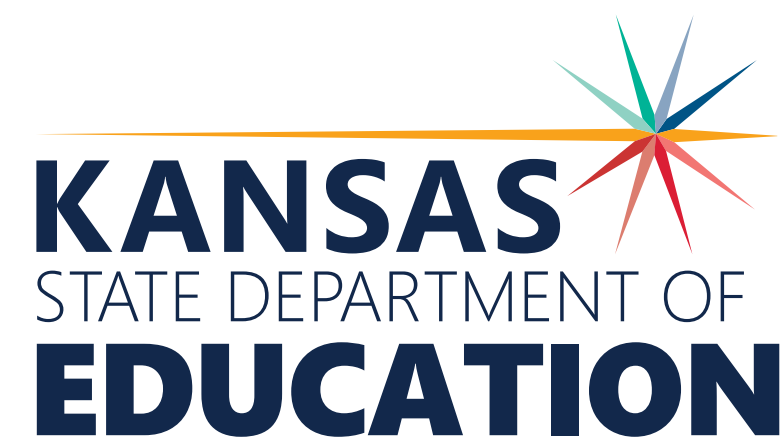


Work-Based Learning Digital Reference Guide



Kansas leads the world in the success of each student.

WORK-BASED DIGITAL REFERENCE GUIDE



MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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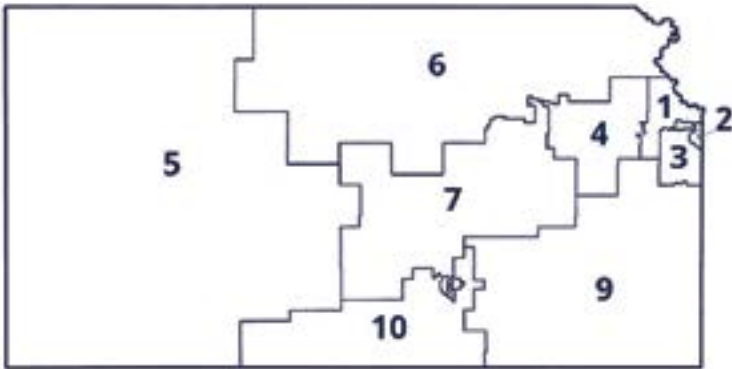


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MARCH 2020

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Work-Based Learning Definition, Continuum and Benefits

Definition




WORK-BASED LEARNING (WBL) includes a continuum of awareness, exploration and preparation that combines an individual’s career goals, structured learning and authentic work experiences implemented through a sustained partnership with Kansas business/industry. WBL activities with industry or community professionals culminate in a validation and measurement of acquired knowledge, skills and possible employment.

 View the [Kansas WBL: PLP Guidance Document](#)¹

WBL Continuum

WBL in Kansas is organized along a continuum of experiences that offer students varying levels of exposure to career awareness, exploration and specific preparation activities. Before completing the Kansas WBL: Personalized Learning Plan (PLP), all stakeholders should determine which WBL experience the student will have.

Career Fields, Clusters and Pathways

-  View the [Kansas Career Fields, Clusters and Pathways Infographics](#)²
-  View the [Kansas Career Cluster Guidance Handbook 2020-2021](#)³
-  [Advisory Committee Guidance webpage](#)⁴



CTSOS AND WORK-BASED LEARNING

Career and Technical Student Organizations (CTSOs) and WBL

The fundamental purpose of WBL activities is to reinforce and expand students’ classroom learning, as well as to offer social-emotional and career-related benefits. The CTSO should be integrated into the classroom to receive full benefits of a Career and Technical Education (CTE) program.

CTSOs are an **essential component** of a **strong CTE program** that supports and enhances **WBL**.

CTSOs ...

- Considered “intracurricular” organizations directly linked to career education coursework through a comprehensive middle/junior high, senior high, career academy or college.
- Provide students with skills and knowledge to succeed in the new global economy.
- Go beyond the usual pathways and tech-prep.
- Provide distinctive experiences in leadership development, professional development, competitions, civic engagement and volunteerism, which impacts academic motivation and employability skills.
- Reinforce and strengthen classroom learning.
- Prepare students for responsibility, creative thinking, management skills and teamwork in their chosen career pathways.
- Enable students to achieve high academic and occupational standards.
- Develop meaningful business partnerships.
- Link school-based learning to real-world applications.

WBL ...

- **Career-Related Student Competitions** require students to demonstrate mastery of career-related skills through presentations or competitions that are juried by professionals. Presentations represent the culmination of student effort over time. Students learn teamwork, critical thinking, social-emotional skills, setting and achieving goals, decision-making and positive relationships.
- **Service Learning** is the method of teaching and learning to combine academic work with service. Students complete a planned series of activities and apply their skills and knowledge to help meet a need in the school or community. Service learning involves structured time for students to reflect on their service experience and may include recognition of the students’ contributions. It differs from “community service” in emphasizing students’ learning as much as the service. It is generally a sustained rather than a one-time activity and Includes simulated workplace experiences and enterprises.



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KANSAS CTSOS

CTSOs have proven their ability to connect education and careers, motivate students, build education and business partnerships, participate in career guidance and counseling, encourage higher-level academics and build interpersonal and employability skills of students.

Business Professionals of America (BPA)

- [Kansas BPA website](#)⁵
- [National BPA website](#)⁶

DECA

- [Kansas DECA website](#)⁷
- [National DECA website](#)⁸

National FFA Organization

- [Kansas FFA website](#)⁹
- [National FFA website](#)¹⁰
- [Exploring the Employability Skills and Academic Success of the National FFA Membership](#) (PDF)¹¹

Future Business Leaders of America (FBLA)

- [Kansas FBLA website](#)¹²
- [National FBLA website](#)¹³
- [FBLA Competitive Events webpage](#)¹⁴

Family, Career and Community Leaders of America (FCCLA)

- [Kansas FCCLA website](#)¹⁵
- [National FCCLA website](#)¹⁶
- [FCCLA Competitive Events webpage](#)¹⁷

HOSA

- [Kansas HOSA website](#)¹⁸
- [National HOSA website](#)¹⁹

SkillsUSA

- [Kansas SkillsUSA website](#)²⁰
- [National SkillsUSA website](#)²¹

Technology Student Association (TSA)

- [Kansas TSA website](#)²²
- [National TSA website](#)²³

CTSO and WBL Links

- [Kansas State Department of Education \(KSDE\) CTSO](#)²⁴
- [Association for Career and Technical Education \(ACTE\)](#)²⁵
- [National Coordinating Council for CTSOs Definition, Mission, Purpose and Criteria for Membership](#)²⁶



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BENEFITS OF WORK-BASED LEARNING EXPERIENCES

Benefits of Work-Based Learning (WBL) for Students, Business and Industry, Parents/Families, CTE Programs and Your School

WBL provides rich educational experiences for students, local business/industry, schools and the community to gain, provide and/or support real-world skills and expand connectivity across all levels with a common goal of supporting the next generation of the American workforce. Part of WBL is Career and Technical Education (CTE) as the strategy for providing the career preparation component of the WBL continuum.

If part of a state-recognized CTE program, students transition to student learners. Their expanded rigor is identified as an expansion of WBL efforts. Let's explore the benefits of WBL and CTE for each stakeholder.

Ten Benefits for Students

Students will benefit through:

1. Making connections between classroom learning and real-world scenarios.
2. Practicing and enhancing personal employability skills.
3. Observing exceptional professionals in action.
4. Removing the fear of practicing something new.
5. Understanding the need for postsecondary education, training and/or credentialing to enhance success within a career of choice.
6. Networking with future employers and/or community leaders.

In addition, the CTE student learner will benefit through:

7. Refining authentic technical skills under the eye of a trained CTE teacher.
8. Industry aligned safety training using equipment found on the job.
9. Expanded personal growth and leadership development through CTE aligned CTSOs.
10. Arranged postsecondary articulation agreements which may Provides free credit, entrance into juried programs, expansion of scholarships and recognition of CTE program completion while in high school.

Eight Benefits for Local Business and Industry

Local business and industry will benefit through:

1. Expanding a pool of trained workers.
2. Sharing education and training needed past high school graduation to enhance success in the field.
3. Promoting the importance of employability skills that reflects the specific needs of the identified career field.
4. Embracing the desire to give back to the community through school partnerships.

In addition, local business and industry will benefit from partnerships with CTE programs by:

5. Having a voice in workforce training.
6. Providing equipment and procedure processes to CTE programs so students can advance skill training before work experiences.
7. Ensuring CTE student learners arrive with documented safety training and practices in place.
8. Lowering retraining costs by ensuring foundational technical knowledge and skill experiences are aligned to the industry.

Five Benefits for Parents and Families

Parents and families of student learners will benefit through:

1. Expanded career awareness and exploration activities to enhance interest-based career selection before high school graduation.

In addition, parents and families will benefit from student learners in CTE programs by:

2. Gained confidence the educational experiences are aligned with careers needed today and in the future.
3. Stronger engagement to offer student learner support without having to know about the selected career field personally.
4. Applied experiences with foundational career training which has little or no cost to them.
5. Enhanced skill development through CTSO experiences leading to expanded scholarship opportunities, network expansion to include adults already in the field outside of the local community and enhanced success skills through leadership and personal growth.



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BENEFITS OF WBL

Five Benefits for Your CTE Program

Since it is common WBL opportunities are found with your CTE program, your program will benefit through:

1. Additional funding (i.e. Perkins V, State weighted funding for approved CTE Pathways) to bring rigorous and relevant CTE experiences to your school and students.
2. Increased student engagement and interest due to interest surveys and alignment to workforce needs.
3. Expanded student motivation to succeed because they can see the relevance.
4. Support for individualized instruction that meets their needs and moves student learners to the level needed for their next step toward career and postsecondary success.
5. Recognized community participation and involvement through business and industry partnerships including, but not limited to classroom activities/field trips/ speaking; CTE program support through speaking highly of the value; and securing of resources (from equipment donations to additional financial donations).

Nine Benefits for Your School

Your school will benefit through:



1. Stronger community involvement.
2. Expanded student understanding of learning linked to employment.
3. Increased perception value of educational experiences.

In addition, your school will benefit from offering quality CTE programs by:

4. Stronger student engagement and workforce aligned curriculum.
5. Access to funds to support CTE not possible otherwise.
6. Having staff with strong understanding and best practice knowledge in project-based learning, personalized instruction and real-world relevance.
7. Expanded opportunities for student learner employability skill attainment, personal growth, self-esteem and leadership through CTSOs.
8. Classroom and CTSO actions and accomplishments, which can be used to build school accreditation documentation.
9. Enhanced opportunities for higher graduation rates and postsecondary success.



Sources

-  [Benefits of Workplace Experiences—Nebraska Department of Education](#)²⁷ website
-  [View A Toolkit and Guide to Work-Based Learning in North Carolina](#)²⁸



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Kansas' Vision for Student Success

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

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A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
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- Civic engagement

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- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study (IPS) focused on career interest
- High school graduation
- Postsecondary success



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INDIVIDUAL PLAN OF STUDY (IPS)



All students, beginning in middle school, will develop an IPS based on their career interests. An IPS is both the product a student develops and a process the school implements to guide students in developing future plans.

A student’s IPS is developed cooperatively between the student, school staff members and family members.

There are four minimum components of a student’s IPS:

- A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
- Eighth- through 12th-grade course-builder function with course selections based on career interests.
- A general postsecondary plan (workforce, military, certification program, two- or four-year college).
- A portable electronic portfolio.

The vision requires that every middle and high school student in Kansas will have an IPS.



-  [▶ Vision for Education in Kansas²⁹](#) online document.
-  [▶ KSDE IPS Student-Led Conference](#) online video³⁰
- [▶ IPS Training Module](#) online video³¹

ACT WorkKeys

The Kansas Legislature appropriated funds for a statewide contract to provide one free ACT assessment and one free WorkKeys suite of assessments to all public high school juniors. A student may complete one or both of the assessments.

-  [▶ Information on ACT State Testing in Kansas](#) webpage³²

Student Resources

-  [▶ View the How to Use Your WorkKeys Results³³](#) online document
- [▶ How the WorkKeys Assessments Can Work for You³⁴](#) online document.
- [▶ The Condition of Career Pathway Readiness in the United States³⁵](#)
- [▶ ACT WorkKeys: Using the Occupational Profile Database³⁶](#)
- [▶ ACT WorkKeys the National Career Readiness Certificate \(NCRC\) Earning Outcomes³⁷](#)
-  [▶ Career Pathway Readiness³⁸](#) webpage.

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EMPLOYABILITY SKILLS

It is important that schools and districts **measure the essential employability skills and knowledge that students gain from WBL experiences** and give students an opportunity to document and reflect on their learning. The assessment and reflection process help students in the following essential ways:

- **Helps students make personal connections** to their experiences.
- **Guides the learning process** and deepens/extends the learning from the WBL experience.
- Allows students to **see how academic and technical skills are applied** in authentic settings.
- Provides a tool for students to **self-assess their employability skills and areas of improvement**.
- Promotes the **need for and completion of postsecondary training**.

Additionally, measurement of student learning from WBL experiences provides schools and districts with data that inform continuous improvement of the quality of WBL experiences for all students. Schools and districts can use this data for multiple purposes aimed at improving the system at all levels. This includes:

- Measuring graduating students' career readiness.
- Systematically determining gaps in employability skills acquisition to improve WBL experiences and academics at the student level and/or schoolwide.
- Reviewing the quality of WBL experiences across individual business and industry partners.



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PORTABLE ELECTRONIC PORTFOLIO

The use of a portfolio is one approach to assessing and documenting student experiences and employability skills development from a WBL experience. A portfolio is a purposeful collection of student work that demonstrates student learning across time. Portfolios promote self-reflection, give students greater ownership in assessing and articulating their learning and provide a resource that students can use for future employment. **Schools and districts can embed a portfolio to assess WBL experiences as part of a student’s IPS.**

- An IPS involves development of a flexible career focus and an education plan that is clearly defined to ensure a successful, efficient transition to postsecondary education and/or the workforce. At minimum, an IPS requires the following components:
- A series of strength finders and career-interest inventories to help students identify career cluster preferences.
 - An eighth- through 12th-grade course-builder function with course selections based on career interests.
 - A postsecondary plan (workforce, military, certification, two-year college, four-year college).
 - A portable electronic portfolio.

Instead of requiring a student to create a second portfolio solely to document WBL experiences, schools and districts can embed the WBL portfolio within the IPS. The result is a single, encompassing portfolio that documents the student learner’s goals, career interests, postsecondary plan and experiences (such as a WBL experience) that help the student achieve those goals. Embedding how students assess and document their learning from WBL experiences within the IPS can help streamline the process and ensure students are career ready. Schools and districts can regard the WBL portfolio as a subsection of the IPS.

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RECOMMENDED COMPONENTS OF A WBL ELECTRONIC PORTFOLIO

Recommended Components of a WBL Electronic Portfolio

A portfolio that demonstrates a student’s career readiness includes artifacts in each of the seven components outlined below:

- 1. **Table of Contents** of student’s work items contained in the portfolio.
- 2. **Career Development Materials:**
 - a. Resume.
 - b. Cover letter.
 - c. Letter(s) of recommendation.
 - d. Other artifacts demonstrating career development (i.e., job application, LinkedIn profile, demonstration of interviewing skills, etc.).
- 3. **IPS Required Components** (Included in Kansas Education Systems Accreditation - KESA):
 - a. Strengths finder.
 - b. Career-interest inventory.
 - c. Courses aligned to interest inventory.
 - d. Postsecondary plan.

- 4. **WBL Experience Work Samples:** WBL Experience work samples are products or materials developed throughout the WBL experience that demonstrate at least one employability skill in each of these domains: Effective Relationships, Workplace Skills and Applied Knowledge.
- 5. **Writing/Research Samples:** These samples demonstrate in-depth knowledge about a career area and include descriptions of required skills and forecasted industry trends. Students must draw on multiple sources (interviews, literature review and internet search) and use proper citations.

