21
Worksite Learning Coordinator Responsibilities.....	22
Assessment of the Worksite.....	22
Approval of Worksite for Placement of Students.....	23
Student Orientation, Preparation, and Placement.....	24
Worksite Supervisor Identification.....	24
Worksite Supervisor Program Orientation.....	25
Worksite Supervisor Student-Employee Orientation.....	25
Worksite Learning Agreement Development.....	26
Worksite Learning Plan and Evaluation Development.....	27
Student Evaluation and Feedback.....	28
Student Records Management and Reporting.....	30
Worksite Learning Specific Program Information.....	30
Worksite Learning Safety, Liability, Risk, and Labor Laws.....	32
Department of Labor & Industries (L&I).....	33
Insurance for Student Workers and Volunteers.....	33
Volunteer Worker’s Compensation Insurance Through Washington State Dept. of Labor & Industries.....	33
Record Keeping Requirements for Student Volunteers and/or Unpaid Students.....	34
Additional Considerations for Student Volunteers/Non-Paid Experiences.....	35
Child Labor Laws.....	35
Skill Center Worksite Learning Guidelines.....	35
Skill Center Worksite Learning Definitions.....	36
Frequently Asked Questions for Worksite Learning.....	38
CTE CEDARS Reporting Questions and Answers.....	40
Worksite Learning Resources.....	42
Worksite Learning Sample Forms.....	42
Worksite Learning Sample Frameworks.....	42
Worksite Learning CEDARS Reporting.....	42
Additional Worksite Learning Resources.....	42

Sample Worksite Learning Plan Objectives.....	42
General Worksite Learning Plan Objectives.....	42
Horticulture/Landscaping Learning Plan Objectives .....	43
Construction Learning Plan Objectives.....	43
RCW and WAC References .....	43
Glossary of Acronyms and Worksite Learning Terms .....	44
Acronyms .....	44
Worksite Learning Terms .....	44
Worksite Learning-WAC 392-410-315 Guidance Notes .....	47
WAC 392-410-315 Equivalency Course of Study-Credit for Worksite Learning.....	47
Additional Resource Links.....	52
Optional Resource Links (Partner Agencies).....	52
Acknowledgements.....	53
Legal Notice .....	54

# INTRODUCTION

Work-Based Learning (WBL) is an instructional strategy that provides students with career exploration opportunities and hands-on learning where knowledge gained in CTE courses can be applied to real-life work experiences. It bridges the gap between education and the working world by preparing students for future careers. WBL is beneficial for all students but can be especially useful for students from low-income backgrounds and students who may not have access to the career exposure, educational opportunities, professional networks, and social capital that often play a critical role in career success.

## Purpose of This Guide

This guide is a resource for secondary staff initiating, implementing, or improving Work-Based and Worksite Learning (WSL) programs. This includes instructors, administrators, Career and Technical Education (CTE) directors, Special Education administrators, coordinators, counselors, and support personnel. The guide can also be helpful to employers and others in the community who are interested in increasing their understanding of the components of successful WSL experiences.

This guide has the following objectives:

- To define Work-Based Learning (WBL) and its benefit to a student's educational plan
- To clarify that WSL is a subset of WBL
- To be a detailed reference guide to the proper development and implementation of a WSL program at a school district, State-Tribal Education Compact (STEC), or Skill Center
- To support schools with alignment of current policy and procedures to standards and requirements for WSL
- To be a comprehensive resource for providing WBL and WSL to Washington students

## Benefits of Work-Based Learning

Students who participate in WBL connected to their school programs may:

- Demonstrate improved academic achievement
- Realize relevance of their learning and meaningfully apply acquired knowledge
- Experience opportunities to explore career options
- Acquire workplace experience and employability skills
- Connect with an adult mentor or role model
- Be more likely to continue educational training after high school

## Educational Role of Work-Based Learning

Washington state [CTE Program Standards](#) define and require WBL as a component of all CTE programs. It is an essential element of the total educational system and provides technical skills, knowledge, and training necessary to succeed in specific occupations and careers. It prepares students for the world of work by introducing them to workplace competencies.

## Work-Based Learning and the Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) references WBL in three separate sections: In [Section 1112](#),

the legislation states that local education agency plans should describe support for WBL programs to provide students with exposure to industry professionals and the option to earn academic credit. [Section 2103](#) includes professional development for teachers and administrators on WBL instruction as an allowable use of local funds. [Section 4203](#) lists WBL as a possible indicator of career readiness at the secondary school level for the purpose of state applications for federal funds.

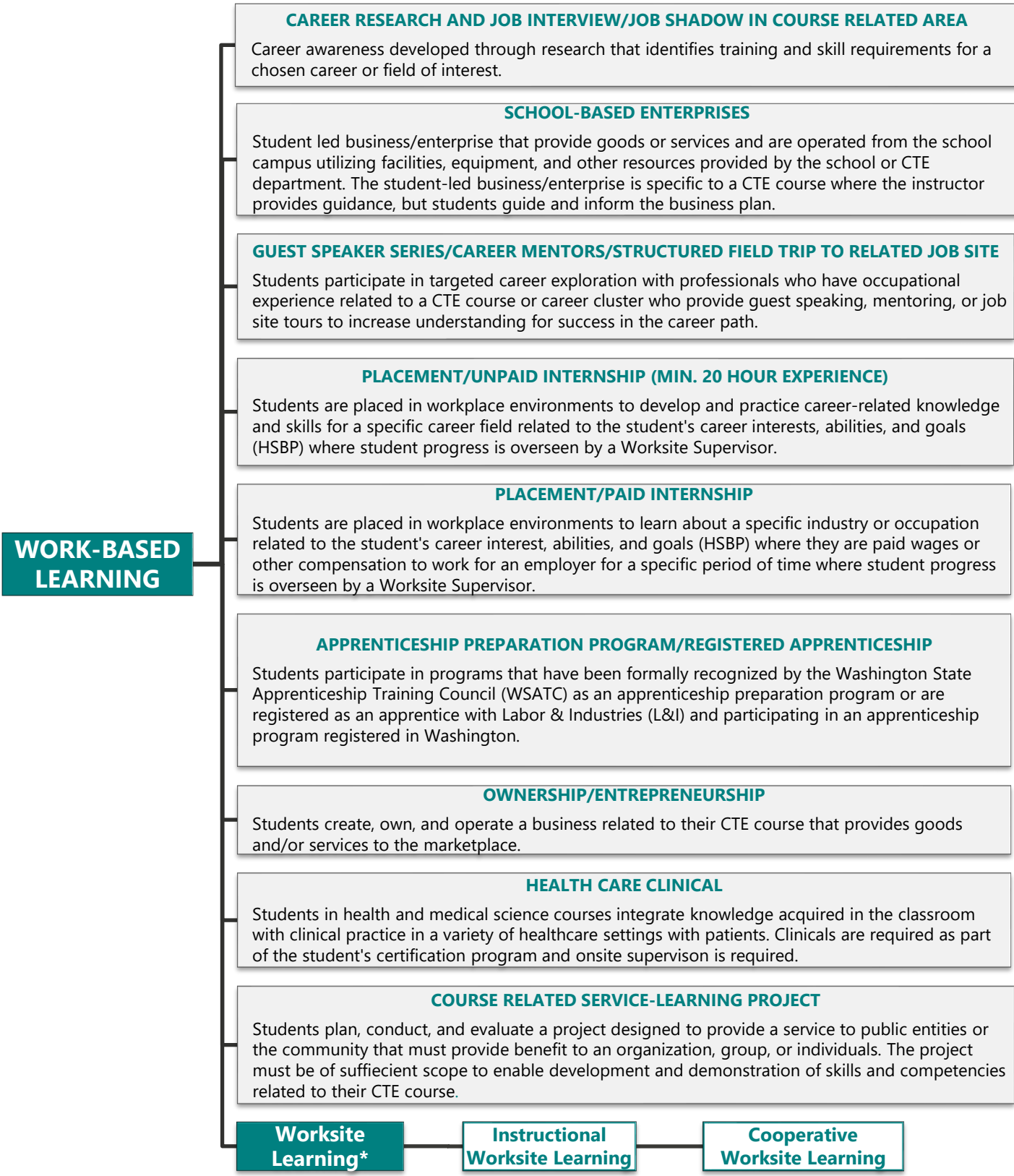
## **Work-Based Learning and the Strengthening of CTE Education for the 21<sup>st</sup> Century Act (Perkins V)**

[Perkins V](#) defines WBL 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.” WBL is included in reference to state plans, programs of study, and collaboration among secondary schools, postsecondary institutions, and employers. The law also includes participation in WBL as one of three indicators of program quality that states may select to report. Valid value definitions and guidance for reporting WBL activities in the Comprehensive Education Data and Research System (CEDARS) and reporting guidance are included in this guide under Worksite Learning CEDARS Reporting.

### **Work-Based Learning Programs**

WBL programs are federally supported in CTE to connect workplaces to the classroom to prepare students for real-world careers. The goal of every work-based learning program is to prepare students for the next generation of the American workforce. WBL program options comprise a wide range of activities that are conducted as an extended learning experience as part of a school program. The digital work environment provides multiple opportunities for in-person and virtual activities within WBL. WBL encompasses several different categories and options, including WSL which is explained in detail in the [Worksite Learning section](#) of this guide. Descriptions of WBL programs are included in the chart on the following page.

# Work-Based Learning Program Options



\*Specific information and requirements for WSL are in this guide in the [Worksite Learning section](#).



# Work-Based Learning and Career Connect Washington

Career Connect Washington (CCW) was established in 2019 when the legislature passed, and Governor Inslee signed, the Workforce Education Investment Act to provide Career Connected Learning (CCL) opportunities to Washington’s youth. CCW supports schools with development and access to WBL resources and opportunities for students. It also supports educators to expand their work connecting students with CCL pathways so youth may explore great careers while advancing their education. This support is a “3–step continuum to keep students engaged with CCL from kindergarten to post-secondary.” For more information, visit: [Home | Career Connect Washington](#).

## Career Connect Washington 3–Step Continuum

- **Career Launch:** Work-based programs with aligned classroom learning that culminate in a postsecondary credential, producing a competitive candidate for meaningful employment (includes registered apprenticeship programs).
- **Career Prep:** Career–specific instruction at a worksite or in a classroom for academic credit.
- **Career Explore:** Early exposure opportunities to careers and career options (e.g., career fairs, worksite tours).

## Career Launch

CCWs Career Launch programs are the most intensive of the CCW programs, as they prepare young adults to start their careers. These programs combine meaningful, high-quality on-the-job experience with classroom learning. Career Launch programs connect employers with young adults and students in grades K–12, Community and Technical College (CTC) and 4-year systems. These programs include registered apprenticeships and pre-apprenticeship programs that can prepare students for entry into post-secondary training and employment for high demand jobs or where they can fulfill WBL requirements for community college programs. For more information, visit: [Career Launch | Career Connect Washington](#).



Meaningful, high-quality on-the-job experience:

- At worksite
- Paid and academic credit
- Occupation-aligned
- Employer supervisor at ratio typical of occupation
- Defined competencies and skills gained
- Full compliance with existing legal regulations

Aligned classroom learning:

- Curriculum and program requirements developed in partnership with employers and industry
- Aligned with academic and employer standards
- Qualified instructors
- Dedicated student support (academic and career)

Competitive candidate:

- Able to continue in employment OR
- Successfully compete for jobs leading to financially sustainable and fulfilling careers

Valuable Credential beyond high school diploma:

- Credential attained OR
- Significant progress (at least one year) towards a 2- or 4-year credential

## Career Launch Program Funding: Revised Code of Washington (RCW) 28A.700.130

(1) Beginning in the 2019–20 school year, to allow students to engage in learning outside of the school day or in a summer program, school districts shall be funded up to one and two-tenths full-time equivalents (FTE) for Career Launch programs, as defined in [RCW 28C.30.020](#).

(2) The Office of Superintendent of Public Instruction shall develop procedures to ensure that school districts do not report any student for more than one and two-tenths FTE students, combining both the student's high school enrollment and Career Launch enrollment.

