



Department of
Education

Work-Based
Learning

Work-Based Learning Policy Guide

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INTRODUCTION

In an increasingly complex global economy, all students must be prepared with intellectual, technical, and social skills needed to compete and contribute meaningfully to their communities. For most, this means completing some postsecondary education or training; for all, it means learning about themselves and the world of work.

The policies and procedures outlined in this policy guide support outcomes-driven work-based learning (WBL) experiences and programs in Tennessee. They pertain to all WBL activities in Tennessee and establish the minimum requirements of the Tennessee Department of Education (TDOE). Local districts may choose to adopt additional guidelines above and beyond these policies based on the workforce development needs of regional employers, local postsecondary opportunities, and high-demand, high-skill careers.

The WBL Policy Guide is required by Tennessee State Board of Education Rule 0520-01-03-.06 and adheres to the WBL Framework established in High School Policy 2.103. A separate WBL Implementation Guide provides additional supporting documentation and resources for successful WBL strategies. WBL course documents provide additional information about specific credit-bearing WBL experiences.

WORK-BASED LEARNING OVERVIEW

Tennessee's Vision for Skills-Focused Work-Based Learning

Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high-skill careers, providing students with the needed skills that are difficult to learn solely through classroom-based instruction. WBL activities begin by helping students develop a broad understanding and awareness of industries and possible careers that are available to them. Over time, these experiences narrow in focus as students find careers of interest, learn what postsecondary education is necessary for success, and practice the technical, transferable 21st century skills, and social and personal skills to enter those careers later in life.

What is work-based learning?

Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high-skill careers in Tennessee. Students build on classroom-based instruction to develop employability skills that prepare them for success in postsecondary education and future careers.

Work-based learning activities can begin as early as elementary school and continue through postsecondary. WBL experiences should align with student interest and provide exposure to professional work settings and expectations. Student work is judged by professional standards, and students are motivated by feedback from workplace supervisors, customers, and clients.

WBL experiences may culminate in capstone WBL experiences such as internships, apprenticeships, clinicals, and practicums for high school credit.

Tennessee's Vision for Work-Based Learning:

Every student in Tennessee will prepare for further education and long-term careers in an increasingly complex global economy by exploring careers, understanding their own strengths and interests, and learning through hands-on application of valuable employability skills.

Work-based learning will help ensure a skilled workforce pipeline for Tennessee's growing industries. It benefits communities and families by promoting thriving local and regional economies.

Educators, industry, communities and families will work together to create a world-class work-based learning system with broad-based, efficient and effective participation of all stakeholders at statewide, regional, and local levels.

Collaboration between private and public institutions ensures relevant skill development and clear pathways to student success.

Work-based learning is a methodology that can support learning for all students through various strategies. Successfully braiding the components of school and work and providing work-based learning opportunities for all students requires a vision and commitment shared by stakeholders including educators, employers, communities, parents, and the students themselves.

The Tennessee Department of Education's policies support WBL programs that prepare students for success in local high-wage, high-demand, and high-skill careers through rigorous, relevant WBL experiences driven in partnership by the business community and schools.



Image Credit: Corporate Voices for Working Families

To attain this vision, the goal of work-based learning in Tennessee is two-fold: first, to deepen WBL learning experiences by increasing the focus on student skill development, and second, to broaden participation in WBL opportunities that connect student interests with real opportunities in Tennessee.

To meet these goals, WBL experiences need to be:

- introduced in early grades and deepened over time rather than focused only in later grades;
- driven by standards-based student learning outcomes rather than completed activities;
- accessible to all students and designed to meet diverse needs rather than reserved for a few;
- focused on both postsecondary and career readiness rather than careers alone;
- integrated within curriculum and strong counseling resources, rather than existing as stand-alone experiences;
- supported by a school-based team including general education teachers, career and technical education (CTE) teachers, and counselors, rather than just one CTE teacher; and
- inclusive of school-based and technology-supported experiences rather than only existing in workplaces.

Benefits of Work-Based Learning for Students, Employers, Schools and Communities

Strong work-based learning programs provide clear benefits to invested stakeholders.

Students who participate in rigorous WBL can:

- set and pursue career, educational and personal goals;
- understand the connection between school and their postsecondary and career goals;
- model mature professional behaviors and rise to the expectations of employers while demonstrating good work habits;
- develop leadership skills and a sense of responsibility;
- solve problems cooperatively and creatively;
- build social networks that will support their learning and expand future opportunities; and
- access opportunities for economic and social prosperity to support themselves and their families.

Employers and community organizations can:

- shape a pipeline of knowledgeable, motivated talent;
- increase brand awareness and loyalty;
- prescreen potential employees and broaden their community impact and contribution;
- give back to the community and support strong learning experiences for students; and
- provide students with exposure to opportunities outside their immediate environments.

Schools can:

- incorporate career training techniques used in businesses;
- develop ongoing relationships with the business community ;
- adapt rapidly to industry trends and workplace expectations;
- increase the number of WBL opportunities available to all students;
- create a sequenced plan for WBL experiences that build upon each other to foster career awareness, exploration and preparation; and
- promote skills that support students' attainment of the Tennessee standards as well as workplace standards.

The state can:

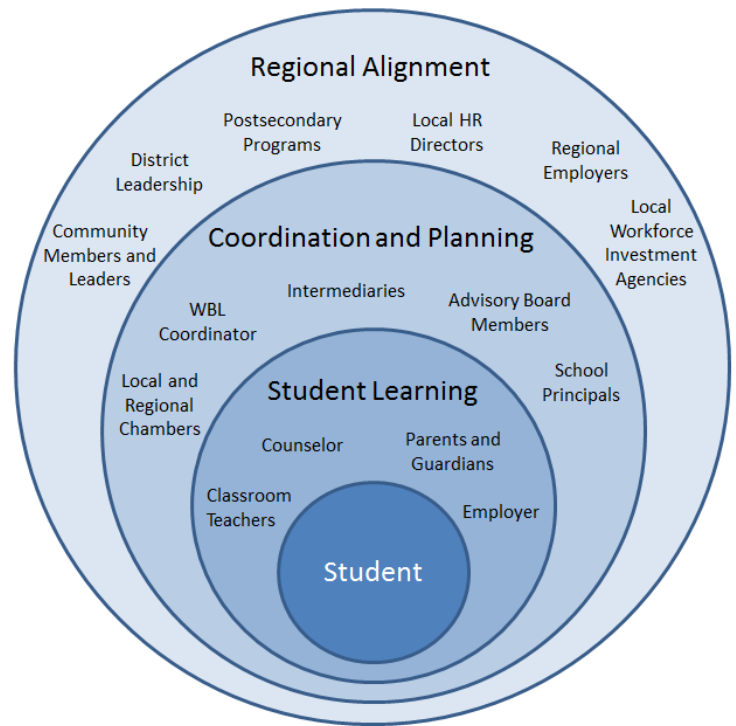
- retain existing employers by offering a continuous pool of highly qualified candidates and
- provide a qualified workforce to grow the economy and recruit employers and jobs to Tennessee.

Involving Key Stakeholders in Implementing a Work-Based Learning Program

Successful work-based learning models are defined by:

1. Opportunities aligned with workforce needs
2. Experiences sequenced and built over time
3. Professionals providing ongoing input regarding the program, student experiences, and student learning outcomes

For these practices to be effective, multiple stakeholders must provide layers of support and collaboration to ensure positive outcomes for students. They must help determine regional community needs, coordinate and plan WBL experiences that align with real opportunities in the region, and provide students with opportunities to learn employability skills in a real-world context. These stakeholders span secondary and postsecondary education, community organizations, workforce development agencies, businesses, parents, and students.



Students are the primary agents in work-based learning. They not only participate fully in experiences that are offered, but seek opportunities to learn. Students request support as needed, assess their own learning, develop plans, recalibrate plans based on their experiences, and help ensure that each successive experience leads them closer to their goals.