Sources

 [Measuring and Reflecting Student Learning – Work-Based Experience Portfolio and Employability Skills Rubric⁵¹](#) online document.

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POSTSECONDARY EDUCATION

Kansas Board of Regents


Excel in CTE

In 2012, a plan was launched to enhance CTE in Kansas and better prepare high school students for college and careers. Under the Excel in CTE Initiative, **Kansas high school students qualify for state-funded college tuition in approved technical courses** offered by Kansas technical and community colleges.

-  [Kansas Board of Regents](#)³⁹ website
- [Excel in CTE website](#)⁴⁰
-  [Excel in CTE Summary Sheet](#)⁴¹
-  [Advanced Manufacturing Video](#)⁴²
- [Aviation Video](#)⁴³
- [Welding Video](#)⁴⁴
- [Washburn Tech National Signing Day Video](#)⁴⁵
- [WSU Tech Manufacturers Day Video](#)⁴⁶

Kansas DegreeStats

Kansas DegreeStats is an **interactive online tool that reviews cost and earnings data** from real graduates for each undergraduate degree program offered at a public university or college in Kansas. With hundreds of degree programs available, there are many factors to consider when selecting the institution and the degree program that are the best match for you. Explore this site to learn more about the specific costs of each undergraduate degree program offered in Kansas and the earnings those graduates are making today.

-  [Kansas DegreeStats](#)⁴⁷
- [Public Institutions](#)⁴⁸
- [Kansas Public Higher Education and Training Program Search](#)⁴⁹
- [Transfer Kans](#)

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POSTSECONDARY EDUCATION

Kansas Independent College Association (KICA)

The [Kansas Independent Colleges and Universities Guide](#)⁴⁰ is published by KICA. KICA speaks for the value of Kansas’ 20 independent colleges and universities and seeks to strengthen those institutions through collaboration, governmental advocacy and public engagement aimed at supporting the ability to choose and afford an independent college education that fits their goals. These institutions include the oldest and newest nonproprietary universities in the state; enrollments as small as 300 and as large as 3,600; and campuses in urban environments, suburban settings, medium-sized towns and small communities. KICA, founded in 1976, is a 501(c)(4) not-for-profit Kansas corporation.



➤ [KICA website](#)⁵⁰



➤ [Kansas Independent College and University Guide](#)⁴⁰ online document

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Career Advising and Development

Career Advising

A Framework for Practice

- Advising is designed to aid students' growth and development by creating a teaching-learning relationship that helps students manage their learning and build a successful educational plan (Darling and Woodside, 2007).
- Career advising focuses on the informational nature of advising and the need to help students see the connection between educational decisions and careers (Gordon, 2006).
- Through the career advising process, students are helped to connect self-awareness, including interests, values, abilities and learning preferences, to their academic choices and future career plans.
- As students meet with advisers to discuss course selection and completion of academic programs, students are helped to discover who they are, the plan of study that is the best fit for them, the courses appropriate for the plan of study and how these choices correlate with their future career aspirations.
- All students need career advising. However, few students recognize the importance of advising, and for many students, advising is synonymous with course selection. This type of prescriptive advising often lacks working relationships and does not provide a lasting connection between advisers and advisees.
- Career advising integrated into academic advising helps students see where they are (Who Am I?), where they want to go in the future (Where Am I Going?) and how to get there (How Do I Get There?).

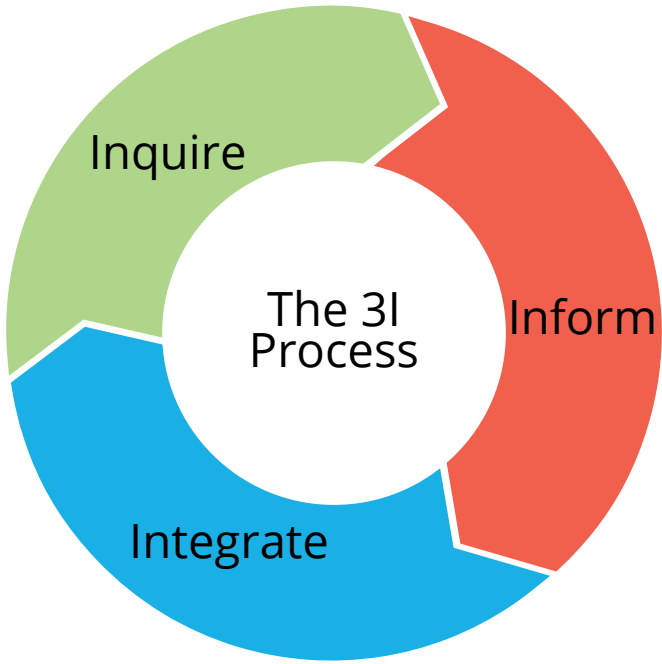


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THE CAREER ADVISING PROCESS

The 3-I Process (expanded)

The steps of career advising are presented sequentially for ease of understanding. However, advisers may find that in working with some students the steps are not sequential and may move in and out of the steps based on individual student need.



Inquire

1. Establish rapport and build a working relationship with the student.
 - a. Location for session ... private conversation area.
 - b. Location is inviting ...
 - c. Share a bit about yourself ... your vision board.
2. Determine the student's knowledge base and assess the student's career advising needs.
 - a. Intake sheet might be helpful ... what might this look like?
 - b. What are the critical questions? Use open-ended questions that require the students to engage in conversation.


Inform


3. Explain and help the student understand the connections among self-awareness, educational choices, occupational information and academic and career planning.
 - a. Connecting the "Know Yourself" with the "Explore Options."
 - b. Assist students in seeing how self-awareness will help them explore careers that are congruent with their characteristics, thus leading to career options that are interesting and satisfying. (Gover Career Cruising MatchMaker and My Skills and Learning Styles Inventory). May want to consider a values inventory, etc.
4. Explain and help the student select interventions to assist in self, major and career exploration and career planning.
 - a. Refer students to additional resources. These may be found in the Counseling Office, Career Center, etc.
 - b. Advisers who are not knowledgeable regarding the interpretation of exploratory techniques may refer students to the Counseling Office or Career Center.
5. Set career advising goals with the student.
 - a. Goal setting ... helping students establish clear goals is critical.
 - b. Goals should address both academic decisions and decisions about future career plans.
 - c. Students should write their goals in the SMART goal format ... Specific, Measurable, Attainable, Realistic and Timely.
 - d. Self-regulation (CCC Framework) should be incorporated into the advising/monitoring session.


Integrate

6. Review and integrate gathered information (including interpretation of exploration results) and create a career plan (IPS) to achieve the student's goals.
 - a. One of the most important components of the career advising process is to help students turn "data into information" (Niles and Harris-Bowlsbey, 2009) and to make sense of gathered information.
 - b. When students are ready to make decisions regarding the steps they need to take to accomplish their goals, the actions decided on become part of their career plan (IPS).
 - c. A career plan (IPS) can help students be intentional in how they plan for the future.
7. Evaluate plans and accomplishments, determine any short or long-term follow-up with the student and offer continuing support.
 - a. If an adviser has been effective in establishing rapport and providing information, resources and career planning, students will consider additional follow-up that might be recommended.
 - b. Students will evaluate the extent to which they have accomplished their goals set as part of the career advising process (Self-Regulation).

Sources

 [Gordon, Virginia \(2006\). Career Advising An Academic Adviser's Guide, A Publication of the National Academic Advising Association, ISBN 9780787983673](#)

 [Hughey, K. F. \(2009\). The Handbook of Career Advising. San Francisco: Jossey-Bass.](#)

 [Kansas Career Advising Model Adviser Guide⁶⁰ document.](#)

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MEETING THE NEEDS OF EACH STUDENT

The purpose of education should be to provide every child with challenging and engaging educational opportunities in an equitable and inclusive environment so that they can achieve the knowledge and skills necessary to become successful adults. In order to ensure this, education needs to move from equality to equity, from providing the same resources and opportunities to all students to redistributing access and opportunity to them, specifically those students who are in special populations: special education, English language learners, homeless youth, youth in foster care, children of military personnel, economically disadvantaged youth and parenting youth. If **equality** means giving everyone the same resources, **equity** means giving each student access to the resources they need to learn and thrive.

To address individual needs of these students, a “one-size-fits-all” approach does not work. There are strategies that can be used to better meet the needs of special populations:

- Facilitating equitable access rigorous content, participation, peer interaction and teacher attention.
- Respecting and encouraging cultural preferences, native languages and cultural perspectives (e.g., youth culture; the disability culture; students’ community and family backgrounds).
- Providing access to and/or extending grade-level content by adjusting content, lesson processes and projects to meet the diverse academic and linguistic needs of individual students.
- Comprehensive, individualized planning and course selection should be provided to each student. CTE is one way to address equity, while giving students the skills they need for the real-world of life and careers.

Below are links to some resources to better serve students from special populations:

- 
- ▶ [Career Guide for College Students with Disabilities](#)⁵² webpage.
 - ▶ [Families Together Inc.](#)⁵³ website.
 - ▶ [Office of Disability and Employment Policy](#)⁵⁴ webpage.
 - ▶ [National Career Development Association](#)⁵⁵ resources webpage.
 - ▶ [National Technical Assistance Center for Transition](#)⁵⁶ website.

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KANSAS GRADUATION FACT SHEET

Kansas Graduation Requirements 2019-2020

What are the minimum high school graduation requirements in Kansas?

Each local board of education must have a written policy specifying that students are eligible for graduation only upon completion of at least the following requirements:

- Four units of English language arts, which shall include reading, writing, literature, communication and grammar. The building administrator may waive up to one unit of this requirement if the administrator determines that a pupil can profit more by taking another subject.
- Three units of history and government, which shall include:
 - World history
 - United States history
 - United States government, including the Constitution of the United States; concepts of economics and geography.
- Three units of science, which shall include physical, biological and earth and space science concepts and which shall include at least one unit as a laboratory course.

- Three units of mathematics, including algebraic and geometric concepts.
- One unit of physical education, which shall include health and which may include safety, first aid or physiology.
- One unit of fine arts, which may include art, music, dance, theatre, forensics and other similar studies selected by a local board of education.
- Six units of elective courses.

Can the local board of education increase the number of graduation requirements?

Any local board of education may increase the number of units of credit required for graduation.

Any additional requirements of the local board of education that increase the number of units of credit required for graduation apply to those students who enter the ninth grade in the school year following the effective date of the additional requirement.

Can the local board of education adopt different graduation requirements for certain students?

Districts are required to award diplomas to requesting students who have met the state minimum graduation requirements and were in custody of the Kansas Department of Corrections (KDOC) or the Kansas Department for Children and Families (KDCF) on or after their 14th birthday. For more information about these requirements, please see the Diploma for Students in Custody of KDOC and KDCF (SB 23) [Fact Sheet on the Graduation Webpage](#).⁵⁷

Local boards of education may adopt a different number of graduation requirements (not lower than the state minimum) for adult learners whose four- and five-year cohorts have graduated or for students attending an alternative school or program. Most typically, diplomas are awarded to these students for successful completion of the state minimum graduation requirements.

Local boards of education can also adopt policy giving the superintendent and/or principal the discretion to waive local graduation requirements that are in excess of the state minimum for students on a case-by-case basis. Situations that would be appropriate to receive this discretion include, but are not limited to, students who experienced high mobility, teen pregnancy and long-term illness. The Kansas State Department of Education (KSDE) does not support policies that automatically waive local graduation requirements for students with disabilities that are in excess of the state minimum.

Is a district allowed to waive the Physical Education (PE)/Health requirement?

The PE/Health requirement shall be waived if the school district is provided with either of the following:

- A statement by a licensed physician that a pupil is mentally or physically incapable of participating in a regular or modified physical education program; or

- A statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil.

Can a student earn high school credit for a course taken in eighth grade?

It is up to each local district whether an eighth-grade course will count as a high school credit. If high school credit is given, the eighth-grade course must be equivalent to or the same as a high school course.

Courses must be taken at the high-school level to count toward Regents' Qualified Admissions requirements. No eighth-grade courses will count toward Qualified Admissions.

Where can I find more information about Regents' Qualified Admissions requirements?

The [Kansas Board of Regents \(KBOR\)](#) has information available on their website.⁵⁸

➤ [See Qualifed Admissions on page 17.](#)



QUALIFIED ADMISSIONS

Per the anticipated timeline for implementation, the criteria are specified by high school graduating class below.

Current Freshman Criteria - Under 21		Amendments		
Requirements for Accredited High School Graduate		Accredited High School Graduate		
ESU, PSU, FHSU, KSU, WSU*	KU*	ESU, PSU, FHSU, WSU	KSU	KU
ACT: 21+ OR rank in top third of class	Cumulative GPA of 3.25 and ACT 21+ OR Cumulative GPA of 3.0 and ACT 24+	ACT: 21+ OR Cumulative GPA of 2.25	ACT: 21+ OR Cumulative GPA of 3.25	Cumulative GPA of 3.25 and ACT 21+ OR Cumulative GPA of 3.0 and ACT 24+
Complete Precollege Curriculum with a 2.0 GPA (Resident)/2.5 GPA (Nonresident). Curriculum consists of: <ul style="list-style-type: none">English (four units).Math (three units with ACT benchmark of 22 or four units with one taken in senior year).Natural Science (three units with one unit in chemistry or physics).Social Science (three units).Electives (three units). <i>Note: As part of the admission application, students list each high school course taken along with the grade.</i>	Complete Precollege Curriculum with a 2.0 GPA (Resident)/2.5 GPA (Nonresident). Curriculum consists of: <ul style="list-style-type: none">English (four units).Math (three units with ACT benchmark of 22 or four units with one taken in senior year)Natural Science (three units with one unit in chemistry or physics).Social Science (three units).Electives (three units). <i>Note: As part of the admission application, students list each high school course taken along with the grade.</i>	<ul style="list-style-type: none">Units (but not specific courses) are recommended.Units are not required.	<ul style="list-style-type: none">Units (but not specific courses) are recommended.Units are not required.	<ul style="list-style-type: none">Units (but not specific courses) are recommended.Units are not required.
2.0 cumulative GPA on any college courses taken while in high school.	2.0 cumulative GPA on any college courses taken while in high school.	2.0 cumulative GPA on any college courses taken while in high school.	2.0 cumulative GPA on any college courses taken while in high school.	2.0 cumulative GPA on any college courses taken while in high school.

* Emporia State University (ESU), Pittsburg State University (PSU), Fort Hays State University (FHSU), Kansas State University (KSU) and Wichita State University (WSU), University of Kansas (KU)

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NEXT STEP AND IMPLEMENTATION TIMELINE

An additional step is required before the amended Qualified Admissions (QA) criteria take effect. Based on statute (see K.S.A. 76-717), Board staff are required to integrate Board-approved QA criteria into Kansas Administrative Regulations before any such criteria are formally adopted.

The process through which Kansas Administrative Regulations are changed takes approximately six to nine months. Based on the timing required to complete this process, Board staff anticipate that the amended QA criteria will likely take effect during the 2021-2022 Academic Year (AY) admission cycle.

The 2021-2022 AY admission cycle encompasses the time frame in which universities review applicants who seek admission for the Summer 2021, Fall 2021 or Spring 2022 semesters. Thus, it is anticipated that universities will first apply the amended QA criteria when they begin reviewing applicants who seek admission for the Summer 2021 semester.

Per the anticipated timeline for implementation, the criteria are specified by high school graduating class below.

HIGH SCHOOL GRADUATING CLASS OF 2020	HIGH SCHOOL GRADUATING CLASS OF 2021
Current QA Criteria Apply	Amended QA Criteria Apply

Board staff will continue to keep the universities, two-year colleges, technical colleges and K-12 groups advised on the status of the implementation timeline.