### *Calculating 1.2 FTE*

#### **Determining FTE for Classroom Hours:**

- Monthly FTE is based on enrolled weekly hours divided by 1,665
- For summer, Annual Average FTE (AAFTE) is based on actual weekly hours divided by 1,000
- To calculate a monthly FTE for before or after classroom hours during the standard school year, use actual classroom hours divided by 100

#### **Determining FTE for Worksite Hours:**

- WBL could be [Cooperative](#) or [Instructional](#) dependent on the design of the program
- Monthly FTE for work before or after school during the standard school year would be based on total monthly hours divided by 200
- Summer AAFTE would be based on total summer hours divided by 2,000

#### **Limitations:**

- The number of classroom and worksite hours claimed are capped at no more than 0.20 FTE per month
- The number of summer classroom and worksite hours claimed are capped so that the 0.20 AAFTE cannot exceed 0.20
- For students enrolled in Career Launch classrooms, worksite hours claimed during both the standard school year and summer would be capped at 0.20 FTE

## Work-Based Learning Guidance for CEDARS Reporting

Reporting of WBL activities in CEDARS will inform district accountability for Perkins 5S3 Program Quality—Participation in WBL, which will be reflected in the OSPI Perkins Dashboard in Tableau and in the annual report to the Department of Education. Activities that are not included in valid values were not included based on stakeholder engagement feedback to ensure quality criteria are met.

The following definitions should inform what is reported in **Element E16—Student Work-Based Learning Activities in the Student Schedule File** and **Element H32—Student Work-Based Learning Activities in the Grade History File**. For additional CEDARS reporting guidance, visit the [OSPI CEDARS webpage](#).

# **CEDARS Valid Value Definitions–Elements E16 and H32**

## **1-Career Research and Job Interview/Job Shadow in Course Related Area**

Students have participated in a combination of activities to meet the criteria in this category. Students will have developed career awareness through research that identifies training and skill requirements for a chosen career or field of interest; built practical skill through preparing materials and conducting a job interview with a career professional; and/or interacting with and observing one or more employees based on a student’s interest in a specific career and/or organization. Job shadowing experiences may be done in-person, virtual, one-on-one, or in a group experience.

## **2-Guest Speaker Series with Assigned Career Mentors or Structured Field Trip to Related Job Site**

Students have participated in a combination of the activities to meet the criteria for this category. Students will have participated in targeted career exploration through learning from guest speakers; professionals related to the CTE course; being connected with a professional with experience in the occupational field or career cluster to serve as a mentor; and/or opportunities to visit and learn from on-the-job site tours to build a better understanding of the skills and abilities necessary to be successful in the career path.

## **3-School Based Enterprises**

Students have led business enterprises that provide goods or services. These businesses are operated from the school campus utilizing facilities, equipment, and other resources provided by the school or CTE department while the instructor can provide guidance. The enterprises are student led and are specific to the CTE course. Students should guide and inform the business plan of the school-based enterprises. For students working in a school-based enterprise to earn WSL credit, a Worksite Learning Plan and Worksite Learning Agreement are required components of this activity.

## **4-Placement/Unpaid Internship (Minimum 20-Hour Experience)**

Students have been placed in workplace environments to develop and practice career-related knowledge and skills for a specific career field related to the student’s career interests, abilities, and goals (High School and Beyond Plan). Student progress is overseen by a Worksite Supervisor. A Worksite Learning Plan and Worksite Learning Agreement are required components of this activity.

## **5-Placement/Paid Internship**

Students have been placed in workplace environments to learn about a particular industry or occupation related to the student’s career interests, abilities, and goals (HSBP). Students are paid either through wages or other compensation to work for an employer for a specific period of time. Student progress is overseen by a Worksite Supervisor. A Worksite Learning Plan and Worksite Learning Agreement are required components of this activity.

## **6-Apprenticeship Preparation Program/Registered Apprenticeship**

Students have participated in programs that have been formally recognized by the Washington State Apprenticeship Training Council as an apprenticeship preparation program or are registered as an apprentice with Labor & Industries (L&I) and are participating in an apprenticeship program registered in Washington.

### **7-Ownership/Entrepreneurship**

Students have created, owned, and operated a business related to the CTE course that provides goods and/or services to the marketplace. The entrepreneurship experience provides students the opportunity to develop the skills necessary to become established in their own business or to gain employment. The entrepreneurship experience is student-driven and managed.

### **8-Health Care Clinical**

Students in health and medical science courses will have integrated knowledge acquired in the classroom with clinical practice in a variety of healthcare settings with patients at different stages of medical practice. The purpose is to develop understanding of the scope of healthcare professions and practice the skills learned in the classroom. Clinicals are required as part of the student's certification program and require on-site supervision. A Worksite Learning Plan and Worksite Learning Agreement are required components of this activity.

### **9-Course Related Service-Learning Project**

Students planned, conducted, and evaluated a project designed to provide a service to public entities or the community that provides benefit to an organization, group, or individuals. The project must be of sufficient scope to enable development and demonstration of skills and competencies related to the CTE course.

### **10-Student did not participate in any of the above WBL activities**

Student did not participate in any of the WBL activities over the duration of the course where they were enrolled.

**11-Could not obtain WBL activity details from prior enrollment (transfer courses, Element H32 only)** Transfer courses from previous district enrollment do not include activity details for Element H32.

# WORKSITE LEARNING

## Worksite Learning Definitions

Worksite Learning (WSL) is defined as sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institutions that foster in-depth, firsthand engagement with the tasks required in a given career field, which are aligned to curriculum and instruction. WSL is categorized as Instructional or Cooperative and both can include Supported Employment, which is designed for students who may need additional support and also receive special education services through an Individualized Education Plan (IEP). Additional terms used by industry for WSL may include internship, clinical experience, and youth or pre-apprenticeship which may also be either Instructional or Cooperative WSL.

**Instructional** and **Cooperative** WSL are learning experiences that occur at a qualified worksite outside of the classroom in fulfillment of a student's educational or career plan through the coordination of a worksite learning certified teacher. WSL provides students the opportunity to earn credit while learning in the workplace and may qualify for enhanced funding if all requirements of the Washington state [CTE Program Standards](#) for WSL defined in [Washington Administrative Code \(WAC\) 392-410-315](#) are met ([see Worksite Learning-CTE Enhanced Funding Section](#)).

## Instructional Worksite Learning

Instructional WSL includes programs where all students enrolled in a specific class participate in the WSL experience to perform tasks to gain desired skills, competencies, qualifications, or industry certifications through direct instruction from the certified classroom teacher of the course. The CTE Curriculum Framework for Instructional WSL is required to have the WSL experience included within the units of study when the course is approved by OSPI. Because the WSL experience occurs within the OSPI-approved course, an additional curriculum framework for the WSL is not required. The WSL credit is earned within the submitted curriculum framework as a component of the CTE course with 180 hours earning 1 credit. This WSL model is often used in CTE courses where a specific number of hours is needed to earn certification (e.g., nursing assistant, fire science, or apprenticeship preparation programs).

## Cooperative Worksite Learning

Cooperative WSL is defined as a learning experience where students practice in the community (or school if the experience is comparable to that in a community setting) the skills and knowledge learned in the classroom through a qualifying CTE course. The qualifying course must be passed prior to the Cooperative WSL experience, or the student may be concurrently enrolled in the qualifying course. Cooperative WSL requires an OSPI-approved CTE Curriculum Framework aligned to the CTE Program area (Agriculture Education, Business & Marketing, Family & Consumer Sciences, Health Sciences, Skilled & Technical, or STEM) of the qualifying course and WSL experience placement. [The CIP code list](#) and all Cooperative WSL CIP codes end in 8888. In Cooperative WSL, credit is earned at 1 credit for 360 hours. An employer/employee relationship must exist if the work performed by the student during the WSL experience results in a net increase

in productivity or profitability for the business or organization.

## Career Choices as a Qualifying Class

Career Choices (CIP Code 320107) is a 90- to 180-hour exploratory class that students attend daily and incorporates elements critical to all employment including leadership and employability skills. In addition, Career Choices should include specific instruction for a variety of career areas, specifically those of interest to the students in the class. Career Choices should only be used as a qualifying class for Cooperative WSL in a small school/district/STEC with limited options for exploratory offerings. An approved OSPI curriculum framework for the Career Choices class (CIP Code 320107) and the Cooperative WSL (CIP Code XX8888) class in the program area that is aligned to where students will be completing their worksite learning experience is required. **Career Choices cannot be used for Instructional WSL and have the worksite learning experience embedded in the class.** Districts needing additional information about using this option should contact an [OSPI CTE Program Supervisor](#).

## Supported Employment

Supported Employment is a form of Instructional or Cooperative WSL that requires onsite supervision by trained personnel or employees of the business who receive training and support from school personnel to work with students with receiving special education in Worksite Learning. In Supported Employment, students receiving special education services will have the opportunity to learn skills in the setting in which the skills are typically used. Unlike many CTE models, Supported Employment is a place/train/support model rather than a train/place/support model. Supported Employment plans are often developed through an Individual Education Plan (IEP) process and are frequently administered in conjunction with adult service agencies such as the Division of Vocational Rehabilitation (DVR). Supported Employment requires an OSPI-approved CTE Curriculum Framework for the WSL experience to result in CTE credit and qualify for CTE enhanced funding. The CTE Curriculum Framework required for the program is dependent on whether the design of the WSL experience is Instructional or Cooperative.

## Supporting Students Receiving Special Education Services in Worksite Learning

WSL learning uses a wide range of strategies and supports that are beneficial for all students. Students who are receiving special education services may also have additional services and accommodations and/or modifications outlined in their IEP that may need to be provided in the WBL setting to support student engagement and progress. The special education supports that a student may need to engage and make progress in worksite learning are an individualized decision made by a student IEP team. It is likely that many of the strategies that support students in other learning environments and content areas may also be beneficial in a WSL situation. A student's IEP team can be a resource for Worksite Supervisors and co-workers to understand how best to support the individualized needs of a student receiving special education services.

### *Specific Strategies to Support Students Receiving Special Education Services*

As a WSL Coordinator for students with disabilities, it is important to provide opportunities that will enhance student success in the workplace. There are many ways students can be supported prior to their initial placement and other supports that may need to be provided during work or training at

the worksite to support student progress. One way includes using principals of universal design for learning to design workspaces and tasks in ways that provide all students with multiple means for engagement in the learning and demonstrate competency in the workplace.

Potential considerations for the WSL Coordinator:

- Allow for additional time and effort to match training requirements with student abilities
- Provide for more onsite supervision and assistance when initially placing the student
- Provide reasonable accommodation and strategy information to Worksite Supervisors as determined to be needed by a student's IEP or 504 Plan
- Provide transportation to and from the worksite or facilitate a community transportation plan that will allow for independence
- Be aware that some individuals are susceptible to harassment or abuse from co-workers
- Provide training and opportunities on how to address these situations to the student and ensure that concerns are immediately addressed with the Worksite Supervisor

Worksite Learning Resources for Special Population Students is available at: [Aligning High School & Beyond Plans \(HSBP\) and IEP Transition Plans Appendix C: High School Education and Training Opportunities](#)

## Worksite Learning Requirements

### Worksite Learning and the Washington High School and Beyond Plan

Development of a student's WSL experience must be aligned to the student's High School and Beyond Plan (HSBP). [WAC 392-410-315](#) states, "The student shall be placed in the worksite that is appropriate to his or her previous learning experience and educational goals which shall be formalized through a Worksite Learning Agreement and Worksite Learning Plan. The Worksite Learning experience shall be connected to the student's HSBP. The student must have taken or be concurrently enrolled in a qualifying class."

Students who are receiving special education services will have a HSBP and if they are 16 years or older, will also have an aligned IEP Transition Plan. Together these two documents support a student to be prepared for their next steps after high school and should both be used to determine the appropriate worksite learning experience for a student's needs and post-secondary goals.

Terms within the above quotation may be defined as follows:

- "Appropriate to his or her previous learning" refers to experiences or classes (including the qualifying class) that directly relate to the worksite
- "Worksite Learning Agreement" (see [Worksite Learning Agreement Section](#))
- "Worksite Learning Plan" (see Worksite Learning Plan Development Section)
- "High School and Beyond Plan" guidelines are defined by each school district
- OSPI recommends that students include the following elements in their plan:
  - Personal interests and experiences
  - Learning style
  - Goals for high school (classes and extracurricular activities)

- Goals for after high school
- The Worksite Learning Plan should show evidence that the WSL experience is connected directly to the student's HSBP. This is accomplished through measurable learning objectives
- See the [OSPI Graduation Requirements page](#) for more information on the HSBP for Washington state

Additional information about Washington State High School Graduation Requirements is available on [The Washington State Board of Education page](#).