Parents and guardians prepare their children for learning, support their children's access to opportunities, and help broker services that their children may need to succeed.

Schools prepare students, coordinate experiences, identify learning needs, and work with employers to determine the expected outcomes for student experiences. They work with students and employers to develop learning plans, monitor student progress, facilitate connection to curriculum, and assess student learning. Within schools, teachers, counselors, and other staff work together, but teachers are primarily responsible for establishing learning outcomes, monitoring students, and assessing student outcomes.

Districts/local education agencies (LEAs) build support for work-based learning by engaging the community and business organizations. They build a school culture that values work-based learning, provide necessary staff and technological resources, facilitate professional development, and ensure quality practice.

Intermediary organizations, such chambers of commerce, community-based organizations, or industry associations, may help link employers and schools to support students. They may provide staff who serve multiple schools or the technology to help track and assess placements. They also champion work-based learning, convene stakeholders, and implement communication plans to ensure community support. Such

organizations may have the capacity to augment what schools and districts can do on their own, and are increasingly seen as resources to support scaling work-based learning to serve larger numbers of students and employers.

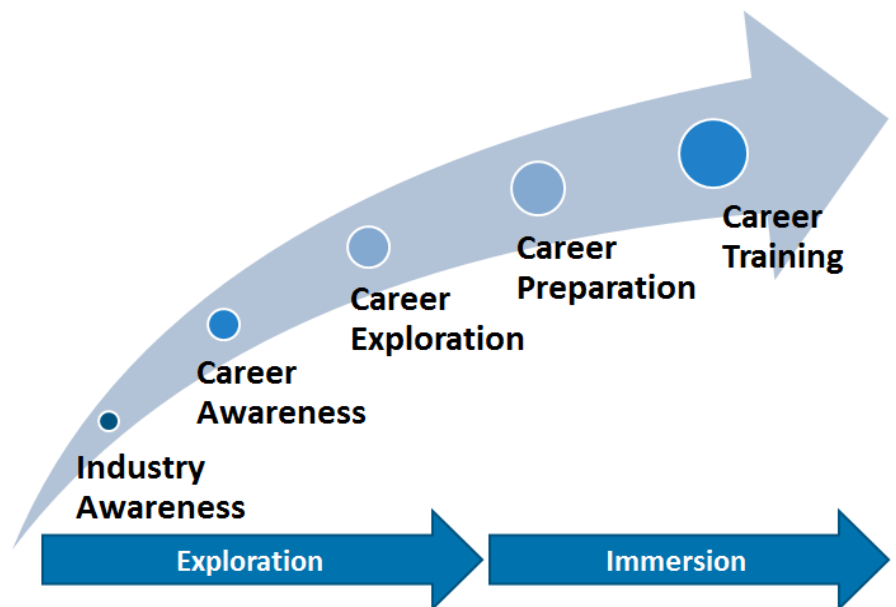
Employers and industry representatives, including community organizations, are the primary providers of experiences for students and teachers. They also provide input to teachers about skills needed in the workplace, and serve as champions for work-based learning with other employers.

Workforce development organizations, including Workforce investment boards, economic development agencies, industry associations, labor organizations, and related regional and local agencies provide up-to-date labor market data and workforce trends. They may also link work-based learning to other community programs and provide additional support to students, such as training or financial assistance.

Introduction to the Work-Based Learning Continuum

When the right local and regional stakeholders are involved from planning to implementation, communities can offer students robust, sequenced WBL experiences. These experiences may begin with broad exploratory activities as early as elementary school, when students are first becoming aware of what adults do in the world around them. Over time, these experiences become more customized and specific to the interests and needs of the students. Ultimately, more students will have the opportunity to participate in and benefit from high-level, capstone WBL experiences such as internships and apprenticeships that prepare students for postsecondary degrees and employment.

This policy guide provides the expectations for WBL programs and related policies to help districts develop robust local plans in collaboration with local and regional stakeholders that best serve their students. Various types of work-based learning can be used or customized to help students advance in their knowledge and skill development. When done well, each experience is differentiated to meet students where they are and help them take active steps toward their successful future.



BUILDING QUALITY WORK-BASED LEARNING PROGRAMS

For more Tennessee students to successfully learn and model professional work expectations and behaviors, quality WBL programs must support experiences that foster skills-based learning. WBL experiences and programs must align with the Work-Based Learning Framework of the state board as outlined in High School Policy 2.103. The diagram to the right outlines the layers of support needed to ensure quality WBL programs.

Skills-Based Student Learning

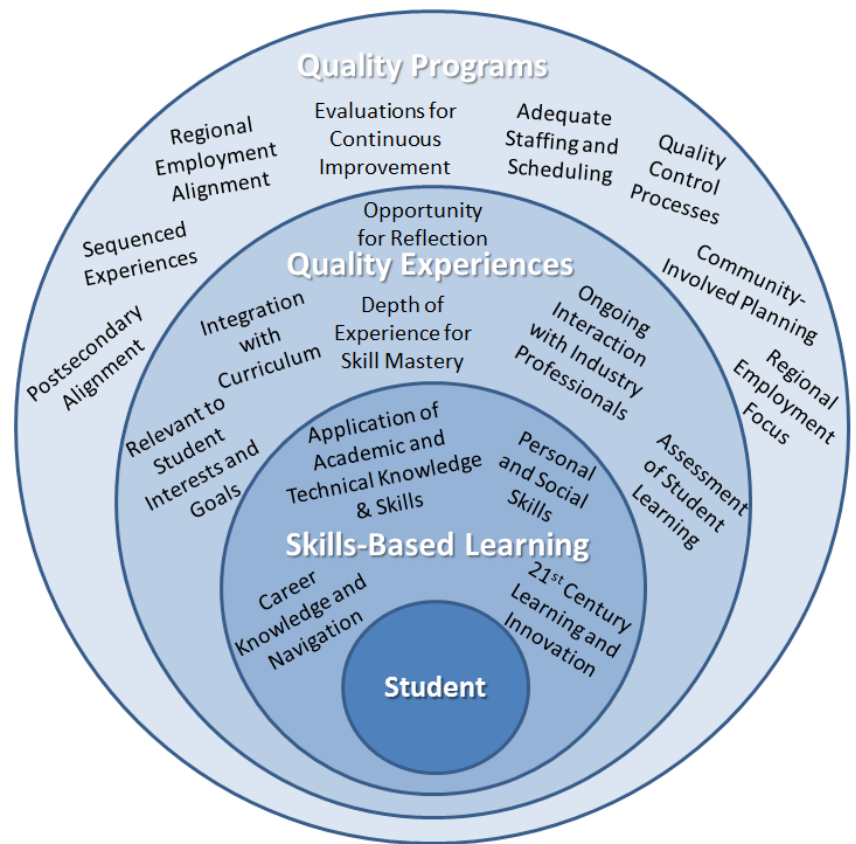
Work-based learning in Tennessee — from participation in career fairs to internships — will help students meet both academic and workplace standards. Tennessee teachers, administrators, counselors, and industry partners worked with the department to identify key employability skills that students can and should learn through WBL experiences. As a result, students participating in WBL experiences will have a Personalized Learning Plan that addresses skills in the following categories:

- 1) Application of Academic Knowledge and Skills
- 2) Application of Industry-Focused Knowledge and Technical Skills
- 3) Career Knowledge and Navigation Skills
- 4) 21st Century Learning and Innovation Skills
- 5) Personal and Social Skills

Quality Work-Based Learning Experiences

To help students learn these skills, experiences must be of high quality. High-quality experiences are defined as having the following characteristics:

- 1) a **purposeful focus** on applied learning in preparation for postsecondary education and careers;
- 2) **learning outcomes** as the driver for designing experiences and learning plans;
- 3) **relevance** to student interests, their high school Plan of Study, and learning goals;
- 4) **integration** with curriculum or connection to related instruction;
- 5) sufficient **variety** to provide exposure to multiple career options;
- 6) sufficient **depth** to allow for employability skill development and professional community engagement;
- 7) ongoing **interaction** with professionals from industry and the community;



- 8) close **supervision** from both teachers and employers;
- 9) opportunities for **reflection** and analysis;
- 10) **assessment** of student learning that is aligned with industry-specific expectations;
- 11) **alignment** with postsecondary and career opportunities regionally; and
- 12) **documentation of student learning** through the development of artifacts and portfolios.

