

## **3.8 WORK-BASED LEARNING STANDARDS**

### **PURPOSE**

- P1. To provide opportunities for students to:
- a. Develop a further understanding of career opportunities, employer expectations, and the impact of postsecondary education in the workplace.
  - b. Apply their newly acquired skills in the workplace.
  - c. Learn new career technical skills and workplace competencies.

### **REQUIREMENTS**

#### ***R1. Work-Based Learning Program***

Centers shall:

- a. Incorporate Work-Based Learning (WBL) as a primary instructional approach to the delivery of applied and contextual training;
- b. Implement a structured WBL program that:
  1. Involves students in work experiences related to the career field for which they are preparing;
  2. Occurs at employer work sites. To the extent such sites are not accessible, structured on-center work sites and off-center Career Technical Skills Training (CTST) projects shall be established;
  3. Relates closely with center-based learning activities;
  4. Provides reasonable accommodation for students with disabilities, as appropriate.
- c. Provide opportunities to ensure that each student participates in WBL:
  1. WBL shall consist of multiple assignments that progressively vary in duration and complexity as the student completes established benchmarks in their Career Technical Training (CTT) (see Appendix 308).
  2. Home-based WBL assignment is limited to a maximum of 6 weeks, as specified in Chapter 6, Exhibit 6-1. The Regional Office, at its discretion, may grant a waiver to extend the 6-week limit, not to exceed 6 additional weeks (30 additional training days), if there is reasonable expectation of full-time employment. A written request must be submitted to the region with supporting documentation, such as a letter of request from the employer, prior to the end of the student's initial assignment.
  3. Center-specific criteria and procedures for student participation in WBL and assigned staff to support the center's WBL activities should be documented in the center's Career Development Plan.

**R2. *Employer Partnerships***

Centers shall develop partnerships with private and public employers to secure Work-Based Learning opportunities for students at employer work sites.

**R3. *Work-Based Learning Agreements***

Centers shall develop a written agreement with the employer when a student is assigned to a work site. The agreement shall include the following provisions:

- a. Blanket provisions:
  1. The center shall use the template (Exhibit 3-4) to develop written Work-Based Learning agreements with employers prior to student(s) first-day on-site.
  2. The employer agrees to (1) provide direct supervision and workplace mentors to students; (2) assist students in achieving agreed-upon career technical and academic skills; (3) document student achievements and competencies, and provide an evaluation of the student's career success skills; (4) provide a safe environment (**see Chapter 5, Section 5.15, R5**); (5) support industry-specific certification requirements, as applicable; and (6) not discriminate against students with disabilities and to provide reasonable accommodation as determined by applicable state and federal law.
  3. The center shall monitor student performance and work closely with the employer and workplace mentor to provide training and resolve problems that arise.
  4. The student shall not displace employees at the work site.
  5. The employer adheres to all federal and state laws and regulations regarding employment and working conditions.
  6. The student is considered a federal employee as established by their pay and is covered under the Federal Employees' Compensation Act (FECA).
  7. In paid WBL situations, an employment relationship exists between the employer and the student; therefore, the provisions of the Fair Labor Standards Act are applicable.
- b. Student-specific provisions:
  1. The name of the student's supervisor at the work site;
  2. The hours of work, length of employment or training, and rate of compensation, if applicable;
  3. The competencies (or sections of the student's Training Achievement Record [TAR]) in which the student will be trained at the work site;

4. A process for notifying the center in the case of student absence or injury;
5. A process for notifying the employer in the case of student absence (i.e., winter/summer break, unexpected student absence, center function).
6. A schedule/format for providing feedback to the center and the student about the student's performance.

**R4. *On-Center Work-Based Learning***

Work-based learning may occur on center, with the center as the employer. On-center WBL shall be formally organized and shall use written agreements similar to those used for off-center WBL. The agreements shall:

- a. Assign the student to a single supervisor;
- b. Establish the length of the assignment, hours of work, and rate of pay, if applicable;
- c. Specify the TAR items and other employer-specific competencies to be attained by the student;
- d. Provide for written feedback from the on-center work site, including an assessment of the student's career success skills.

**R5. *Career Technical Skills Training (CTST) Projects***

a. Project-Based Training

Centers offering training in construction careers (and other career technical offerings that are eligible for CTST funding, as outlined in Appendix 303, Career Technical Skills Training) shall provide training to students in the eligible career technical areas through work on construction or manufacturing projects.

b. Project Planning

1. Centers with career technical training programs that are eligible for CTST funding shall submit an annual CTST Plan to the Regional Office for approval. Procedures for preparing and submitting the plan are outlined in Appendix 303.
2. Upon approval by the Regional Office, centers shall implement the CTST Plan in accordance with the procedures contained in Appendix 303.

c. Safety

Before initiating a construction project, centers shall ensure that:

1. The project has been evaluated and a job hazard analysis has been conducted by the center safety officer to identify potential safety and environmental hazards and to initiate abatement or remediation activities prior to the start of the project;

2. All students who work on the project are trained in the safe work practices relevant to the hazards identified, prior to performing work on the project;
3. All appropriate Personal Protective Equipment (PPE) and clothing is provided to students and staff and a copy of the job hazard analysis is posted on the work site.

**R6. *Work-Site Monitoring***

Centers shall monitor all active WBL sites to ensure that students are receiving quality training in a safe environment. Center instructors and other staff shall visit active work sites weekly to:

- a. Observe and counsel students;
- b. Ensure that the training needs of the students are being met;
- c. Determine, in collaboration with the work-site supervisor, what on-center activities might be needed to support training at the work site;
- d. Visually inspect work sites weekly to ensure students are placed in a safe and healthful working environment in accordance with Chapter 5, Section 5.15 R5.

**R7. *Reporting/Documentation/Recordkeeping***

Centers must document and record student WBL assignments and progress using the Work-Based Learning Menu in the training module of the Center Information System.

**QUALITY INDICATORS**

- Q1. Center staff, employers, and students can describe their respective responsibilities in delivering and receiving training.
- Q2. Students demonstrate familiarity with the terminology, technology, and behavioral expectations of workplaces.
- Q3. Students practice skills acquired on center and learn new skills at the work sites to which they are assigned.