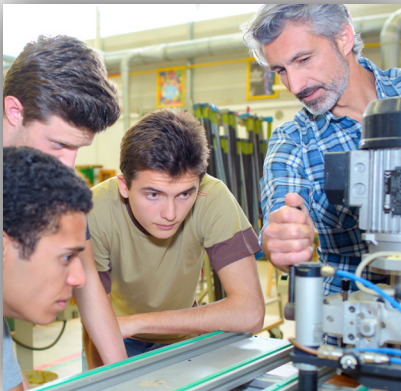


New Jersey Department of Education Work-Based Learning Handbook



WBL



Division of Teaching and Learning Services
Office of Career Readiness
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A. Introduction

i. Acknowledgements

The New Jersey Department of Education extends a special thank you to all stakeholders who have contributed their time, recommendations, and expertise in the Work-Based Learning Handbook. We encourage school districts to utilize this resource when developing and implementing high quality Work-Based Learning programming. Please send any feedback regarding this handbook to WBL@doe.nj.gov.



ii. Purpose of this Handbook

This handbook is meant to serve as a resource for secondary high school district personnel in developing, implementing and evaluating quality Work-Based Learning (WBL) programming for all students. Secondary high school district personnel may include the chief school administrator, school district directors and supervisors, Career and Technical Education (CTE) directors and instructors, WBL and Cooperative Education Coordinators, content area instructors, school counselors and support personnel. Additional stakeholders may find the information in this handbook useful in understanding WBL components as it relates to their involvement in these experiences.

All WBL experiences must be consistent with “Guidelines for Vocational Education Programs for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Disability,” as well as with federal requirements of nondiscrimination in education programs or activities receiving federal financial assistance. 34 C.F.R, §104.4, §106.38 (a)(b), and §100.3 (c).

The information contained in this WBL Handbook pertains to all high school students in New Jersey school districts that are participating in WBL experiences (formerly referred to as structured learning experiences, SLE) per N.J.A.C 6A:19-4. Students enrolled in approved CTE programs of study may require additional exigencies as noted throughout the handbook.



iii. Mission and Vision

Mission: The Office of Career Readiness supports school districts to ensure all New Jersey students have equitable access to high-quality CTE in order to achieve academic and career success aligned to economic opportunities.

Vision: All students are college and career ready and become productive members in a global society.



iv. Strengthening Career and Technical Education for the 21st Century Act

In July 2018, Congress came together to expand educational pathways and opportunities to give local communities greater flexibility in how they prepare students for the jobs of today and tomorrow. The reauthorization process was driven largely by a desire to ensure that students are prepared for 21st century careers, both for their individual benefit and so that business and industry have the skilled workers they need to stay economically competitive. This act, referred to as Perkins V, highlights eight key themes which include:

1. Align CTE programs to labor market data
2. Foster collaboration with a variety of stakeholders
3. Strengthen and support the teacher pipeline
4. Expand guidance and counseling of career readiness
5. Promote innovative strategies that encourage career pathways
6. Support state and local education improvement
7. Encourage equitable access for all students
8. Build and use evidence to support improvement

The NJDOE, Office of Career Readiness developed a [Perkins V State Plan](#) grounded in the themes above. Regional stakeholder engagements were held prior to the development of the State Plan. Through these engagements, equity of opportunity and access, as well as essential partnerships, were established as foundational elements infused throughout the State Plan. Additionally, the NJDOE has committed to four goals further described in the State Plan. The goals include:

1. Quality Programs
2. WBL
3. Career Advisement and Development
4. CTE Teacher Recruitment and Retention



B. Section 1: Work-Based Learning Overview

1.1. Defining Work-Based Learning

WBL is defined by the Strengthening Career and Technical Education for the 21st Century Act, commonly referred to as Perkins V, as sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

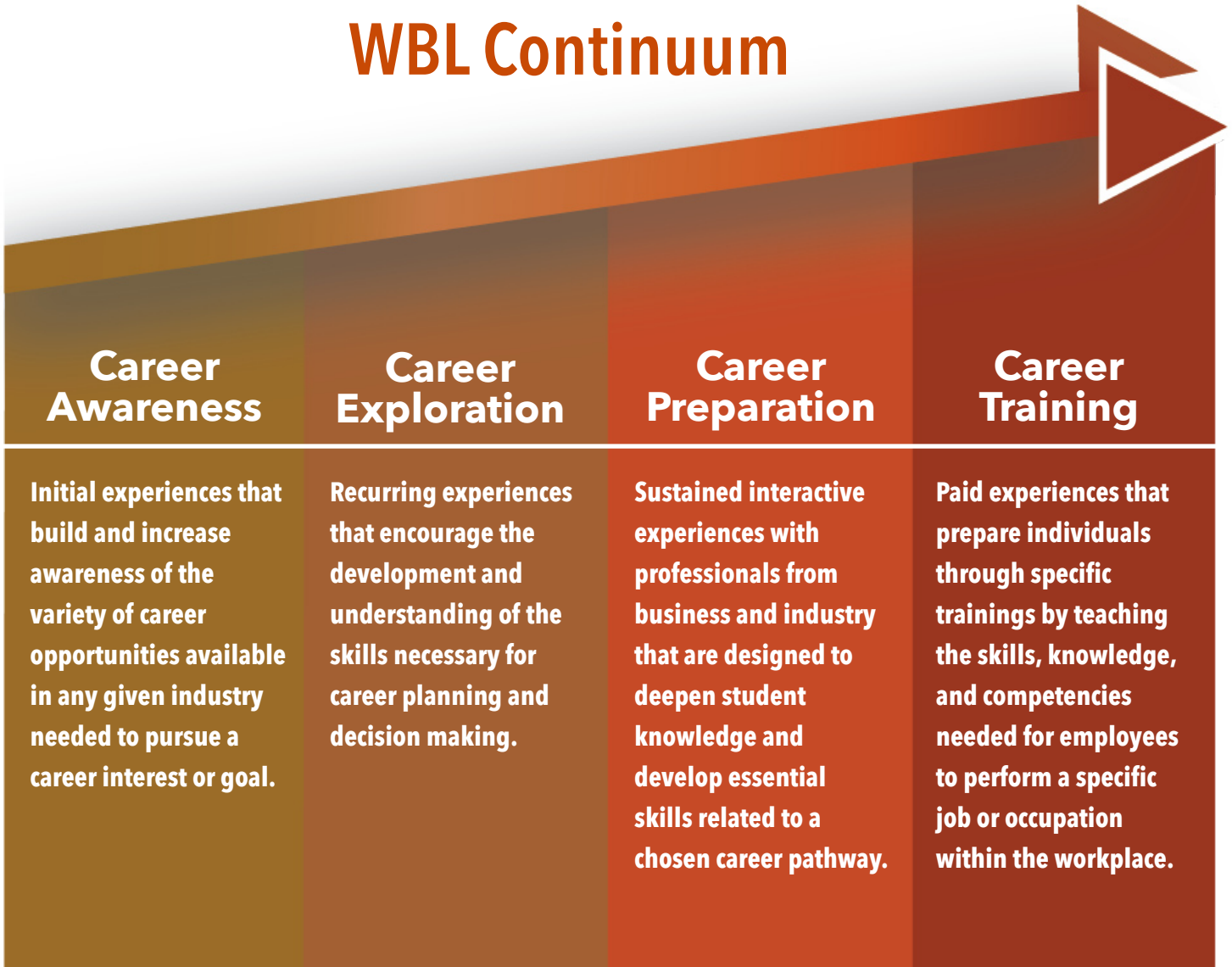
The NJDOE promotes the implementation of many types of WBL that align with the definition provided by Perkins V. The WBL experiences build upon a student's education to support a chosen career pathway. WBL experiences provide students the opportunities to clarify their career goals, explore the multitude of career possibilities, develop and practice fundamental employability skills, apply high level academic and technical skills at the worksite, and consider what further education and training may be needed. Overall, these experiences are meant to enhance the students' career readiness for the future workforce.

1.2. WBL Continuum

There are many types of WBL experiences that can be provided by school districts. Each type can be categorized by the rigor of the work experience and how much engagement the student has with the experience. The NJDOE has developed a continuum consisting of four career categories in which WBL experiences are organized. This continuum provides a framework for districts to implement WBL opportunities that build upon student successes. The four career categories are defined as:

- **Career Awareness** - Initial experiences that build and increase knowledge of the variety of career opportunities available in any given industry needed to pursue a career interest or goal.
- **Career Exploration** - Recurring experiences that encourage the development and understanding of the skills necessary for career planning and decision-making.
- **Career Preparation** - Sustained interactive experiences with professionals from business and industry that are designed to deepen student knowledge and develop essential skills related to a chosen career pathway.
- **Career Training** - Paid experiences that prepare individuals through specific instruction by teaching the skills, knowledge, and competencies needed for employees to perform a specific job or occupation within the workplace.

WBL Continuum



Only Career Exploration, Preparation, and Training qualify for CTE Data Reporting.