## Worksite Learning Enrollment

Prior to enrolling students in Instructional or Cooperative WSL, the following must be addressed:

- Students have taken or are currently enrolled in a qualifying class
- Learning objectives have been identified
- A qualifying worksite is identified
- All due diligence within [WAC 392-410-315](#) and [WAC 392-121-124](#) have been addressed at the worksite

### Instructional Worksite Learning Enrollment

The following requirements must be in place:

- According to [WAC-392-410-315](#), the student must be at least 16 years old before the experience starts (unless directly supervised by a school district employee)
- The WSL experience will be appropriate to the student's educational goals and connected to their HSBP with evidence documented in the student's records
- The student must be enrolled in a related class where the worksite experience is embedded in the class and addresses the specific approved course content

### Cooperative Worksite Learning Enrollment

The following requirements must be in place:

- According to [WAC-392-410-315](#), the student must be at least 16 years old before the experience starts (unless directly supervised by a school district employee)
- The WSL experience will be appropriate to the student's educational goals and connected to their HSBP with evidence documented in the student's records
- The student has taken or is currently enrolled in a qualifying class related to the worksite experience
  - **To receive CTE enhanced funding, the qualifying class must be one that has been approved in the local district.**

WSL hours may not be counted until after the following requirements are documented:

- ✓ The Worksite Learning Agreement is signed by the Worksite Supervisor, student, parent (if under 18), and the WSL Coordinator
- ✓ A program orientation is conducted with the Worksite Supervisor
- ✓ Student has participated with the Worksite Supervisor in a new employee orientation
- ✓ A Worksite Learning Plan is collaboratively developed and in place with the Worksite Supervisor ([WAC 392-121-124](#))

This WAC defines FTE for the WSL component of WBL and describes when and how to report hours



for CTE funding. The WAC references both Cooperative and Instructional WSL and provides the required formulas for reporting, required records that need to be maintained, and the responsibilities that WSL must be completed prior to counting a student's hours. Administrators, secretaries, and coordinators should have a complete understanding of the requirements of [WAC 392-121-124](#).

## **WAC 392-121-124: Full-Time Equivalent Enrollment for Work-Based Learning**

For WBL provided pursuant to [WAC 392-410-315](#) or by charter schools, a student's FTE shall be determined as follows:

- 1) For Cooperative WBL experience, in accordance with [WAC 392-410-315 \(1\)\(g\)](#), divide the student's hours of work experience for the month by 200; for example, 40 hours of Cooperative work experience equals two-tenths of a FTE ( $40 \div 200 = 0.20$ ). For instructional WBL experience, in accordance with [WAC 392-410-315 \(1\)\(f\)](#) and [WAC 296-125-043\(4\)](#), divide the student's enrolled hours of work experience for the month by 100; for example: 20 hours of instructional work experience equals two-tenths of a FTE ( $20 \div 100 = 0.20$ ). Enrollment exclusions in [WAC 392-121-108](#) apply to instructional work-based work learning enrolled hours.
- 2) Estimated or scheduled hours of Cooperative WBL experience may be used in determining a student's FTE on an enrollment count date, provided that the combined monthly hours reported for the school year shall not exceed the student's actual hours of Cooperative WBL experience documented on the student's work records and maintained by the school district or charter school for audit purposes.
- 3) Work-based learning provided as part of a state-approved vocational education program qualifies for enhanced vocational funding and may be included in determining a student's vocational FTE enrollment.
- 4) Preparatory WBL provided as part of a state-approved Skill Center program qualifies for enhanced Skill Center vocational funding and may be included in determining a student's Skill Center vocational FTE enrollment.
- 5) No more than 360 hours of Cooperative WBL may be claimed for funding for each credit a student pursues as reported on the student's transcript. No more than 180 hours of instructional WBL may be claimed for funding for each credit a student pursues as reported on the student's transcript.
- 6) Funding may be claimed only for Work-Based Learning hours that occur after the work-based learning plan, work-based agreement, program orientation and new employee orientation, as defined in [WAC 392-410-315](#), are completed.

# Worksite Learning CTE Enhanced Funding

## Career and Technical Education Enhanced Funding

To qualify for CTE enhanced funding for Cooperative WSL and Instructional WSL, a school district's program must first receive approval from a Career and Technical Education Program Supervisor through the OSPI CTE Program Approval process. A qualified WSL Coordinator must be identified in accordance with [WAC 181-77-068](#).

To obtain a coordinator of WSL certificate, a candidate must:

- 1) Possess a valid Initial or Continuing Career and Technical Education teaching certificate
- 2) Successfully demonstrate competencies related to coordination techniques as verified by a professional educator standards board approved program

**Instructional Worksite Learning** students are not enrolled in an exclusive WSL CIP Code. The Instructional WSL experience is simply an embedded component of an already existing OSPI-approved CTE course. Instructional WSL can be any length (e.g., 20 hours, 45 hours, 90 hours) and will be reported for CTE funding through the existing program area CIP Code.

### Examples of Instructional Worksite Learning

- 1) Students in a Health Science program who participate in a 20-hour instructional worksite experience in an industry as part of their Health Science course. There is not a specific CIP Code or additional course students need to enroll in for the WSL experience as it will simply happen as part of the Health Science course.
- 2) Students who participate in a 90-hour Instructional WSL experience as an advanced experience in the Culinary Arts program will be reported for CTE funding using the same Culinary Arts CIP Code as the initial Culinary Arts course.

**Cooperative Worksite Learning** students must be enrolled in an OSPI-approved CTE Cooperative WSL course and must have taken or be currently enrolled in a qualifying OSPI-approved CTE class related to the worksite experience to qualify for CTE funding. The Cooperative WSL course CIP Code must match the program area of the qualifying class and work experience placement.

## Worksite Learning Full-Time Equivalency

Student FTE ([WAC 392-121-124](#), [WAC 392-410-315](#)) shall be determined as follows:

- 1) Funding for WSL may be claimed only for WSL hours that occur **after** the Worksite Learning Plan, Worksite Learning Agreement, Program Orientation and Employee Orientation are completed (see the [Worksite Learning Program Development](#) section for more information).
- 2) **Cooperative Worksite Learning:** In accordance with [WAC 392-410-315 \(1\) \(g\)](#), divide the student's hours of work experience for the month by 200; for example, 40 hours of Cooperative work experience equals two-tenths of a FTE ( $40 \div 200 = 0.20$ ). No more than 360 hours of Cooperative WSL may be claimed for funding for each credit a student pursues as reported on the student's transcript.

- 3) **Instructional Worksite Learning:** In accordance with [WAC 392-410-315 \(1\)\(f\)](#) and [WAC 296-125-043 \(4\)](#), divide the student's enrolled hours of work experience for the month by 100; for example, 20 hours of Instructional work experience equals two-tenths of a FTE ( $20 \div 100 = 0.20$ ). Enrollment exclusions ([WAC 392-121-108](#)) apply to Instructional WSL enrolled hours. No more than 180 hours of Instructional WSL may be claimed for funding for each credit a student pursues as reported on the student's transcript.
- 4) Estimated or scheduled hours of Cooperative WSL experience may be used in determining a student's FTE on an enrollment count date, provided that the combined monthly hours reported for the school year do not exceed the student's actual hours of Cooperative WSL experience documented on the student's work records and maintained by the school district for audit purposes.
- 5) Instructional and Cooperative WSL experience during June of the regular school year shall be included in the May enrollment count.
- 6) WSL provided as part of a state approved CTE program qualifies for enhanced CTE funding and may be included in determining a student's CTE FTE enrollment.

# WORKSITE LEARNING PROGRAM DEVELOPMENT & MANAGEMENT

## Worksite Learning Program Development

The following checklist will guide implementation and management of WSL programs including the required documentation that must be in the district for both CTE and non-CTE programs.

### Worksite Learning Checklist

- Identify Personnel Qualifications (certification verification) for the WSL Coordinator and category of WSL experience (Instructional or Cooperative) being implemented
- Provide WSL Coordinator with responsibilities and requirements for the type of program that is being implemented.
- Complete an assessment and approval of the worksite prior to student placement
- Confirm student placement meets their HSBP educational/career goals and provide orientation to the student
- Identify a Worksite Supervisor and complete a Program Orientation that defines the objectives of the program and outlines supervisor expectations
- Develop the Worksite Learning Agreement
- Develop the Worksite Learning Plan
- Document evidence of Worksite Supervisor completing an employee orientation with the student
- Manage student records in a WSL file that includes the following:
  - Documentation of worksite qualification
  - Documentation of a qualifying class (in Cooperative WSL)
  - Documentation of worksite visits
  - Documentation of Program Orientation with Worksite Supervisor
  - Worksite Learning Agreement
  - Worksite Learning Plan
  - Record of student hours
  - Record of connection to HSBP
  - Evidence of Employee Orientation with student
  - Signed Student Evaluation Form
  - Labor and Industries documents as required
  - Copy of Parent/School Authorization form (if applicable)
  - Special Variance Form (if applicable)

## Worksite Learning Coordinator Certification Requirements

### Certification Verification

As the WSL program is developed, it is important to note the distinction between CTE and Non-CTE programs, as well as the unique qualifications required of WSL Coordinators in each program.

CTE PROGRAM	NON-CTE PROGRAM
<p><b>INSTRUCTIONAL WORKSITE LEARNING COORDINATION</b>            Worksite Learning Coordinator certification (V-Code 6000097) and certification in the CTE program where credit is being offered.</p> <p><b>COOPERATIVE WORKSITE LEARNING COORDINATION</b>            For CTE enhanced funding, Worksite Learning Coordinator certification (V-Code 6000097) is required.</p> <p><b>Note:</b> Use the OSPI-approved course CIP Code on the CIP Code Chart   OSPI for reporting.</p>	<p>Coordinators of non-CTE programs must successfully demonstrate competencies related to coordination techniques as verified by a Professional Educator Standards Board (PESB) approved program.</p> <p>Use the appropriate state course code for reporting</p>

## Worksite Learning Coordinator Definition

A certified school district employee responsible for coordinating WSL experiences. For Career and Technical Education programs the coordinator must possess a WSL certificate ([WAC 181-77-068](#)). For non-Career and Technical Education programs the coordinator must successfully demonstrate competencies related to coordination techniques as verified by a Professional Educator Standards Board approved program.

## Requirements for Coordinator of Worksite Learning (Initial or Continuing certificates) ([WAC 181-77-068](#))

**To obtain a coordinator of Worksite Learning certificate, a candidate must:**

- 1) Possess a valid probationary, initial, or continuing career and technical education teaching certificate.
- 2) Successfully demonstrate competencies related to coordination techniques as verified by a professional educator standards board approved program.

## Career and Technical Education Teacher Preparation Specialty Standards ([WAC 181-77A-180](#))

In addition to the standards identified in [WAC 182-82-332](#) or [WAC 181-77A-175](#), individuals obtaining certification in the areas of coordinator of WSL or Career Choices must demonstrate competency in the following standards.

### 1) Coordinator of Worksite Learning:

- a. The WSL Coordinator demonstrates the knowledge and ability to develop, implement, manage, and evaluate a diversified WSL program that utilizes local resources.

- b. The WSL Coordinator models ethical behavior and demonstrates the ability to facilitate, supervise, and evaluate student leadership activities.
- c. The WSL Coordinator demonstrates the ability to team with career and technical education teachers and prospective employers to relate WSL with school-based learning and to measure student performance.
- d. The WSL Coordinator demonstrates a commitment to professional development.
- e. The WSL Coordinator demonstrates a current knowledge of the essential academic learning requirements and skills for entry level workers and uses a variety of methods to ensure that students master the essential academic learning requirements.

## **2) Career Choices:**

- a. The Career Choices teacher demonstrates competency in the areas of career exploration, employment acquisition, job retention, resource management (personal, community, workplace technology, and consumerism), economic systems (entrepreneurship, economics), basis skills development, and leadership development.
- b. The career choices teacher demonstrates the ability to link classroom learning with the world of work and coordinate WSL opportunities to prepare students for the world of work.

## **Worksite Learning Coordinator Responsibilities**

WSL takes students off campus and in the community to learn, extending the school into the community. There are inherent risks associated with these experiences and the paramount responsibility of the WSL Coordinator is to prioritize and ensure student safety as they identify worksites and arrange placement for students. The following information defines the responsibilities that are required of the WSL Coordinator.

### **Assessment of the Worksite**

*Prior to students being placed on worksites* in the community, it is important to closely evaluate each worksite. The coordinator should visit the site and talk with supervisors or management regarding employment barriers, application procedures, and the individual workstation. This needs to be in conjunction with the site qualification necessary for all WSL Coordinators when facilitating any student work placement.

### *Job Analysis*

A complete job analysis needs to be performed at this time. A job analysis specifies the job tasks, environmental conditions, and the social/behavioral skills necessary for success on the job. This allows appropriate matching of a student's abilities with the specific duties of the job. It is a time to determine whether any accommodations are necessary. This will also provide assurance to the employer that the student has the capability to perform the specific tasks of the worksite.