For more information about the amendments and/or anticipated implementation, please contact:

[Erin Wolfram \(ewolfram@ksbor.org\)](mailto:ewolfram@ksbor.org), Associate Director for Academic Affairs

Source

-  [Qualified Admissions Frequently Asked Questions](#)⁵⁹online document.
-  [KBOR Qualified Admissions](#)⁶⁰website.

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Career Awareness Experiences

Career Awareness

Career Awareness Strategies are the first and most basic level of experiences within the Kansas WBL Continuum. These strategies:

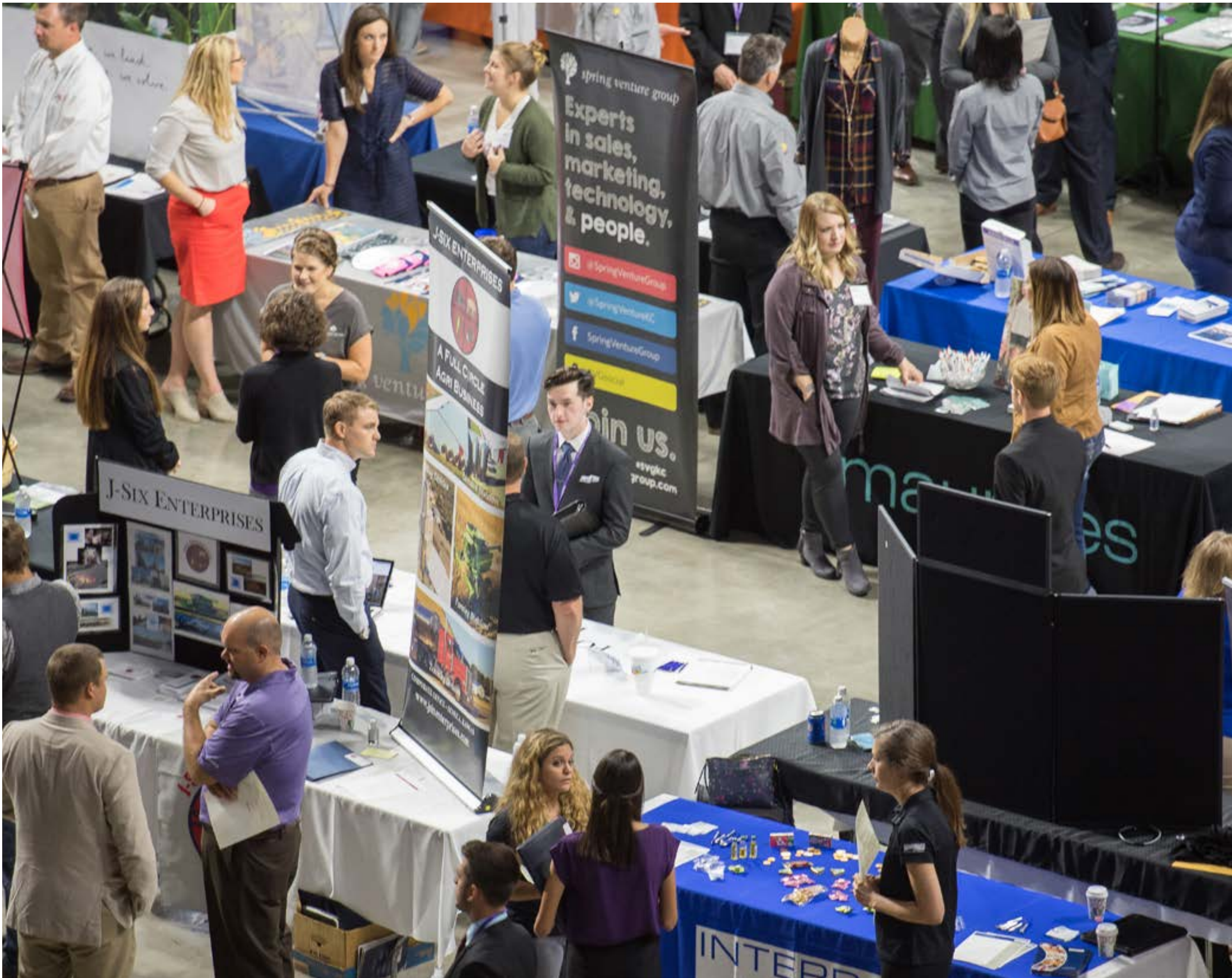
- Focus on identifying career readiness skills.
- Build basic awareness of career options.
- Provide a means to explore careers in the seven Kansas Career Fields.
- Can take place within the traditional classroom setting.

Career awareness activities prepare students for WBL experiences. These activities are designed to increase student awareness of personal interests and talents along with the education and training needed to pursue a career goal. Through career awareness activities, students gain an initial understanding of work, various industries and different career fields.

Transition visits from elementary to middle school, middle to high school and from high school to a postsecondary program can also promote career awareness. These activities can begin in elementary school and are an integral part of CTE.

Career awareness activities ideally lead to WBL experiences where students can deepen their knowledge of career clusters and pathways and begin applying skills learned in the classroom.

 [Kansas Career Fields, Clusters and Pathways Infographics²](#)



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CAREER FAIRS

CAREER FAIRS are career awareness opportunities for larger groups of students that may be organized by schools and employers to introduce students to opportunities within an industry or in multiple industries.

Benefits

- Enable many students to explore a variety of career opportunities efficiently (in a concentrated time, in a single location).
- Allow students to practice the career readiness skills of communicating effectively and appropriately through speaking, writing and professional etiquette.
- Provide the opportunity to gain a deeper understanding of all aspects of a variety of their industries.
- Engage students’ critical thinking and decision-making skills as they meet with various career professionals and learn more about the responsibilities and rewards of each career area they represent.
- Encourage networking by making connections with potential employers and mentors.
- Inform students of a range of job and career opportunities available in the community and area.
- Provide the opportunity for students to learn about WBL opportunities, such as internships.
- Build partnerships with the business community and get prospective business partners involved in the efforts of CTE.

Success Factors

- Design career fairs with the specific target audience age ranges in mind.
- Start preparing early, allowing the advance lead time necessary (five to six months minimum recommended) for working out the logistics of the event (date, times, location, invitation list, etc.).
- Enlist a career day planning team to organize and carry out major tasks.
- Compile a database of local employers (businesses, nonprofit organizations, government agencies).
- Invite twice as many presenters as you think you will need.
- Cover all seven Career Fields found on the Kansas Career Education Model:
 - Agriculture, Food and Natural Resources
 - Business Finance, Marketing, and Management and Administration
 - Design, Production and Repair
 - Family and Consumer Sciences
 - Health Sciences
 - Media and Technology
 - Public Services
- Intentionally focus on all post-high school career education options (certificate programs, apprenticeships, specialized training programs, two-year postsecondary, four-year postsecondary, military service).

- Provide specific, detailed information to career fair presenters on how to maximize the benefit to the participating students by sharing:
 - How and why they chose their career field/profession.
 - Training and/or education necessary.
 - Career readiness skills essential to their success.
- Provide classroom preparation for the career fair experience.
- Develop a master schedule.
- Have students conduct preparatory research on companies that will be represented at the career fair.
- Organize a welcome session to greet career fair presenters/ speakers.
- Provide opportunities for students to reflect on what they learned during the career fair interactions.
- Send thank-you notes or letters to all career fair presenters.
- Have students practice appropriate follow-up communication skills by writing thank-you notes or letters to all career fair presenters and volunteers.

Adapted from the following sources:

- 📖 10 Tips for Career Day Success, ASCA School Counselor, Nov. 1, 2010
- 📖 Host a Career Day, Envision Blog, Oct. 13, 2015
- 📖 How to Plan a School Career Day, Career Related Education Manual, revised 2012, Georgia Department of Education, July 2012

LUNCH AND LEARNS

LUNCH AND LEARNS are short, focused, 30- 45-minute sessions focused around a career readiness, career exploration or workplace experience related topic. They are informal, combining presentations of information with conversations and exploration of interesting content related to the classroom and Workplace Experiences in which the students are engaged. Lunch and Learns can be led by teachers, business/industry professionals or students.

Benefits

- Lunch and Learn sessions offer a unique opportunity for students to interact with a key individual to learn more about their career, their business, and/or the path they took to become successful.
- Students can eat together and engage in conversation in a relaxed, nonthreatening environment that promotes learning.
- Students develop communication skills of questioning and listening while engaging in conversation with the presenter.
- Students learn about careers and the requirements for success from actual individuals engaged in the occupation.
- Many students can benefit from one session.

Success Factors

- Lunch and Learn sessions must be well advertised, highlighting the presenter and his/her credentials.
- Only encourage students who have an interest in the career area represented by the presenter to attend the session.
- Provide lunch where possible and keep it “kid friendly” – food that students would enjoy.
- Have a discussion with students about how to ask appropriate questions.
- Discuss appropriate behavior with the students to make a positive impression on the presenter.
- Provide information about the business the presenter represents for students to research prior to the presentation.
- Have a worksheet prepared for students to take notes during the presentation and questioning.
- Lunch and Learns can be a great precursor to job shadow experiences at the presenter’s business.

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CAREER RESEARCH PROJECTS

CAREER RESEARCH PROJECTS engage students in researching the educational requirements, required skills, salary ranges, job duties, types of work and benefits, as well as challenges, associated with a career field, cluster or pathway. Quality career research projects involve online research, personal interviews with individuals employed in that career, written presentation/ reflection and oral presentation of the findings.

Benefits

- Students explore a career field or pathway in which they have an interest.
- Enable many students to explore a variety of career opportunities efficiently.
- Allow students to practice the career readiness skills of communicating effectively and appropriately through speaking, writing and professional etiquette during a presentation.
- Offer opportunities to use a variety of research methods including internet research, library research, job shadowing, personal interviews, etc.
- Engage students’ critical thinking and decision-making as they meet with various career professionals and learn more about the responsibilities and rewards of each career field or pathway they represent.

Success Factors

- Clearly communicate the objectives and expectations for the career research project.
- Provide a sample of key questions that should be answered in the research (salary, educational requirements, job description, occupational outlook, personal characteristics, skills and knowledge needed, career readiness skills needed, advantages/disadvantages/rewards/challenges).
- Incorporate interviews into the research to allow the practice of verbal and written communication skills.
- Require a presentation of the information and perspectives gained from the career research project.
- Provide a clear grading criteria/rubric to guide the career research project activities and specify outcomes.

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CAREER SPEAKERS

CAREER SPEAKERS provide opportunities for students to learn about the:

- Skills required in various industries or career fields.
- Career paths taken by those in the field.
- Tools, materials and equipment used.
- Work environment and expectations for performance in various industries.

Benefits

- Provides an opportunity for a classroom or group of students to hear directly from a business person or career professional.
- Allows students to gain realistic perspectives on expectations in a job and/or career field and the workplace requirements.
- Supplements information that can be obtained through other work awareness strategies.
- Students explore career fields or pathways in which they have an interest.
- Enables many students to explore a variety of career opportunities efficiently.
- Provides the opportunity to gain an understanding of all aspects of an industry.

Success Factors

- Reach out to diverse local employers and professionals that align to student identified career interests.
- Consider a panel of two to three guest speakers rather than a single presenter to offer more depth and breadth of information and alleviate some of the pressure on a single presenter to fill a specified time.
- Request that the speaker:
 - Describe a typical work day.
 - Describe their occupation, educational requirements and specialized training required.
 - Discuss the aspect of their jobs they like best/least.
 - Discuss future employment outlook and projections for their career area.
 - Share the general wage and salary information.
 - Discuss benefits provided by the company/organization in which they are employed.
- Suggest that the guest speaker include hands-on activities for the students.
- Obtain a brief biography of the guest speaker in advance of the presentation to share with the class.
- Clearly communicate the objectives of having the guest speaker present to the class.
- Guide students to think about the importance of the career or job by posing an anticipatory set of questions.
- Have students list or discuss the career readiness skills referenced in the guest speaker’s presentation.
- Allow time for a brief question-and-answer period.

CAREER VIDEOS

CAREER VIDEOS show the types of work in which individuals employed in a variety of occupations are engaged. Discussion guides for the teacher and viewing guides for students could be developed for each career tour. These virtual industry tours provide a unique opportunity to get a glimpse inside industries without leaving the classroom. Interviews, tours of the business environment, “pop-up” information and statistics on job markets, salaries and educational requirements may be a part of each career cluster’s videos.

[CareerOneStop](#)⁶¹ videos, sponsored by the [U.S. Department of Labor \(USDOL\)](#),⁶² offer a large video collection that allows students to learn about careers, industries, skills and abilities or work options and education levels. The Career and Cluster videos show the work that people in nearly 550 careers, organized by the 16 career clusters. The Skill and Ability videos explore the skills and abilities employers are looking for in job candidates. Work Option videos focus on nontraditional careers and work options. The videos can be accessed at [CareerOneStop](#).⁶³

Benefits

- Provides a supplement to information that can be obtained through other work awareness strategies, such as curriculum, career fairs, guest speakers, etc.
- Students explore a career field or pathway in which they have an interest.
- Enables many students to explore a variety of career opportunities efficiently.
- Provides the opportunity to gain an understanding of all aspects of an industry.

Success Factors

- Identify videos that are current, short in length and include a broad range of demographics (age, gender, ethnicity, etc.).
- Clearly communicate the objectives of viewing the career video(s) to the students.
- Provide a student viewing guide with key questions or information for students to watch for while viewing the video (salary, educational requirements, job description, occupational outlook, personal characteristics, skills and knowledge needed, career readiness skills needed, advantages/disadvantages/rewards/challenges).
- Guide students to think about the importance of the career or job by posing an anticipatory set of questions.
- Develop a set of questions related to the video to pose to the class for discussion or written communications activities.
- Have students list career readiness skills referenced or demonstrated in the career video and explain the importance of each skill to success in that career.

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BUSINESS TOURS AND FIELD TRIPS

A BUSINESS TOUR/FIELD

TRIP is an excursion or planned WBL experience for a group of students allowing them to explore or observe occupations. These experiences should be carefully planned to provide a quality educational experience, protect the safety of the students and create positive relationships with the business. This experience must be supervised by a teacher or school counselor.

Purpose/Objective

The purpose of business tours/field trips is to provide students with an informative introduction to careers in various businesses.

Benefits

- The flexibility of arranging the business tour/field trip for one student, a small group of students or an entire class.
- Expands student learning beyond the walls of the classroom into the local community.
- Provides students with experiences and perspectives that are not possible to duplicate in the classroom.
- Allows students to gain realistic perspectives on expectations in a job and/or career field and the workplace requirements.
- Supplements information that can be obtained through other work awareness and work exploration strategies.
- Allow more informal, personal interaction and conversation between the business tour/field trip guide than traditional classroom presentations.
- Provides an opportunity to develop students' career readiness skills, including communicating effectively and appropriately (speaking, professional etiquette), personal responsibility, etc.
- Provides information on the industry, types of careers and occupations, knowledge and skills requirements and work processes in the actual work setting.
- Students learn the importance of thinking about career development through the career path stories their tour guides share.

Success Factors

- Reach out to diverse local employers and professionals that align to student's career interests.
- Choose business tours/field trips that allow students exposure to all aspects of the industry.
- Review examples of the business/industry's marketing materials, products or services performed in advance of the visit.
- Prepare students for the work environment. (Guidelines, restrictions, safety requirements, etc.)
- Have students generate a list of questions prior to the visit to ask the guide(s) during the visit.
- Identify the education or training required and the skills needed for the occupations found at the business/organization.
- Clearly communicate expectations/guidelines and your understanding of what the business tour/field trip will involve to the business guide(s).
- Ask the business/employer to build in demonstrations during the tour to explain why the company has been successful.
- Request that guides allow time for employees to explain their roles, responsibilities and how they were educated, trained or qualified to be employed at the worksite.
- Provides reflection opportunities after the business tour/field trip.
- Encourage business tour/field trip guides to have tangible take-aways, such as brochures, handouts, business cards, etc.
- Clearly communicate the objectives of the business tour/field trip to the guide(s) AND to the students participating.
- Have students identify and discuss the career readiness skills observed.
- Require students to write reflections and/or thank you letters following the worksite visit.
- Recognize business partners, publicly, for their involvement (e.g., thank you letters, awards, newspaper articles, framed certificate).