1.3. Quality WBL Experiences

There are many types of WBL experiences that a school district may offer to their student population as they progress through their high school career. The rigor of WBL experiences can vary depending on the continuum. All quality WBL experiences continuously support the students' career goals and objectives as they navigate their career pathway.

A quality WBL program should have supports in the following areas:



Robust Career Assessment, Counseling, and Planning

- o Student recruitment:
 - Student interest inventory
 - Student program application
 - Coordinator interview with student
 - Orientation for students and parents/guardians
- o Additional supports:
 - Career Navigational Tools
 - Self-assessment exercises
 - Dialogue with peers and/or counselors
 - Goal-setting exercises
 - Introduction to job-seeking skills
 - Introduction to various career options and pathways
 - Introduction to expected, ethical and desirable workplace behaviors



Implement a Continuum of WBL Experiences

- o Career Awareness:
 - Career/Industry fairs or events
 - Guest speakers from business or industry
 - Workplace tours
 - Online career navigation
 - Mentorships
- o Career Exploration:
 - Job shadowing
 - Volunteering
 - Community service
 - Service-learning
 - School-based enterprises
- o Career Preparation:
 - Simulated workplace experiences
 - Paid or unpaid internships
 - Cooperative Education Experiences (Hazardous and Non-Hazardous)
- o Career Training:
 - Pre-apprenticeships that align with a US Department of Labor (USDOL) registered apprenticeship program
 - Youth Apprenticeships that are registered with the USDOL



New Jersey Student Learning Standards Alignment

The [Career Readiness, Life Literacies and Key Skills](#) practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increased college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study. The practices include:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity, increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence



Stakeholder Collaboration

- o Suggested Stakeholders:
 - School/District
 - Business and Industry
 - Community Organizations and Associations
 - Local Chamber of Commerce
 - Local Workforce Development Boards
 - Local Postsecondary Contributors
 - Alumni
- o Shared WBL mission and vision statement that is clearly defined
- o Defined roles and responsibilities for all stakeholders
- o Stakeholders contribute expertise, resources and support through the establishment of an advisory committee



Rigorous Worksite Activities

- o Significant worksite activities are aligned to Occupational Tasks
- o Highly developed progression of student activities and assignments that supplement the WBL experience
- o Regular collaboration with all stakeholders to support WBL
- o Meet with student regularly to provide feedback about performance and participation



Recruitment of Business and Industry

- o Innovative methods for conducting outreach
- o Participation in business or civic organizations
- o Starting small with business/industry participation (quality over quantity)
- o Determine comfort level of business
- o Maintain business profiles using a database
- o Build on existing WBL coordinator relationships



WBL Coordinator Training and Responsibilities

- o Complete training requirements for supervising and placing students at the worksite
- o Assist the school district administration by defining needs, developing plans, establishing goals and formulating policies and procedures for program development
- o Establish WBL placements and opportunities that align to student career interest
- o Disseminate information on WBL programs to employers, parents, teachers, students, counselors, etc.
- o Coordinate student WBL experiences
- o Assist with career development of students through career clusters, extended learning opportunities and employability skills



Worksite Analysis for all WBL Experiences

- o Evaluation for safety and health risks of the WBL worksite
- o Conducted with representatives of the business to better understand the learning potential and occupational risks
- o Might identify additional WBL experiences available at the worksite
- o Provides space to align the skills and knowledge that will be gained during the WBL experience to the NJSLS
- o Completed prior to placing the student at the WBL worksite



Gathering of Student Evidence

- o Pre-WBL Experience
 - Coordinator provides multiple opportunities for establishing background knowledge, exploring student career interests and practicing process of preparing for a career
- o During the WBL Experience
 - Coordinator and business provide multiple documentation of ongoing academic and job skill supports in order to enhance student performance and progress during the WBL experience
- o Post-WBL Experience
 - Coordinator provides multiple opportunities for evaluation of student learning and performance which may include a public audience



Providing Accessible and Equitable Opportunities

- o All students can participate in and fully acquire the benefits of a WBL program
- o All students enrolled in an approved CTE program of study must have engaged in a WBL experience prior to program completion
- o All students have a sense of belonging and develop positive relationships during the WBL program
- o Information is gathered to make data informed decisions for continuous improvement

1.4. Benefits of WBL

There are many benefits for a variety of stakeholders when it comes to WBL experiences. Below are some examples of WBL benefits in four different stakeholder categories.



Students

- Explore and learn about various fields and careers, so they can make more informed decisions about their goals in life and the education they need to reach those goals
- Establish and network with professional contacts in various career fields
- Increase their motivation and appreciation for staying in school and pursuing postsecondary education and/or career opportunities
- Observe the demeanor and procedures of workplace professionals
- Develop and practice positive work-related habits and attitudes including the ability to think critically, solve problems, work in teams, and resolve issues
- Thrive in a more practically oriented program



School District

- Meet the needs of diverse student populations by providing career development services to help students identify, plan, and prepare for career options
- Make education more relevant and valuable to students
- Increase awareness of occupations and available support services schoolwide
- Increase student retention, graduation and placement rates
- Promote and foster school to community interaction
- Expose students to state-of-the-art equipment, technology and techniques



Business & Industry

- Encourage and assist students in understanding the education and skills they need to secure jobs and be successful employees
- Provide employees with recognition and valuable opportunities to serve as ambassadors for the company by developing their public speaking, communications, and leadership skills
- Form stronger partnerships with local schools and help ensure that the curriculum is supporting the development of Career Ready Practices
- Provide opportunities for training a pool of skilled and motivated potential future employees
- Reduce training/recruitment cost



Community & Parents/Guardians

- Create an environment of collaboration and cooperation among the school, employers and community
- Encourage respect, tolerance and understanding among different groups
- Contribute to building a more productive and diverse economy
- Foster confidence in the school system as practical and beneficial results are observed
- Aid in supporting career choices of young people



C. Section 2: Types of WBL

Throughout a student's high school career, there are many opportunities that can be experienced by participating in WBL. Each type of WBL is unique to a career pathway. The information provided in this section is meant to assist school districts in designing and implementing WBL experiences that will help students in achieving their career goals and aspirations while ensuring that individual experiences comply with all state and federal laws and regulations which govern WBL. The WBL experience for students enrolled in an approved CTE program of study must be in the career area of their program of study.

The following are descriptions of eligible types of WBL. Program components for each type of WBL are further detailed in Appendix B of this handbook.



2.1 New Jersey

Types of Work Based Learning



Job Shadowing

Career Exploration experiences in which students are provided recurring opportunities at authentic workplace settings to observe, interview and study the pertinent information related to industries, occupations or career pathways that interest them. These experiences are in nonhazardous areas only. With a combination of classroom research, monitoring, and interviewing employers/employees in tangible work settings, students gain exposure to career readiness skills and explore available career options. Frequently conducted with groups of students, these WBL experiences do not require a written agreement between a school district and a participating business but are supervised by a worksite mentor. A "reflective piece," such as a written artifact or presentation, submitted by the student factors into their course credit for the experience. These general education experiences provide real-world exposure that best positions each student to choose the career path that is right for them.



School-based Enterprise

Career Exploration experiences that take place on school grounds and involve the production of goods and services by students for sale to, or use by, others. These present opportunities for students to learn a host of career-oriented skills, including marketing, retail, business, entrepreneurial, and technical. School-based Enterprises may be used as WBL if they are integrated into a course or program curriculum and have an individualized Student Training Plan (STP) which aligns to the New Jersey Student Learning Standards (NJSLS), as well as key industry standards and practices for that business type.



Community Service, Volunteering and Service Learning

Career Exploration experiences that provide students with opportunities to explore careers, increase civic engagement, and expand upon Career Readiness, Life Literacies, and Key Skills for entry-level jobs. These experiences serve as meaningful human, educational, environmental or public safety services that meet the needs of the community. They present opportunities for students to explore career options and develop entry-level job skills while promoting civic-minded behavior. Students may participate in a project, program, or undertaking designed to provide, or assist in providing, activities or services to the community. These types of experiences may also have students donating their services to nonprofit or public-sector employers for civic, religious, or humanitarian objectives. Graduation requirements that do not involve district placement and supervision by a WBL coordinator do not qualify these types as WBL experiences.



Simulated Workplace Experience

Career Preparation experiences that provide an immersive experience in a protected educational setting that replicates workplace tools, processes and/or environments. These experiences may include school-based enterprises and students working with simulation tools in simulated workplaces that transform CTE classrooms into work-like environments. Simulated workplace conditions in classrooms require close and continued collaboration between educators and industry to ensure that simulations are aligned with current industry practices and standards, hence external industry participation is required for this experience.



New Jersey

Types of Work Based Learning



Internship

Career Preparation experiences that provide students with opportunities to develop entry-level employment skills along a chosen career pathway in real-world settings while applying Career Readiness, Life Literacies, and Key Skills at a for-profit business setting. These experiences expand the student's career competencies as they further develop their personal employability skills and master key industry practices. Internships, whether they are paid or unpaid, occur in non-hazardous occupations. Through both cooperative agreements and training plans, identified objectives, activities, and assessments enable students to get the most out of their experience and be well-positioned to move forward on their chosen career path.