WSL Coordinators are required to complete an assessment of the appropriateness of worksites for individual student placement to:

- Ensure that the worksite is safe and appropriate for student placement
- Identify that student abilities, training, and experience match the specific worksite
- Identify and address the unique needs of special population students at the worksite

- Ensure the WSL experience connects to prior or concurrent learning
- Place students only in occupations that are permitted by federal and state child labor laws

### *Assessing the Worksite*

When assessing the worksite, it is necessary to look closely at the organizational structure of the business. Businesses differ in their physical environments, management methods, communication, job design, employee training, and employee evaluation. It is also important to understand the effect that these will have on individuals with disabilities. A WSL Coordinator may want to work with the business to adjust their methods to better accommodate student's needs or possibly find a more appropriate job match to enhance the student's abilities.

The President's Committee on Employment of People with Disabilities provides guidelines for appropriate job analysis. These guidelines include:

- The intellectual skills needed for a training site such as reading, writing, math computation, reasoning, and problem solving.
- The work hazards of a training site including noise, air pollution, ventilation, toxic materials, and mobility requirements.
- The specific tools, machinery, and equipment that are used including the necessary dexterity to meet student needs.
- The physical demands including walking, stooping, bending, reaching, lifting, standing, and carrying.
- The social and behavioral skills necessary to work with others specific to the training situation.
- The stress, stamina, and endurance required to perform the specific job tasks at the training site.

## **Approval of Worksite for Placement of Students**

Districts or consortia must approve worksites on an ongoing basis, at least annually. An approved worksite is a workplace in business, industry, agency, or elsewhere in the community where a student pursues learning objectives as outlined in their HSBP. It is the school district's responsibility to determine the students and employers that will participate in WSL.

### *Screening Process*

The screening process for approval of the worksite should include identification and evidence of the following:

- Completion of an onsite inspection of the worksite to identify potential hazards such as power machinery, poor housekeeping, or a hazardous location (e.g., gang activity, traffic hazards, inadequate exterior lighting).
- Capacity of the worksite to provide a relevant occupational learning experience for the student.
- Safety training, procedures, and practices are in place.
- Employer compliance with all state and federal regulations (child labor laws, minor work permit, fair labor practices, [Washington Industrial Safety and Health Act \(WISHA\)](#)).
- Appropriate limits of employer liability insurance.
- Established employment policies (e.g., sexual harassment, ADA, discrimination).

## Safe Environment

Employers who agree to participate in the WSL experience must provide a safe and healthy workplace. Elements for ensuring a safe and healthy worksite include:

- Ensuring unpaid student learners are not displacing regular employees as per Fair Labor Standards Act (FLSA).
- Matching suitable students with employers.
- Informing the employer of any known student disabilities that may require accommodation.
  - *Family Educational Rights and Privacy Act (FERPA) requires parental release for medical information of those who are not school staff*

## Contractual Agreement Considerations

Executing a contractual agreement between all parties should include but is not limited to the following:

- Specific responsibilities outlined for all parties.
- Parental informed consent, medical release (see above), and assumption of risk information.
- Parental consent for student travel.
- Student volunteer workers' compensation, student accident insurance, or parent medical insurance.
- Employer general liability insurance certificate (minimum \$1 million limit).
- A nondiscrimination clause for all parties.
- Compliance with all federal and state labor and employment laws, and OSPI WBL WACs.
- A clearly written Learning Agreement.
- Mutual Hold Harmless/Indemnification language for all parties.
- Signatures by all parties (school district, employer, student, and parent).
- Approval of worksite for placement of students by district or consortia and assurance of compliance with [WAC 392-410-315](#) and [WAC 392-121-124](#).

## Student Orientation, Preparation, and Placement

Students should receive adequate orientation and preparation for their WSL placement to include but not limited to the following:

- Ensure that students meet the requirements for WSL.
- Review all WSL program requirements with potential students.
- Assure Cooperative WSL students are either concurrently enrolled in or have completed a qualifying class related to the WSL experience.
- Have students complete pre-employment training including the following:
  - Job safety/harassment training
  - Leadership and employability skills related to the worksite
  - General occupational health and safety information (information available at [Youth Health and Safety at Work | Youth.gov](#))
  - Requirements by the district for documentation of the WSL experience

## Worksite Supervisor Identification

A Worksite Supervisor is a qualified adult employee or volunteer at the worksite responsible for overseeing a student's WSL experience and acting as a liaison between the worksite and the school



district. The Worksite Supervisor should be qualified to work with youth by virtue of skill level, job knowledge, and interest. Volunteer supervisors must be designated, trained, and supervised by a qualified worksite employee.

### *Worksite Learning Coordinator Responsibilities*

The WSL Coordinator is responsible for ensuring that the Worksite Supervisor will:

- Receive a program orientation training on worksite supervision of students prior to placement of the student (see [Worksite Supervisor Program Orientation](#) below).
- Provide onsite supervision of student including appropriate instruction/feedback.
- Contribute to the development of the student's Worksite Learning Plan and assessment of the student's learning.
- Contact the WSL Coordinator for assistance as needed.
- Maintain a Worksite Learning Agreement onsite signed by the student, parent/guardian, coordinator, and Worksite Supervisor.
- Ensure that the student has received an Employee Orientation to the worksite by the Worksite Supervisor.
- Ensure that appropriate worksite safety issues have been addressed.

***Note:** Unsupervised contact between the student and Worksite Supervisor is highly discouraged. If such contact is necessary and appropriate for the success of a student's learning plan, parent/guardians must be notified and provide agreement for placement with the Worksite Supervisor.*

### **Worksite Supervisor Program Orientation**

The WSL Coordinator is required to provide the Worksite Supervisor with a program orientation to provide information about the WSL program and the expectations of the school. The orientation clarifies program objectives, establishes support systems, and delineates the responsibilities and rights of the various parties including school district, worksite, students, and parents/guardians.

The Worksite Supervisor Program Orientation should include:

- Overview of how the program operates, including benefits to the supervisor for participating in the program.
- Contact information for the WSL Coordinator.
- Introduction to the Worksite Learning Plan and Worksite Learning Agreement.
- Assistance in development of the student's Worksite Learning Plan and assessment of the student's learning.
- Worksite Supervisor signature on the Worksite Learning Agreement.
- Relevant information particular to teen worker health and safety issues.
- Review of Department of Labor and Industry employment standards for minors.
- Opportunity to discuss factors for the Worksite Supervisor to consider when determining whether a student is progressing on the job (quality of the work, employee productivity, problem-solving skills, self-direction, etc.).
- Establishment of the protocol for follow-up visits.

### **Worksite Supervisor Student-Employee Orientation**

The WSL Coordinator is responsible for ensuring that the Worksite Supervisor or worksite designee

(e.g., Human Resources) provides an Employee Orientation for the student/learner. Documentation of the student's completion of the Employee Orientation should be included in the student's WSL records. A sample form for the Worksite Supervisor Student-Employee Orientation is available under [Worksite Learning Resources](#).

The Student-Employee Orientation should include:

- Training on issues of occupational health and safety, discrimination, harassment, worker/employer rights and responsibilities, and work rules for minors.
- General company employee policies and procedures such as dress code, parking, and attendance policy.
- On-the-job orientation showing the student what they need to know to perform their job assignments.
- A description of the employer's total worksite safety and health program including:
  - How and when to report on-the-job injuries including instruction about the location of first-aid facilities in the workplace
  - How to report unsafe conditions and practices
  - Use and care of required personal protective equipment (PPE)
  - What to do in an emergency, including how to exit the workplace
  - Sexual harassment and discrimination training, including reporting procedures
  - Description of the worksite's formal accident prevention program

## **Worksite Learning Agreement Development**

A "Worksite Learning Agreement" is a contract that specifies the terms and conditions under which the WSL experience shall occur. It is agreed to and signed by the WSL Coordinator, the Worksite Supervisor, the student, and the student's parent/guardian. See sample documents at [Worksite Learning Agreement](#). Recommendations for the individual sections of the Worksite Learning Agreement are included below:

### *Student Employee/Trainee*

- Review and understand school policies
- Comply with attendance and notification of absence requirements
- Complete all required forms
- Document all hours worked
- Report all injuries promptly
- Complete a release of student records
- Understand noncompliance results

### *Parent/Guardian*

- Review and understand school policies
- Complete all required forms
- Complete a release of student records
- Provide transportation
- Understand noncompliance results

### *Employer/Supervisor*

- Provide legal employment
- Comply with Washington State employment laws
- Comply with child labor laws
- Comply with Washington State Work-Based Learning requirements ([WAC 392-410-315](#))
- Comply with district policy
- Communicate and evaluate student performance

### *Worksite Learning Coordinator*

- Consult with the Worksite Supervisor regarding the employer requirements of the Learning Agreement
- Collaborate with the Worksite Supervisor in the development of the Worksite Learning Plan
- Collaborate with the Worksite Supervisor to evaluate student performance on objectives stated in the Worksite Learning Plan
- Document all accidents and injuries, and report to district risk manager in timely manner
- Act as consultant to all parties
- Inform students of basic worksite safety and child labor laws

## **Worksite Learning Plan and Evaluation Development**

The Worksite Learning Plan should identify the specific learning objectives for the student to develop and demonstrate through placement at this worksite. The plan should be signed by the WSL Coordinator, the Worksite Supervisor, and the student. See sample document of a [Worksite Learning Plan and Evaluation](#).

The Worksite Learning Plan should ensure:

- The worksite is appropriate for the student's learning experience
- Articulated, clear, and measurable learning objectives
- Occupationally specific skills to be developed and demonstrated at the worksite
- Connection between the student's HSBP and the WSL experience, including:
  - Identification of learning objectives
  - Identification of duties and tasks
  - Assessment criteria
  - Assessment timelines

### *Learning Objectives*

Learning objectives or competencies should be customized for each student and each worksite placement. The competencies should be demonstrated and evaluated on a consistent basis as outlined in this guide. If students are unable to meet workplace standards, modifications and/or accommodations of the learning tasks/learning objectives should be developed for students to master specific competencies. See [Sample Worksite Learning Plan Objectives](#) developed and provided by Work-Based Learning Coordinators in Washington school districts as examples. A learning objective answers the question, "What will students need to know, understand, and/or be able to do after the learning experience?" Contact the specific program supervisor at OSPI for more information on industry standards.

Learning objectives should:

- Include the major concepts to be learned and the knowledge, skills, and abilities to be acquired on the job and in the classroom.
- Be aligned to appropriate industry standards and/or skill standards.
- Be individualized based on each student's educational and career goals.
- Be specific, achievable, and measurable.
- Be directly related to the goals and objectives of an Individualized Education Plan (IEP) for students with disabilities.
- Be updated for each evaluation period showing attainment of objectives and growth.

## Student Evaluation and Feedback

An important part of the student's experience is learning the attitudes and behaviors that employers are looking for in their workers. Setting the expectation from the beginning and following up with clear communication is vital to the learning. The WSL Coordinator must monitor the experience to assure compliance in all areas. Ongoing communication between all parties is essential to the success of WSL experiences. The WSL Coordinator should:

- Make regular visits to the worksite to observe and consult with students and employers (a minimum of two per transcript grading period is recommended).
- Conduct regular formal evaluations of students and worksites during the experience to measure student growth and assure that students are learning new skills throughout the experience.
- Ensure students perform functions outlined in the learning plan.
- The WSL Coordinator should meet and confer with the student after each evaluation.
- Assist all parties in resolving any student training-related issue.

### *Cooperative Worksite Learning Student Evaluation*

Students in Cooperative WSL experiences are evaluated by a qualified Worksite Supervisor during and at the end of the WSL experience using a format approved by the school district. Evaluation should include assessment of a student's industry-specific learning objectives as well as leadership and employability skills. The WSL Coordinator should review each evaluation with the student.

### *Instructional Worksite Learning Student Evaluation*

Students in Instructional WSL experiences are evaluated by the teacher of the course in collaboration with the Worksite Supervisor during and at the end of the WSL experience.

**Note:** *The student should be evaluated at least every 30 hours during the WSL experience. The teacher should review each evaluation with the student.*

The worksite learning evaluation of student progress should include:

- A process that allows participation of the student, WSL Coordinator, and Worksite Supervisor in determining the learning objectives and in completing the evaluation process.
- Achievement of learning objectives and a revision of learning objectives on a regular basis as outlined in the Worksite Learning Plan.
- A completed and signed Worksite Learning Plan to serve as tool in evaluation throughout the student's WSL experience.