BUSINESS TOURS AND FIELD TRIPS AT A GLANCE

Key Legal, Safety and Health Issues	<ul style="list-style-type: none">• Relevant company safety and health rules should be reviewed with students.• School district policies regarding transportation and liability apply.• Students and teachers participating in business tours/field trips should receive relevant safety instruction and protective gear (e.g., eye goggles, hard hat, gloves, etc.).
Prerequisites and Related Instruction	None
Student Selection/Qualifications	Student selection for participation in business tours/field trips is to be determined by the Local Education Agency (LEA). Students in grades K-12 can benefit from this experience.
Roles and Responsibilities	The student is responsible for demonstrating a business-like attitude and appropriate conduct.
Credits Earned	Credit is incorporated as a part of related tasks or assignments.
Supervision/Coordination Requirements	Adequate supervision as required by the (LEA) to participate in the experience.
Required Documentation and Forms	Each student must submit all required forms and documentation required for participation by the school district and field trip site prior to the activity.
Insurance Coverage	Each student participating in the experience should be covered by personal insurance or group coverage offered by the school or activity sponsor, if applicable.

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Career Exploration Experiences

CAREER EXPLORATION strategies build on the knowledge gained through the Awareness Strategies conducted outside of the classroom learning environment. These strategies:

- Focus on developing career readiness skills.
- Enhance awareness of career options.
- Provide a means to connect to local and area businesses.
- Help prepare students for careers through practical hands-on experiences.
- Can take place during the school day or through summer experiences.



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BUSINESS TOURS AND FIELD TRIPS

A BUSINESS TOUR/FIELD TRIP

is an excursion or planned WBL experience for a group of students allowing them to explore or observe occupations. These experiences should be carefully planned to provide a quality educational experience, protect the safety of the students and create positive relationships with the business. This experience must be supervised by a teacher or school counselor.

Purpose/Objective

The purpose of business tours/field trips is to provide students with an informative introduction to careers in various businesses.

Benefits

- The flexibility of arranging the business tour/field trip for one student, a small group of students or an entire class.
- Expands student learning beyond the walls of the classroom into the local community.
- Provide students with experiences and perspectives that are not possible to duplicate in the classroom.
- Allow students to gain realistic perspectives on expectations in a job and/or career field and the workplace requirements.
- Supplement information that can be obtained through other work awareness and work exploration strategies.
- Allow more informal, personal interaction and conversation between the business tour/field trip guide than traditional classroom presentations.
- Provide an opportunity to develop students' career readiness skills, including communicating effectively and appropriately (speaking, professional etiquette), personal responsibility, etc.
- Provide information on the industry, types of careers and occupations, knowledge and skills requirements and work processes in the actual work setting.
- Students learn the importance of thinking about career development through the career path stories their tour guides share.

Success Factors

- Reach out to diverse local employers and professionals that align to student's career interests.
- Choose business tours/field trips that allow students exposure to all aspects of the industry.
- Review examples of the business/industry's marketing materials, products or services performed in advance of the visit.
- Prepare students for the work environment (Guidelines, restrictions, safety requirements, etc.).
- Have students generate a list of questions prior to the visit to ask the guide(s) during the visit.
- Identify the education or training required and the skills needed for the occupations found at the business/organization.
- Clearly communicate expectations/guidelines and your understanding of what the business tour/field trip will involve to the business guide(s).
- Ask the business/employer to build in demonstrations during the tour to explain why the company has been successful.
- Request that guides allow time for employees to explain their roles, responsibilities and how they were educated, trained or qualified to be employed at the worksite.
- Provide reflection opportunities after the business tour/field trip.
- Encourage business tour/field trip guides to have tangible take-aways, such as brochures, handouts, business cards, etc.
- Clearly communicate the objectives of the business tour/field trip to the guide(s) AND to the students participating.
- Have students identify and discuss the career readiness skills observed.
- Require students to write reflections and/or thank you letters following the worksite visit.
- Recognize business partners, publicly, for their involvement (e.g., thank you letters, awards, newspaper articles, framed certificate).

JOB SHADOWING

JOB SHADOWING is a structured component of the WBL Continuum and in the CTE curriculum that provides a supervised observational experience in an approved business/industry setting. Job Shadowing experiences are integrated within specific CTE courses related to IPS career interests that allow the student to observe technical skills learned in the classroom. This experience is directly supervised by the CTE teacher and/or WBL coordinator.

Purpose/Objective:

Career Exploration

Job Shadowing provides an opportunity for students in grades 7–12 to gain knowledge by observing previously learned theory in CTE courses. These experiences are uniquely designed to meet course content standards through supervised experiences and observations, which are coupled with related classroom instruction.

Benefits

- Designed to promote:
 - Exploration of a field of interest.
 - Exposure to careers and jobs.
 - Awareness of the academic, technical and career readiness skills required.
- Provides an exposure to careers and jobs in the actual work setting.
- Expands student learning beyond the walls of the classroom into the local community.
- Provides students with experiences and perspectives that are not possible to duplicate in the classroom.
- Allows students to gain realistic perspectives on expectations in a job and/or career field and the workplace requirements.
- Provides an opportunity to develop students’ career readiness skills, including communicating effectively and appropriately (speaking, professional etiquette), personal responsibility, etc.
- Provides information on the industry, types of careers and occupations, knowledge and skills requirements and work processes in the actual work setting.
- Students learn the importance of thinking about career development through conversations with the job shadowing mentor.

Success Factors

- Develop a plan that includes a process for selecting potential job shadowing participants and sites for quality job shadowing/work experiences linked to the student’s career interests.
- Develop a process to identify employees at a business or organization who are willing to be shadowed and demonstrate the ability to:
 - Support the growth and career development efforts of the participant.
 - Help participants explore career options and job opportunities.
 - Convey a sense of caring and importance.
 - Enhance the student’s feeling of self-worth.
- Develop a process for matching student’s interests with related careers, businesses and industries.
- Provide a clear understanding to the job shadowing site and mentor (in writing) that explains how the student will be prepared and what is expected from the site and the mentor.
- Provide safety instruction for all job shadowing/work experiences, especially where there may be a physical risk.
- Ensure that job shadowing/work experience participants are supervised by the school and a school employee is assigned to that duty.
- Conduct orientations for the student and the job shadowing mentor(s).
- Prior to the job shadow, have the student research the occupation, develop questions and establish learning objectives and goals.
- Arrange for students to have exposure to all aspects of the industry.
- Identify the education or training required and the skills needed for various occupations.
- Provide reflection opportunities after the job shadow, such as journals, to record and reflect on the shadowing experience.
- Accommodate students of all abilities.
- Review job shadowing activities periodically and adjust accordingly.

JOB SHADOWING AT A GLANCE

Key Legal, Safety and Health Issues	<ul style="list-style-type: none">• Job shadowing experiences are usually considered to be like field trips. School district policies regarding transportation and liability apply.• Relevant company safety and health rules should be reviewed with students.• Students participating in job shadowing activities can participate in mock situations, shadow employees or even participate in the operations of the workplace as long as the person typically responsible for the duty is observing the students' actions. (US DOL Fact Sheet No. 013, Employment Relationship Under the Fair Labor Standards Act).
Prerequisites	<p>Prior to placement in a shadowing experience each LEA shall ensure that a:</p> <ul style="list-style-type: none">• Job Shadowing Training Agreement, Kansas Work-Based Learning Agreement, is secured.• Student, parent/guardian, coordinating teacher, WBL coordinator, work site supervisor/adult mentor signatures on the Job Shadowing Training Agreement, Kansas Work-Based Learning Agreement, is required to participate in shadowing experience.
Student Participation/Qualifications	<p>Students participating in job shadowing must:</p> <ul style="list-style-type: none">• Be enrolled in grades 7-12.• Be physically and mentally capable of observing and maintaining attention while shadowing.• Be in good academic standing and have an acceptable discipline record as determined by the CTE teacher and/or WBL coordinator.
Roles and Responsibilities	<p>Job shadowing requires time, commitment and collaboration of the following partners:</p> <ul style="list-style-type: none">• Students must arrive at the business/industry at the appropriate time and in the appropriate dress. Students must comply with the rules and regulations of the school district, school and training facility.• Parents/guardians should provide ongoing support to the student and assume the responsibility for the conduct of the students.• CTE teachers and/or WBL coordinators shall identify the business industry and placement of students based on their area of interest.
Credits Earned	Credit is earned for the specific CTE course/course for which the student is enrolled.

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ROLES FOR JOB SHADOWING

WBL COORDINATOR

The WBL Coordinator will be responsible to see that all students participating in the job shadowing experience have met all the criteria required prior to the placement of students on the job shadowing sites.

The coordinator’s responsibilities and duties include:

- Arrange job shadow time frame, student business alignment and record keeping procedures.
- Follow-up with the work sites for feedback on the job shadow.
- Monitoring completion of student assignments.
- Availability and ease of contact in emergency situations.

STUDENT

As part of the job shadowing experience, students will:

- Make phone contact with the on-site job shadow supervisor five to 10 business days before the experience begins. Verify: dress code, safety requirements, meeting location and meeting procedures.
- Dress according to the standards of the site.
- Call the site before the scheduled time if unable to attend on the appointed day.
- Call the school contact before the scheduled time if unable to attend on the appointed day.
- Arrive at the site at the agreed upon time.
- Provide the job site with an up-to-date resume.
- Follow all guidelines and policies of the site.
- Complete any school assignments related to the job shadow experience.
- Complete all required paperwork (permission, medical authorizations, etc.).
- Send the business a thank you letter within five business days of the job shadow.

Suggested list of required assignments for the job shadow:

- Written report on a specific career.
- Information about the job shadow site: media coverage and photos of work areas and projects. (Important: Verify photos are allowed!)
- Summary of employee interviews.
- A journal entry describing each day’s activities.
- Classroom oral presentation, including multimedia on careers represented at the job shadowing site.

WORKPLACE SUPERVISOR

It is important for the supervisor to understand that job shadowing students are not present to work. They are there to observe and ask questions.

Upon agreeing to take a job shadowing student, the supervisor will:

- Be responsible as the single point of contact for daily oversight and planning.
- Meet with the students at the start and end of each job shadow day.
- Arrange for the actual job shadowing experience(s).
- Inform the student of any relevant policies or regulations at the worksite.
- Answer any relevant questions about the profession or facility.
- Direct students to the area of their career interest.
- Connect the student with professionals that support their area of interest.
- Monitor the student and contact the district supervisor should there be any problems.
- Complete the WBL PLP Packet upon completion of the job shadowing experience.

CLASSROOM TEACHER

The classroom teacher will be responsible to see that all students participating in the job shadowing experience have met all the criteria required prior to the placement of students on the job shadowing sites and assess the job shadow assignments. The teacher leader should collect and review appropriate information from the students including:

- Contact information.
- Job shadow preferences.
- Biographies.
- Parent contact information.
- Parent permission slips.
- Waivers specific to the job shadow site.
- Student resumes.
- Thank you letter drafts.
- Presentations about job shadows.
- Assess student’s documentation and presentations.
- Job shadowing supervisor feedback.



[Kansas WBL: PLP Guidance Document](#)¹

CAREER MENTORSHIPS

CAREER MENTORSHIPS are activities in which the student is matched with an adult professional in a chosen field of interest to explore careers, postsecondary education options, industry expectations and career readiness skills. The career mentor serves as a resource by sharing insights and providing guidance about the workplace, careers and education. The mentors can help the student understand the required education for a given career, as well as any requirements, such as licenses, certifications, registrations or educational degrees.

Students benefit from regular contact with a knowledgeable and supportive adult mentor outside of the classroom and school environment. A mentor may visit the classroom, conduct interviews and provide information related to the needs of the business or organization. The student may also visit the workplace and gain better understanding of the career in which the mentor is engaged and the related job duties and responsibilities. Career mentoring is a formal, long-term supportive relationship between a student and an individual more senior in age and experience with similar career interests. The mentor serves as a positive role model but does not serve as a counselor for the student. Students with personal issues should be referred to the school counselor.

Purpose/Objective: Career Exploration

Students benefit from regular contact with a knowledgeable and supportive adult mentor outside of the classroom and school environment. These experiences are uniquely designed to enhance CTE course content experiences and observations with the mentor.

Benefits

- Promotes exploration of a career area of interest for the student.
- Allows students to gain realistic perspectives on expectations in a job and/or career area and the workplace requirements from an adult role model.
- Provides the flexibility to educate beyond traditional time, location and method constraints.
- Unites education and business to best meet career interests of an individual student.
- Increases self-confidence, self-worth, self-knowledge, interpersonal skills and knowledge in a career area.
- Supplements information that can be obtained through other work awareness and work exploration strategies.
- Provides an opportunity to develop students' career readiness skills, including communicating effectively and appropriately (speaking, professional etiquette), personal responsibility, etc.
- Provides information on the industry, types of careers and occupations, knowledge and skills requirements and work processes in the actual work settings.
- Engages students in thinking intentionally about the importance of career development through conversations with the career mentor.
- Empowers setting long-term, attainable goals.

Success Factors

- Develop a plan that includes a clear process for selecting prospective participants.
- Match students with career mentors based on career interest and personality.
 - Develop a process to identify career mentors that demonstrate the ability to:
 - Support the growth, skill and career development efforts of the student.
 - Help the student explore options, values and career alternatives.
 - Convey to the student a sense of caring and importance.
 - Contribute to the student's feeling of self-worth.
- Have a screening process policy in place at the local level for prospective career mentors.
- Work with students in the development of a portfolio that describes career interests, experiences, goals and other background information.
- Allow the mentor and student to interview and select each other.
- Have the student and mentor set and communicate expectations that are assessed on a regular basis.
- Provide orientation activities for the participant and mentor prior to the beginning of the mentorship.
- Ensure participants are supervised by the LEA/institution.
- Develop an application and interview process for prospective students to provide a means for the instructor to meet and clarify mentorship goals.
- Require a mentorship training to prepare the student for the activity.
- Require students to keep a journal to record and reflect on discussions they had with their mentor and observations made of the career and/or workplace. Journals may be graded as a part of the workplace experience program.
- Provide time for weekly meetings with classmates and instructors to share experiences and ensure student follow-through.
- Send thank-you notes to businesses and agencies for allowing their employees to participate in the program. Recognize individuals who volunteer as mentors.
- Contact local media to promote activities and to recognize businesses and agencies that participate.

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CAREER MENTORING AT A GLANCE

Key Legal, Safety and Health Issues	<ul style="list-style-type: none">• Mentoring should focus on career exploration, training and related education.• Mentoring should take place at the school, workplace or an approved alternative site or tour location.• Mentors that participate in activities with students outside the workplace should be approved by the school administration and parents. A mentoring permission form should be used when setting up the mentoring relationship.
Prerequisites	Prior to placement in a mentorship experience, each LEA shall ensure that a Kansas WBL Agreement is secured. A parent/guardian signature on the mentorship training agreement is required to participate in each mentoring experience.
Student Participation/Qualifications	Students participating in job shadowing must seek a mentor in a career area of interest.
Credits Earned	Credit may be awarded through regular classroom and laboratory grading.



➤ [Kansas WBL: PLP Guidance Document](#) ¹



➤ [Kansas Volunteer Commission](#)⁶⁴ website.