Cooperative Education Experience

Career Preparation experiences that offer students, enrolled in an NJDOE approved CTE program of study, opportunities to practice advanced occupational competencies that they have learned in the CTE classroom. These WBL experiences best position the student to either move into direct employment or continue with postsecondary education or training upon graduation. These experiences can be in either non-hazardous or hazardous occupations.



Pre-apprenticeship

Career Training experiences designed to prepare students, enrolled in an NJDOE approved CTE program of study, for entry into an apprenticeship program. Instruction may vary in length and scope, and may include basic skills training, academic skills remediation, or an introduction to the industry. Typically, these experiences are aligned with the work processes of a USDOL Registered Apprenticeship. Completers may be accorded preferential consideration for entry into an apprenticeship program and/or apply time served or credits earned toward fulfilling program requirements. These experiences can be in either non-hazardous or hazardous occupations.



Youth Apprenticeship

Career Training experiences that are designed specifically for students enrolled in approved CTE programs of study. Youth apprenticeships are registered with the U.S. Department of Labor (or federally recognized state apprenticeship agencies) and includes the five components of a registered apprenticeship: Employer involvement; On-the-Job Training; Related Technical Instruction; paid work experience; and award of a portable, nationally recognized industry credential upon completion of the apprenticeship. These experiences can be in either non-hazardous or hazardous occupations.

WBL Experience Requirement Snapshot

Level	WBL Experience	Suggested Grade Level	At least 16 years old	Related CTE Instruction	WBL Coordinator	Cooperative Education Coordinator	Worksite Mentor	Worksite Analysis	Business/Agency Agreement	Individualized Student Training Plan	Worksite Evaluation	Paid Option	Credit/Grade	Hazardous Option	Alignment to NJLS
Career Training	Youth Apprenticeship	12	X	X		X	X	X	X	X	X	X	X	X	X
	Pre-Apprenticeship	12	X	X		X	X	X	X	X	X	X	X	X	X
Career Preparation	Cooperative Education Experience	11-12	X	X		X	X	X	X	X	X	X	X	X	X
	Internship	11-12	X		X		X	X	X	X	X	X	X		X
	Simulated Workplace Experiences	10-12	X	X	X		X	X	X	X	X		X	X	X
Career Exploration	School-Based Enterprise	10-12	X				X			X	X		X		X
	Volunteering/Community Service/Service Learning	10-12	X		X		X	X	X	X	X		X		X
	Job Shadowing	9-12											X		X

Key: "X" indicates requirement for type of WBL Experience.



D. Section 3: WBL Administrative Code, Statutes and Regulations

This section highlights both the federal and state laws, statutes and regulations that govern WBL. Additionally, there is information that pertains to the health and safety of young workers at the worksite.

3.1 Federal Youth Employment

Youth employment is regulated by the federal government through the “Fair Labor Standards Act (FLSA).” The following links provide detailed information regarding federal regulations for youth employment and must be adhered to for all WBL experiences.

- [FLSA Advisor](#) - provides a brief overview of the United States Department of Labor (USDOL) FLSA basic requirements
- [FLSA School to Work](#) - provides the guidelines for what is included for operating a school-to-work program
- [Child Labor Provisions of the FLSA for Nonagricultural Occupations](#) - fact sheet that provides general information about the Federal youth employment provisions applicable to nonagricultural occupations
- [Child Labor Requirements in Agricultural Occupations Under the FLSA](#) - guide to the provisions of the FLSA that apply to minors employed in agricultural occupations
- [Hazardous Jobs for Minors](#) - provides links to websites in which information is available regarding prohibited occupations that are deemed to be hazardous for minors under age 18 years old



3.2. NJDOE Administrative Code

WBL is regulated by the NJDOE Administrative Code. Below are references to WBL:

- [N.J.A.C. 6A:8-3.2 Career education and counseling](#)
- [N.J.A.C. 6A:19-4.1 Requirements of structured learning experiences](#)
- [N.J.A.C. 6A:19-4.2 Requirements and authority of structured learning experience coordinating personnel](#)
- [N.J.A.C. 6A:19-6.5 Reporting requirements](#)

3.3. NJDOL Administrative Code and Statutes

WBL is regulated by the NJDOL. Below are references to WBL:

- [NJ Child Labor Laws and Regulations](#) - provides statutes and rules regarding the employment and work of a minor
- [NJ State Wage and Hour Laws and Regulations](#) - provides statutes and rules regarding compensation and hours of work for a minor
- [Employment Certificates](#) - information related to the issuing of employment certificates (aka working papers)

3.4. Health and Safety

WBL experiences have restrictions based on ensuring the health and safety of students (minors) for both the experience and the worksite. The following links provide guidance as to safeguarding of WBL placements.

- [Worksite Safety and Health Evaluation Guide](#) - helps schools assess occupational safety and health risks when placing students at worksites
- [Job Hazard Analysis: OSHA 3071](#) - booklet to analyze and recognize workplace hazards
- [Safe Schools Manual](#) - self-inspection checklists covering environmental, health and safety regulations for secondary occupational and career orientation programs in New Jersey public schools
- [Child Labor Bulletin 101](#) - Child Labor Provisions for Nonagricultural Occupations under the Fair Labor Standards Act
- [Child Labor Bulletin 102](#) - Child Labor Requirements in Agricultural Occupations Under the Fair Labor Standards Act
- [Youth@Work](#) - to educate young workers about their workplace rights and responsibilities and to help employers create positive work experiences for young adults
- [Young Workers](#) - information from OSHA on how to prevent job-related injuries and illnesses
- [Youth@Work Talking Safety](#) - a foundational curriculum in occupational safety and health

3.5. Legal Aspects for WBL Experiences

Insurance and liability concerns for students that are involved in WBL experiences are not new to the field of youth employment. Below are items to be considered by districts when implementing WBL experiences.

- Insurance Statement found on the [Business/Agency Agreement](#): The SLE (now referred to as WBL) student must be covered by both the school district's liability insurance and the business/agency liability and worker's compensation insurances (if the experience is paid). Both the school and the business/agency agree to the scope, nature, and responsibilities for any other insurance coverage of this school sponsored, paid SLE (WBL) as deemed necessary by the parties. All parties are asked to provide copies of their respective insurance certificates prior to the start of the SLE (WBL).
- A district can expand liability policies if desired due to increased risk for students at worksite. Additionally, employers who work with students may also expand liability policies if desired.
- Interstate experiences are not recommended, as each state has its own contractual liability act.
- [Removing Legal Barriers around WBL](#): Article featuring New Jersey from the "Connecting the Classroom to Careers" series by ADVANCE CTE.
- Background Check: The school district may conduct criminal background checks on designated worksite mentors. For additional information and support, contact the [Office of Student Protection](#).



E. Section 4: WBL Coordinator Training Requirements

4.1 Coordinating WBL Experiences

Supervising and placing students for any WBL experiences (other than Job Shadowing and School-Based Enterprises) requires a trained coordinator. N.J.A.C. 6A:19-4.2 states that each district board of education shall ensure that all WBL (other than Job Shadowing and School-Based Enterprises) shall be coordinated by school personnel who are assigned by the chief school administrator of the employing district board of education and meet the specific requirements outlined in administrative code.

4.2. Types of WBL Coordinators

There are three types of WBL coordinators when it comes to supervision and placement of WBL experiences. They are differentiated by designation of non-hazardous and hazardous as well as coordination of cooperative education experiences (CEEs) and apprenticeships. The following is a breakdown of the three types of coordinators, what they can coordinate, and the requirements for obtaining the endorsement.



1. WBL Coordinator

What can I do?

Place and supervise all students in school sponsored WBL experiences (other than CEEs and Apprenticeships) in non-hazardous occupations in any Career Cluster.

What do I need?

- Hold a Standard Instructional Certificate.
- Present evidence of one year of full-time, successful classroom teaching experience.
- Complete online training of all four [NJ Safe School Program \(NJSSP\) courses](#):
 1. NJ Wage and Hour and Wage Payment and Child Labor Laws, Regulations, and Hazardous Orders
 2. Federal Wage and Hour and Child Labor Laws, Regulations, and Hazardous Orders
 3. OSHA 10 Plus (includes additional online NJDOE 2-Hour Safety and Health Certificate Training)
 4. Designing and Implementing Student Training Plans

2. Cooperative Education Coordinator Non-Hazardous

What can I do?

- Place and supervise CTE students in school-sponsored CEEs or apprenticeships as part of a NJDOE-approved CTE program in related non-hazardous occupations in any Career Cluster.
- Place and supervise all students participating in any non-hazardous WBL experiences, other than CEEs and apprenticeships, in any Career Cluster.

What do I need?