Quality Work-Based Learning Programs

Structures and systems must be sufficient to support rigorous student experiences. Quality programs provide:

- 1) **sequenced experiences** to ensure preparation and “next steps;”
- 2) **coordination** of services among endorsed teachers, counselors, and the WBL coordinator(s);
- 3) **partnerships** with postsecondary institutions, apprenticeships, and job training programs to facilitate successful transitions beyond high school;
- 4) adequate **staffing** of the work-based learning coordination function;
- 5) a school **schedule** that enables quality work-based learning and supervision;
- 6) **communication materials** to inform employers, students, and parents of opportunities;
- 7) **technology** infrastructure to support placements, orientations, and actual WBL experiences;
- 8) tools, processes and documentation for **quality control** and compliance with legal requirements;
- 9) **community-based advisors** involved in program and experience planning and generating opportunities for students;
- 10) **a culture** that values and supports WBL across the curriculum for all students;
- 11) **regionally-aligned pathways** with community-shared expectations for WBL experiences and learning outcomes; and
- 12) **evaluative measures** that facilitate continuous program improvement.

Work-Based Learning and Tennessee Graduation Requirements

Tennessee graduation requirements include a three credit “elective focus.” Credit-bearing, capstone work-based learning courses may count toward this requirement when the experience aligns with the other courses taken in sequence. Students should use their chosen elective focus and their high school Plan of Study as the basis for their capstone WBL experience.

The *Work-Based Learning: Career Practicum (6105)* course may substitute for level 4 offerings in all CTE programs of study. Students should participate in an aligned CTE program of study and/or other related courses prior to enrolling in this course. When taken with general education courses or electives, WBL experiences must reflect the student’s long-term goals and interests and foster postsecondary and career preparation.

TYPES OF WORK-BASED LEARNING

For advanced work-based learning experiences to have the greatest impact on students, a variety of WBL strategies should be embedded into the student's high school Plan of Study in an intentional progression. In elementary and middle school, students may participate in groups in broad Industry and Career Awareness activities to learn about a variety of opportunities that may appeal to them. To dive deeper into their areas of interest, Career Exploration activities provide more focused experiences in which students take a proactive role in identifying and pursuing relevant career and postsecondary information to shape their long-term goals. Once students have greater career knowledge, they pursue higher-level skills and knowledge that are important in their chosen careers. Career Preparation and Training activities may either be embedded as projects into their courses or exist as credit-bearing experiences when taken through the *Work-Based Learning: Career Practicum* course.

Industry and Career Awareness Activities

Career speakers/industry-in-the-classroom are career awareness activities that provide opportunities for students to learn first-hand about the skills required in various industries or career areas; the career paths taken by those in the field; the tools, materials and equipment used; and the work environment and expectations for performance in various industries.

Field trips and tours are career awareness activities in which classes or small groups of students visit appropriate work sites. These activities are supervised and designed for students to explore a variety of jobs.

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.

Career Exploration Activities

Career mentoring is a career exploration activity in which the student is matched with an adult professional in a chosen field of interest to explore careers, postsecondary options, industry expectations, and employability skills. The career mentor serves as a resource by sharing insights and providing guidance about the workplace, careers, and education. Students benefit from regular contact with a knowledgeable and supportive adult outside of the classroom and school environment.

Informational interviewing is a career exploration activity in which the student makes contact with a business/industry representative for a telephone or in-person interview, lasting approximately 15 minutes to an hour. The student prepares questions in advance to explore opportunities in a given career area or occupation, the skills and education required for entry and success, the long-term growth potential, and, often, the career path taken by the representative prior to arriving at his/her current position. Informational interviewing benefits students by giving them direct contact with an employer, offering them an opportunity to practice their interview skills, display their interest, and gather valuable information.

Job shadowing is a career exploration activity in which students observe the workday of a professional, interact with clients or customers, and attend meetings or other appointments. Job shadows are designed to help students explore a field of interest while developing research skills and building occupational knowledge through a facilitated, active learning process.

Types of Work-Based Learning				
	Industry and Career Awareness Experiences	Career Exploration Experiences	Career Preparation and Training Experiences	
Purpose	Building awareness of options and skills needed	Encouraging self-knowledge and agency	Enabling situated learning and mastery through immersion and practice, culminating in attainment of marketable skills and preparation for further education	
Definition	School-directed experiences with industry involvement focused on exposing students to a broad range of industries and the career opportunities within them.	Student-driven experiences with professionals that allow students to learn about specific areas of interest.	<i>Embedded:</i> Students are immersed in a classroom-based experience as part of a CTE or general education class, where they learn through in-depth project-based learning and industry involvement. Experiences enhance curriculum, align with student interests, reinforce employability skills, and simulate professional working environments.	<i>Credit-bearing:</i> Students earn high school credit for meeting WBL course standards through industry-directed experiences. Primarily occurring in a professional workplace, students experience professional working environments that align with their Plan of Study (SBE High School Policy 2.103). Classroom facilitation supports learning to prepare students for employment and further education.
Embedded or Credit-Bearing Strategies	Activities are embedded into CTE or general education classes to enhance curriculum and differentiate instruction.	Activities are embedded into CTE or general education classes to enhance curriculum and differentiate instruction.	Activities are embedded into CTE or general education classes to enhance curriculum and differentiate instruction.	Students enroll in WBL courses and participate in WBL activities to meet course standards.
Grades Targeted	Elementary/middle school through 9 th grade and ongoing	Middle school through 11 th grade and ongoing	11 th grade through early postsecondary and ongoing	11 th grade through early postsecondary and ongoing
Sample Activities*	<ul style="list-style-type: none"> • Career fairs • Career speakers and industry-in-the-classroom • Field trips and tours 	<ul style="list-style-type: none"> • Career mentoring • Informational interviewing • Job shadowing • Participation in <i>Career Exploration</i> class • Service-learning projects–embedded in <i>Service-Learning</i> class 	<ul style="list-style-type: none"> • Career-related student competitions • Industry-driven project based learning • Social enterprises for learning • Research and development experiences • Technical mentoring • School-based enterprise • Service-learning projects 	<ul style="list-style-type: none"> • Apprenticeships (registered)–embedded in <i>WBL: Career Practicum</i> class • Cooperative education (co-op)–embedded in <i>WBL: Career Practicum</i> class • Health science clinical experiences –embedded in <i>Clinical Internship</i> or <i>Nursing Education</i> class • Internships–embedded in <i>WBL: Career Practicum</i> class • School-based enterprise or social enterprises for learning–embedded in <i>WBL: Career Practicum</i> class

*Sample student activities are provided as examples and should be customized to meet the learning objectives of the students involved. They are not restricted to one category unless they are credit-bearing.

Career Preparation and Training Activities

In these activities, students are immersed in an experience and learn by doing. Activities that reinforce student skills at this level can either be embedded into existing courses or stand alone as a credit-bearing experience.

Embedded Activities: Non-credit bearing work-based learning activities may be embedded into existing courses or the school day and should be used by the LEA to:

- facilitate the development and updating of the student's Plan of Study;
- promote postsecondary and career awareness;
- prepare students for increasingly independent work-based learning experiences; and
- provide students with a valuable professional skill set and documented evidence of their abilities.