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SIMULATED WORK-BASED EXPERIENCE

SIMULATIONS are a way to expose students to careers and to explore them without actually being in the workplace. Career simulations allow students to experience opening a business, manufacturing products, offering services and demonstrating career readiness skills in a nonthreatening, safe environment in the classroom. Simulations can be for individuals or for teams. Simulations can be fun and engaging and have a high degree of accuracy as it relates to the workplace. They offer the opportunity to “preview” jobs.

Purpose/Objective: Career Exploration

Simulated Workplace Experiences are beneficial when laws, travel or logistics make it difficult to experience the actual workplace. Simulations rely on current software and adequate speed and access to the internet for creating the workplace experience.

Success Factors

- Align simulations with classroom instruction for maximum impact.
- Consider having students work both as individuals and as collaborative groups during the simulation to imitate a real work environment.
- Allow the simulation to take place over an extended time period to replicate real-world work.
- Create the simulation of a workplace in the classroom or CTSO experience. Fundraising for a CTSO provides an excellent framework to create a simulated business experience.

Benefits

- Provides students with a workplace experience that may not be available to them due to limiting factors of time, distance, etc.
- Allows all students to participate rather than just those with transportation or other enabling factors.
- Allows students to use technology to make decisions and evaluate the results of those decisions in real time or through an accelerated time frame.
- Permits the flexibility for students to participate in a variety of simulations to explore different career areas.

Simulated Work-Based Experience at a Glance

Key Legal, Safety and Health Issues	<ul style="list-style-type: none">• Do not allow students to invest money in any workplace experience simulation or use any simulation that requires a financial investment to complete.• Carefully monitor personal information provided to workplace simulation websites.
Credits Earned	Credit may be awarded through regular classroom and laboratory grading.

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SUMMER CAMPS AND EXPERIENCES

SUMMER CAMPS AND EXPERIENCES are unique ways to provide in-depth workplace experiences for students. Many organizations provide camp or conference types of experiences that provide learning experiences for students.

Purpose/Objective: Career Exploration

Provides an extended opportunity for students to explore the workplace and develop technical and career readiness skills through a focused camp or summer experience.




Benefits

- Provides a focused, extended workplace experience for students.
- Promotes opportunities for students and business/industry to develop partnerships without the restrictions of the school day.

Success Factors

- Successful summer experiences have been developed in many Kansas communities. These usually involve a partnership with areas business/industry to provide an extended experience. Communities may offer a week-long event where a student can spend a week shadowing a business/industry and discover if they would like to pursue a career in that industry. Most of the successful experiences allow a student to discover all aspects of the industry rather than focusing on one job. Entrepreneurship camps are particularly popular.
- Summer experience camps can be a popular way to engage students in experiencing the work of the industry. Examples are a summer construction or manufacturing camp where students work side by side with industry professionals in work that is approvable for students less than 18 years of age. Entrepreneurship camps introduce students to the rewards and challenges of business generation and implementation.
- Summer camps and experiences are most successful when the student is engaged in trying the work rather than watching or being told about the nature of the work.

Sources

-  Taken from [Guidelines for Implementing the Nebraska Workplace Experiences Continuum](#).⁶⁵
-  Forms are available: [Kansas WBL: PLP Guidance Document](#).¹
-  Adapted from: Career and Technical Education Work-Based Learning Guide - Office of Career, Technical and Adult Education Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120

Summer Camps and Experiences at a Glance

Key Legal, Safety and Health Issues	<ul style="list-style-type: none">• Monitor the activities to make certain they are appropriate for the age of students, and do not allow students to work in any of the hazardous occupations identified by the United States Department of Labor.• Make certain students and parents know the expectations for student behavior, dress, performance, etc.
Prerequisites	Prior to participation, students and parents should sign appropriate forms. Students should research the business they plan to visit.
Student Participation/Qualifications	Students in grades 9-12.
Credits Earned	Credit may be awarded through regular classroom and laboratory grading.

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MOCK INTERVIEWS/SUPERVISED AGRICULTURAL EXPERIENCES (SAE)

Mock Interviews

Each student is matched with a professional who interviews him or her as if the student was being interviewed by an employer for a job.

Supervised Agricultural Experiences (SAE)

CTE students enrolled in agricultural education courses participate in **SUPERVISED AGRICULTURAL EXPERIENCES (SAEs)**. SAEs are classified as foundational or immersion. The Foundational SAEs aligns with and supports the concepts in Career Awareness and Career Exploration. Immersion SAEs have intensive experiential and WBL experiences that reside within individual pathways of the agriculture industry. Immersion SAEs correspond with Kansas WBL experiences, as follows:

SELECTED WBL EXPERIENCE	CORRESPONDING SAE
Entrepreneurship	Ownership/Entrepreneurship
Internship	Placement/Internship
Mentorship/Internship	Research
School-Based Enterprise	School-Based Enterprise
Service Learning	Service Learning

For more information on SAEs, please refer to the following:

- 
- >

[The National Council for Agricultural Education \(The Council\) SAE webpage⁶⁶](#)
- >

[SAE for All website⁶⁷](#)
- >

[KSDE Agriculture, Food and Natural Resources \(CTE Career Cluster\) webpage⁶⁸](#)

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Career Preparation Experiences

Career preparation experiences deepen student knowledge and develop skills necessary for success in employment and postsecondary education. These experiences are recommended for students who have a clear goal of entering the workforce directly after high school or of enrolling in a closely related postsecondary training program. These experiences are structured primarily to give students extensive practice in applying fundamental technical and practical knowledge and skills in their chosen careers. Career preparation experiences take place over a longer time frame and involve more responsibilities.



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IMPLEMENTATION OF WBL STRATEGIES

For all Career preparation experiences, the following criteria must be met:

1. An electronic portfolio is required for all students enrolled in WBL experiences. An electronic portfolio is a summative assessment that demonstrates a student’s mastery of course content. Student electronic portfolios should reflect career and technical course competencies and/or core course standards, employability and technical skills attained and the student’s long-term goals. Students are required to document their learning through the compilation of artifacts into the portfolio. Recommended portfolio components are found in the [Measuring and Reflecting Student Learning resource](#).⁵²
2. CTE experiences – The student must have been enrolled, and/or be currently enrolled, in a technical and/or application level course(s) (one credit) in the pathway related to the career experience. (Not enrolled solely in the introductory level course.) If the work experience is linked to a CTE course approved for extra funding (.5 funding) under the Pathways process, a maximum of 2.0 hours work-based experience will count toward the student’s attendance but only 1.0 hour work experience will count toward CTE (.5) weighted funding.
3. Non – CTE work-based learning experiences – course enrollment and attendance: In order to count a student’s non-CTE-related work-based experience toward school attendance time, the work-based experience must directly relate to a course the student is currently enrolled in or has taken. This means the work-based learning experience has academic, employability skills and occupational job performance competencies that are related to a course the student is currently taking or has taken. State funding for non-CTE work-based experience shall be based on a one to two ratio and is limited to the time in the related class with a maximum of two hours work experience per related class. For example, one hour of classroom instruction to two hours of work experience (per year). The combination of classroom and work-based experience may not exceed 1.0 FTE for state funding purposes.
4. Teacher/coordinator of record for the experience shall meet with the student weekly to verify maintenance of records.
5. The teacher/coordinator shall visit the worksite, if applicable, at least once each nine weeks and maintain documentation of visits.
6. The work experience shall be aligned with a student’s career goals and IPS.
7. For any internship/placement/clinical experiences, the experience should align with approved course codes.
8. Work-Based Learning Agreement: For each work-based learning experience (regardless if it is CTE related or non-CTE), the student must have an up-to-date learning agreement in place and on file at the school (it should be included as part of the student’s Individual Plan of Study file/portfolio), as well as a copy at the workplace. The agreement must be signed by the student, the student’s parent/guardian, the teacher of record, the school’s work-based learning coordinator (if applicable), and the work-site supervisor or adult mentor. A suggested WBL agreement is shown starting on page 11 of KSDE’s [Kansas Work-Based Learning: Personalized Learning Plan Guidance Document](#).¹
9. Please keep in mind that the work-based learning agreement is not simply having a liability agreement on file.

10. Work log/timesheets/attendance hours: For the duration of the student’s work-based learning experience, a work log or timesheet must be maintained and regularly signed by the student’s work-site supervisor or, only as appropriate, by the school’s work-based learning coordinator. For KSDE audit purposes, the work log/timesheet must be made available at the time of audit and must include documentation of daily time worked by the student from the beginning of the school year through October 4th. Student work logs are required to be submitted weekly throughout the duration of WBL experiences.

Successful WBL strategies include:

- Applied, contextual learning.
- Integration of worksite instruction with technical and school-based instruction.
- Alignment of academic standards with industry and national skill standards.
- Meaningful learning experiences with well-defined tasks and outcomes.
- Links to continued employment and/or further education.

Source



➤ [Kansas Department of Labor \(KDOL\): Kansas WBL Fact Sheet](#)⁶⁹

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DOCUMENTATION

The school district’s WBL Coordinator, in collaboration with the employer, is responsible for the operation and management of a program. This includes maintaining essential written documentation on each student learner enrolled in the program.

Kansas WBL Agreement:

A Kansas WBL Personal Learning Plan (PLP) describes the length of the work experience, hours, starting wages (or appropriate documentation for nonpaid experience) and the responsibilities of the student learner, WBL coordinator, employer, employer/supervisor and parent/guardian. This document requires the signatures of all parties prior to the student learner beginning at the worksite.

Kansas WBL PLP:

An Individual Training Plan identifies the tasks that will be performed by the student learner under the supervision of the WBL coordinator and the employer/supervisor. This plan provides the road map for the student learner to develop essential skills and gain knowledge of the employer’s business. This plan should be the foundation for performance reviews conducted by the employer/supervisor and provide a framework for the WBL coordinator to have meaningful interactions with the student learner.

Guidelines and examples of documentation can be found at:



➤ [Kansas WBL: PLP Guidance Document](#)¹



➤ Adapted from Nebraska Guidelines for Implementing the Nebraska Workplace Experiences Continuum
Website: <https://www.education.ne.gov/nce/>
Email: nde.nce@nebraska.gov

Source



➤ [Measuring and Reflecting Student Learning – Work-Based Experience Portfolio and Employability Skills Rubric](#)⁵² online document.

Student Learner Skills Assessments:

Periodic evaluations by the WBL coordinator and employer/supervisor are required to document the student learner’s progress in knowledge and skill development, as well as demonstration of the Kansas Employability Skills Standards.

Safety Training Log and Records:

Safety instruction must be completed and documented by both the school district and the employer. It is imperative that written documentation of the safety instruction provided be maintained. These records should contain:

- Date, time and length of safety instruction.
- Description of safety instruction provided, including instruction on all equipment, especially hazardous equipment.
- Signature of the student learner and WBL coordinator for safety instruction completed at the school site.
- Signature of the student learner and employer/supervisor for safety instruction completed at the worksite.

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INTERNSHIP

INTERNSHIP is a WBL experience that places the student in a real workplace environment to develop and practice career-related knowledge and skills for a specific career field related to the student’s career interests, abilities and goals. Internships may be paid or unpaid. It is connected to classroom learning and accompanied by structured reflection activities. Students participating in internships are guided by a formal, written WBL PLP that defines specific academic and workplace skills to be mastered.



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INTERNSHIPS AT A GLANCE

Duration	<p>The internship should be a minimum of 120 hours per year (60/semester) on-site in the experience.</p> <p>Non – CTE work-based experiences: The student may participate based on a one-to-two ratio and is limited to the time in the related class with a maximum of two hours of work experience per related class. For example, one hour of classroom instruction to two hours of work experience.</p> <p>CTE work-based experiences: A student may participate in a WBL Internship experience for up to two hours per day. If the internship is linked to a CTE course approved for extra funding (.5 funding) under the Pathways process, a maximum of one hour will be counted toward weighted funding (per year).</p>
Pay	<p>Internship experiences may be paid or unpaid.</p>
Credit	<p>Students may earn one credit toward graduation for internships for each course credit enrolled.</p>
Related Classroom Instruction	<p>Yes</p>
Regulations	<p>Paid internship experiences must be conducted in compliance with federal and state labor laws.</p> <p>Federal legislation provides for determination as to whether interns must be paid by the minimum wage and overtime under the Fair Labor Standards Act (FLSA) for the services that they provide to private sector “for-profit” employers. Educators must meet the “Test for Unpaid Interns” (seven criteria) if they are placing students in unpaid internships. Otherwise, the students must follow the FLSA for paid internships webpage.⁷⁰</p>
WBL Coordinator Qualifications	<p>In general, the WBL coordinator shall be CTE certified in the career field and/or have qualified through KSDE training and have knowledge of career pathways to effectively implement the internship.</p> <div> Please refer to Licensed Personnel Guide resource webpage.⁷¹</div>
Student Eligibility	<p>The student must be enrolled in a CTE program at the technical or application level (CTE) or be enrolled in a course of study related to the internship (non-CTE). Consider the following prior to placement:</p> <ul style="list-style-type: none">• Successful completion of career inventory and exploration activities• Relevant work experience (e.g., job shadow, part-time job)• Recommendation from classroom teacher or counselor• Minimum attendance and/or grade point average• Completion of application and interview process with host employer• Completion of student registration and parent/guardian permission• Ability to fulfill the time demands of the internship

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ESTABLISHING AN INTERNSHIP

Successful internships require collaboration, communication and preparation by many school and community stakeholders. The following recommendations should be considered when developing an internship model for the school division:

1.

Convene the stakeholders needed to assist with implementing internships (e.g., employers, members of professional associations, such as chambers of commerce, school administrators, teachers, counselors, career advisers and WBL coordinators).
2.

Determine the scope and structure of the internship program, including policies that will govern student selection and intern supervision.
3.

Assess students’ career interests and eligibility to identify potential interns and target potential employers.
4.

Cultivate relationships with employers to host internships and work with them to structure internships that will benefit students, employers and workplace supervisors.
5.

Facilitate employers’ interviews of student candidates for internships and allow the employers to make the final selections.
6.

Prepare students for their internships through student and parent/guardian orientation and the development of training agreements and plans.
7.

Develop an internship WBL PLP.
8.

Ensure that adequate supervision is provided during the internships through workplace visits, employer evaluations and regular communication with employers and students.
9.

Ensure legal requirements are met, including identifying all safety requirements in the work environment.
10.

Provide for structured student reflection, both individual and group, before, during and after internship experiences.
11.

Give recognition to participating stakeholders, with emphasis on the host employers and students.
12.

Promote the internship program to area business and industry partners (employers) parents/guardians, school administrators, students and advisory groups.

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INTERNSHIP PROGRAM TERMINOLOGY

Training Agreement

A WBL PLP shall be developed and followed for each student. It is a written statement of commitment to a WBL experience made by the student, parent/guardian, WBL coordinator, school administrator and employer. It is a required formal document that contains mutually agreed-upon expectations for all parties involved that spells out each party's role, as well as other considerations, such as employment terms, schedule, duration of work, compensation (if applicable) and termination. It is the most important tool providing protection to the WBL coordinator and school officials against accusations of negligence and liability claims. It establishes a basis of understanding as to what is expected from everyone involved. It is important that each student placed in a WBL workplace have on file a completed training agreement.

If the WBL coordinator supervises interns from other classes within a CTE program area, the students' classroom teacher(s) should also be involved in and sign the training agreement. All signatories should retain a copy of the agreement.

Obtaining the employer's signature provides an excellent opportunity for a visit to the employer to build relationships. The best practice is for the WBL coordinator to have these documents signed in his/her presence.

Training Plan

Internship experiences follow training plans. A training plan, Kansas WBL PLP, is a formal document identifying the classroom instruction and workplace training that will contribute to the employability and ongoing development of a student. The WBL coordinator, employer and student must jointly prepare the training plan. The plan, which provides documentation for evaluation, should include development of the technical skills required by the occupation, as well as enhancement of workplace readiness skills.