- Hold a Standard Instructional Certificate with a CTE endorsement in any field.
- Present evidence of two years successful teaching under the CTE endorsement.
- Complete online training of all four [NJSSP courses](#).
- Complete the following graduate-level courses or [NJDOE-approved equivalent program](#):
 1. Instructional Strategies for Career Information/Occupational Guidance
 2. Instructional Strategies for Work-based Education



3. Cooperative Education Coordinator Hazardous

What can I do?

- Place and supervise CTE students in school-sponsored CEEs or apprenticeships as part of a NJDOE-approved CTE program in related hazardous and nonhazardous occupations in any Career Cluster.
- Place and supervise all students participating in any non-hazardous WBL experiences, other than CEEs and apprenticeships, in any Career Cluster.

What do I need?

- Hold a Standard Instructional Certificate with a CTE endorsement in any field.
- Present evidence of two years successful teaching under the CTE endorsement.
- Have at least 1000 hours of documented employment experience in a hazardous occupation.
- Complete online training of all four [NJSSP](#) courses.
- Complete graduate-level courses or [NJDOE-approved equivalent program](#) listed above.

In addition to these three types of coordinators, within N.J.A.C. 6A:9B-9.4(b), it states that the holder of a standard CTE endorsement who has completed the study requirements in N.J.A.C. 6A:9B-14.19(b)2i and ii, or 14.20(b)2i or ii, is also authorized to place and supervise CTE students in school-sponsored CEEs in the occupation in which the holder is certified as part of a CTE program.

[Common Hazardous Occupations That Satisfy the Hazardous Employment Requirement for the Cooperative Education Coordinator Hazardous Occupations Certificate](#)



F. Section 5: Business and Industry Requirements

Establishing a WBL program at the worksite requires planning, communication, and collaboration with business/industry to ensure the program is successful for all involved. Business/industry plays a critical role in supporting the implementation of a quality WBL program. The WBL coordinator acts as the intermediary that weaves together the fabric of a quality WBL experience for both the students and the business/industry. Below are some considerations for districts to enhance the design and implementation of a quality WBL experience with business and industry.

- Collaboration is key to a high-quality partnership. From the early stages of planning to the culmination of the WBL experience, business and industry (along with the worksite mentor) should be involved.
- Developing a shared mission and vision statement that is clearly defined and understood provides clarity to the purpose of the WBL experience.
- Defining roles and responsibilities for business/industry partners provides a framework for their participation and mentoring of the student. Developing focused materials providing information about state youth employment laws that address their questions and perceptions can help ease business/industry concerns when it comes to liability issues and insurance costs.
- Minimize burdens by communicating in jargon free language, matching company comfort through offering a range of WBL experiences they could participate in providing and reducing time, effort, and cost through efficient implementation of programming.
- Business/industry play an active role in aligning classroom activities to worksite learning, providing opportunities for students to apply academic, technical, and employability skills at the worksite, and supporting classroom activities such as guest speakers and career fairs.
- Advisory committees are developed to advise, assist, and advocate for quality WBL program. Individuals for such a committee may include but are not limited to school district personnel, business and industry representatives/associations, community organization and association members, local chamber of commerce representatives, local Workforce Development Board directors, local postsecondary educational institution contributors, alumni, students and parent/guardian representation.



G. Section 6: Required Documentation

Placing and supervising students in WBL experiences requires documentation that assists in student safety and health as well as the clarification of goals and objectives that align school-based curriculum with worksite activities. This documentation is required by the NJDOL, Child Labor Laws and Regulations and the NJDOE.

All WBL forms provided on the Office of Career Readiness website are sample forms (documentation) and have been made digitally accessible. Districts may modify the sample forms at their discretion as well as develop additional sample forms for their WBL programming. The following documentation is required for all WBL experiences unless mentioned in the description.

6.1 Worksite Analysis

The purpose of the Worksite Analysis is for the WBL coordinator to evaluate the worksite for safety and health risks that may be present with the result in safely placing students at the WBL worksite. This evaluation provides an opportunity for inspection of occupational safety and health risks at the worksite. The Worksite Analysis is required to be completed for every WBL worksite that students will be placed. The Worksite Analysis should be filled out by the supervising WBL coordinator in discussion with the business/agency prior to placing a student at the WBL worksite. For additional guidance regarding the worksite analysis, the NJSSP provides a detailed [Worksite Safety and Health Evaluation Guide](#) for assessing workplace safety and health.

6.2 Business/Agency Agreement

The purpose of the Business/Agency Agreement is to provide general information about all of the stakeholders involved with the WBL experience. This serves as an understanding of the roles and responsibilities for all stakeholders. The Business/Agency Agreement designates the required worksite mentor that will be supervising the student while at the worksite. Additionally, it outlines insurance and transportation requirements, non-discrimination of students, and guidance regarding emergency administration of medicine for students while at the worksite. This agreement is signed by the WBL student, parent or guardian, WBL coordinator, and Business/Agency Supervisor.

6.3 Individualized Student Training Plan

The purpose of the Individualized Student Training Plan (STP) is connecting the learning activities that are happening in the classroom with the experiences/tasks at the worksite through the NJSLS. The WBL experience should include collaboration between the WBL Coordinator and the business, resulting in clearly-identified student learning objectives, activities, and assessments documented within an individualized STP. The WBL Coordinator may also collaborate with other district staff, such as a school counselor, an academic teacher, and/or an IEP team/special education teacher when developing the individualized STP. This also defines the occupational tasks that are associated with the WBL experience. The evaluation for both the school and employer of attainment of the determined goals and objectives at the worksite can also be accomplished.

6.4. Worksite Evaluation

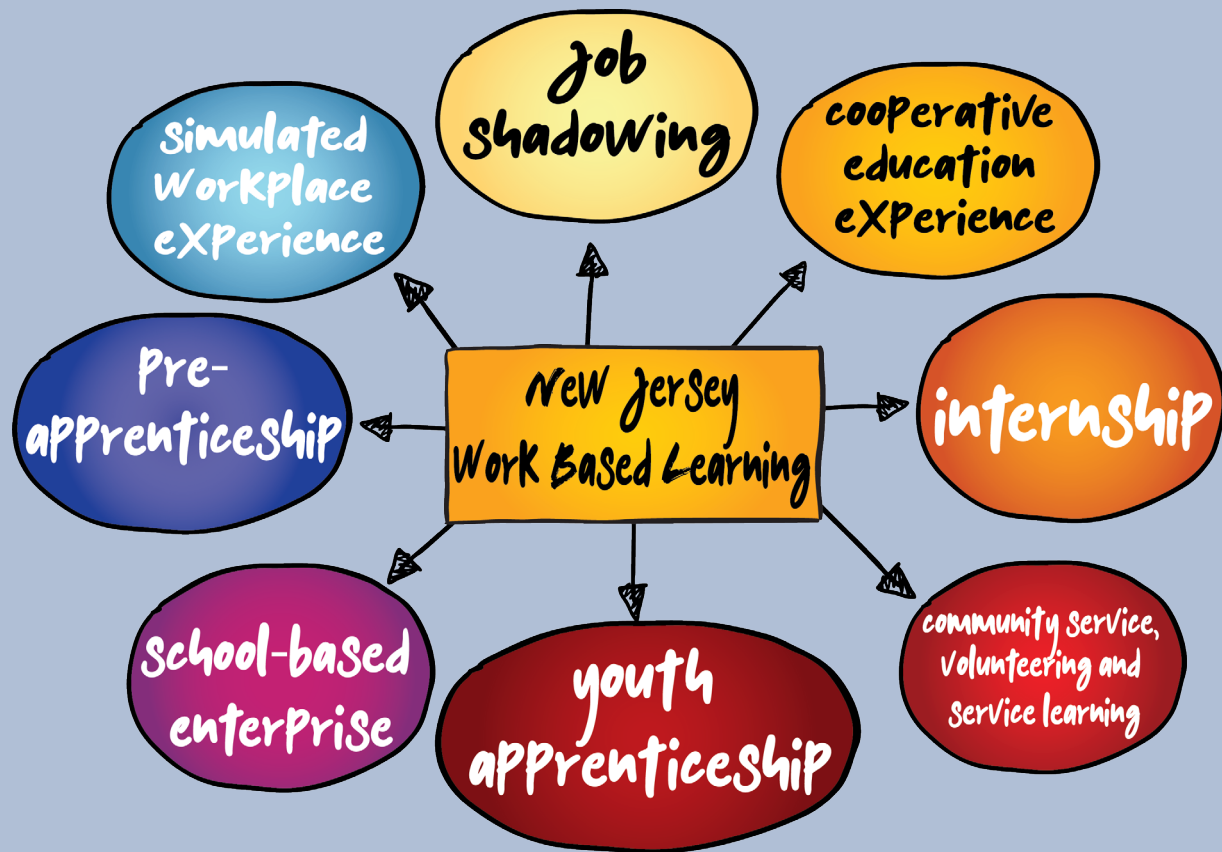
The purpose of the Worksite Evaluation is to provide opportunities for routine student safety and health checks at the WBL worksite, dialogue with business/agency worksite mentor and to evaluate the students' progress and completion of the Individualized STP. Worksite supervisions by the trained WBL coordinator are to occur every tenth day that the student reports to the WBL worksite. Both the worksite mentor and WBL student must be present when performing a worksite evaluation.