Career-related student competitions are activities that require students to demonstrate mastery of career-related skills through juried presentations or competitions. Presentations represent culminations of student effort, often conducted through teams. Career and technical student organizations (CTSOs) and programs such as "Project Lead the Way" sponsor such competitions for students. For more information about CTSOs please visit the Tennessee Department of Education website.

Industry-driven project-based learning provides complex, multi-week projects implemented in classrooms with ongoing, technical input from industry representatives to ensure the projects are producing results that meet industry standards. The regular presence of industry representatives provides a culture of high expectations in the classrooms and allows industry to impart workplace norms and knowledge to the students in addition to technical skills. Industry-driven projects are enhanced further when the classrooms are designed as simulated industry "laboratories." These experiences offer an important form of work-based learning when students do not otherwise have access to actual workplaces. This strategy can be used for credit through the Career Practicum course.

Social enterprises for learning (SEfL)¹ are similar to school-based enterprises, but focus on social rather than commercial activity. As in school-based enterprises, students in SEfLs create real products or services for real "customers" or clients, which could range from plans for new community facilities to energy audits in local schools. To the extent possible, students initiate, plan, design, and manage their own projects, and often begin with community needs assessments. SEfLs can be either group or individual projects. All parties, including teachers, employers, and community agencies contribute to the students' learning. This strategy can be used for credit through the Career Practicum course.

Research and development (R&D) experiences allow students to participate in research and development teams through grant-funded projects at local colleges and universities. Students perform tasks similar to those of college-level research assistants, carrying out tasks appropriate to their level of skill and

¹ Dr. David Stern and Dr. Deborah McKoy, in coining the term "social enterprises for learning" place SEfLs as learning experiences at the nexus of educational, social, and economic sectors, in contrast to service-learning, which spans education and social sectors, and more traditional work-based learning or school-based enterprises, which span education and economic sectors. For more information see Stern, D. (2002). *The Seventh Sector: Social Enterprise for Learning in the United States*, in Istance, D., Schuetze, H. G., and Schuller, T (eds), *International Perspectives on Lifelong Learning: From Recurrent Education to the Learning Society* (pp. 91-104). Buckingham, UK: Open University Press.

knowledge. Students may be paid stipends and reap the additional benefits of direct exposure to a college campus, professors, college students, and a real research project.

Technical mentoring² offers direct, systematic outside professional input in students' actual work products. It may occur in the workplace as part of an internship or in a classroom. It may also occur through videoconferencing or web-based applications. The use of electronic means to connect professionals and students enables more students to have access to real input from professionals.

Credit-Bearing Experiences: The following experiences may be offered for high school credit when WBL course standards are met. WBL classes allow students to earn high school credit for select work-based learning experiences when they meet the course standards. These experiences allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills. Through the Career Practicum course, teachers may facilitate various forms of WBL experiences which are differentiated to meet the needs of the individual student and aligned with course standards. These experiences may be offered at the discretion of the LEA:

Apprenticeship programs (registered) meet specific federally-approved standards designed to safeguard the welfare of apprentices. These programs are registered with the Bureau of Apprenticeship and Training, United States Department of Labor. Apprenticeships are relationships between an employer and an employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations. Students may receive credit through the Career Practicum course when they meet the course standards through a combination of classroom-based and work-based experiences. Placements are dependent on the student's goals and their aligned CTE program of study.

Cooperative education (Co-op) is a structured method of instruction whereby students coordinate their studies with a paid job in a field related to their academic or career and technical education course. Instruction is based on written learning and safety training plans agreed to by the school and employer. Students may receive credit through the Career Practicum course when they meet the course standards through a combination of classroom-based and work-based experiences. Placements are dependent on the student's goals and high school Plan of Study.

Health science clinicals are school-based or work-based placements in the health science area in which students are taught academic and occupational skills from school or employee instructors who supervise and evaluate their work. Students successfully completing a clinical experience program may qualify for industry certification and/or receive credits that may be applied toward a professional degree. Students may receive credit through the *Clinical Internship* or *Nursing Education* course when they meet the course standards through a combination of classroom-based and work-based experiences. Placements are dependent on the student's goals and their aligned CTE program of study.

² This is a constructed work-based learning type, as identified in Darche, S., Nayar, N., & Bracco, K. (2009). *Work-based learning in California: Opportunities and models for expansion*. San Francisco: The James Irvine Foundation.

Internships enable students to work for an employer for a limited period of time to learn about a particular industry or occupation. These experiences are intended to provide students with a learning opportunity of value to the student. Internships are closely defined by the Fair Labor Standards Act and may be unpaid when it is clear that the experience is an extension of the student's learning. All federal laws apply to Tennessee internships. Students may receive credit through the Career Practicum course when they meet the course standards through a combination of classroom-based and work-based experiences. Placements are dependent on the student's goals and high school Plan of Study.

School-based enterprise is an experience in which students, as part of their school program, produce goods and services. School-based enterprises involve students in the management of a business that may involve the sale of goods for use by others. They involve students in all aspects of the business to the extent practical. They may be conducted on or off the school site but must be a part of the student's regular school program. Examples of school-based enterprises include a greenhouse nursery managed by an agriculture class, a bookstore managed by an entrepreneurship class, or a school day-care managed by an education and training class. School-based enterprise may be used as an embedded strategy or as a credit-bearing experience when the student is enrolled in the Career Practicum course and meets the course standards. Placements are dependent on the student's goals and high school Plan of Study.

Service-learning combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning. Students benefit by acquiring skills and knowledge, realizing personal satisfaction and learning civic responsibility. The community also benefits by having a local need addressed. The service-learning strategy may be embedded into other classes in the form of short-term projects. Students may also receive credit through the *Service-Learning* course when they meet the course standards. Placements are dependent on the student's goals and high school Plan of Study.

Transition activities (paid or non-paid) are designed to facilitate community-based instruction, employment experiences and socialization skills for the student with moderate to severe disabilities. The transition WBL method includes both paid and non-paid training activities for both credit and/or completion of the Individualized Education Program (IEP) goals and objectives. Students may receive credit through the *WBL: Special Education Transition (6107)* course when an IEP team determines that another capstone WBL course, such as *WBL: Career Practicum (6105)*, with appropriate accommodations and modifications is not the student's least restrictive environment.

TENNESSEE DEPARTMENT OF EDUCATION GENERAL POLICIES

The following establishes the Tennessee Department of Education (TDOE) policies for the implementation of credit-bearing work-based learning experiences. The policies set forth by the TDOE are aligned with guidelines established by:

- Tennessee General Assembly (T.C.A. § 49-11-101),
- Tennessee State Board of Education Rule (Rule 0520-01-03-.06. (2) (b) 3)
- Tennessee State Board of Education’s WBL Framework (High School Policy 2.103)

Credit-bearing work-based learning activities enable students to set goals for their skill development, practice and demonstrate the employability skills that are most valued by employers and postsecondary institutions, and compile a portfolio of work samples and references that serve as evidence of their abilities. The policies address stand-alone credit-bearing experiences such as, but not limited to, apprenticeships, clinicals, practicums, service-learning courses, and supervised agriculture experience.

While local boards of education may establish more stringent eligibility requirements for students participating in WBL experiences, at the minimum they must comply with the policies of the TDOE, provided that they do not infringe upon state or federal regulations pertaining to labor, education, or equality.

General Policies for Credit-Bearing Work-Based Learning

The following policies establish minimum general requirements for any credit-bearing work-based learning opportunity.