- Documentation of student progress on file in the district as outlined in the Worksite Learning Agreement.

### *Evaluation Considerations for Students from Special Populations*

Frequent, informal assessments are necessary (in addition to required formal evaluations) to evaluate the progress of individuals with special needs at the worksite. It is important to evaluate the students in relation to the state employability and leadership skills ([Washington CTE 21<sup>st</sup> Century Leadership Skills](#)) as well as evaluating the job-specific skills at the worksite. With the appropriate supports and instruction, many students will be able to demonstrate the specific job skills required.

If a student is not making progress in worksite learning, the coordinator should first consider what additional supports may be needed for a student to be successful. For students who are also receiving special education services. The IEP team can be an additional resource to support student progress and to provide additional support if needed. The coordinator must also ensure that the training and evaluation methods are not interfering with the student's productivity by analyzing the organizational structure of the business and training/evaluation methods.

### *Worksite Learning and Student Behavior Management*

A community-based worksite is often a positive experience for students who may have some difficulty in the general school situation. Some students may require a plan of assistance to support appropriate behavior and social-emotional engagement in a worksite. A Plan of Assistance/Behavioral Plan is a set of procedures that address inappropriate behaviors in the workplace. This plan should be developed prior to the student's placement or employment and should assist the student in maintaining appropriate behavior at the worksite.

The Plan of Assistance/Behavioral Plan should be developed by the WSL Coordinator or in coordination with the IEP team and be shared with the student, Worksite Supervisor, the parent/guardian, and school district personnel. The following are recommended for inclusion in the plan:

- An outline of the student's rights and responsibilities
- A list of the employer's rules and regulations
- A review of the consequences and termination procedures
- A statement of the expected appropriate worksite behavior
- A description of the inappropriate behavior(s) at the worksite
- The specific consequences for the inappropriate work behaviors
- A statement describing remediation and corrective strategies
- A behavioral evaluation method and time limit
- Signatures of the student, Worksite Supervisor, parent, and WSL Coordinator

If inappropriate work behaviors continue, termination of the WSL experience may occur. The purpose of termination must be specific in a behavioral plan of assistance. This plan can assist students in becoming productive and successful employees. Further information from the school district's risk management coordinator may be necessary.

## Student Records Management and Reporting

The following is a checklist of the required documents of a student's WSL file for audit compliance and evidence of connecting the experience to the student's HSBP:

- Worksite Learning Agreement
- Worksite Learning Plan
- Record of student hours
- Record of connection to HSBP
- Labor and Industries documents as required
- Evidence of Worksite Supervisor Program Orientation
- Evidence of the Worksite Supervisor completing an Employee Orientation with the student
- Documentation of worksite qualification, site visits, and student evaluations

### *Records Retention*

All WSL records, including student files, must be kept in the school district where the student earned credit and be available for auditing purposes. To determine how long to retain student records, refer to Washington state recommendations for Records and Information Management Retention Schedule or local school district policy ([Washington State Archives](#)).

### *Reporting Student Hours for Cooperative Worksite Learning*

Students participating in Cooperative WSL are expected to work a ratio of 360 hours per one credit earned (360:1). Students may earn more than one credit for Cooperative WSL provided they have new learning plans that show growth, development, and rigor. Cooperative WSL is reported monthly to OSPI. For audit compliance, student records must include documented evidence of the number of hours worked and the time period when the hours were worked. This evidence must be verified and documented by the teacher, the student, and the employer.

### *Reporting Student Hours for Instructional Worksite Learning (e.g., Health Clinicals or hours required for specific certification/licensure).*

Students participating in Instructional WSL are expected to work a ratio of 180 hours per one credit earned (180:1). Instructional WSL is an embedded experience that requires that the teacher, in partnership with the Worksite Supervisor, develop learning objectives for the worksite experience that coincide with the course where the student will be receiving credit.

The student will be evaluated by the teacher, in partnership with the Worksite Supervisor, based on the student's Worksite Learning Plan. Successful completion of the learning objectives in the Worksite Learning Plan will entitle the student to earn credit. The student is included in the monthly reporting process for the OSPI-approved course where credit is awarded, and the worksite experience will be a component of the approved CTE Curriculum Framework where the credit is awarded.

## Worksite Learning Specific Program Information

Program specific considerations are important in the development of WSL experiences for certain CTE programs. The information below is included to provide districts and WSL Coordinators with

information on the unique nuances of these programs during the implementation, development, and management of these WSL experiences.

### *Agricultural Education*

In agricultural education, learning has never started and stopped at the classroom door. Agricultural education incorporates an authentic WBL/WSL experience as a required component of their program called a Supervised Agricultural Experience (SAE). SAE provides agricultural students with opportunities to learn and develop real-world skills outside of the classroom and beyond the school day. Resources for developing quality SAE opportunities for students are available through The National Council for Agricultural Education at [Educator Resources - SAE For All](#).

### *Apprenticeship*

Apprenticeship is a combination of on-the-job training and related supplemental instruction under the supervision of a journey-level professional. Apprentices learn the practical and theoretical aspects of a highly skilled occupation and achieve journey level status. They typically earn a percentage of a journey level wage, but it cannot be less than the state minimum wage.

### *Recognized Apprenticeship Preparation Programs*

This designation is for students who are participating in an apprenticeship preparation program that has been formally approved and recognized by the Washington State Apprenticeship Training Council (WSATC) or who are registered as an apprentice with the Department of Labor and Industries (L&I), and are participating in an apprenticeship program [registered](#) in Washington. Information on internships and apprenticeships are available at [Internships, Apprenticeships & Volunteers \(wa.gov\)](#).

Recognized apprenticeship preparation programs are career-focused education and training programs for youth and/or adults that maintain formal articulation agreements with one or more registered apprenticeship programs. These programs have a primary goal to prepare participants for successful application into competitive registered apprenticeship programs and are designed to increase the participation of underrepresented populations in registered apprenticeships. For information on applying for WSATC recognition, contact Aubre Nelson, L&I Apprenticeship Consultant for assistance with the application process at (253) 234-1932 or [nelb235@lni.wa.gov](mailto:nelb235@lni.wa.gov).

### *Health Occupations*

Health care is one of the fastest growing industry sectors in the nation according to the U.S. Department of Labor (DOL) Bureau of Labor Statistics which identifies 17 of the 30 fastest growing occupations as being in the health sector. To meet the long-term demand for workers in health care occupations, carefully planned WBL partnerships are one of the strategies that can lead students to pursue this career option. To facilitate development of quality WSL programs in the health care sector, careful planning is essential to ensure safety, risk, and legal requirements are met for placing students in a health care facility. Resources to serve as a guide in the development of WSL opportunities in health occupations are included below:

- [HOSA Work-Based Learning Guide](#)
- [Health Science Consortium - Work-Based Learning](#)

- [Road Map for Creating a Healthcare Work-Based Learning Program](#)

## Worksite Learning Safety, Liability, Risk, and Labor Laws

The district is responsible for ensuring that safety, liability, and risk for students is addressed when they participate in WSL activities. In addition, the district and the WSL Coordinator should collaborate with the WSL Supervisor to ensure compliance with all labor laws for students who are placed in WSL experiences.

### *Workplace Rights/Teen Workers*

The WSL Coordinator is a resource for both students and employers. It is the WSL Coordinator's responsibility to understand federal and state Labor and Industry laws and rules, particularly those pertaining to minor workers, and to address these laws with employers, students, and parents. Although most paperwork pertaining to youth employment is filed by the employer, the WSL Coordinator should be prepared to help employers navigate these requirements. Any paid work by a minor requires the following:

- 1) The employer must obtain a **Minor Work Permit** from the Department of Revenue. The minor work permit is an endorsement on the business license and must be renewed annually.
- 2) A **Parent/School Authorization** signed by the employer, student, parent, and school. The employer and the school must keep the parent/school authorization on file and renew it at least annually (by September 30) or whenever the work schedule changes. During the summer, the employer must keep a copy of a separate Parent Authorization for Summer Work, which does not require school approval.
- 3) Youth employment standards restrict the number of hours that students can work so as not to interfere with school. However, employers can request a **Special Variance** to extend those hours, as part of the Parent/School Authorization form. In some circumstances, the hours can be extended even further with a **Minor Work Variance**. This may be appropriate for students who are engaged in an intensive WSL program that provides school credit for hours worked. Legal requirements for minor hours of work are outlined in [WAC 296-125-027](#).
- 4) Youth employment laws prohibit certain types of hazardous activities on the job. However, employers can apply for a **Student-Learner Variance** if the hazardous activity is part of a paid WSL program offered through the school, OSPI, or a WSATC Registered Apprenticeship or Recognized Pre-apprenticeship program. For questions about youth employment laws or to request a worksite hazard assessment, contact [ESgeneral@lni.wa.gov](mailto:ESgeneral@lni.wa.gov) and ask to be referred to the Youth Employment Specialist.

### *Risk Management*

WSL opportunities can create liability exposures. It is important that all parties understand and accept their own responsibilities and liabilities. Local district risk management departments should consider issues related to student accident insurance, liability insurance, and other coverage both during the experience and when traveling to and from the worksite and should determine local



policies on student insurance requirements for non-paid experiences. Check with your district's risk manager regarding insurance requirements. Loss Control Services and information is available at the [Washington Schools Risk Management Pool](#) website.

## Department of Labor & Industries (L&I)

The Department of Labor and Industries can provide information and consultation on worksite safety for any employer. Occupational health and safety laws ([Chapter 49.17 RCW](#)) cover students involved in Cooperative and Instructional WSL placements. L&I consultants familiar with the [Washington Industrial Safety and Health Act](#) can provide specific information on any workplace health or safety standard which might apply. Employers can request a [free safety and health consultation](#) from L&I to identify and manage workplace hazards without risk of fines or penalties. Additional resources such as online safety training, videos, workshops, posters, pamphlets, and safety plan templates are available at [Safety & Health \(wa.gov\)](#). L&I publications and forms may be obtained at [Washington State Department of Labor & Industries Forms and Publications](#).

## Insurance for Student Workers and Volunteers

In paid WSL experiences (Teen Worker), accident insurance is handled through the Worker's Compensation program, the same as for any regular employee; therefore, no additional insurance is required. Students in non-paid WSL experiences are not considered employees, as an employer/employee relationship does not exist, and therefore students should provide their own medical or accident insurance. This will provide coverage in the event of an injury at the worksite or when traveling to or from the worksite.

Students may be covered for medical insurance by their parent's policy, or by the State Department of Social and Health Services Benefits for low-income families. There also may be insurance options available to the student through the school district. Student accident insurance is available for purchase by students/parents, which provides medical coverage for injuries sustained during WSL experiences. School districts can place group coverage for all students but must charge the cost back to the parents in the form of a fee.

The business owner may also provide medical-only (no indemnity, as there are no lost wages) volunteer worker's compensation insurance through the Washington State Department of Labor and Industries (see RCW and WAC statement below). This coverage is an inexpensive way for a business to provide medical coverage for student injuries sustained at the worksite during a non-paid WSL experience. State funds employers who have elected coverage for the student volunteers (participating in a school-sponsored training program) pay the L&I premiums. Schools do not pay the premium unless the student is volunteering for the school. For more information on medical insurance for student volunteers, visit [WA State Dept. of Labor & Industries - Insurance for Student Volunteers](#)

## Volunteer Worker's Compensation Insurance Through Washington State Dept. of Labor & Industries

**[RCW 51.12.170 Student Volunteers and unpaid students.](#)**

- (1) An employer covered under this title may elect to include student volunteers or unpaid

students as employees or workers for all purposes relating to medical aid benefits under [Chapter 51.36 RCW](#). The employer shall give notice of its intent to cover all of its student volunteers or unpaid students to the director prior to the occurrence of the injury or contraction of an occupational disease.

- (2) A student volunteer is an enrolled student in a public school as defined in [RCW 28A.150.010](#), a private school governed under [Chapter 28A.195 RCW](#), or a state public or private institution of higher education, who is participating as a volunteer under a program authorized by the school. The student volunteer shall perform duties for the employer without wages. The student volunteer shall be deemed to be a volunteer even if the student is granted maintenance and reimbursement for actual expenses necessarily incurred in performing his or her assigned or authorized duties. A person who earns wages for the services performed is not a student volunteer.
- (3) An unpaid student is an enrolled student in a state public or private institution of higher education who is participating in an unpaid WBL program authorized by the school. The unpaid student shall perform duties for the employer without wages but receives credit towards completing the school program, certification, or degree in return for the services provided.
- (4) Any and all premiums or assessments due under this title on account of service by a student volunteer or unpaid student shall be paid by the employer who has registered and accepted the services of student volunteers or engaged in an approved student WBL program authorized by the school and has exercised its option to secure the medical aid benefits under [Chapter 51.36 RCW](#) for the student volunteers or unpaid students.
- (5) For the purposes of this section, "unpaid student" includes a student in school sponsored, unpaid WBL, including cooperative education, clinical experiences, and internship programs.