The training plan should contain items in three categories:

1. Workplace readiness skills.
2. Specific duties and tasks performed on the job.
3. Related classroom instruction (by including this component, the student is applying all competencies learned in the classroom this/her WBL experience).

Forms:



[Kansas WBL: PLP Guidance Document¹](#)

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INTERNSHIP PROGRAM TERMINOLOGY

Student Supervision

Adherence to the guidelines outlined below ensures the integrity of the internship experience:

- Students must be currently enrolled or have taken at least one technical level course in a state-approved pathway within CTE program areas. The student must be currently enrolled in a non-CTE course of instruction related to the internship.
- WBL coordinators must meet with the students’ classroom teachers before each workplace visit and, if there is a need, after each visit.
- Meetings between WBL coordinators and the students’ classroom teachers must be documented on the training plans.
- Classroom teachers’ involvement in the development of the training agreements and training plans must be certified by signatures on both documents.
- Training agreement and training plan forms must be modified to account for the meetings with and involvement of other program classroom teachers, if applicable.

Required Hours

Credit for internship experiences during a 36-week school year should be based upon the student’s successful completion of the course and continuous, satisfactory employment throughout the school year. Students should achieve a minimum of 120 hours for the school year (60 hours per semester). Many students will achieve 240 hours.

School Records

Participating schools must maintain the following records for each internship student:

- Kansas WBL agreement
- Kansas WBL PLP
- Course competency record
- Local wage and hour information
- Documentation of all out-of-school coordination activities, including dates of workplace visits

The retention and disposition schedule for internship records is as follows:

- Enrollment
- Kansas WBL Agreement
- Evaluation/Employability Skills Assessment/Technical Skills Feedback
- Program
- Work experience forms (including Kansas WBL Agreement, training plans, measurable learning outcomes, course competency records, local wage and hour information and documentation of workplace visits)
- Record of employment
- Employment evaluations/Assessments

Forms:



[Kansas WBL: PLP Guidance Document¹](#)

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ROLES AND TIMELINE FOR INTERNSHIP IMPLEMENTATION

Before the Internship Experience

WBL COORDINATOR

- Review career assessment results.
- Identify interested and qualified students.
- Cultivate community partnerships to help secure contacts for students.
- Counsel students regarding job-placement and interview techniques.
- Orient student to expectations, including safety requirements (e.g., personal protective equipment).
- Confirm logistics, including transportation for students, parent/guardian permission and emergency contact information.
- Encourage students to share information regarding supports and accommodations needed to be successful in the workplace so that the employer may be aware of student needs (e.g., health issues or dietary restrictions).
- Finalize each student internship training agreement, Kansas WBL PLP, with the student, parent/guardian and employer.

STUDENT

- Research the industry and workplace prior to the internship.
- Identify internship opportunities of interest.
- Develop a resume.
- Complete an internship application and participate in an interview.
- Conduct interview follow up (e.g., send a thank-you note, make a follow-up phone call to check status of application).
- Upon acceptance of an internship offer, complete any required federal and state tax forms.
- Participate in orientation activities required by the employer.

EMPLOYER

- Communicate expectations and confirm logistics with WBL coordinator.
- Create job description.
- Interview and select the intern.
- Work with WBL coordinator and student on training plan with specific goals and benchmarks.
- Orient intern to the workplace and position.

During the Internship Experience

WBL COORDINATOR

- Track intern's hours.
- Evaluate student progress.
- Conduct progress conferences.
- Maintain communication with employer.
- Comply with applicable local, state and federal laws.

STUDENT

- Participate in progress conferences.
- Maintain expected hours of work and school attendance.
- Reflect on the connection between what is learned at school and at the workplace.
- Comply with all workplace rules and exercise workplace readiness skills.
- Record observations of career and workplace.
- Document WBL hours.

EMPLOYER

- Participate in progress conferences.
- Supervise and assist student in working toward learning objectives.
- Document and assess student performance.
- Coordinate and communicate with WBL coordinator.
- Comply with applicable local, state and federal laws.

After the Internship Experience

WBL COORDINATOR

- Evaluate the student.
- Collect documentation and submit reports as required.


STUDENT



- Complete feedback and reflection assignments.
- Update resume based on new skills and experiences gained.
- Students are required to document their learning through the compilation of artifacts in the student's electronic portfolio.

EMPLOYER

- Complete feedback and evaluation forms.

Forms available:

-  [USDOL Wage and Hour Division⁷²](#)
-  [Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act⁶⁴](#)

-  [KDOL: Kansas WBL Fact Sheet⁶⁴](#)
-  [Kansas WBL: PLP Guidance Document⁶¹](#)

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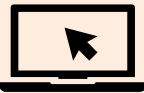
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ENTREPRENEURSHIP

During an **ENTREPRENEURSHIP** WBL experience, the student plans, implements, operates and assumes financial risks in a business that produces goods or delivers services. The entrepreneurship student keeps financial records to determine return on investments. An entrepreneurship experience provides students the opportunity to develop the skills necessary to become established in their own business or to gain employment.

Entrepreneurship at a Glance	
Duration	Aligned with course duration.
Pay	None, student is responsible for financially supporting the activity.
Credit	Possible (within course credit)
Related Classroom Instruction	Yes
WBL Coordinator Qualifications	<div>In general, the WBL coordinator shall be CTE certified in the career field and/or have qualified through KSDE training and have knowledge of career pathways to effectively implement the entrepreneurship experience.</div> <div> Please refer to Licensed Personnel Guide resource webpage.⁷⁰</div>
Student Eligibility	<div>Students who operate their own businesses must comply with all local, state and federal regulations, including acquiring all necessary licenses and permits.</div> <div>While there are no specific prerequisites to an entrepreneurship experience, students who have already participated in some career awareness activities and have a genuine interest in owning their own business would benefit most from entrepreneurship. As with other WBL activities, the content and expectations should reflect each student’s need for additional information about specific careers.</div>

Establishing an Entrepreneurship Program

Unlike other WBL experiences, the entrepreneurship experience is student-driven and managed. The WBL coordinator acts as a point of contact for the purposes of guidance and accountability as related to WBL. Effective WBL programs provide time for reflection and planning of next steps so that students may think critically about the experiences. Additionally, consider celebrating involvement in the entrepreneurship through certificates, assemblies or media coverage.

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ROLES AND TIMELINE FOR ENTREPRENEURSHIP IMPLEMENTATION

Before the Entrepreneurship Experience

WBL COORDINATOR

- Review career assessment results.
- Identify interested and qualified students.
- Finalize each student’s entrepreneurship training agreement with appropriate parties.

STUDENT

- Submit required forms.

During the Entrepreneurship Experience

WBL COORDINATOR

- Provide supervision to the student as needed.
- Keep track of student hours and progress.
- Conduct progress conferences and evaluate student progress.
- Support student in working toward related learning objectives, structuring learning activities to complement the entrepreneurship experience.
- Maintain ongoing communication with student and any other entrepreneurship stakeholders.

STUDENT

- Exercise workplace readiness skills.
- Maintain ongoing communication with others involved with the entrepreneurship experience.
- Document WBL hours.

After the Entrepreneurship Experience

WBL COORDINATOR

- Collect documentation and submit reports, as required.

STUDENT

- Complete feedback and reflection assignments.
- Students are required to document their learning through the compilation of artifacts in the student’s electronic portfolio.

Forms may be found at:

 [Kansas WBL: PLP Guidance Document](#)¹

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CLINICAL EXPERIENCES

CLINICAL EXPERIENCES

allow health and medical science students to integrate knowledge acquired in the classroom with clinical practice. Students are placed in a variety of healthcare settings and observe patients at different stages of medical practice so students may better understand the scope of the healthcare profession. Health and medical science teachers are in charge of supervising the clinical experience. Specific requirements for each type are as follows:

Clinical Experiences at a Glance

Types of Clinical Experiences	Clinical experiences vary depending on what health and medical science classes students are taking and may include: <ul style="list-style-type: none">• Dental careers• Emergency medical technician/emergency medical responder (EMT/EMR)• Medical assistant• Medical laboratory technician• Nurse aide• Patient care technician• Pharmacy technician• Physical/occupational therapy• Practical nursing• Sports medicine• Radiologic technology• Sterile processing technologist• Surgical technologist• Vision care technician
Pay	None
Credit	Varies (within course credit)
Rules and Regulations	Rules and regulations for each type may vary, following any Kansas rules and guidelines.

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SERVICE LEARNING

SERVICE LEARNING goes beyond students participating in community service. Service learning experiences enable students to learn and apply academic, social and personal skills to improve the community, continue individual growth and develop a lifelong ethic of service.

During a service learning experience, students identify an interest and a community need and then develop and complete a project. Students complete structured activities before, during and after the experience to reflect and self-assess.


The National Youth Leadership Council (NYLC) established eight standards for service learning:

- 1. **Meaningful Service:** Service learning actively engages participants in meaningful and personally relevant service activities.
- 2. **Link to Curriculum:** Service learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
- 3. **Reflection:** Service learning incorporates multiple challenging

reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one’s relationship to society.

- 4. **Diversity:** Service learning promotes understanding of diversity and mutual respect among all participants.
- 5. **Youth Voice:** Service learning provides youth with a strong voice in planning, implementing and evaluating service learning experiences with guidance from adults.
- 6. **Partnerships:** Service learning partnerships are collaborative, mutually beneficial and address community needs.
- 7. **Progress Monitoring:** Service learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals and uses results for improvement and sustainability.
- 8. **Duration and Intensity:** Service learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Service Learning at a Glance

Types of Service Learning Experiences	Duration will vary according to the type of experience. Service learning projects may be held during the summer, after school, during the school year, or in the desired format to meet student and community needs.
Pay	Possible depending on activity
Credit	Varies (within course credit)
Related Classroom Instruction	Yes
WBL Coordinator Qualifications	In general, the WBL coordinator shall be CTE certified in the career field and/or have qualified through KSDE training and have knowledge of career pathways to effectively implement the service learning experience.  Please refer to Licensed Personnel Guide resource webpage . ⁷⁰
Student Eligibility	<ul style="list-style-type: none">• Successful completion of career inventory and exploration activities.• Relevant work experience (e.g., job shadow, part-time job).• Recommendation from classroom teacher or school counselor.• Minimum attendance and/or grade point average.• Completion of application and interview process.• Completion of required forms.• Ability to fulfill the time demands of the project.

Source:

 [NYLC website](#) ⁷³

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ESTABLISHING A SERVICE LEARNING PROGRAM

To create a service learning program, the WBL coordinator and/or students can conduct initial research to determine community needs, including conducting surveys, consulting community agency representatives and coordinating with local media. Once key public issues have been identified and analyzed, expectations for program scope and rigor must be set. Expectations for the program and for the students must be based on student abilities and areas of interest, as well as community needs and the school’s goals and vision. Because all WBL experiences depend on cultivating community relationships, consider collaborating with people in existing programs that may complement the new service learning program.

Once high-level decisions about the program have been made, standards, expectations and responsibilities must be drafted for all stakeholders. WBL coordinators must develop training materials and provide a WBL PLP to be signed by the WBL coordinator, the student, the parent/guardian and the project contact.

Effective service learning programs provide closure, as well as time for reflection, so that students may think critically about the service learning experiences. Additionally, consider celebrating student service through certificates, assemblies, or media coverage. Elicit feedback to improve the program and to ensure the continual involvement of students and community members.

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ROLES AND TIMELINE FOR SERVICE LEARNING IMPLEMENTATION

Before the Service Learning Implementation

WBL COORDINATOR

- Review career assessment results.
- Identify interested and qualified students.
- Cultivate community partnerships to help secure contacts for students.
- Orient student to expectations, including safety requirements (e.g., personal protective equipment).
- Work with students to develop a project framework.
- Confirm logistics, including transportation for students, parent/guardian permission and emergency contact information.
- Encourage students to share information regarding supports and accommodations needed to be successful in the workplace so that any community partners may be aware of student needs (e.g., health issues or dietary restrictions).
- Finalize each student's WBL PLP with the student, parent/guardian and employer.

STUDENT

Planning and Implementation

- Identify an area of interest.
- Define a community need.
- Establish community contacts.
- Get a preapproval of the project.

Research

- Conduct academic research.
- Identify experts in the field.
- Become familiar with relevant local, state and federal ordinances, codes and laws.
- Organize findings and data.
- Review research with WBL coordinator (and project partner, if applicable).

Proposal Development

- Define the project (who, what, when, where, how).
- Follow written standards and expectations.
- Define project resources.
- Create a project timeline.
- Receive approval from project partner, if applicable.

Approval and Permission

- Present proposal for approval.
- Edit as needed.
- Obtain permissions or permits.

PROJECT PARTNER (IF APPLICABLE)

- Communicate expectations and confirm logistics with WBL coordinator.
- Communicate with staff about student visit(s).

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ROLES AND TIMELINE FOR SERVICE LEARNING IMPLEMENTATION

During the Service Learning Project

WBL COORDINATOR

- Support students in working toward project learning objectives.
- Provide supervision.
- Structure learning activities to complement the service learning experience (e.g., discussions, reading, writing, reflection, presentation).
- Evaluate student progress.
- Keep track of service learning hours.
- Maintain ongoing communication with student and project partner.

STUDENT

- Provide updates to WBL coordinator.
- Comply with all workplace rules and exercise workplace readiness skills.
- Document WBL hours.

PROJECT PARTNER (IF APPLICABLE)

- May provide supervision for students.
- May evaluate student progress.
- May coordinate and communicate with WBL coordinator.

After the Service Learning Project

WBL COORDINATOR

- Collect documentation and submit reports as required.

STUDENT

- Complete feedback and reflection assignments.
- Students are required to document their learning through the compilation of artifacts in the student's electronic portfolio.

PROJECT PARTNER (IF APPLICABLE)

- Complete feedback and evaluation forms.

 [Kansas WBL: PLP Guidance Document¹](#)

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SCHOOL-BASED ENTERPRISES

A **SCHOOL-BASED ENTERPRISE** is an ongoing, student-managed, entrepreneurial operation within the school setting. It provides goods or services that meet the needs of the school’s target markets (i.e., students, teachers, administrators, parents/guardians, community members, community organizations/businesses). School-based enterprises replicate the workplace to provide career insights and relevant experiences for the student. School-based enterprises are cooperative, with management decisions made by students. The WBL coordinator’s role involves the integration of technical content and skills. School-based enterprise may include:

- Culinary café or catering services
- Agriculture greenhouse plant sales
- Childcare programs
- Retail store
- Credit union
- Automotive services
- Carpentry services

School-based enterprises provide a great benefit to the school, the community and related program areas, and strengthen the relationships among stakeholders. Goods and services that are needed by the stakeholders are sometimes provided at a reduced cost. They provide a venue for reinforcing classroom instruction and allow students to have in-depth, real-world experience and build management and leadership skills at a level not typical in other WBL experiences.

School-Based Enterprises at a Glance

Types of School-Based Enterprises Experiences	Aligned with course duration.
Pay	Please review school business profits – options for spending profits from a school-based business using equipment purchased with Perkins Funds.
Credit	Varies (within course credit)
Related Classroom Instruction	Yes
WBL Coordinator Qualifications	<div>In general, the WBL coordinator shall be CTE certified in the career field and/or have qualified through KSDE training and have knowledge of career pathways to effectively implement the internship.</div> <div> Please refer to Licensed Personnel Guide resource webpage.⁷⁰</div>
Student Eligibility	While there are no specific prerequisites to a school-based enterprise experience, students who have already participated in some career awareness activities would benefit most from participating in a school-based enterprise. As with other WBL activities, the content and expectations should reflect each student’s need for additional information about specific careers.

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ESTABLISHING A SCHOOL-BASED ENTERPRISE

To create a school-based enterprise, the WBL coordinator, teacher and/or students can conduct initial research to determine school-based needs and target markets, including conducting surveys and consulting groups within the school. Once needs have been identified and analyzed, expectations for program scope must be set. Expectations for the program and for the students must be based on student abilities and areas of interest, as well as school-based needs. Because all WBL experiences depend on cultivating community relationships, consider collaborating with people in existing programs that may complement the new school-based enterprise program.