Relation to Student’s High School Plan of Study and Graduation Requirements

1. Capstone WBL experiences and training must be aligned with the student’s area of elective focus and updated Plan of Study (as required in state board high school policy), equate to a full time equivalent credit, meet the standards of the Career Practicum or other WBL course in which they are enrolled, and facilitate intentional progress toward the attainment of knowledge and skills necessary to pursue the student’s postsecondary and career goals.
2. Participating students must be on track to meet the requirements for graduation as adopted by the state board and may earn WBL credit over the summer term as long as all WBL program requirements are met.
3. The capstone WBL course, *Work-Based Learning: Career Practicum (6105)*, may be used as the fourth course in any CTE Program of Study and may count toward a student’s area of elective focus. Students in capstone WBL experiences should earn credit through the *WBL: Career Practicum (6105)* course or another appropriate WBL clinical or practicum course.
4. Introductory WBL courses, including but not limited to *Career Exploration (6166)*, are intended for general education purposes and, as such, shall not count toward a student’s CTE Program of Study or area of elective focus.

Access, Attendance, and Restrictions on Hours

5. No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of, or in connection with, any WBL program on the basis of race, color, religion, sex, national origin, age, disability, political affiliation, or belief (SBE Policy 3.203).
6. Students must exhibit work readiness attitudes and skills as determined by the teacher and employer and consistent with the WBL Policy and Implementation Guides before beginning a WBL experience (SBE High School Policy 2.103).
7. Time spent at the WBL placement for credit may be considered school enrollment time, provided the student is in attendance for at least half of the state minimum school day. The time of day actually attributed to WBL is immaterial (i.e., 1 p.m. to 3 p.m. should be treated the same as 7 p.m. to 9 p.m.) (TDOE Student Membership and Attendance Procedures Manual).
8. Students must be assigned to a trained and certified WBL coordinator to ensure appropriate placement, meet all legal requirements, provide all required documentation and reporting, and attest required data.
9. Students must maintain an attendance rate of 90% in school and in the WBL experience unless otherwise agreed upon prior to the start of the WBL experience and deemed acceptable to the workplace mentor and WBL coordinator. The student's signed WBL Training Agreement must stipulate any exceptions to this policy. A student's Individualized Education Program (IEP) shall also address work-based learning attendance expectations where necessary.
10. The WBL experience shall not be detrimental to the student's health, well-being, or progress in school. Hours worked — whether paid or unpaid — shall be monitored by a certified WBL coordinator to ensure the best interest of the student and shall align with all requirements of the Tennessee Child Labor Act.
11. The LEA has the authority to allow credit-bearing experiences that occur outside the school day or over the summer to best meet the needs of their students and teachers, provided that all WBL course standards and program requirements are met.
12. Supervision of students with disabilities shall be considered along a continuum of services.

Credit and Compensation

13. Students who are 16 years or older may participate in capstone WBL placements for credit. Up to two academic WBL credits may be earned per year, including the summer term but excluding extended school year.
14. The workplace mentor will employ and compensate student learners in conformity with federal, state and local laws and regulations and in a manner not resulting in exploitation of the student learner for private gain (Reference: Fair Labor Standards Act, Tennessee Wage Regulation Act).
15. No employer shall discriminate between employees in the same establishment on the basis of sex by paying any employee salary or wage rates less than he pays to any employee of opposite sex for comparable skill, effort, and responsibility, and which are performed under similar working conditions (T.C.A. § 50-2-202).

Worker's Compensation, Workplace Safety, and Labor Laws

16. WBL placements shall align with all applicable state and federal labor laws. WBL coordinators are responsible for ensuring conformity with applicable laws relating to Worker's Compensation, Workplace Safety, and Child Labor Laws as they are provided on the Tennessee Department of Labor and Workforce Development's website. Applicable Tennessee labor laws include, but are not limited to:
 - o Employment of Illegal Aliens Act
 - o Child Labor Act
 - o Lawful Employment Act
 - o Non-Smoker Protection Act
 - o Wage Regulation Act
17. Students who are 16 or 17 years of age or older and are employed as a student learner as a part of a WBL program, must be employed under a written Work-Based Learning Training Agreement consistent with T.C.A. § 50-5-107. A copy of this completed form must be kept in the employer's personnel file at the workplace as well as at the school with the WBL coordinator for the duration of the placement. Completed forms must be maintained by the school and/or district for five (5) years after placement or seven (7) years after health science placements. A copy of this form is provided on the TDOE website.
18. Students who are 16 or 17 years of age or older and are employed as a student learner as a part of a WBL program, must have a copy of proof of age in the employer's personnel file at the workplace as consistent with T.C.A. § 50-5-109 and the WBL coordinator must also have a copy on file at the school.
19. Students who are 16 or 17 years of age or older and are employed as a student learner as a part of a WBL program, are covered by their employer's workers' compensation insurance. If the business has five (5) or fewer employees and does not carry workers' compensation, the student must obtain or provide proof of additional insurance coverage to protect them during their employment. The WBL coordinator must have this insurance information on file at the school. Students enrolled in health science clinical or nursing education placements may also be required to obtain and carry individual or blanket malpractice insurance.
20. Duties of employers of minors may be found in T.C.A. § 50-5-111.

Safety

21. Student placements must provide adequate and safe equipment and a safe and healthful workplace in conformity with all health and safety standards of federal and state law. All placements must follow federal and state child labor laws set forth in T.C.A. § 50-5.
22. Students participating in WBL for credit who are 16 years of age or older and are considered an employee of the business as defined by labor law must maintain an up-to-date Safety Training Log on file with the business that outlines the safety training topics addressed to date, the name of the trainer, and the date the training was delivered as consistent with Tennessee Child Labor Law. An up-to-date copy must be kept on file at the school and be accessible to the WBL coordinator. Completed forms

must be maintained by the school and/or district for five (5) years after placement or seven (7) years after health science placements. A copy of this form is provided on the TDOE website.

23. Local school districts are responsible for ensuring that individual placements meet the labor requirements laid out in T.C.A. § 50-5-106 and 107. Tennessee Code Annotated does not allow a student under eighteen (18) to be employed in any occupations that involve driving a motor vehicle (with the exception of agriculture), to take orders for or serve intoxicating beverages, to engage in occupations that are declared to be hazardous, or to engage in “youth peddling”/door-to-door sales.
24. For placements that fall within CTE career clusters and programs of study that pose additional safety concerns or have highly specialized requirements (Health Science; Construction; Advanced Manufacturing; Transportation; and Law and Public Safety, Corrections & Security), a CTE teacher with the related endorsement must participate and provide adequate input on the following required WBL components:
 - the identification of safe work sites;
 - the approval of appropriate student goals as they relate to technical and academic application of skills within their area of expertise;
 - any Hazardous Occupation placements (as outlined in T.C.A. § 50-5-107);
 - the development of appropriate safety training plans and their delivery;
 - the conducting of at least one site visit per term; and
 - the review of portfolio products as appropriate.
25. A certified WBL coordinator may assist the teacher of record for level 4 CTE practicum courses that relate to specific CTE programs of study by signing required paperwork as the “WBL coordinator” to ensure all WBL requirements are met for workplace-based student placements offered through each practicum course. The WBL coordinator is not required to be the teacher of record if up to five (5) or no more than thirty percent of the class are in workplace-based student placements—whichever number is higher. When more students are being placed in workplace settings through a CTE practicum course, the teacher of record should be a certified WBL coordinator.
26. Students may only work in a licensed business for capstone WBL credit (except in certain agriculture placements, through the Supervised Agricultural Experience (SAE) course, or through a school-based enterprise).
27. Students may not work in jobs in which blood-borne pathogens may be present unless they have been offered the hepatitis series injections and passed the Universal Precautions/Blood-borne Pathogens Test with 100 percent accuracy (OSHA Standards). Such placements must be aligned to one of the following appropriate CTE programs of study: Early Childhood Education Careers, Teaching as a Profession, or any health science program of study. This policy does not apply to students in the Veterinary and Animal Science program of study.
28. Placements are prohibited that meet either the federal government’s definition of a hazardous occupation for minors or that are listed as prohibited employment for minors in T.C.A. § 50-5-106, whichever is more restrictive. The only exceptions to Tennessee prohibited employment are outlined in T.C.A. § 50-5-107.