## **Record Keeping Requirements for Student Volunteers and/or Unpaid Students**

If you fail to keep records to demonstrate individuals are qualified student volunteers or unpaid students, or if you are unable to provide records to the department upon request, L&I will determine classification and premiums due for each individual in question. See relevant rules, including [WAC 296-17-935](#), (below) for reporting options for volunteers, student volunteers, and unpaid students; and [WAC 296-17-35201](#) for recordkeeping requirements.

### ***Recordkeeping Requirements for Student Volunteers and/or Unpaid Students (WAC 296-17-925)***

If you elect to insure qualifying student volunteers and/or unpaid students as defined in [Chapter 51.12 RCW](#), as now or hereafter amended, you must give the department written notice on a form prescribed by the department. All entities with coverage for qualifying student volunteers or unpaid students must maintain the following additional records relating to:

- Names of all qualifying persons that the employer seeks to cover under this election.
- Proof of registration of qualifying persons' current enrollment in school or institution of

higher education as defined in [RCW 51.12.170](#).

- Authorization from the school or institution of higher education for qualifying persons' participation in the school's volunteer program or the school's unpaid WBL program.
- Qualifying persons' actual hours worked, unless you have notified the department in writing of your decision to report 100 hours per volunteer per calendar year (100 hour-cap method; see [WAC 296-17-935](#)).

## **Additional Considerations for Student Volunteers/Non-Paid Experiences**

Unpaid WSL is appropriate for students learning a task, and not those competent to perform the task independently. The student must remain a learner in the workplace throughout the experience and as proficiency is demonstrated, learning plans must be revised.

A student enrolled in an approved school WSL program would not be considered an employee for Fair Labor Standards Act (FLSA) purposes if *all* the following criteria are met:

- The student receives ongoing instruction at the employer's worksite and receives close, onsite supervision throughout the learning experience so that any productivity is offset.
- The placement of the student at the worksite during the learning experience does not result in the displacement of any regular employee.
- The student is not entitled to a job at the completion of the learning experience.
- The employer, student, and parent/guardian understand that the student is not entitled to wages or other compensation for the time spent in the learning experience.

## **Child Labor Laws**

The *YouthRules!* Initiative promotes positive and safe work experiences for teens by providing information about protections for young workers to youth, parents, employers, and educators. Through the *YouthRules!* initiative, the U.S. Department of Labor and its partners promote positive and safe work experiences that help prepare young workers in the 21st-century workforce.

From the [YouthRules! website](#), one can quickly access information about federal and [state](#) labor laws that apply to young workers. The website educates teens on the rules, and provides information for parents, educators, and employers.

As part of the *YouthRules!* initiative, the U.S. Department of Labor and its partners develop and distribute informational materials, provide training on federal and state rules governing young workers, increase awareness through public service announcements, and develop other tools designed to increase compliance with federal and [state](#) laws.

## **Skill Center Worksite Learning Guidelines**

Skill Center WSL activities provide an opportunity for students in Skill Center programs to practice and enhance skills they are learning or have learned in a workplace or like setting. The Skill Center WSL experience can be Instructional or Cooperative.

- The participating student must be concurrently enrolled in the Skill Center program.
- Skill Centers planning to offer a WSL component of an approved Skill Center program must go through an approval process developed by OSPI.

- Skill Center WSL activities will be reported, tracked, and monitored under program code 45 (see state accounting manual) specifically established for FTE and fiscal tracking of WSL activities conducted at Skill Centers.
- It is the responsibility of each Skill Center and participating district to ensure that students participating in WSL activities do not exceed the 1.6 FTE allowed for Skill Center FTE cap.
- All Skill Center WSL activities and hours must be monitored and coordinated by a CTE certified teacher that holds a WBL endorsement or by a certified Work-Based Learning Coordinator.

## Skill Center Worksite Learning Definitions

WSL is more comprehensive and structured than other types of WBL. WSL may qualify for enhanced funding if all elements of the CTE standards for WSL defined in [WAC 392-410-315](#) are met. All WSL in Skill Centers is categorized as either Instructional or Cooperative. Other terms used by some industries may include internship, clinical experience, and youth or pre-apprenticeship. WSL provides students with the opportunity to learn in the workplace while applying skills and knowledge obtained in their qualifying classes at the Skill Center. Instructional and Cooperative WSL both occur at a qualified worksite outside of the Skill Center classroom in fulfillment of a student's HSBP career and educational plan.

### *Skill Center Instructional Worksite Learning*

Instructional WSL means a learning experience that takes place in the community (or school, if the experience is comparable to that in a community setting) *as an embedded part of a specific program content* where the student performs tasks to gain skills, competencies, qualifications, or industry certifications through direct instruction. There is no separate claim for apportionment for Instructional WSL as it is part of the regular apportionment already received by the Skill Center for the student enrolled in the program as per the guidelines set forth in the OSPI Enrollment Reporting Handbook for approved Skill Center programs.

### *Allowable Examples of Instructional Worksite Learning at the Skill Center*

- Medical Occupation students working in a clinical setting to earn their Certified Nursing Assistant licensure. Students in these programs are required to complete a certain number of hours in the clinical setting. This is Instructional WSL, and it is embedded in the Medical Occupations program and part of the 540-hour program.
- Culinary Arts students who may occasionally work catering events outside the regular school day. This is a common requirement of the program and provides an opportunity for students to gain the desired occupational skills and is included as part of the 540/1080-hour program.
- Automotive Technology students working in a dealership or repair facility during or after school with training directed by the instructor to acquire occupational skills and is part of the 540/1080-hour program.
- Advanced Fire Fighting students participating in Fire Fighter I Academy. These students are acquiring occupational skills to become eligible for Fire Fighter I certification. They are

participating in a recruit academy to obtain the skills needed for *International Fire Service Accreditation Congress (IFSAC)* Fire Fighter I certification. These hours are part of the 540/1080-hour program.

### *Skill Center Cooperative Worksite Learning Apportionment*

Students earning cooperative WSL credits must complete 360 hours of work experience hours per credit granted, 180 per semester credit. The participating student must be concurrently enrolled in the Skill Center program. Apportionment for Cooperative WSL is claimed using the guidelines set forth in this guide and in the OSPI Enrollment Reporting Handbook. Skill Center Cooperative WSL will require OSPI CTE course approval under Cip Code XXX8888.

### *Allowable Examples of Cooperative Worksite Learning at the Skill Center*

- Advanced Medical Occupations students. These students are enrolled in an advanced program and are practicing their skills in the workplace either in a paid or unpaid placement. These students may also be pursuing additional certifications requiring additional hours of clinical experience.
- Automotive Youth Education Systems (AYES) Automotive Interns. These students have completed the basic program and are practicing their skills in the workplace either in a paid or unpaid placement.
- Fire Fighting students serving as Conditional Volunteer Fire Fighters in regularly scheduled drill events at their assigned station. These students are enrolled in an advanced program and are practicing their skills in the workplace. These students may also be pursuing additional certifications requiring additional hours of clinical experience.

# FREQUENTLY ASKED QUESTIONS FOR WORKSITE LEARNING

Student Placement, Enrollment, and Reporting Questions and Answers:

## **Is there a maximum amount of WSL credits that a student can earn?**

There is no maximum, however, for each new experience the student needs to have a new learning plan that shows continued growth and development in all elements of the learning plan. There should also be the appropriate number of evaluations reflecting that growth and development. The Worksite Learning guide indicates there should be an evaluation for every 30 hours of an instructional WSL experience and twice within a grading period for a cooperative WSL experience.

## **Who can coordinate Cooperative WSL?**

Cooperative WSL for career and technical education (CTE) enhanced funding may be coordinated by any certified WSL Coordinator ([WAC 181-77-068](#)). Instructional WSL shall be coordinated by a certified WSL Coordinator who is also certified in the CTE program where credit is being offered ([WAC 392-410-315](#)). For non-CTE programs the coordinator must successfully demonstrate competencies related to coordination techniques as verified by a professional educator standards board approved program.

## **What is the connection between the CTE Program Standards, WBL, and WSL?**

CTE Program Standards affirm exploratory courses will include extended learning opportunities and preparatory courses will include WBL opportunities as identified in this guide. WBL options are outlined in the [Work-Based Learning Programs](#) and include a variety of learning opportunities.

## **How can Career Choices meet the requirement that the worksite experience “connects to prior or concurrent learning” in the field before placement in the worksite?**

Career Choices (CIP Code 320107) is a 90-hour exploratory class that students attend daily. This course incorporates elements critical to all employment including leadership and employability skills. In addition, Career Choices should include specific instruction for a variety of career areas, specifically those of interest to the students in the class. Districts may only use Career Choices as a qualifying class for Cooperative Worksite Learning if they are a small district with limited options for exploratory offerings. Districts would need to have an OSPI-approved curriculum framework for the Career Choices class and for the Cooperative Worksite Learning program area where students will be completing their worksite learning experience. **Career Choices cannot be used for Instructional Worksite Learning and have the worksite learning experience embedded in the class.** Districts needing information about using this option should contact an OSPI Program Supervisor.

## **Does a student have to be in a paid experience to be considered Cooperative WSL?**

No. However, students in non-paid WSL experiences are not considered employees and an employee/employer relationship does not exist in this situation. Given that, a school district will want to consider issues related to student accident insurance, liability insurance, and other coverage both during the experience and when traveling to and from the worksite.

### **What are the differences between “instructional” and “cooperative” WSL?**

**Instructional Worksite Learning** is an extended learning experience in the community or school as an *embedded part of specific CTE course leading to a certification/employability*. Instructional WSL is counted as part of the reporting for the CTE class where it the WSL is embedded. Instructional WSL occurs within the existing 180-hour course to earn one credit. **Cooperative Worksite Learning** is an extended learning experience in the community or school where students practice the skills and knowledge learning in the classroom after completing or being concurrently enrolled in a “qualifying CTE class” and an additional OSPI-approved CTE Curriculum Framework for the Cooperative WSL experience is also required. Cooperative WSL requires 360 hours to earn one credit.

### **What paperwork is necessary for a student involved in Instructional WBL who is working within the school and is part of a class?**

If the school becomes the workplace, all the required paperwork would be the same as an out-of-school placement. The following are required: Worksite Learning Agreement, Worksite Learning Plan, Student Evaluation process during the experience, employee orientation documentation, and evidence that the experience is connected to the student’s HSBP. District liability forms and procedures may differ from when a student leaves campus for a similar experience, it is recommended that you meet with the district/STECC risk manager.

### **If a student’s “qualifying class” is not CTE, but the coordinator for the WSL experience is CTE certified, could a district collect enhanced CTE funding for that student’s WSL experience?**

No, to receive CTE enhanced funding, the student must have taken or be concurrently enrolled in an OSPI-approved CTE class related to the worksite experience.

### **Do I need to submit a framework for WBL and what does it include?**

Instructional WSL is embedded in the framework for the OSPI-approved CTE course. Cooperative WSL requires an OSPI-approved CTE Curriculum Framework with the XXX8888 CIP code related to the qualifying class and WSL experience placement. The framework is completed according to the requirements for all CTE Curriculum Frameworks. For the Skills Gap Tab in the Course Approval Process, it is required to include the Advisory Committee minutes approving the course and the labor market data as is required for all submitted frameworks. A sample framework is available on the CTE [Work-Based Learning page](#).

### **Where can I find the required forms for WSL (e.g., Learning Plan)?**

Sample forms are located in this guide at [Worksite Learning Sample Forms](#) and on the [Work-Based Learning page](#) of the [OSPI website](#).

### **If the students are doing a clinical or practicum, are they required to complete the documentation?**

The documentation is required for all students in a WSL Experience.

### **Are districts required to purchase insurance to cover students in the workplace or at the worksite? (unpaid/volunteer students)**

In paid WSL experiences, accident insurance is handled the same way it is handled for a regular employee through the Worker’s Compensation program, therefore, no additional insurance is

required. Visit the following websites for additional information about hiring minors and teen worker safety: [Washington State Department of Labor & Industries-How to Hire Minors](#). Students in non-paid WSL experiences are not considered employees, an employer/employee relationship does not exist, and therefore students should provide their own medical or accident insurance. This will provide coverage in the event of an injury at the worksite, or in the event of an injury to or from the worksite.