6.5 Employment Certificates

All minors (workers under age 18) who work and are being paid in New Jersey must have a completed Employment Certificate (working papers) certified by a school district issuing officer. Minors need an employment certificate for each employer even when they're employed by family members or for school-sponsored paid WBL experiences. For more information as well as the A300 Employment Certification Form, visit the [NJDOJ, Wage and Hour Division Employment Certificate website](#).

6.6 Incident Report

School districts that operate approved CTE programs or programs of study are required to report accidents and injuries involving students and teachers participating in these programs as well as participation in WBL experiences. The NJSSP has developed a [Incident Reporting Guide](#) to assist those school district personnel responsible for completing the required [Online Incident Reporting Form](#).



H. Section 7: Reporting WBL Experiences

The NJDOE's NJ Standards Measurement and Resource for Teaching (NJ SMART) is a comprehensive statewide longitudinal data system solution that serves multiple purposes: staff/student identification, data warehousing, data reporting, and analytics. All quality WBL experiences are collected through NJ SMART for the students who are enrolled in state approved CTE programs/programs of study as well as non-CTE school districts. WBL experience data is reported as one of the Perkins performance indicators reported to the federal government in the Consolidated Annual Report (CAR) starting with the 2020-2021 school year's data. The Career Awareness level of the WBL continuum does not qualify as a reportable WBL experience.

WBL data collection for state approved CTE programs/programs of study indicates the highest achieved level of the WBL continuum (Career Exploration, Career Preparation or Career Training) that the student participated in for the academic year. Only these three levels qualify as reportable. The Career Awareness level of the WBL continuum does not qualify as a reportable WBL experience.



1. Career Exploration WBL Experiences: Community Service, Service Learning, Volunteering, Job Shadowing and School-Based Enterprise.
2. Career Preparation WBL Experiences: Simulated Workplace Experience, Cooperative Education Experience (Hazardous and Non-hazardous) or Paid/Unpaid Internships.
3. Career Training WBL Experiences: Pre-Apprenticeship or a Registered Apprenticeship with the USDOL-Office of Apprenticeship.

All students that are enrolled in approved CTE programs/programs of study must engage in a WBL experience prior to completing the CTE program/program of study. WBL experiences are required to be reported by all school districts in New Jersey that are operating CTE programs/programs of study. For more information on how to report qualifying WBL experiences for state approved CTE programs/programs of study, please refer to the [NJDOE CTE Submission Data Handbook](#).

All school districts (CTE or non-CTE) report on SLE (now referred to as WBL) participation through the secondary level Course Roster data and is reflected in the Annual School Performance Reports. This data collection uses the secondary course identifier ending with "48" or "98" in the School Codes for the Exchange of Data (SCED) code to identify the Workplace Experience courses. These course codes can be found in the [SCED code list](#). There are required components for a SLE/WBL experience to be reported in NJ SMART.

- WBL is school-sponsored;
- WBL takes place primarily at the workplace over a period of time, although there is a related classroom component;
- WBL is co-curricular, with graded activities (may be pass/fail) aligned to the NJSLS, and may offer course credit. Local districts are responsible for their grading policies.
- WBL is supervised by a trained WBL coordinator and a worksite mentor. Please refer to the "WBL Experience Requirement Snapshot" chart on page 17 of this handbook for specific details regarding WBL supervision.
- WBL is accompanied by a business/agency agreement between the parties and an Individual Student Training Plan; and
- WBL may be paid or unpaid.

Based on this additional reporting, state approved CTE programs/programs of study may show a different value for student percentage of WBL participation and student percentage of SLE participation.



I. Section 8: Contact Information and Additional Resources

Many questions may surround how to best provide students with beneficial WBL experiences and opportunities that will enhance their skills along a career pathway, such as how to engage with employers. Below is contact information and additional resources for specific inquiries that you may have as you plan, prepare and implement your school district's WBL program.

8.1 New Jersey Department of Education

- [New Jersey Department of Education](#)
- [Office of Career Readiness](#)
- [Perkins Grant Information](#)
- [Work-Based Learning](#)
- [Career Equity Resource Center](#)
- [Career Clusters®](#)
- [Contact Information](#)

8.2 New Jersey Department of Labor

- [New Jersey Department of Labor](#)
- [Division of Wage and Hour Compliance \(including Child Labor\)](#)

8.3 New Jersey Safe Schools Program

- [New Jersey Safe Schools Program](#)
- [WBL Coordinator Training Schedule](#)
- [Contact Information](#)
- [Frequently Asked Questions](#)
- [Newsletters](#)

8.4 Additional Resources

- [US Department of Education, WBL Toolkit](#)
- [US Department of Labor Apprenticeships](#)
- [AdvanceCTE](#)
- [Association for Career and Technical Education](#)
- [Jobs for the Future](#)
- [National Alliance for Partnerships in Equity](#)
- [Partnership to Advance Youth Apprenticeship \(PAYA\)](#)



J. Appendix A: Acronyms used in this handbook

The following words and their acronyms are used throughout this handbook.

- Career and Technical Education (CTE)
- Comprehensive Local Needs Assessment (CLNA)
- Cooperative Education Coordinator (CEC)
- Consolidated Annual Report (CAR)
- Cooperative Education Experience (CEE)
- Fair Labor Standards Act (FLSA)
- Frequently Asked Questions (FAQ)
- Individualized Education Plan (IEP)
- New Jersey Administrative Code (N.J.A.C.)
- New Jersey Department of Education (NJDOE)
- New Jersey Department of Labor and Workforce Development (NJDOL)
- New Jersey Safe Schools Program (NJSSP)
- New Jersey Standards Measurement and Resource for Teaching (NJ SMART)
- New Jersey Student Learning Standards (NJSLS)
- Occupational Safety and Health Administration (OSHA)
- On-the-Job Training (OJT)
- Personal Protective Equipment (PPE)
- Related Technical Instruction (RTI)
- School Codes for the Exchange of Data (SCED)
- Structured Learning Experiences (SLE)
- Individualized Student Training Plan (STP)
- United States Department of Labor (USDOL)
- United States Department of Labor - Office of Apprenticeship (USDOL-OA)
- Work-Based Learning (WBL)

K. Appendix B: Program Components for types of WBL experiences

The following information contains program components for each type of WBL. The components include requirements for WBL coordination and programming.

Job Shadowing:

Coordinator Requirements -

This experience does not involve hands-on, work-based activities (with the exception of limited demonstrations of work processes). Supervisors of this experience do not have to meet the NJDOE requirements of WBL supervision. However, because this experience provides co-curricular activities, districts are advised to assign certified school personnel to supervise the experience.

Program Requirements -

- Student Age - No age restrictions exist since this experience does not involve hands-on, work-based activities (with the exception of limited demonstrations of work processes).
- Timeframe - The start and end date must be identified prior to the start of the experience and should be of sufficient length for the student to achieve the learning objectives.
- Worksite Location - The district must evaluate the worksite prior to student placement in order to determine if the worksite is appropriate for the student's learning objectives and to ensure that the student will not be exposed to worksite hazards.
- Wages - Unpaid
- Student Learning Objectives - The experience should include collaboration between the district and business. It is recommended that the experience be preceded by classroom based career research and preparation of interview questions to be asked during the experience and include an on-site orientation session. Interaction between students and business personnel can ensure that the requirements for the experience are met.
- Credit - The experience must be assessed, graded, and offered credit, in accordance with the state graduation requirements.
- Safety Protocols/Restrictions - Students cannot be placed into a hazardous occupation and the time spent at the worksite cannot exceed five hours on any day, nor can the combination of school and the experience exceed eight hours per day. (Student travel time to and from the worksite is not included).
- Supervision/Monitoring - During the course of this experience, student activities will be supervised at all times by a designated worksite mentor who is an employee of the business.
- Required Forms - Forms are not required for this type of experience. Although, the district-coordinator and/or business may require additional documentation for the Job Shadowing experience.
- Transportation - A Job Shadowing experience may utilize a bus to bring a group to and from the worksite, and in such instances, normal district transportation policies would apply. If no group transportation is offered by the district, the student is responsible for transportation to and from the worksite. The student must furnish proof of appropriate auto insurance if they will be driving unless transportation is otherwise required by the district pursuant to terms of N.J.A.C. 6A:27-5, Special Needs Transportation.

School-based Enterprise:

Coordinator Requirements -

A School-based Enterprise takes place on the school district campus, so there is no NJDOE requirement for supervision by an WBL coordinator. Any certified teacher may be appointed by the school district to supervise this experience, as long as the School-based Enterprise is not operated by an outside business or vendor. If that is the case, all normal WBL supervision requirements remain.