- According to T.C.A. § 50-5-107 (11), “a student may be exempt from prohibited employment for minors as outlined in T.C.A. § 50-5-106 who is 16 or 17 years of age and is a student learner enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school. The student learner must be employed under a written agreement a copy of which must be retained by the employer in the employer’s personnel records.”
- The TDOE form for Hazardous Employment of Student Learners must document student placements that meet these criteria. Completed forms must be maintained by the school and/or district for five (5) years after placement or seven (7) years after health science placements, when applicable.

Conformity with Collective Bargaining Agreements and Other Labor Laws at the Work Site

29. No WBL program shall impair existing contracts for services or collective bargaining agreements. Any WBL program that would be inconsistent with the terms of a collective bargaining agreement shall be approved only with the written concurrence of the labor organization and employer involved.
30. Students may not be placed in or accept paid or unpaid WBL that displaces any currently employed worker (including a partial displacement, such as a reduction in the number of hours of non-overtime work, wages, or employment benefits). (United States Department of Labor, Wage and Hour Division, Fact Sheet #71, <http://www.dol.gov/whd/regs/compliance/whdfs71.htm>)

Documentation and Accountability

31. Districts and schools must document credit-bearing WBL experiences and standard attainment, collecting and submitting data on both activities and assessment results, as appropriate. Documentation will provide sufficient information to determine the value of these experiences to students and employers and to inform program improvements, but will fall within reasonable data-collection resource demands.
32. WBL experiences awarding CTE elective credit or credits must be reported and attested in the CTE data management system for compliance under Perkins IV. Enrollment, standard attainment, and credits awarded will be tracked and submitted.
33. Students exempt from prohibited employment must be employed under a written agreement that meets the requirements outlined in T.C.A. § 50-5-107 (11) and as referenced under General Policies-Safety in this policy guide.

Implementation Policies for WBL Programs

The following policies pertain to program implementation, and reference state board policies as appropriate.

Preparation for Credit-Bearing WBL Experiences

34. **Career Assessment, Advising and Planning.** Students will have access to career assessment and counseling services prior to and during WBL experiences to ensure the placement is aligned to help students progress toward their academic and career goals. Participation in WBL will be informed by students' career interest inventories, aligned to the student's chosen area of elective focus, and supported through the courses identified by their plan of focused, purposeful high school study as defined by SBE High School Policy 2.103.
35. **Intensive Experiences within a Continuum of Experiences.** To the extent possible, students will participate in Industry and Career Awareness as well as Career Exploration WBL experiences before participating in Capstone WBL experiences (at the Career Preparation and Training levels on the WBL continuum). Students shall document previous experiences in their portfolio and/or their Personalized Learning Plan and reflect on how past experiences shaped their views and/or goals.
36. **Demonstrated Readiness.** Students must exhibit work readiness attitudes and skills as determined by the teacher and employer and consistent with the WBL Policy Guide before beginning a WBL experience. Interviews and/or pre-assessments may be used to determine a student's readiness for a placement. Recommendations for assessing readiness skills may be found in the WBL Implementation Guide. (SBE High School Policy 2.103)

During Implementation of Intensive WBL Experiences

37. **Development of Learning Plans.** Personalized Learning Plans will address applicable employability skills that include, but are not limited to, (a) the application of academic and technical knowledge and skills, (b) career knowledge and navigation skills, (c) 21st Century learning and innovation skills, and (d) personal and social skills (SBE High School Policy 2.103). The student's learning plan will include safety trainings appropriate to the WBL experience as covered by a teacher, the workplace mentor, or both. The learning plan must consist of the following components:
 - Students will develop goals for how to meet each of the WBL course standards through their class and/or placement. This plan will be developed with appropriate guidance from the WBL coordinator, the content endorsed teacher where necessary, and the workplace mentor as appropriate.
 - The learning plan must take into account the student's required high school Plan of Study, CTE program of study or area of elective focus, and long term academic and career goals to ensure appropriateness of placement.
 - The Training Agreement will establish the contact information for the student's appointed workplace mentor, the WBL coordinator, the intermediary where appropriate, and include input and signoff from a content endorsed teacher as appropriate (see General Policies- Worker's Compensation, Workplace Safety, and Labor Laws).
38. **Delivery of Safety Training.** A site-appropriate Safety Training Log is completed in detail with input and verifying signature from the student, the WBL coordinator, and the workplace mentor prior to the start

of the placement. A content endorsed teacher must also provide input and signoff as appropriate. The Safety Training Log shall be updated as appropriate and copies kept on site at the school and worksite and shall comply with Department of Labor and Workforce Development regulations for the employment of minors (see General Policies-Safety).

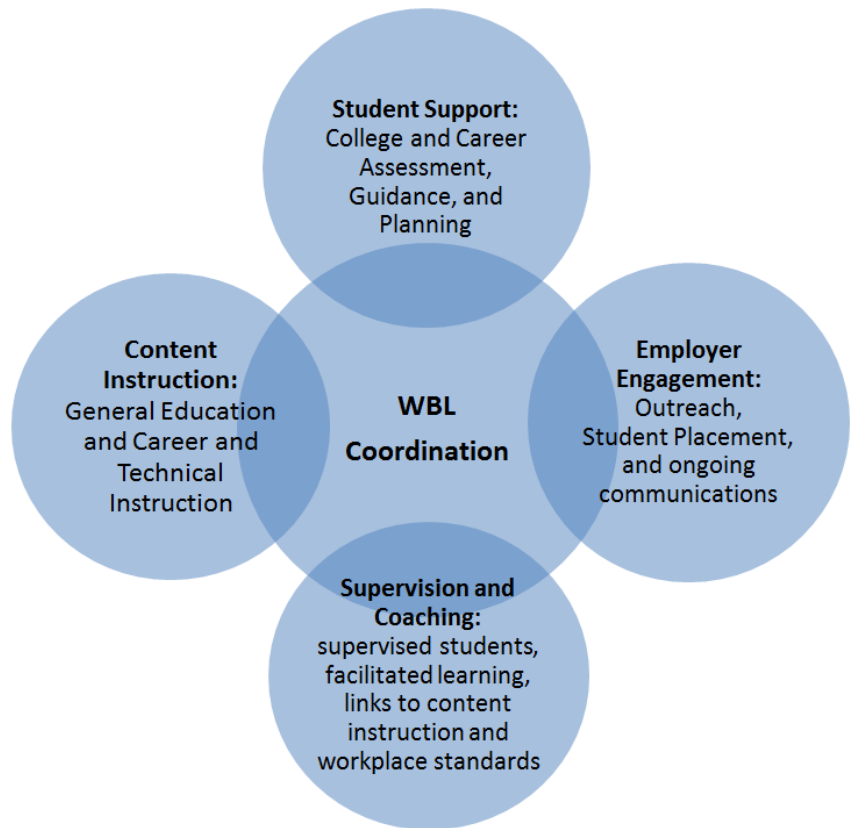
39. **Safety Training at the Worksite.** Students participating in WBL experiences at a worksite for credit will be provided with job specific safety training at the work site. Safety training provided at the work site will be added to the student's Safety Training Log. An up-to-date record of safety training will be maintained in the employer's personnel file at the workplace as well as at the school. All federal and state labor laws will be observed.
40. **Skill Development and Demonstration.** Students will demonstrate their skill and knowledge attainment through the development of artifacts and portfolios that may include, but are not limited to: work products, employer evaluations, original research, reflections, and presentations. The portfolio will be used to document attainment of WBL course standards and learning objectives set in the student's Personalized Learning Plan. More information is provided in the Career Practicum (6105) course document and the WBL Implementation Guide (SBE High School Policy 2.103).
41. **Monitoring of Experiences by Teachers.** Adequate supervision must be provided by a school-employed WBL coordinator and/or a dedicated content endorsed teacher. A site visit must be conducted at least once every grading period. Supervision provided must be adequate to meet the needs of the students and their learning objectives. Teachers must speak with the workplace mentor to ascertain progress toward learning objectives and any additional support needed. A content endorsed teacher must also conduct at least one site visit per term when appropriate, as listed in General Policies-Safety.
42. **Supervision by Workplace Mentors.** A workplace mentor will be identified to supervise each student. Employers overseeing groups of students will also identify a primary workplace mentor to facilitate communication with the WBL coordinator. Supervision must be adequate to meet the needs of the students and their learning objectives. To the extent possible, students will have the opportunity to speak with the supervisor, participate in staff meetings and other workplace functions, and speak with and/or shadow staff in other departments of the organization (SBE High School Policy 2.103).