Once high-level decisions about the program have been made, standards, expectations and responsibilities must be drafted for all stakeholders. These should include:

- Hours of operation.
- Goods and services to be provided.
- Prices of goods and services.
- Secure storage for merchandise and cash.

Effective WBL programs provide closure, as well as time for reflection, so that students may think critically about the experiences. Additionally, consider celebrating involvement in the school-based enterprise through certificates, assemblies or media coverage. Elicit feedback to improve the program and to ensure the continual involvement of students and the school community.

Day-to-day tasks will be performed by student-employees, but the school-based enterprise should be overseen by a teacher to ensure that it complies with the school accounting system and all federal, state and local regulations. The teacher should also take care to ensure that the following tasks are performed regularly:

- Taking inventory of merchandise, including ensuring that items are sold well before expiration date.
- Preparing profit and loss statements.

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ROLES AND TIMELINE FOR SCHOOL-BASED ENTERPRISE IMPLEMENTATION

Before the School-Based Enterprise Implementation

WBL COORDINATOR

- Review career assessment results.
- Identify interested and qualified students.
- Orient student to expectations, including safety requirements (e.g., personal protective equipment).
- Finalize each student’s school-based WBL PLP with appropriate parties.

STUDENT

- Express interest and complete any necessary application procedures for the school-based enterprise.
- Submit required forms.
- Participate in applicable orientation activities.

During the School-Based Enterprise Implementation

WBL COORDINATOR

- Support students in working toward related learning objectives, structuring learning activities to complement the school-based enterprise.
- Maintain ongoing communication with all school-based enterprise stakeholders.

STUDENT

- Comply with all school-based enterprise rules and exercise workplace readiness skills.
- Maintain communication with others within the school-based enterprise.
- Record observations of school-based enterprise.
- Document WBL hours.

After the School-Based Enterprise Implementation


WBL COORDINATOR

- Collect documentation and submit reports, as required.

STUDENT

- Complete feedback and reflection assignments.
- Students are required to document their learning through the compilation of artifacts in the student’s electronic portfolio.

 [Kansas WBL: PLP Guidance Document¹](#)

Source:  All the previous information beginning with Internship: Adapted from Career and Technical Education Work-Based Learning Guide, Office of Career, Technical and Adult Education, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120

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APPRENTICESHIP

Youth Registered Apprenticeship (YRA)

YRA is a WBL opportunity that provides students both academic and workplace skills that can lead to postsecondary education opportunities and careers. This apprenticeship connects knowledge and skills acquired in a KSDE-approved secondary CTE pathway, as well as Kansas Department of Commerce-approved programs, to an employer’s Registered Apprenticeship (RA) training. This apprenticeship bridges high school youth and CTE learning with highly specialized, on-the-job learning and career pursuits. Youth apprentices receive paid on-the-job training (OJT) along with job-related technical instruction (RTI) that also supports meeting high school graduation requirements.

If a student is in a CTE pathway during the YRA, the time in class will be the same as if a student was in a pathway course for state funding purposes. If a student is not in a CTE pathway or left the school for the YRA, the school would receive 1.0 FTE for up to two hours of YRA time.

Resource

 [KansasWorks YRA Fact Sheet⁷⁴](#) document

Supervised Agricultural Experiences (SAE)

CTE students enrolled in agricultural education courses can participate in SAEs. SAEs are classified as foundational or immersion. The Foundational SAE aligns with, and supports, the concepts in Career Awareness and Career Exploration. Immersion SAEs have intensive experiential and WBL experiences that reside within individual pathways of the agriculture industry. Immersion SAEs correspond with Kansas WBL experiences, as follows:

SELECTED WBL EXPERIENCE	CORRESPONDING SAE
Entrepreneurship	Ownership/Entrepreneurship
Internship	Placement/Internship
Mentorship/Internship	Research
School-Based Enterprise	School-Based Enterprise
Service Learning	Service Learning

For more information on SAE, please refer to the following:

-  [The National Council for Agricultural Education \(The Council\) SAE webpage⁷⁵](#)
- [SAE for All website⁶²](#)

Work-Based Learning

MODEL FOR NON-CTE WBL EXPERIENCE

For all career preparation experiences, the following criteria must be met:

1. An electronic portfolio is required for all students enrolled in WBL experiences. An electronic portfolio is a summative assessment that demonstrates a student’s mastery of course content. Student electronic portfolios should reflect career and technical course competencies and/or core course standards, employability and technical skills attained, and the student’s long-term goals. Students are required to document their learning through the compilation of artifacts into the portfolio. Recommended portfolio components are found in the [Measuring and Reflecting Student Learning – Work-Based Experience Portfolio and Employability Skills Rubric](#).⁵²
2. CTE experiences: The student must have been enrolled, and/or be currently enrolled, in a technical and/or application level course(s) (1 credit) in the pathway related to the career experience. If the work experience is linked to a CTE course approved for extra funding (.5 funding) under the Pathways process, a maximum of 2.0 hours (120 minutes) work-based experience will count toward the student’s attendance, but only 1.0 hour work experience will count toward CTE (.5) weighted funding.
3. Non-CTE experiences: In order to count a student’s non-CTE-related work-based experience toward school attendance time, the work-based experience must directly relate to a course the student is currently enrolled in or has taken. This means the work-based learning experience has academic, employability skills and occupational job performance competencies that are related to a course the student is currently taking or has taken. State funding for non-CTE work-based experience shall be based on a one to two ratio and is limited to the time in the related class with a maximum of two hours work experience per related class. For example, one hour of classroom instruction to two hours of work experience (per year). The combination of classroom and work-based experience may not exceed 1.0 FTE for state funding purposes.
4. Teacher/coordinator of record for the experience shall meet with the student weekly to verify maintenance of records.
5. The teacher/coordinator shall visit the worksite, if applicable, at least once each nine weeks and maintain documentation of visits.
6. The work experience shall be aligned with a student’s career goals and IPS.
7. For any internship/placement/clinical experiences, the experience should align with approved course codes.
8. Work log/timesheets/attendance hours: For the duration of the student’s work-based learning experience, a work log or timesheet must be maintained and regularly signed by the student’s work-site supervisor or, only as appropriate, by the school’s work-based learning coordinator. For KSDE audit purposes, the work log/timesheet must be made available at the time of audit and must include documentation of daily time worked by the student from the beginning of the school year through Oct. 4.
 - a. Student work logs are required to be submitted weekly throughout the duration of work-based learning experiences.
9. Work-Based Learning Agreement: For each work-based learning experience (regardless if it is CTE related or non-CTE), the student must have an up-to-date learning agreement in place and on file at the school (it should be included as part of the student’s Individual Plan of Study file/ portfolio), as well as a copy at the workplace. The agreement must be signed by the student, the student’s parent/guardian, the teacher of record, the school’s work-based learning coordinator (if applicable), and the work-site supervisor or adult mentor. A suggested work-based learning agreement is shown starting on page 11 of [Kansas WBL: PLP Guidance Document](#).¹
 - a. Please keep in mind that the work-based learning agreement is not simply having a liability agreement on file.

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MODEL FOR NON-CTE WBL EXPERIENCE

After determining what kind of experience the student will have, the next step is to complete the necessary portions of the Kansas WBL: PLP planning packet. The packet is organized into four sections, designed to be completed by different stakeholders:

- SECTION 1:** Planning details and agreement (for all stakeholders).
- SECTION 2:** Work site supervisor/adult mentor employability skills assessment and technical skills feedback form.
- SECTION 3:** Student employability skills self-assessment, reflection sheet and technical skills self-assessment.
- SECTION 4:** Supplemental documents include safety training log, WBL experience liability agreement and work log (for students, requirements will vary).

Different elements of the planning packet will be required, depending on the type of WBL experience the student is participating in along the Kansas WBL Continuum.



- [Kansas WBL: PLP Guidance Document¹](#)
- [KDOL WBL Fact Sheet⁶⁸](#)

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PREPARING FOR WBL

WBL is comprised of school-coordinated workplace experiences that are related to students’ career goals and/or interests, are integrated with instruction and are performed in partnership with local businesses and organizations. WBL experiences enable students to apply classroom instruction in a real-world business or service-oriented work environment. The Kansas State Department of Education (KSDE) recognizes CTE and non-CTE WBL experiences. Kansas CTE programs include the following components:

- **Classroom instruction:** The essential component for students to master the academic and technical competencies, attitudes and work ethic necessary for career success and lifelong learning.
- **Career and technical student organizations (CTSO):** Organizations that provide experiences that reinforce and strengthen classroom learning and prepare students for individual responsibility, teamwork and leadership in their chosen career pathways.
- **WBL experiences:** Opportunities for students to apply and refine knowledge, attitudes and skills through professionally coordinated and supervised work experience directly related to career goals.

The WBL experience component builds on the benefits of the other two components by assisting students with the transition from the classroom to the workplace. Students’ knowledge, skills and attitudes are enhanced by participation in supervised, authentic experiences. WBL experiences are valuable because they help students develop careers beyond their secondary and postsecondary education. Students who participate in WBL experiences are often able to continue to work for their placement companies after high school graduation or even after college graduation. Furthermore, employers are increasingly seeking new hires who have WBL experience and can perform well from day one.

Source



➤ [Elements of Effective Practice for Mentoring, The National Mentoring Partnership webpage](#)⁷⁶



➤ [Recommendations for Workplace Monitoring, The National Mentoring Partnership](#)⁷⁷ online document

DEVELOPING PLP AND WBL AGREEMENTS

The [Kansas WBL: PLP Guidance Document](#)¹ is designed to support educators, employers and students and their families all in the process of designing and implementing a WBL experience for students.

In summary, all stakeholders (educators, employers and students) must determine:

- What kind of WBL experience students will have.
- Plan the duration and intensity of that experience.
- Prepare for the employer feedback and student self-reflection process.

After determining what kind of experience the student will have, the next step is to complete the necessary portions of the Kansas WBL: PLP planning packet. The packet is organized into four sections, designed to be completed by different stakeholders:

SECTION 1: Planning details and agreement (for all stakeholders).

SECTION 2: Work site supervisor/adult mentor employability skills assessment and technical skills feedback form.

SECTION 3: Student employability skills self-assessment, reflection sheet and technical skills self-assessment.

SECTION 4: Supplemental documents include safety training log, WBL experience liability agreement and work log (for students, requirements will vary).

Different elements of the planning packet will be required, depending on the type of WBL experience the student is participating in along the Kansas WBL Continuum. The table to the right illustrates how to use the packet, based on WBL experience type and stakeholder role.

Type of WBL Continuum Experience	SECTION 1 All, including educators	SECTION 2 Work Site Supervisor/ Adult Mentor	SECTION 3 Student	SECTION 4 Supplemental Documents
Job shadow	✓	• Employability Skills Assessment (p. 15)	• Employability Skills Self-Assessment (p. 19) • Reflection Sheet (p. 20)	• Work log (p. 27). • Employer may require safety training (Safety Training Log, p. 25). • Liability agreement is a local district choice (p. 26).
Internship	✓	✓	✓	• Work log (p. 27). • Employer may require safety training (Safety Training Log, p. 25). • Liability agreement is a local district choice (p. 26).
Youth-registered apprenticeship	✓	✓	✓	• Work log (p. 27). • Employer may require safety training (Safety Training Log, p. 25). • Liability agreement is a local district choice (p. 26).
Simulated WBL experience	✓	✓	✓	• Work log (p. 27). • Employer may require safety training (Safety Training Log, p. 25). • Liability agreement is a local district choice (p. 26).
Entrepreneurship	✓	✓	✓	• Work log (p. 27). • Employer may require safety training (Safety Training Log, p. 25). • Liability agreement is a local district choice (p. 26).
Service learning	✓	✓	✓	• Work log (p. 27). • Employer may require safety training (Safety Training Log, p. 25). • Liability agreement is a local district choice (p. 26).
Transition (IEP) (Include Type of WBL experience)	✓	• Job shadow (Employability Skills Assessment, p. 15) • ✓ All other types.	• Job shadow (Employability Skills Self-Assessment, p. 19) • ✓ All other types.	• Work log (p. 27). • Employer may require safety training (Safety Training Log, p. 25). • Liability agreement is a local district choice (p. 26).



➤ [Kansas WBL: PLP Guidance Document](#)¹

➤ [KDOL WBL Fact Sheet](#)⁶⁸

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Labor Laws and Market

Students over the age of 16 can engage in WBL and businesses should follow child labor laws around hours worked and hazardous occupations when designing these opportunities.

 [KDOL WBL Fact Sheet](#)⁶⁸

USDOL, WAGE AND HOUR DIVISION

USDOL, Wage and Hour Division’s (WHD) mission is to promote and achieve compliance with labor standards to protect and enhance the welfare of the nation’s workforce. WHD enforces federal minimum wage, overtime pay, recordkeeping and child labor requirements of the Fair Labor Standards Act.



USDOL, WHD Resources:



» [USDOL, WHD website](#) ⁶⁵

» [Handy Reference Guide to the Fair Labor Standards Act](#) ⁷⁸webpage

» [Topical Fact Sheet Index, USDOL, WHD](#) ⁷⁹ webpage

The following fact sheets may be accessed at the link referenced above:

- Child Labor Provisions for Nonagricultural Occupations
- Child Labor 101 Publication
- Child Labor 102 Ag Occupations Publication
- Fact Sheet #40: Overview of Youth Employment (Child Labor) Provisions of the Fair Labor Standards Act (FLSA) for Agricultural Occupations
- Child Labor Provisions of the Fair Labor Standards Act (FLSA) for Nonagricultural Occupations
- Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

» [Workplace Posters](#) ⁸⁰ webpage

» [YouthRules!](#) website ⁸¹



KANSAS LABOR MARKET INFORMATION

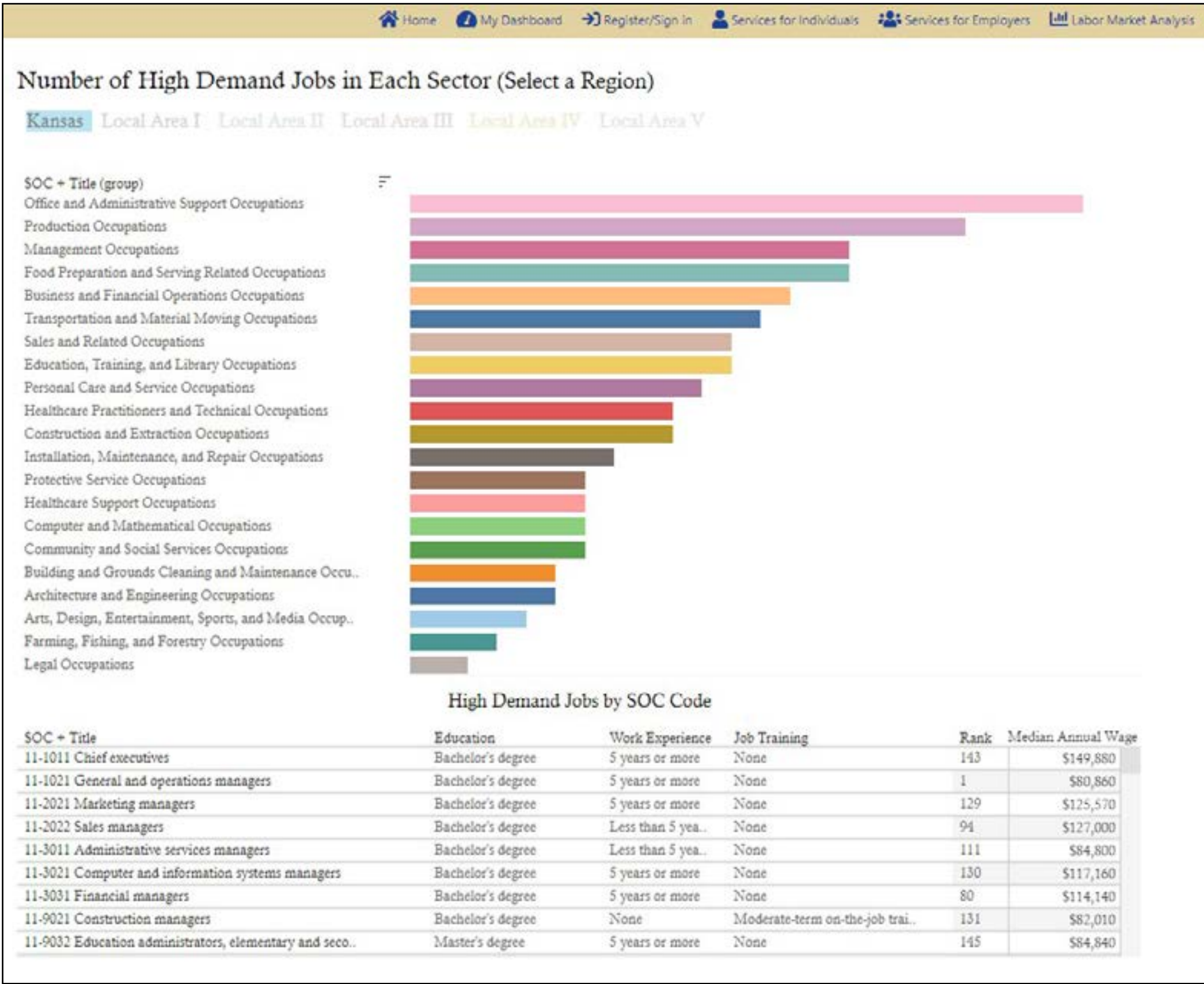
KDOL has created high-demand occupation files by Career Cluster. High-demand, high-wage occupations are noted (check mark). Within the files, each tab of the worksheet is a Career Cluster. The files are available statewide and for each of the five local area regions.