Program Requirements -

- **Student Age** - The minimum age requirement to participate in a School-based Enterprise is 16 years old.
- **Timeframe** - The start and end date must be identified prior to the start of the experience and should be of sufficient length for the student to achieve the objectives set forth in the individualized STP, which is a requirement of receiving credit for a WBL experience at the district's discretion.
- **Worksite Location** - The district must evaluate the worksite prior to student placement in order to determine if the worksite is appropriate for the student's learning objectives and to ensure that the student will not be exposed to worksite hazards.
- **Wages** - Unpaid
- **Student Learning Objectives** - Student learning objectives must be aligned to the NJSLs, that may include the [2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills](#). Additionally, industry standards and/or occupational competencies should be included where appropriate.
- **Credit** - The experience must be assessed, graded, and offered credit, in accordance with the state graduation requirements.
- **Safety Protocols/Restrictions** - The student cannot be placed into a hazardous occupation and the time spent at the School-based Enterprise cannot exceed five hours on any day, nor can the combination of school and the experience exceed eight hours per day. Additionally, safety training should be provided by the school and if applicable, the students must receive Personal Protective Equipment (PPE) in accordance with OSHA standards.
- **Supervision/Monitoring** - During the course of this experience, student activities will be supervised at all times by a designated worksite mentor who is an employee of the district.
- **Required Forms** - If the School-based Enterprise is used as WBL experience, an individualized STP is required. The district and/or coordinator may require additional documentation outside of the required individualized STP for the School-based Enterprise. The district will maintain the WBL record for a time period that is consistent with the Records Retention Schedule issued by the New Jersey Department of Treasury.
- **Transportation** - Due to the location of these experiences taking place on the school district campus, transportation may not be an issue. Although, if transportation is needed, the school district recognizes that the student is responsible for transportation to and from the school, including for purposes of a School-based Enterprise, and must furnish proof of appropriate auto insurance if they will be driving unless transportation is otherwise required by the district pursuant to terms of N.J.A.C. 6A:27-5, Special Needs Transportation.

Community Service, Volunteering and Service Learning:

Coordinator Requirements -

Any of these experiences require supervision and placement by an individual who meets one of the following requirements:

- o School personnel holding a Cooperative Education Coordinator (CEC) Hazardous Occupations, #3464 [endorsement](#) or;
- o School personnel holding a CEC Non-Hazardous Occupations, #3465 endorsement or;
- o School personnel who has met the NJDOE training requirements for supervising WBL.

Program Requirements -

- Student Age - The minimum age requirement to participate in Community Service, Volunteering or Service Learning is 16 years old.
- Timeframe - The start and end date must be identified prior to the start of the experience and should be of sufficient length for the student to achieve the objectives set forth in the individualized STP, which is a requirement of receiving credit for a WBL experience at the district's discretion. When school is in session, the time spent at the worksite cannot exceed five hours on any day, nor can the combination of school and the experience exceed eight hours per day. (Student travel time to and from the worksite is not included).
- Worksite Location - The coordinator must evaluate the worksite prior to student placement in order to determine if the worksite is appropriate for the student's learning objectives and to ensure that the student will not be exposed to worksite hazards.
- Wages - Unpaid
- Student Learning Objectives - Student learning objectives must be aligned to the NJSLs, that may include the 2020 NJSLs Career Readiness, Life Literacies, and Key Skills. Additionally, industry standards and/or occupational competencies should be included where appropriate.
- Credit - The experience must be assessed, graded, and offered credit, in accordance with the state graduation requirements.
- Safety Protocols/Restrictions - In addition to safety training provided by the school, the student must receive and participate in worksite specific safety training and instruction prior to engaging in worksite activities. In accordance with OSHA standards, the worksite must provide and properly fit the student with any necessary PPE if required for worksite activities.
- Insurance - The student must be covered by both the school district's liability insurance and the business's liability insurance. Both the school and the business agree to the scope, nature, and responsibilities for any other insurance coverage of this school-sponsored, WBL experience as deemed necessary by the parties.
- Supervision/Monitoring - During the course of the experience, the student cannot take the place of an employee. Student activities while at the worksite will be supervised by a designated worksite mentor who is an employee of the business.



- **Required Forms** - For these experiences, a completed worksite analysis of the business is required in order to determine any pre-placement concerns as well as any occupational hazards that may exist at the worksite. The experience must include an agreement between the business and school district, which details the parameters of the experience and is signed by all parties. The experience must also include an individualized STP resulting in clearly identified student learning objectives, activities, and assessments. The coordinator must conduct a worksite evaluation every tenth day that the student reports to the worksite to ensure that the student is free from exploitation, a safe training environment is maintained, and all student activities are in compliance with the individualized STP. The district, coordinator and/or business may require additional documentation outside of the required forms for the Community Service, Volunteering or Service Learning. The district will maintain the WBL record for a time period that is consistent with the Records Retention Schedule issued by the New Jersey Department of Treasury. Required forms are described in greater detail in Section 6 of this handbook.
- **Transportation** - The school district recognizes that the student is responsible for transportation to and from the worksite and must furnish proof of appropriate auto insurance if they will be driving unless transportation is otherwise required by the district pursuant to terms of N.J.A.C. 6A:27-5, Special Needs Transportation.

Simulated Workplace Experience:

Coordinator Requirements -

Even though Simulated Workplace Experiences take place on the school district campus, the NJDOE requirement for supervision by a trained WBL coordinator remains since the experience must have close and continued collaboration with industry.

- o School personnel holding a CEC Hazardous Occupations, #3464 endorsement or;
- o School personnel holding a CEC Non-Hazardous Occupations, #3465 endorsement or;
- o School personnel who has met the training requirements for supervising WBL.

Program Requirements -

- **Student Age** - The minimum age requirement to participate in a Simulated Workplace Experience is 16 years old.
- **Timeframe** - The start and end date must be identified prior to the start of the experience and should be of sufficient length for the student to achieve the objectives set forth in the individualized STP, which is a requirement of receiving credit for a WBL experience at the district's discretion.
- **Worksite Location** - The coordinator must evaluate the worksite prior to student placement in order to determine if the worksite is appropriate for the student's learning objectives and to ensure that the student will not be exposed to worksite hazards.
- **Wages** - Unpaid
- **Student Learning Objectives** - Student learning objectives must be aligned to the NJSLS, that may include the 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills. Additionally, industry standards and/or occupational competencies should be included where appropriate.
- **Credit** - The experience must be assessed, graded, and offered credit, in accordance with the state graduation requirements.



- **Safety Protocols/Restrictions** - The student can be placed into hazardous or non-hazardous occupations. These placements must match the student's CTE program career path. If the student will be placed into a hazardous occupation, coordinator requirements must be adhered to. The time spent at the simulated worksite cannot exceed five hours on any day, nor can the combination of school and the experience exceed eight hours per day. Additionally, safety training should be provided by the school and if applicable, the students must receive PPE in accordance with OSHA standards.
- **Supervision/Monitoring** - During the course of this experience, student activities will be supervised at all times by a designated worksite mentor who is an employee of the district.
- **Required Forms** - For these experiences, a completed worksite analysis of the simulated worksite is required in order to determine any pre-placement concerns as well as any occupational hazards that may exist. It must include an agreement between the industry partner(s) and the school district, which details the parameters of the experience and is signed by all parties. The experience must also include an individualized STP resulting in clearly identified student learning objectives, activities, and assessments. The district, coordinator and/or business may require additional documentation outside of the required forms for the Simulated Workplace Experience. The district will maintain the WBL record for a time period that is consistent with the Records Retention Schedule issued by the New Jersey Department of Treasury. Required forms are described in greater detail in Section 6 of this handbook.
- **Transportation** - Due to the location of these experiences taking place on the school district campus, transportation may not be an issue. Although, if transportation is needed, the school district recognizes that the student is responsible for transportation to and from the school, including for purposes of a Simulated Workplace Experience, and must furnish proof of appropriate auto insurance if they will be driving unless transportation is otherwise required by the district pursuant to terms of N.J.A.C. 6A:27-5, Special Needs Transportation.

Internship:

Coordinator Requirements -

These non-hazardous experiences require supervision and placement by an individual who meets one of the following requirements:

- o School personnel holding a CEC Hazardous Occupations, #3464 endorsement or;
- o School personnel holding a CEC Non-Hazardous Occupations, #3465 endorsement or;
- o School personnel who has met the training requirements for supervising WBL.

Program Requirements -

- **Student Age** - The minimum age requirement to participate in an Internship is 16 years old.
- **Timeframe** - The start and end date must be identified prior to the start of the experience and should be of sufficient length for the student to achieve the objectives set forth in the individualized STP, which is a requirement of receiving credit for a WBL experience at the district's discretion. When school is in session, the time spent at the worksite cannot exceed five hours on any day, nor can the combination of school and the experience exceed eight hours per day. (Student travel time to and from the worksite is not included).