**What is the difference between a WSL Coordinator and a WSL Supervisor? Can they be the same person?**

No, these are two separate roles. The WSL Coordinator is the district employee who meets specific certification requirements (dependent on the type of WSL Program) and manages the required procedures and documentation for a student's WSL Experience. The WSL Supervisor is the employee of the business or industry where the student is placed for their WSL experience.

## CTE CEDARS Reporting Questions and Answers

**Each activity states that a Training Agreement is a planning component of the activity. Is there a specific training agreement needed for career research, job interview, or guest speakers?**

The OSPI CTE office has templates for training plans and training agreements to support implementation of these activities, but these forms are not part of the student information requirements required for upload to CEDARS. Formal WSL, including paid and volunteer placement, does require formal documentation of a Worksite Learning Agreement and Worksite Learning Plan. Sample forms are available in this guide at [Worksite Learning Sample Forms](#) and on the [Work-Based Learning page](#) of the [OSPI website](#).

**Does a Mock Job Interview qualify under "Career Research and Job Interview/Job Shadow"?**

A singular job interview experience (including a mock interview) would not meet the requirement for a Career Research and Job Interview/Job Shadow. The expectation is that students would complete a series of the activities in this category of WBL.

**How are the WBL activities captured and entered by individual students?**

They are entered in the school district's Student Information System (SIS) which looks different for each district. Your SIS manager should be your primary resource for entering this information.

**Does the option for selecting the Guest Speaker element only apply to those students for whom an Assigned Career Mentorship exists?**

If a student does not have an assigned career mentor, there are other options within this category for utilizing a guest speaker.

**To meet CEDARS reporting requirements, are you required to have more than just one guest speaker?**

Yes, CEDARS reporting requires more than just one guest speaker, a series of elements in this category should be provided. For additional CEDARS reporting guidance, see the sections of this guide on [CEDARS Work-Based Learning Activities Definitions](#) and [CEDARS Work-Based Learning Activities Definitions and Scenarios](#), or visit the [OSPI CEDARS webpage](#).



**WBL Value Option 10 “Student did not participate in any WBL,” does this need to be entered for every student enrolled in every CTE course if they did not participate in one of the WBL activities?**

This is dependent upon how your student information system (SIS) is structured. Reach out to your district’s SIS manager, CEDARS reporting manager, or the vendor support team for your SIS to determine if there is a default to “no WBL.”

# WORKSITE LEARNING RESOURCES

## Worksite Learning Sample Forms

- [Worksite Learning Employer Orientation Checklist](#)
- [Worksite Learning Plan and Evaluation](#)
- [Worksite Learning Agreement](#)

## Worksite Learning Sample Frameworks

- [Worksite Learning Framework Template](#)

## Worksite Learning CEDARS Reporting

- [CEDARS Work-Based Learning Activities Definitions](#)
- [CEDARS Work-Based Learning Activities Definitions and Scenarios](#)

## Additional Worksite Learning Resources

- [2022–23 Work-Based Learning Reporting Guidance Handbook Excerpt](#)
- [Work-Based Learning Classroom Reporting Tool](#)
- [Work-Based Learning Classroom Planning Tool](#)
- [CIP Code Chart | OSPI](#)

## Sample Worksite Learning Plan Objectives

(Provided by Work-Based Learning Coordinators in Washington school districts)

### General Worksite Learning Plan Objectives

- Learn about company history/policies
- Learn daily business procedures and routines
- Learn to address people properly
- Learn/demonstrate appropriate business/industry work ethic
- Learn/demonstrate use of proper grammar and vocabulary
- Learn company anti-theft procedures
- Learn proper time management
- Learn/demonstrate customer service skills
- Learn to promote a professional image
- Learn daily procedure and routines specific to this workplace
- Develop communication skills between manager and coworkers
- Learn/demonstrate proper care of work area
- Learn/know company structure/chain of command
- Learn/demonstrate understanding of the use of appropriate tools or equipment necessary to complete job tasks
- Demonstrate ability to prioritize job tasks
- Demonstrate ability to be self-directed with job responsibilities

## Horticulture/Landscaping Learning Plan Objectives

- Describe/demonstrate proper growing techniques
- Describe/demonstrate proper use of organic mulch
- Learn/demonstrate understanding of landscaping terminology
- Describe/define plan characteristics
- List various methods of watering practices
- Explain seed germination
- Identify methods of planting

## Construction Learning Plan Objectives

- Learn to use measuring tape with accuracy
- Match types of lumber to grades of lumber
- Demonstrate ability to solve math problems related to the construction industry
- Learn to read architectural blueprints
- Perform a differential leveling job with the level transit
- Lay out and set batter boards and building lines
- Demonstrate understanding of forming techniques and foundation types
- Design and construct stair forms
- Identify floor and sill framing techniques

## RCW and WAC References

### Coordinator-Related

[WAC 181-77-068](#)

Requirements for coordinator of WBL initial or continuing certificates.

[WAC 392-121-124](#)

FTE enrollment for WBL.

[WAC 392-410-315](#)

Equivalency Course of Study—Credit for WBL

### Employer-Related, Labor & Industries

[RCW 49.12.121](#)

Wages and Working Conditions of Minors—Special Rules

[Title 296 WAC](#)

[Chapter 296-125 WAC](#)

[WAC 296-125-027](#)

[WAC 296-125-0275](#)

[WAC 296-125-030](#)

Department of Labor and Industries, Department

Nonagricultural Employment of Minors

Hours of Work for Minors

Employing Minors, Recordkeeping Requirements

Prohibited and Hazardous Employment—All Minors

[Chapter 296-126 WAC](#)

Standards of Labor for The Protection of The

Safety, Health, And Welfare of Employees for All Occupations

Subject to [Chapter 49.12 RCW](#)

[Chapter 296-128 WAC](#)

Minimum Wage

[WAC 296-128-400](#)

Minors

[Chapter 296-131 WAC](#)

Agricultural Employment Standards

[WAC 296-131-100](#)

Permits to Employ Minors

[WAC 296-131-125](#)

Prohibited and Hazardous Employment; Agricultural

[WAC 296-131-140](#)

Variations

# Glossary of Acronyms and Worksite Learning Terms

## Acronyms

- ASL:** American Sign Language; a program approved for CTE funding that may meet foreign language requirements for Washington State Colleges and Universities
- CCL:** Career Connected Learning
- CCW:** Career Connect Washington
- CEDARS:** Comprehensive Education Data and Research System
- CIP:** Classification of Instructional Programs (codes assigned nationally to CTE courses)
- CTE:** Career and Technical Education
- CTSO:** Career and Technical Education Student Organization, formerly VSO or Vocational Student Organization
- DO:** Diversified Occupations
- ESEA:** Elementary and Secondary Education Act (Reauthorized in 2001 as the “No Child Left Behind Act”)
- ESSA:** Every Student Succeeds Act (2015 reauthorization of the ESEA)
- FCS:** Family & Consumer Sciences
- FLSA:** Fair Labor Standards Act
- HSBP:** High School and Beyond Plan
- IEP:** Individual Educational Plan (for students with disabilities)
- L&I:** Labor and Industries Department in the State of Washington responsible for granting Special and Standard variances minor worker rules
- OSPI:** Office of Superintendent of Public Instruction, State of Washington
- PESB:** Professional Educator Standards Board.
- PSA:** Parent School Authorization form, available online from Washington State Labor and Industries at [www.lni.wa.gov](http://www.lni.wa.gov)
- RCW:** Revised Code of Washington
- SAE:** Supervised Agriculture Experience
- SBE:** State Board of Education
- SCANS:** Secretaries Commission on Achieving Necessary Skills (US Department of Labor & Education)
- SPI:** Superintendent of Public Instruction, State of Washington
- STEC:** State Tribal Education Compact
- WAC:** Washington Administrative Code
- WISHA:** Washington Industrial Safety and Health Act
- WBL:** Work-Based Learning
- WSAC:** Washington Student Achievement Council
- WSATC:** Washington State Apprenticeship and Training Council
- WSL:** Worksite Learning
- WSRMP:** Washington Skills Risk Management Pool

## Worksite Learning Terms

**Cooperative Worksite Learning:** A learning experience where students practice in the community (or school if the experience is comparable to that in a community setting) the skills and knowledge learned in the classroom after completion of or concurrent enrollment in a qualifying course. See the [Cooperative Worksite Learning](#) section of this guide for more.

**Individual Education Plan (IEP):** Individualized Education Program or IEP means a written statement of an educational program for a student eligible for special education services that is developed, reviewed, and revised in accordance with [WAC 392-172A-03090](#) through [WAC 392-172A-03135](#).

**Instructional Worksite Learning:** A learning experience that takes place in the community (or school, if the experience is comparable to that in a community setting) as an embedded part of a specific OSPI-approved CTE course where all students enrolled in the class perform tasks to gain desired skills, competencies, qualifications, or industry certifications through direct instruction of the classroom teacher. See the [Instructional Worksite Learning](#) section of this guide for more information.

**Minor Work Variance:** Youth employment standards restrict the number of hours that students can work so as not to interfere with school. Employers can request an extension of the Special Variance, as part of the Parent/School Authorization form. This may be appropriate for students who are engaged in an intensive WSL program that provides school credit for hours worked.

**PESB-Approved Coordination Techniques Programs:** These are the programs approved by the Professional Educator Standards Board to provide training for WSL Coordinators. These programs are included in the appendix.

**Postsecondary Credential:** Certificate or at least one year towards an associates or bachelor's degree.

**Program Orientation:** A meeting conducted by a WSL Coordinator giving information to a Worksite Supervisor about the WSL program of the school. The orientation clarifies program objectives, establishes support systems, and delineates the responsibilities and rights of the various parties—school/district, worksite, students, and parents/guardians. The WSL Coordinator qualifies the worksite and the Worksite Supervisor.

**Qualifying Class:** Any high school CTE class previously passed or one the student is concurrently enrolled that directly connects the knowledge and skills learned in the class to opportunities provided by the WSL experience. For Career and Technical Education funding "qualifying class" means an OSPI-approved CTE class in the district offering WSL credit.

**Regular Variance:** If the extra hours provided by the special variance are not enough, the business can pursue a regular variance with L&I.

**Special Variance:** According to Labor & Industries, minors (students under the age of 18) can only work 20 hours per week. However, many 16 and 17-year-olds have a reduced school schedule or have demonstrated that they are able to work additional hours on top of their school schedule and extracurricular activities. L&I has delegated the responsibility to grant permission for a minor to work up to 28 hours during the school week to the parents and the school.

**Student-Employee Orientation:** Training for the student facilitated by a Worksite Supervisor or designee (e.g., human resources). This is necessary for students in Cooperative WSL and Instructional WSL experiences. The orientation includes worksite safety procedures and practices, workers' rights and responsibilities, issues related to harassment, and employer policies, worksite procedures and expectations. The orientation shall also include a description of the formal accident prevention program of the worksite. See the [Worksite Supervisor Student-Employee Orientation](#) section of this guide for more information.

**Student-Learner Variance:** Youth employment laws prohibit certain types of hazardous activities on the job. Employers can apply for a **Student-Learner Variance** if the hazardous activity is part of a paid WSL program offered through the school, OSPI, or a WSATC Registered Apprenticeship or Recognized Pre-apprenticeship program. For questions about youth employment laws or to request a worksite hazard assessment, contact [ESgeneral@lni.wa.gov](mailto:ESgeneral@lni.wa.gov) and ask to be referred to the Youth Employment Specialist.

**Supported Employment:** Supported Employment is a form of Instructional or Cooperative WSL that requires onsite supervision by trained personnel or employees of the business who receive training and support from school personnel to work with students with receiving special education in Worksite Learning.

**Washington state CTE Program Standards:** The Career and Technical Education Program Standards are designed to empower students to live, learn and work as productive citizens in a global society. Career and Technical Education programs must meet standards established by the Office of Superintendent of Public Instruction. These CTE standards are designed to ensure high quality, consistent, and relevant CTE programs as essential components of educational and career pathways. These standards provide OSPI approval guidelines for CTE courses and guide the development and continuous improvement of CTE programs in local school districts.

**Work-Based Learning:** 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, which are aligned to curriculum and instruction.

**Worksite Learning:** A learning experience that occurs at a qualified worksite outside the classroom in fulfillment of a student's educational or career plan through the coordination of a WSL certified teacher. Direct instruction and supervision are provided by a qualified Worksite Supervisor.