After the Experience

43. **Portfolio Review and Student Assessment.** Students will demonstrate their skill and knowledge attainment through the development of artifacts and portfolios that may include, but are not limited to: work products, employer evaluations, original research, reflections, and presentations as outlined in the WBL Implementation Guide. The portfolio will be used to document attainment of WBL course standards and learning objectives set in the student's Personalized Learning Plan. An endorsed CTE teacher must also provide input and signoff when appropriate for gauging technical skill attainment. Additional information may be found in the WBL Implementation Guide.
44. **Evaluation of Program Quality.** Local boards of education will adopt a process for evaluation and assessment to ensure work-based learning experiences are of high quality for the student. Recommended evaluation tools are provided in the WBL Implementation Guide (SBE High School Policy 2.103).

ROLES AND RESPONSIBILITIES FOR WBL PROGRAM MANAGEMENT

Numerous people at a school, in the community, and at the worksite play critical roles in ensuring that students experience high-quality and safe work-based learning experiences. Some roles can be distributed among various personnel and organizations. The LEA is responsible for ensuring that all these requirements are met and that responsibilities are clearly understood and articulated. Work-based learning Coordinators designated by the LEA are responsible for carrying out or facilitating the work-based learning functions. LEAs may also designate content endorsed teachers to embed WBL strategies into course content or intermediary organizations to carry out some critical WBL functions, in which case a memorandum of understanding is required to specify how responsibilities will be shared.



Work-Based Learning Coordinator

The WBL coordinator is a school-based employee who is the primary point of contact for all work-based learning functions at the school or district. This position plays two critical roles:

- 1) Serves as teacher of record for capstone WBL courses offering workplace-based placements
- 2) Oversees work-based learning coordination in collaboration with other instructors and administrators

Teacher of Record for Capstone WBL Courses. Only properly endorsed certified WBL coordinators may offer capstone WBL courses for credit through the following courses when workplace-based experiences are offered: *WBL: Transitions (6107)*, *Nursing Education (6000)*, *Clinical Internship (5993)*, and *WBL: Career Practicum (6105)*. For all other capstone CTE practicum courses that allow workplace-based student placements, a school or district may choose to have a WBL coordinator partner with the endorsed teacher of record to share and/or divide responsibilities. The WBL coordinator is not required to be the teacher of record if up to five (5) or no more than thirty percent of the class are in workplace-based student placements—whichever is higher. Otherwise, the teacher of record must be WBL certified to offer workplace-based capstone placements through CTE practicum courses (see General Policy #25).

Work-Based Learning Coordination. All required components of a high quality work-based learning program or district-wide system are coordinated through one (or more) designated WBL coordinator(s) who serves as the primary point of communication at the school or district for all other stakeholders. The WBL coordinator shall manage the work-based learning program and is ultimately responsible for ensuring that all components of the WBL Framework are met as outlined in High School Policy 2.103. These responsibilities include:

- I. Structure of the Program:
 - a. Align WBL opportunities that build upon students' prior experiences
 - b. Confer high school credit when WBL course standards are met
 - c. Report on activities, placements, and standard attainment
 - d. Observe and enforce all applicable federal and state labor laws
- II. Coordination of the Program:
 - a. Coordinate and communicate regularly with content endorsed teachers, counselors and industry partners to ensure quality placements and learning experiences
 - b. Seek involvement as needed from content endorsed teachers where appropriate
 - c. Recruit appropriate work sites
 - d. Place students in appropriate and safe learning environments
 - e. Provide and keep copies of all required documentation related to student work, safety training, and job placements as outlined in the WBL Implementation Guide
- III. Supervision of Students
 - a. Supervise and provide adequate monitoring of student activities
 - b. Identify and communicate adequately with the designated workplace mentor/supervisor
- IV. Development of Personalized Learning Plans:
 - a. Collaborate with counselors and content endorsed teachers as appropriate to ensure that student experiences align with the student's goals and high school Plan of Study and reinforce classroom instruction
 - b. Develop Personalized Learning Plans to address WBL standards, including employer input and employability skills in the following areas:
 - i. Application of academic and technical knowledge and skills
 - ii. Career knowledge and navigation skills
 - iii. 21st Century learning and innovation skills
 - iv. Personal and social skills
 - c. Document required Personalized Learning Plan information through the WBL Student Placement Portal, as required
- V. Student Assessment Using Multiple Measures
 - a. Ensure that students exhibit work readiness attitudes and skills consistent with expectations of the employer prior to beginning a WBL experience
 - b. Facilitate the development of formative and summative assessments that may take the form of artifacts and/or a portfolio of collected work to demonstrate employability skills outlined in (IV)
 - c. Administer student assessments and collect assessment results from employers and students
- VI. Evaluation of Program Quality
 - a. Implement locally-adopted evaluation to ensure quality WBL experiences for the students (recommended evaluation tools are provided in the WBL Implementation Guide)
 - b. Provide evaluation results to school and/or district leadership for continuous improvement

Shared WBL Responsibilities

WBL responsibilities may be shared among school staff provided that all teachers offering a capstone WBL course for credit hold an active WBL certificate from the TDOE. Intermediaries may also share responsibilities as appropriate when an active MOU is on file to document the clear delineation of roles.

Shared roles include the following:

- **Student guidance and planning.** Support, including career assessment and development of the students' plans of study may be shared with counselors and augmented by community-based organizations.
- **Employer engagement.** Employer engagement may be carried out by a "placement coordinator" at the school, or an intermediary organization, such as a community-based organization, chamber of commerce or workforce investment board, in which case appropriate MOUs must be in place, as described below under "*Intermediary Engagement to Fulfill Key Responsibilities.*"
- **Embedded WBL strategies.** Some WBL experiences may be supervised by content endorsed teachers who are not certified WBL coordinators, but who may use embedded WBL teaching strategies to reinforce course content in their classrooms. Activities pertaining to Industry and Career Awareness or Career Exploration are generally referred to as "embedded" WBL experiences and may include, but are not limited to, career fairs, field trips, industry tours and job shadowing. Content endorsed teachers may be any qualified teacher as determined by the LEA and must partner with a WBL coordinator to ensure compliance with WBL Framework requirements as outlined in in the state board's High School Policy 2.103.
- **Capstone CTE courses.** When appropriate, a certified WBL coordinator may assist the teacher of record for level 4 CTE practicum courses that relate to specific CTE programs of study by signing required paperwork as the "WBL coordinator" to ensure all WBL requirements are met for workplace-based student placements offered through each practicum course (see General Policy #25). The WBL coordinator is not required to be the teacher of record if up to five (5) or no more than thirty percent of the class are in workplace-based student placements—whichever is higher.
- **Content area expertise.** When applicable, content endorsed teachers may be required to provide assistance in capstone WBL requirements due to their expertise. These requirements are outlined in the General Policies section under "*Safety*" as well as "*Placement and Supervision of Students with Specialized Requirements.*"

Placement and Supervision with Specialized Requirements

WBL coordinators may supervise most WBL activities; however, there are exceptions when placements require special attention due to health, safety, or highly specialized skills. These exceptions include the following:

- Students placed in paid or unpaid WBL experiences that require the practice or demonstration of highly specialized skills must have a content endorsed teacher partnered with or serving as the WBL coordinator to ensure student safety and quality learning.
- Students may only be placed in jobs that fall within the following CTE career clusters and programs of study when a content endorsed teacher is partnered with, or serves as, the WBL coordinator: Health Science; Construction; Advanced Manufacturing; Transportation; and Law and Public Safety,

Corrections & Security. For more details, see the requirements as outlined in the General Policies section under “Safety.”