- **Worksite Location** - The coordinator must evaluate the worksite prior to student placement in order to determine if the worksite is appropriate for the student's learning objectives and to ensure that the student will not be exposed to worksite hazards.
- **Wages** - Paid or unpaid. If the student is being paid, the rate of pay should be at least New Jersey's minimum wage (\$13.00/hour as of January 1, 2022). For more information about what occupations require minimum wage, please visit the New Jersey Department of Labor, Wage and Hour Divisions website.
- **Student Learning Objectives** - Student learning objectives must be aligned to the NJSLs, that may include the 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills. Additionally, industry standards and/or occupational competencies should be included where appropriate.
- **Credit** - The experience must be assessed, graded, and offered credit, in accordance with the state graduation requirements.
- **Safety Protocols/Restrictions** - In addition to safety training provided by the school, the student must receive and participate in worksite specific safety training and instruction prior to engaging in worksite activities. In accordance with OSHA standards, the worksite must provide and properly fit the student with any necessary PPE if required for worksite activities.
- **Insurance** - The student must be covered by both the school district's liability insurance and the business's liability insurance. For a paid internship, the business worker's compensation insurance must be applied. Both the school and the business agree to the scope, nature, and responsibilities for any other insurance coverage of this school sponsored, WBL experience as deemed necessary by the parties.
- **Supervision/Monitoring** - During the course of the experience, the student cannot take the place of an employee. Student activities while at the worksite will be supervised by the designated worksite mentor who is an employee of the business.
- **Required Forms** - For these experiences, a completed worksite analysis of the business is required in order to determine any pre-placement concerns as well as any occupational hazards that may exist at the worksite. The experience must include an agreement between the business and the school district, which details the parameters of the experience and is signed by all parties. The experience must also include an individualized STP resulting in clearly identified student learning objectives, activities, and assessments. The coordinator must conduct a worksite evaluation every tenth day that the student reports to the worksite to ensure that the student is free from exploitation, a safe training environment is maintained, and all student activities are in compliance with the individualized STP. If the student is a minor (under the age of 18) and is being paid for the internship experience, an employment certificate (working paper) must be completed and issued by the issuing officer prior to starting the Internship. The district, coordinator and/or business may require additional documentation outside of the required forms for the Internship. The district will maintain the WBL record for a time period that is consistent with the Records Retention Schedule issued by the New Jersey Department of Treasury. Required forms are described in greater detail in Section 6 of this handbook.
- **Transportation** - The school district recognizes that the student is responsible for transportation to and from the worksite and must furnish proof of appropriate auto insurance if they will be driving unless transportation is otherwise required by the district pursuant to terms of N.J.A.C. 6A:27-5, Special Needs.



Cooperative Education Experience:

Coordinator Requirements -

- Non-Hazardous CEEs require placement and supervision by an individual who meets one of the following requirements:
 - School personnel holding a CEC - Hazardous Occupations, #3464 endorsement or;
 - School personnel holding a CEC - Non-Hazardous Occupations, #3465 endorsement or;
 - A CTE teacher who has completed the study requirements in N.J.A.C. 6A:9b-4.19(b)2i and ii, or 14.20(b)2i or ii and whose endorsement is in the non-hazardous occupation for which the participating CTE students would be placed.
- Hazardous CEEs require placement and supervision by an individual who meets one of the following requirements:
 - School personnel holding a CEC - Hazardous Occupations, #3464 endorsement or;
 - A CTE teacher who has completed the study requirements in N.J.A.C. 6A:9b-4.19(b)2i and ii, or 14.20(b)2i or ii and whose endorsement is in the hazardous occupation for which the participating CTE students would be placed.

Program Requirements -

- CTE Enrollment - CEEs are exclusively for students enrolled in a NJDOE approved CTE program at their school. Students who are not enrolled in a NJDOE-approved CTE program cannot be placed into a CEE. Those students may participate in other types of WBL as described above.
- Student Age - The minimum age requirement to participate in a CEE is 16 years old.
- Timeframe - The start and end date must be identified prior to the start of the experience and should be of sufficient length for the student to achieve the objectives set forth in the individualized STP, which is a requirement of receiving credit for a WBL experience at the district's discretion. When school is in session, the time spent at the worksite cannot exceed five hours on any day, nor can the combination of school and the experience exceed eight hours per day. (Student travel time to and from the worksite is not included).
- Occupation - Non-Hazardous CEEs must be in a designated non-hazardous occupation which matches the student's CTE program career path. Additionally, hazardous CEEs must be in a designated hazardous occupation which matches the student's CTE program career path.
- Worksite Location - The coordinator must evaluate the worksite prior to student placement in order to determine if the worksite is appropriate for the student's learning objectives and to ensure that the student will not be exposed to worksite hazards. Certain hazardous activities are permissible for those students that are participating in a hazardous CEE. For more information about this, please visit the [New Jersey Department of Labor, Child Labor Laws](#) website.
- Wages - The CEE student must be paid at least New Jersey's minimum wage (\$13.00/hour as of January 1, 2022). For more information about what occupations require minimum wage, please visit the [New Jersey Department of Labor, Wage and Hour Divisions](#) website.
- Student Learning Objectives - Student learning objectives must be aligned to the NJSLS, that may include and the 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills. Additionally, industry standards and/or occupational competencies should be included where appropriate.



- **Credit** - The experience must be assessed, graded, and offered credit, in accordance with the state graduation requirements.
- **Safety Protocols/Restrictions** - In addition to safety training provided by the school, the student must receive and participate in worksite specific safety training and instruction prior to engaging in worksite activities. In accordance with OSHA standards, the worksite must provide and properly fit the student with any necessary PPE if required for worksite activities.
- **Insurance** - The student must be covered by both the school district's liability insurance and the business's liability insurance. The business worker's compensation insurance must be applied for all CEEs. Both the school and the business agree to the scope, nature, and responsibilities for any other insurance coverage of this school-sponsored, WBL experience as deemed necessary by the parties.
- **Supervision/Monitoring** - During the course of the experience, the student cannot take the place of an employee. Student activities while at the worksite will be supervised by the designated worksite mentor who is an employee of the business.
- **Required Forms** - For these experiences, a completed worksite analysis of the business is required in order to determine any pre-placement concerns as well as any occupational hazards that may exist at the worksite. The experience must include an agreement between the business and the school district, which details the parameters of the experience and is signed by all parties. The experience must also include an individualized STP resulting in clearly identified student learning objectives, activities, and assessments. The coordinator must conduct a worksite evaluation every tenth day that the student reports to the worksite to ensure that the student is free from exploitation, a safe training environment is maintained, and all student activities are in compliance with the individualized STP. If the student is a minor (under the age of 18), an employment certificate (working paper) must be completed and issued by the issuing officer prior to starting the CEE. The district, coordinator and/or business may require additional documentation outside of the required forms for the CEE. The district will maintain the WBL record for a time period that is consistent with the Records Retention Schedule issued by the New Jersey Department of Treasury. All of these forms are described in greater detail in Section 6 of this handbook.
- **Transportation** - The school district recognizes that the student is responsible for transportation to and from the worksite and must furnish proof of appropriate auto insurance if they will be driving unless transportation is otherwise required by the district pursuant to terms of N.J.A.C. 6A:27-5, Special Needs.

Special Considerations/Restrictions -

- A student may only be placed into a hazardous CEE if it is the same occupation for which the student is preparing in a NJDOE-approved CTE program and if the student is placed and supervised by an appropriately endorsed coordinator.
- As CEEs are primarily educational activities and not true employment, students are not eligible to collect unemployment benefits after the CEE ends.



Pre-apprenticeship:

Coordinator Requirements -

- Non-Hazardous Pre-apprenticeships require placement and supervision by an individual who meets one of the following requirements:
 - o School personnel holding a CEC - Non-Hazardous Occupations, #3465 endorsement or;
 - o School personnel holding a CEC - Hazardous Occupations, #3464 endorsement or;
 - o A CTE teacher who has completed the study requirements in N.J.A.C. 6A:9b-4.19(b)2i and ii, or 14.20(b)2i or ii and whose endorsement is in the non-hazardous occupation for which the participating CTE students would be placed.
- Hazardous Pre-apprenticeships require placement and supervision by an individual who meets one of the following requirements:
 - o School personnel holding a CEC - Hazardous Occupations, #3464 endorsement or;
 - o A CTE teacher who has completed the study requirements in N.J.A.C. 6A:9b-4.19(b)2i and ii, or 14.20(b)2i or ii and whose endorsement is in the hazardous occupation for which the participating CTE students would be placed.

Program Requirements -

- CTE Enrollment - Pre-apprenticeships are exclusively for students enrolled in a NJDOE approved CTE program at their school. Students who are not enrolled in a NJDOE-approved CTE program cannot be placed into a Pre-apprenticeship. Those students may participate in other types of WBL as described above.
- Student Age - The minimum age requirement to participate in a Pre-apprenticeship is 16 years old.
- Timeframe - The start and end date must be identified prior to the start of the experience and should be of sufficient length for the student to achieve the objectives set forth in the individualized STP, which is a requirement of receiving credit for a WBL experience at the district's discretion. When school is in session, the time spent at the worksite cannot exceed five hours on any day, nor can the combination of school and the experience exceed eight hours per day. (Student travel time to and from the worksite is not included).
- Occupation - Non-Hazardous Pre-apprenticeships must be in a designated non-hazardous occupation which matches the student's CTE program career path. Additionally, Hazardous Pre-apprenticeships must be in a designated hazardous occupation which matches the student's CTE program career path.
- Worksite Location - The coordinator must evaluate the worksite prior to student placement in order to determine if the worksite is appropriate for the student's learning objectives and to ensure that the student will not be exposed to worksite hazards. Certain hazardous activities are permissible for those students that are participating in a hazardous Pre-apprenticeship. For more information about this, please visit the New Jersey Department of Labor, Child labor Laws website.
- Wages - The Pre-apprenticeship student must be paid at least New Jersey's minimum wage (\$13.00/hour as of January 1, 2022). For more information about what occupations require minimum wage, please visit the New Jersey Department of Labor, Wage and Hour Divisions website.