**Worksite Learning Agreement:** A contract that specifies the terms and conditions under which the WSL experience shall occur. It is agreed to and signed by the school district, Worksite Supervisor, student, and the student's parent/guardian ([Worksite Learning Agreement](#)).

**Worksite Learning Coordinator:** A certified school district employee responsible for coordinating WSL experiences. For Career and Technical Education programs the

coordinator must possess a WSL certificate. ([WAC 181-77-068](#)) For non-Career and Technical Education programs the coordinator must successfully demonstrate competencies related to coordination techniques as verified by a Professional Educator Standards Board approved program. See the [Worksite Learning Coordinator Certification Requirements](#) section of this guide for more information.

**Worksite Learning Plan:** A written outline of the learning objectives and the process for evaluating the attainment of the identified learning objectives. The plan should be signed by the WSL Coordinator, the Worksite Supervisor, and the student. A sample document is available at [Worksite Learning Plan and Evaluation](#).

**Worksite Learning Objectives:** Learning objectives or competencies should be customized for each student and each worksite placement. The competencies should be demonstrated and evaluated on a consistent basis as outlined in this guide. If students are unable to attain workplace standards, modifications and/or accommodations of the learning tasks/learning objectives should be developed for students to master specific competencies. See the [Sample Worksite Learning Plan Objectives](#) section of this guide for examples of learning objectives.

**Worksite Supervisor:** A qualified adult from the worksite responsible for overseeing the WSL experience and acting as liaison between the worksite and school district. See the [Worksite Supervisor Identification](#) section of this guide for additional information.

## **Worksite Learning-[WAC 392-410-315](#) Guidance Notes**

### **[WAC 392-410-315](#) Equivalency Course of Study-Credit for Worksite Learning**

School districts may accept WSL in lieu of either required or elective high school credits if such WSL meets the standards under subsections (1) through (5) of this section. Comprehensive guidelines are available on the OSPI web site and in the WSL manual.

#### 1) Definitions

- a. "Work-Based Learning" means a learning experience that connects knowledge and skills obtained in the classroom to those needed outside the classroom and comprises a range of activities and Instructional strategies designed to assist students in developing or fulfilling their education plans.

**Note:** *This includes all Perkins Indicators which are all instructional WBL activities and are included in the framework for the specific course. The WBL experience is a part of and reported in CEDARS under the CIP code for the OSPI-approved course. See the [Work-Based Learning Guidance for CEDARS Reporting](#) section of this guide for more information.*

- b. "Worksite Learning" means a learning experience that occurs at a qualified worksite outside the classroom in fulfillment of a student's educational or career plan through the coordination of a WSL certified teacher. Direct instruction and supervision are provided by a qualified Worksite Supervisor.
- c. "Worksite Learning Coordinator" means a certified school district employee

responsible for coordinating WSL experiences. For Career and Technical Education programs, the coordinator must possess a WSL certificate ([WAC 181-77-068](#)). For non-Career and Technical Education programs, the coordinator must successfully demonstrate competencies related to coordination techniques as verified by a Professional Educator Standards Board approved program.

**Note:** *WSL requires endorsement V-6000097 WSL Coordinator for Career and Technical Education programs. See the [Worksite Learning Coordinator Certification Requirements](#) section of this guide for more information.*

- d. "Worksite Supervisor" means a qualified adult from the worksite responsible for overseeing the WSL experience and acting as liaison between the worksite and school district.
- e. "Worksite Learning Agreement" means a contract that specifies the terms and conditions under which the WSL experience shall occur. It is agreed to and signed by the school district, Worksite Supervisor, student, and the student's parents/guardians.

**Note:** *A sample document is available at [Worksite Learning Agreement](#).*

- f. "Program orientation" means a meeting conducted by a WSL Coordinator giving information to a Worksite Supervisor about the WSL program of the school. The orientation clarifies program objectives, establishes support systems, and delineates the responsibilities and rights of the various parties--school/district, worksite, students, and parents/guardians. The WSL Coordinator qualifies the worksite and the Worksite Supervisor.

**Note:** *See the [Worksite Supervisor Program Orientation](#) section of this guide for more information.*

- g. "Employee Orientation" means training for the student facilitated by a Worksite Supervisor or designee (e.g., human resources). This is necessary for students in Cooperative WSL and Instructional WSL experiences. The orientation includes worksite safety procedures and practices, workers' rights and responsibilities, issues related to harassment, and employer policies, procedures, and expectations. The orientation shall also include a description of the formal accident prevention program of the worksite.

**Note:** *See the [Worksite Supervisor Student-Employee Orientation](#) section of this guide for more information.*

- h. "Instructional Worksite Learning" means a learning experience that takes place in the community (or school if the experience is comparable to that in a community setting) as part of a specific course content where the student performs tasks to gain desired skills, competencies, qualifications, or industry certifications through direct instruction.



**Note:** Part of an approved framework for a specific course, embedded in the course, supervised by and with direct instruction from the certified teacher of the course where credit is being issued.

- i. "Cooperative Worksite Learning" means a learning experience where a student practices in the community (or school if the experience is comparable to that in a community setting) the skills and knowledge learned in the classroom. An employer/employee relationship must exist if the work performed by the student results in a net increase in productivity or profitability for the business or organization.

**Note:** An OSPI-approved CTE framework is required for the class and the student must have previously taken or currently be enrolled in a qualifying CTE class.

- j. "Qualifying class" means any high school class previously completed (successfully) or concurrently taken that directly connects the knowledge and skills learned in the class to opportunities provided by the WSL experience. For Career and Technical Education funding, "qualifying classes" mean classes approved for Career and Technical Education in the district offering WSL credit.

**Note:** Career Choices can be used as a qualifying class in small districts that do not have an exploratory CTE course(s) in the program area of the WSL experience. Career Choices can only be used for Cooperative WSL and is not appropriate for Instructional WSL. See the Worksite Learning–CTE Enhanced Funding section of this guide for more information.

- 2) The student shall be placed in a worksite that is appropriate to his or her previous learning experience and educational goals which shall be formalized through a Worksite Learning Agreement and Worksite Learning Plan.

**Note:** Sample WSL documents are available in this guide in the Worksite Learning Resources section.

- a. The WSL experience shall be connected to the student's HSBP ([WAC 180-51-220](#)).
- b. The student must have taken or be concurrently enrolled in a qualifying class.
- c. The Worksite Learning Plan shall articulate the connection between the education plan of the student and the WSL experience.
- d. Evaluation of learning progress related to the Worksite Learning Plan shall occur during the WSL experience.
- e. Evaluation of learning progress related to the Worksite Learning Plan shall occur during the WBL experience.
  - i. Learning objectives shall be evaluated and updated on a regular basis as outlined in the Worksite Learning Agreement.
  - ii. Documentation of progress shall be on file in the district as outlined in the Worksite Learning Agreement.

- 3) The WSL experience shall be supervised by the school. A WSL Coordinator shall be responsible for:
  - a. Aligning the WSL experience to the education plan of the student
  - b. Identifying and developing WSL sites, establishing Worksite Learning Agreements and Worksite Learning Plans, orienting and coordinating with a Worksite Supervisor on the worksite, and assessing and reporting student progress
  - c. Ensuring that a Worksite Supervisor:
    - i. Has received an orientation on the WSL program of the school prior to placement of the student on the worksite
    - ii. Has provided the student with a new-Employee Orientation upon placement
    - iii. Applies legal requirements of the employment of minors in accordance with [Chapter 296-125 WAC](#) and [Chapter 296-131 WAC](#), particularly on issues of occupational health and safety, discrimination, harassment, worker/employer rights and responsibilities, and work rules for minors
  - d. Possessing a valid Washington state secondary teaching certificate ([Chapter 181-79A WAC](#) or [Chapter 181-77 WAC](#)).
  - e. Successfully demonstrating competencies related to coordination techniques as verified by a Professional Educator Standards Board approved program.
  - f. Supervising the experience and communicating with the Worksite Supervisor when not onsite.
  
- 4) A 1.0 credit may be granted for no less than 180 hours for Instructional WSL experience, and not less than 360 hours of Cooperative WSL experience, or one credit may be granted on a competency basis as provided under [WAC 180-51-050 \(1\)\(b\)](#).
  - a. A student participating in an Instructional WSL experience shall receive instruction supervised by the school. The WSL Coordinator oversees the experience but does not need to be on-site with the student during the entire experience unless specific accommodations and a plan to address those accommodations are on file with the district requiring direct supervision of the student at the worksite. The student shall be 16 years of age or older unless under direct supervision of a school district employee.
  - b. Career and Technical Education approved Instructional WSL shall be coordinated by a certificated WSL Coordinator who is also certificated in the program area where credit is offered.
  - c. A student participating in a Cooperative WSL experience shall be legally employed if the work being performed by the student results in a net increase in productivity or profitability for the business or organization. The student shall be 16 years of age or older.
  - d. Career and Technical Education approved Cooperative WSL shall be coordinated by a certificated WSL Coordinator.
  - e. The Cooperative WSL experience shall be a direct extension of a qualifying class.

- 5) The Superintendent of Public Instruction shall report biennially at the state board's fall meeting on the use of the WSL credit option authorized in this section.

# ADDITIONAL RESOURCE LINKS

## Optional Resource Links (Partner Agencies)

### **Agricultural Education – SAE Educator Resources**

[Educator Resources - SAE For All](#)

### **Child Labor Laws**

[YouthRules! Website](#)

[Child Labor Rights](#)

### **Department of Labor and Industries (L&I)**

[WA State Dept. of Labor & Industries - How to Hire Minors](#)

[WA State Dept. of Labor & Industries - Youth Employment Hours of Work](#)

[WA State Dept. of Labor & Industries - Youth Employment Prohibited Duties](#)

[WA State Dept. of Labor & Industries - Youth Employment Variances](#)

### **Employer Engagement Strategies**

[CTE Education Strategies for Engaging Employers in Work-Based Learning](#)

[Strategies for Engaging Employers](#)

[Marketing Work-Based Learning to Employers](#)

### **Employer Resources**

[Employer Work-Based Learning Resources](#)

### **Health Occupations Resources**

[HOSA Work-Based Learning Guide](#)

[Health Science Consortium - Work-Based Learning](#)

[Road Map for Creating a Healthcare Work-Based Learning Program](#)

### **High School Graduation Requirements and High School and Beyond Plan (HSBP)**

[OSPI Graduation Requirements](#) or [The Washington State Board of Education](#)

### **Parent – School Authorization Form**

<https://www.lni.wa.gov/forms-publications/F700-002-000.pdf>

### **Providers of Professional Educator Standards Board (PESB) Certified Worksite Learning Coordinator Approved Programs**

[PESB Educator Preparation Programs](#)

### **Special Population Worksite Learning Resources**

[Aligning High School & Beyond Plans \(HSBP\) and IEP Transition Plans Appendix C: High School Education and Training Opportunities](#)

# ACKNOWLEDGEMENTS

*OSPI is grateful for the collaboration and contributions to this guide that were provided by the Department of Labor & Industries, the WHD-Child Labor Coalition, and the Work-Based Learning Coordinators who shared examples of their Worksite Learning forms and resources.*

*This 2022 Work-Based and Worksite Learning Guide is a revision of the 2012 Work-Based Learning Manual. OSPI and the stakeholders who contributed to this document appreciate, honor, and respect the work of those involved in developing the 2012 manual.*

# LEGAL NOTICE



Except where otherwise noted, this work by the [Washington Office of Superintendent of Public Instruction](#) is licensed under a [Creative Commons Attribution License](#). All logos and trademarks are property of their respective owners. Sections used under fair use doctrine (17 U.S.C. § 107) are marked.

*Alternate material licenses with different levels of user permission are clearly indicated next to the specific content in the materials.*

*This resource may contain links to websites operated by third parties. These links are provided for your convenience only and do not constitute or imply any endorsement or monitoring by OSPI.*

*If this work is adapted, note the substantive changes and re-title, removing any Washington Office of Superintendent of Public Instruction logos. Provide the following attribution:*

*"This resource was adapted from original materials provided by the Office of Superintendent of Public Instruction. Original materials may be accessed at <https://www.k12.wa.us/student-success/career-technical-education-cte/cte-resources-essentials/work-based-learning>.*

*OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.*

*Download this material in PDF at [Work-Based Learning | OSPI \(www.k12.wa.us\)](#). This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631. Please refer to this document number for quicker service: 23-0010.*



**ESTD  
1889**

---

*All students prepared for post-secondary pathways,  
careers, and civic engagement.*



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

**Chris Reykdal** | State Superintendent  
Office of Superintendent of Public Instruction  
Old Capitol Building | P.O. Box 47200  
Olympia, WA 98504-7200