- Students may only be placed in health-related jobs involving the care of patients when they provide evidence they have been HIPAA trained.
- Students may only be placed in health-related WBL experiences involving the treatment of patients where blood-borne pathogens may be present when they are supervised by a properly endorsed WBL coordinator and enrolled in a Health Science career cluster course. Students who have already earned an Emergency Medical Responder (EMR) certification or has become a Certified Nursing Assistant (CNA) prior to the start of a the term or semester may participate in a health-related job involving the direct care of patients through the *WBL: Career Practicum (6105)* course when a properly endorsed Health Science instructor signs off as the “Endorsed Teacher” (see General Policy #24).
- Students enrolled in paid and non-paid transition opportunities may only be supervised by a WBL coordinator who holds the appropriate Special Education endorsement.

Intermediary Engagement to Fulfill Key Responsibilities

Some responsibilities may be shared through partnerships with external agencies at the discretion of the LEA. These agencies serve as intermediaries for implementation of work-based learning programs. In such cases, a memorandum of understanding (MOU) is required to document how required services are being provided. The MOU shall address expectations for communication, program alignment, and reporting as needed by all parties, including educators, employers, support organizations, parents and students.

Districts and schools who choose to engage an intermediary to perform essential WBL functions must:

- keep on file an active MOU with intermediaries who serve required functions of WBL programs, when these functions are facilitated by an external agency as opposed to the WBL coordinator;
- document and communicate any goals of the WBL program that relate to employer recruitment, student placement, and WBL program evaluation;
- document and communicate the roles and responsibilities of all invested parties to internal and external stakeholders including the LEA, school leadership, intermediary agencies, the WBL coordinator, endorsed general education and CTE teachers, and Counselors when applicable; and
- provide any documentation to the TDOE to demonstrate compliance with TDOE policies, state and federal Child Labor Laws, and state board rules and policies as requested.

LEA Responsibilities in Scheduling and Facilitating Implementation

LEAs must provide the following to ensure successful WBL coordination:

- WBL coordinators will be provided time during the regular school day to coordinate and supervise students involved in credit-bearing WBL placements.
- Twenty-five (25) is the maximum number of students to be supervised during a supervision period for credit-bearing WBL experiences. WBL coordinators may be scheduled for more than one supervision

period during a semester or year.

- WBL coordinators must be provided time for training and ongoing professional development required to keep their WBL certificate active. As appropriate, teacher job shadows and externships should be allowed as appropriate to remain current with workplace needs, trends, and skill standards.

Training and Certification for WBL Coordinators

WBL coordinators are required to have an active WBL certificate provided by the Tennessee Department of Education for the operation of successful WBL programs. Effective July 1, 2017, the following guidelines govern all credit-bearing WBL experiences and the training required by the WBL coordinator to implement and manage WBL programs:

1. LEAs that must, due to unforeseen circumstances, hire non-WBL trained personnel during the school year or student placement must appeal to the TDOE for an emergency hiring and mentoring procedure. In this situation, the TDOE may provide written approval for a new hire to oversee student WBL placements for up to one semester, or until the next applicable training. Approval must be provided in writing and identify a certified WBL coordinator who serves as a mentor, shares the responsibilities for program compliance, and co-signs all required forms.
2. WBL coordinators must meet the following requirements:
 - have a current and active Tennessee teaching license;
 - hold an appropriate endorsement related to the WBL course to be taught;
 - comply with all WBL training requirements and applicable Child Labor Laws; and
 - provide written verification of non-teaching work experience (paid or unpaid) outside of their role as an educator. If the teacher has an occupational license, the work experience submitted for that application will be accepted as proof upon verification of the occupational license.
3. The TDOE will issue WBL certificates upon final approval of all required training components for WBL certification. The WBL coordinator is responsible for keeping a copy of this certificate and sharing a copy with the school principal or other system-required staff member.
4. LEAs may appoint a qualified teacher with an active teaching license as a content endorsed teacher for assisting the WBL coordinator and overseeing embedded WBL strategies in their curriculum. Content endorsed teachers may oversee school-based capstone WBL experiences so long as they comply with WBL Framework requirements set forth in the state board's High School Policy 2.103.

Recertification and Ongoing Learning for WBL Coordinators

1. Work-based learning certificates shall be updated annually by earning three (3) WBL professional development credits for mastery of content. Teachers will receive confirmation of their credits earned for purposes of tracking and local use.
2. Recertification for WBL coordinators is contingent on meeting all requirements for earning WBL professional development (PD) credits. The TDOE will provide a schedule of WBL professional learning

community (PLC) and PD offerings which may be used to earn credits toward recertification. Regional PLC meetings, shall be offered within each CORE region to ensure access to WBL coordinators. Failure to participate in annual professional development may result in the expiration of a WBL certificate.

3. WBL coordinators are required to be up-to-date each year regarding any changes to statutes, rules or regulations regarding WBL experiences for students. Updates will be made available online by the TDOE and provided to CTE directors, special education directors, and WBL coordinators.

Content Endorsed Teachers

A content endorsed teacher holds the endorsement related to the student's area of elective focus or CTE program of study. A WBL coordinator may rely on a content endorsed teacher to embed WBL strategies into their classrooms to prepare students for capstone WBL experiences. Content endorsed teachers have defined roles for placements that fall within CTE career clusters and programs of study that pose additional safety concerns or have highly specialized requirements (Health Science; Construction; Advanced Manufacturing; Transportation; and Law and Public Safety, Corrections & Security). For more details, see the requirements as outlined in the General Policies section under *"Safety"* as well as *"Placement and Supervision of Students with Specialized Requirements."*

Content endorsed teachers may supervise students participating in embedded or in school-based capstone WBL strategies. These experiences include, but are not limited to, job shadowing, industry tours, mentoring, community-based or volunteer projects, and capstone CTE practicum courses that align to specific CTE programs of study. WBL content endorsed teachers must be partnered with a certified WBL coordinator to ensure compliance with WBL Framework requirements set forth in the state board's High School Policy 2.103.

A content endorsed teacher may receive assistance from a certified WBL coordinator to enable students to access workplace-based capstone WBL experiences through program of study-aligned CTE practicum courses (see General Policy #25). The TDOE will provide materials and resources to assist WBL coordinators and content endorsed teachers in meeting WBL requirements. It is the responsibility of the LEA to train the content endorsed teacher in topics that pertain to the WBL Framework outlined in the state board's High School Policy 2.103 including, but not limited to:

1. complying with relevant labor laws relative to WBL;
2. delivering and documenting appropriate safety trainings;
3. setting expectations for students' academic achievement, behavior, appropriate dress, and attendance;
4. developing Personalized Learning Plans based on the needs of individual students and reporting required information through the WBL Student Placement Portal; and
5. assessing student employability skills using multiple measures that may include, but are not limited to, the assessment of artifacts and employer evaluations and feedback.