- **Student Learning Objectives** - Student learning objectives must be aligned to the NJSLs, that may include the 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills. Additionally, industry standards and/or occupational competencies should be included where appropriate.
- **Credit** - The experience must be assessed, graded, and offered credit, in accordance with the state graduation requirements.
- **Safety Protocols/Restrictions** - In addition to safety training provided by the school, the student must receive and participate in worksite specific safety training and instruction prior to engaging in worksite activities. In accordance with OSHA standards, the worksite must provide and properly fit the student with any necessary PPE if required for worksite activities.
- **Insurance** - The student must be covered by both the school district's liability insurance and the business's liability insurance. The business worker's compensation insurance must be applied for all Pre-apprenticeships. Both the school and the business agree to the scope, nature, and responsibilities for any other insurance coverage of this school-sponsored, WBL experience as deemed necessary by the parties.
- **Supervision/Monitoring** - During the course of the experience, the student cannot take the place of an employee. Student activities while at the worksite will be supervised by the designated worksite mentor who is an employee of the business.
- **Required Forms** - For these experiences, a completed worksite analysis of the business is required in order to determine any pre-placement concerns as well as any occupational hazards that may exist at the worksite. The experience must include an agreement between the business and the school district, which details the parameters of the experience and is signed by all parties. The experience must also include an individualized STP resulting in clearly identified student learning objectives, activities, and assessments. The coordinator must conduct a worksite evaluation every tenth day that the student reports to the worksite to ensure that the student is free from exploitation, a safe training environment is maintained, and all student activities are in compliance with the individualized STP. If the student is a minor (under the age of 18), an employment certificate (working paper) must be completed and issued by the issuing officer prior to starting the Pre-apprenticeship. The district, coordinator and/or business may require additional documentation outside of the required forms for the Pre-apprenticeship. The district will maintain the WBL record for a time period that is consistent with the Records Retention Schedule issued by the New Jersey Department of Treasury. All of these forms are described in greater detail in Section 6 of this handbook.
- **Transportation** - The school district recognizes that the student is responsible for transportation to and from the worksite and must furnish proof of appropriate auto insurance if they will be driving unless transportation is otherwise required by the district pursuant to terms of N.J.A.C. 6A:27-5, Special Needs.

Special Considerations/Restrictions

- A student may only be placed into a hazardous Pre-apprenticeship if it is the same occupation for which the student is preparing in a NJDOE-approved CTE program and if the student is supervised by an appropriately endorsed coordinator.
- As Pre-apprenticeships are primarily educational activities and not true employment, students are not eligible to collect unemployment benefits after the Pre-apprenticeship ends.



Youth Apprenticeship:

Coordinator Requirements -

- Non-Hazardous Youth Apprenticeships require placement and supervision by an individual who meets one of the following requirements:
 - o School personnel holding a CEC - Non-Hazardous Occupations, #3465 endorsement or;
 - o School personnel holding a CEC - Hazardous Occupations, #3464 endorsement or;
 - o A CTE teacher who has completed the study requirements in N.J.A.C. 6A:9b-4.19(b)2i and ii, or 14.20(b)2i or ii and whose endorsement is in the non-hazardous occupation for which the participating CTE students would be placed.
- Hazardous Youth Apprenticeships require placement and supervision by an individual who meets one of the following requirements:
 - o School personnel holding a CEC - Hazardous Occupations, #3464 endorsement or;
 - o A CTE teacher who has completed the study requirements in N.J.A.C. 6A:9b-4.19(b)2i and ii, or 14.20(b)2i or ii and whose endorsement is in the hazardous occupation for which the participating CTE students would be placed.

Program Requirements -

- Registration - All Youth Apprenticeships must be registered with the United States Department of Labor - Office of Apprenticeship (USDOL-OA). [Contact your USDOL-OA representative](#) to determine the process for registration of your Youth Apprenticeship.
- CTE Enrollment - Youth Apprenticeships are exclusively for students enrolled in a NJDOE approved CTE program at their school. Students who are not enrolled in a NJDOE-approved CTE program cannot be placed into a Youth Apprenticeship. Those students may participate in other types of WBL as described above.
- Student Age - The minimum age requirement to participate in a Youth Apprenticeship is 16 years old.
- Timeframe - The start and end date must be identified prior to the start of the experience and should be of sufficient length for the student to achieve the objectives set forth in the individualized STP, which is a requirement of receiving credit for a WBL experience at the district's discretion. Additionally, depending on the apprenticeable occupation, the USDOL-OA has specific requirements for the completion of both the Related Technical Instruction (RTI) and On the Job Training (OJT) components of the registered apprenticeship. When school is in session, the time spent at the worksite cannot exceed five hours on any day, nor can the combination of school and the WBL experience exceed eight hours per day. (Student travel time to and from the worksite is not included).
- Occupation - Non-Hazardous Youth Apprenticeships must be in a designated non-hazardous occupation which matches the student's CTE program career path. Additionally, Hazardous Youth Apprenticeships must be in a designated hazardous occupation which matches the student's CTE program career path.



- **Worksite Location** - The coordinator must evaluate the worksite prior to student placement in order to determine if the worksite is appropriate for the student's OJT and to ensure that the student will not be exposed to worksite hazards. Certain hazardous activities are permissible for those students that are participating in a hazardous Youth Apprenticeship. For more information about this, please visit the New Jersey Department of Labor, Child Labor Laws website.
- **Wages** - The Youth Apprenticeship requires a student to be paid for their OJT hours. The rate of pay should be at least New Jersey's minimum wage of (\$13.00/hour as of January 1, 2022). A progressive wage scale is required for Youth Apprenticeships registered with the USDOL-OA. For more information about what occupations require minimum wage, please visit the New Jersey Department of Labor, Wage and Hour Divisions website.
- **Student Learning Objectives** - Student learning objectives must be aligned to the NJSLs, that may include the 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills. Additionally, industry standards and/or occupational competencies must be included where appropriate.
- **Credit** - The experience must be assessed, graded, and offered credit, in accordance with the state graduation requirements.
- **Safety Protocols/Restrictions** - In addition to safety training provided by the school, the student must receive and participate in worksite specific safety training and instruction prior to engaging in worksite activities. In accordance with OSHA standards, the worksite must provide and properly fit the student with any necessary PPE if required for worksite activities.
- **Insurance** - The student must be covered by both the school district's liability insurance and the business's liability and worker's compensation insurance. Both the school and the business agree to the scope, nature, and responsibilities for any other insurance coverage of this school-sponsored, WBL experience as deemed necessary by the parties.
- **Supervision/Monitoring** - During the course of the WBL experience, the student cannot take the place of an employee. Student activities while at the worksite will be supervised by the designated worksite mentor who is an employee of the business.
- **Required Forms** - For these experiences, a completed worksite analysis of the business is required in order to determine any pre-placement concerns as well as any occupational hazards that may exist at the worksite. The experience must include an agreement between the business and the school district, which details the parameters of the experience and is signed by all parties. The experience must also include an individualized STP resulting in clearly identified student learning objectives, activities, and assessments. The coordinator must conduct a worksite evaluation every tenth day that the student reports to the worksite to ensure that the student is free from exploitation, a safe training environment is maintained, and all student activities are in compliance with the individualized STP. If the student is a minor (under the age of 18), an employment certificate (working paper) must be completed and issued by the issuing officer prior to starting the Youth Apprenticeship. The district, coordinator, business and/or the USDOL-OA may require additional documentation outside of the required forms for the Youth Apprenticeship. The district will maintain the WBL record for a time period that is consistent with the Records Retention Schedule issued by the New Jersey Department of Treasury. All of these forms are described in greater detail in Section 6 of this handbook.



- Transportation - The school district recognizes that the student is responsible for transportation to and from the worksite and must furnish proof of appropriate auto insurance if they will be driving unless transportation is otherwise required by the district pursuant to terms of N.J.A.C. 6A:27-5, Special Needs.

Special Considerations/Restrictions -

- A student may only be placed into a hazardous Youth Apprenticeship if it is the same occupation for which the student is preparing in a NJDOE-approved CTE program and if the student is supervised by an appropriately endorsed coordinator.
- Even though Youth Apprenticeships provide both educational activities and employment, students are not eligible to collect unemployment benefits after the Youth Apprenticeship ends.