The high-demand occupations list has been created to answer the questions:

- Which jobs have the highest number of job openings in the state right now?
- Which jobs will have the highest number of openings in the coming years?

This is a helpful resource for students and job seekers because it provides information on the amount of employment opportunity in the state for a particular occupation. The jobs on the high-demand list have shown up as being in high demand based on more than one source of labor market data. Each job is ranked based on the number of openings currently reported to us by Kansas employers, as well as the projected number of job openings two years into the future and 10 years into the future. Many students utilize the high-demand list, as well as those workers who are planning to change careers. The high-demand list uses projected data as two thirds of the measure in order to ensure the jobs will still be in demand even if job seekers need to go through job training before they can enter the labor force.

 [KDOL: Kansas High Demand Occupations](#)⁸² website



Kansas Career Assistance

KDOL

Kansas Career Posters

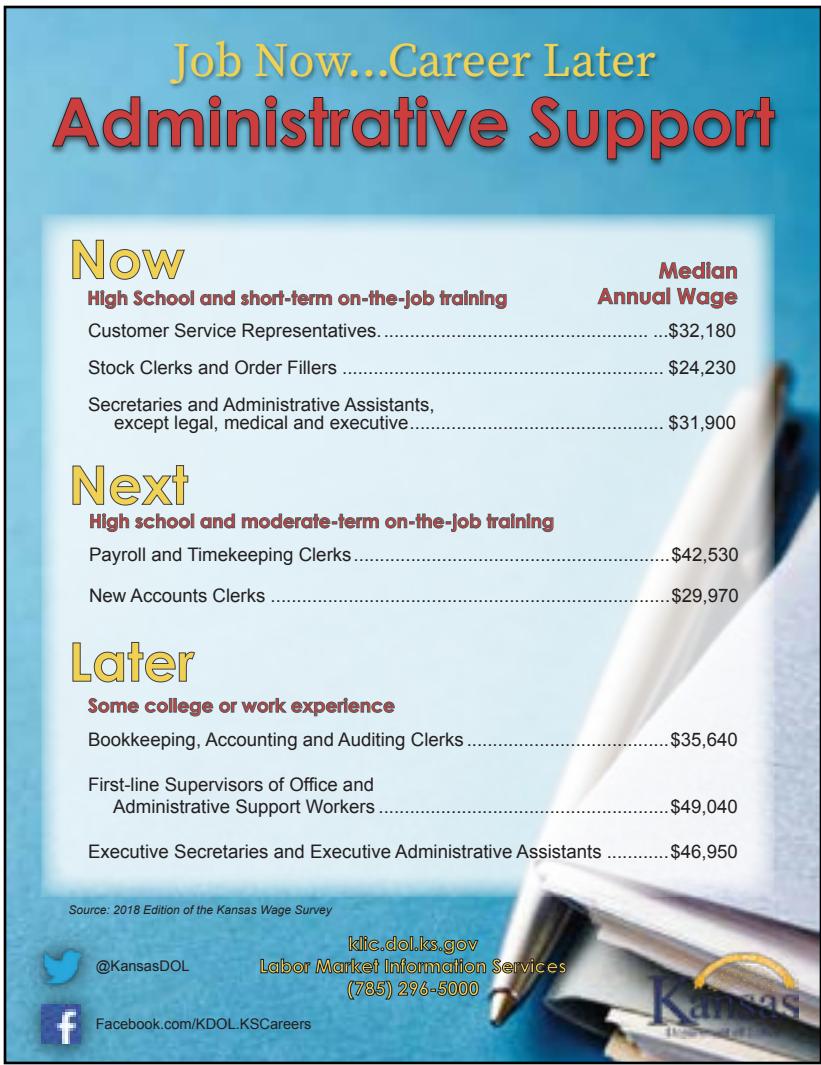
KDOL developed posters outlining different career paths that high school students might be considering for their future.

The posters walk through occupations across different career clusters that students can obtain immediately after high school, along with future jobs that they can work toward with more education or work experience.

Every occupation on these posters is currently in high demand in the state of Kansas. This means that they have larger than average combined current and projected demand in the state.



➤ [Kansas Career Posters](#)⁸³ webpage



For more information, contact:
KDOL: Labor Market Information Services
(785) 296-5000
KDOL.Laborstats@ks.gov

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KANSAS CAREER NAVIGATOR

The **KANSAS CAREER NAVIGATOR** is an online dashboard intended to aid in the selection of education and training programs, access workforce training providers, analyze performance information and labor market information.

Students can use the [Kansas Career Navigator](#)⁸⁴ to locate high-wage occupations in their area that are in high demand, as well as explore education programs that lead to these occupations. They can learn about education, work experience and job training requirements. In addition, this dashboard allows users to examine occupational salaries for workers by region and search job openings in the area. Click the link below to begin your journey through this occupational research resource.



- [Kansas Career Navigator](#)⁸³ website
- [Kansas Career Navigator Training](#)⁸⁵ website



1. Choose High School Career Pathways or Occupations and College Programs
 - a. High School Career Pathways will take you to a Kansas County map where the following data is displayed for the county chosen:
 - i. Population
 - ii. Median Household Income
 - iii. Average Annual Wage and Employment
 - iv. Online job postings number and web-link
 - v. Unemployment Rate
 - vi. Adult Education Centers with web-links
 - vii. High Schools with web-links
 - viii. Post-Secondary Institutions with web-links
 - ix. Private Post-Secondary Institutions with web-links
 - b. Occupations and College Programs will take you to a Kansas County labor data map where the following data is displayed for the Labor Local Area chosen:
 - i. Top 10 Local High Demand, High Wage Occupations
 - ii. Local Area Openings and Requirements can be researched further for each occupation
 - iii. Current and future Salary and Demand data
 - iv. Link to all data by county listed in (a)
2. Every page has information icons for a quick link to:
 - a. Occupational Wages
 - b. High School or College pages
 - c. Training Programs
 - d. Job search through KansasWorks
 - e. Additional Resources
 - f. All five state agencies that created Kansas Career Navigator

KANSASWORKS

The [KANSAS DEPARTMENT OF COMMERCE](#)⁸⁶ administers the Kansas workforce system, which links businesses, job seekers and educational institutions to match Kansas employers and skilled workers. The system includes full- and part-time workforce centers. [KansasWorks](#)⁸⁷ connects job seekers including youth, adults, veterans and dislocated workers to a network of employment training and educational programs.



- [The Kansas Workforce Regions map](#)⁸⁸(PDF)
- [KansasWorks Resources](#) ⁸⁹ website
- [KansasWorks](#)⁸⁵ bridges the gap between employers and job seekers.



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KANSASWORKS REGISTERED APPRENTICE PROGRAM

[KANSASWORKS REGISTERED APPRENTICE PROGRAM](#)⁹⁰ is a work-based learning opportunity that provides students both academic and workplace skills that can lead to postsecondary education opportunities and careers. This apprenticeship connects knowledge and skills acquired in a KSDE-approved secondary CTE pathway, as well as Kansas Department of Commerce approved programs to an employer’s Registered Apprenticeship (RA) training. This apprenticeship bridges high school youth and CTE learning with highly specialized, on-the-job learning and career pursuits. Youth apprentices receive paid on the-job training (OJT) along with job related technical instruction (RTI) that also supports meeting high school graduation requirements.



➤ [Kansas Works Youth RA Fact Sheet 2020](#)⁷⁵ document

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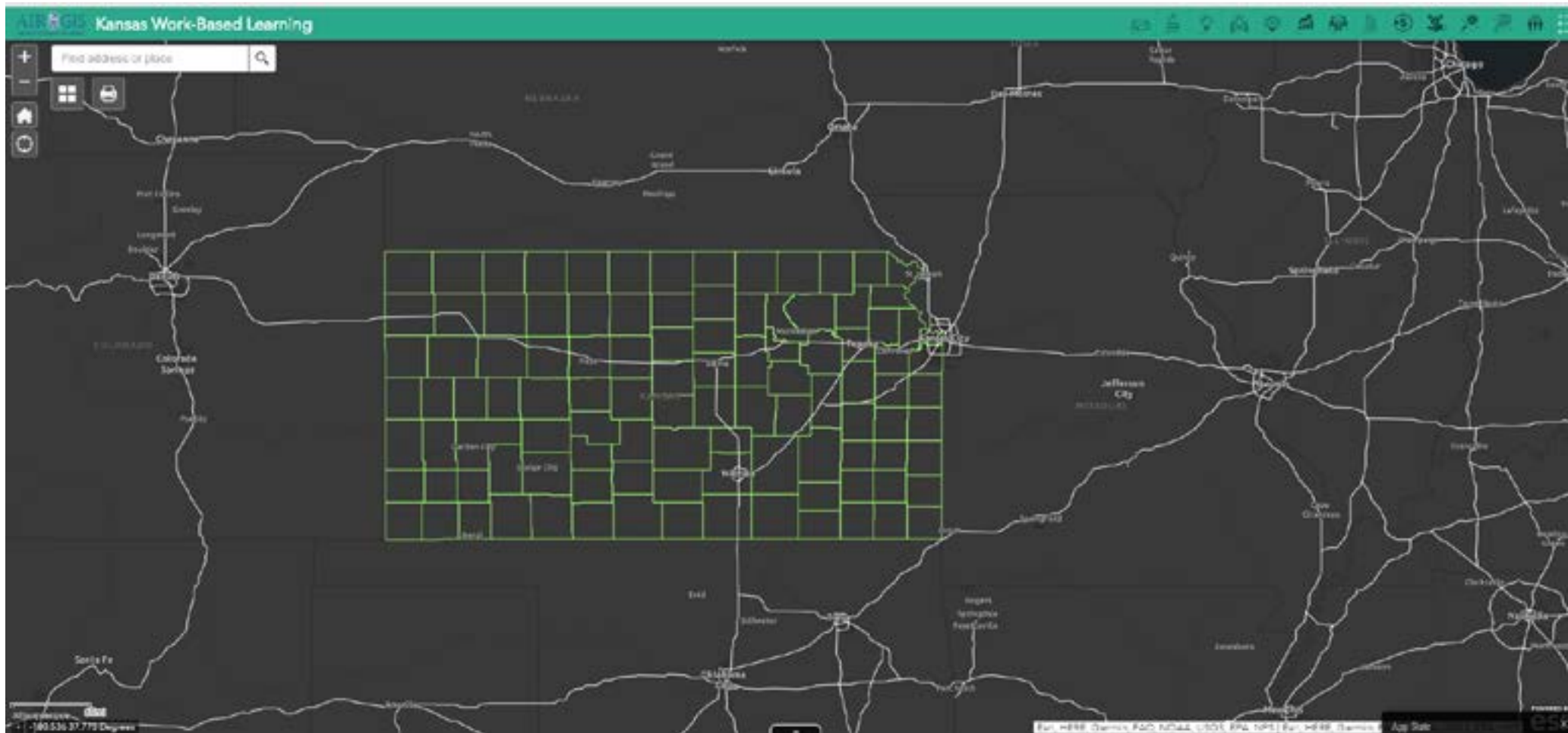
KANSAS WBL GEOGRAPHIC INFORMATION SYSTEM

Kansas WBL Geographic Information System (GIS) Goals

- Analyze school district career pathways and local, regional and state workforce needs.
- Develop high-quality WBL experiences for all students in each of the five workforce regions.
- Ensure Kansas students have equitable access to high-quality WBL experiences designed to prepare each student for postsecondary and workforce success, in high-wage, high-demand and critical need occupations of our state and regions.

GIS Layers

- Borders (census tracts, counties, local workforce development areas, metropolitan statistical areas, projection regions, school districts, USA freeway system)
- Education (libraries, public institutions – universities, public institutions – community and technical colleges, schools, students approved for free/reduced price lunch by Unified School District (USD), enrollment by USD, attendance rate by USD, transported students by USD).
- CTE Pathways
- CTSO
- Excel in CTE
- Projected employment growth by industry
- Businesses
- Wages by industry
- Wages by occupation
- Job vacancies by industry
- Job vacancies by occupation
- Social characteristics



 [Kansas GIS⁹¹ website](#)

PRE-EMPLOYMENT TRANSITION SERVICES

Kansas Department for Children and Families⁹² (DCF)

Empowering youth with disabilities to achieve their highest employment potential is one of the major goals of Rehabilitation Services (RS). To help achieve this goal, RS is providing Pre-Employment Transition Services (Pre-ETS), which were authorized by the Workforce Innovation and Opportunity Act. Pre-ETS are designed to provide job exploration, counseling and other services to help young people prepare for employment and self-reliance, rather than dependency on public benefits. In collaboration with local education agencies and qualified community partners, RS will provide or arrange for the provision of Pre-ETS for students with disabilities who are in need of such services and who meet participation criteria.



- [Kansas Department for Children and Families \(DCF\) Pre-Employment Transition Flyer](#)⁹³ PDF
- [Kansas DCF Servicios de Transición Pre-Empleo](#)⁹⁴ PDF

For referral to the Pre-ETS Transition Specialist serving your community, please call the Rehabilitation Services toll-free Customer Service Line: 1-866-213-9079.



Pre-Employment Transition Services

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In collaboration with local education agencies and qualified community partners, RS will provide or arrange for the provision of Pre-ETS for students with disabilities who are in need of such services and who meet the following participation criteria:

- The student is 16-21 years of age.
- The student is in a secondary, post-secondary or other recognized education program.
- The student is eligible for, and receiving services under an Individual Education Plan or 504 Plan, or the student is an individual with a disability, as defined by Section 504 of the Rehabilitation Act.
- The student is a resident of Kansas. Any student with a disability who is not a U.S. citizen must have employment authorization documentation.

Services are designed to provide an early start at job exploration and to assist students with disabilities in making the transition from secondary to post-secondary education/training and competitive, integrated employment.



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Endnotes

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