

WORK-BASED LEARNING

WBL Definition, Types, and Strategies

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INDIANA COMMISSION for
HIGHER EDUCATION

AGENDA

Work-Based Learning Definition & Elements

How Do I Include WBL?

WBL & Diploma Seals

WBL Menu of Experiences

Reporting WBL Experiences

Indiana Chamber of Commerce – Industry & WBL

Training Plan & Agreements

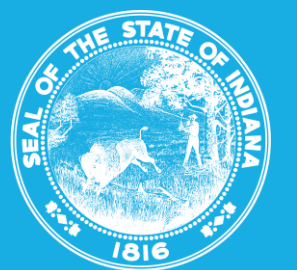
Additional Resources

WORK-BASED LEARNING DEFINITION

Work-based learning (WBL) is defined as **sustained interaction** between participants and **industry professionals** in **real or simulated workplace settings**. These experiences foster **authentic work experience** and develop knowledge, skills, and competencies.

Experiences support participants in career exploration and readiness and are intentionally **aligned and evaluated with course and training competencies**.

WBL requires a written **partnership agreement and plan** between the participant, parent or guardian, school, and employer partner.



WBL DEFINITION ELEMENTS

Element	Meaning
Sustained Interactions	<ul style="list-style-type: none">• Each experience totals at least 25 hours across a single placement.• A maximum of 3 experiences can be combined to meet the requirements of any Honors Diploma Seals.• May take place before, during, or after school; or, outside of the school year over the summer or other breaks. <p><i>Additional Considerations for CTE:</i></p> <ul style="list-style-type: none">• To meet CTE requirements for a funded WBL course, experiences must be at least 75+ hours in a single placement (a single placement may include rotations at a single employer).• WBL hours earned over the summer are not eligible to receive CTE funding.
Industry Professionals	<ul style="list-style-type: none">• An industry professional is someone currently employed (part-time or full-time) within the industry and has specialized knowledge and skills in a particular job or field.<ul style="list-style-type: none">• Interactions can occur through direct supervision, design and review of relevant tasks and deliverables, and/or mentorship.• While retired industry professionals, or educators who previously served in an industry provide important career coaching and mentorship capacity, neither would qualify as an industry professional under this definition.

WBL DEFINITION ELEMENTS

Element	Meaning
Real or Simulated Workplace Settings	<p><i>Real workplace settings consist of:</i></p> <ul style="list-style-type: none">• An on-site experience with an employer partner at a traditional place of work be it on-site or in the field.• When relevant to the industry, a remote work experience that mirrors remote work in the professional setting. For example, reviewing digital blueprints to determine cost of supplies and materials on a construction job. <p><i>Simulated workplace settings consist of:</i></p> <ul style="list-style-type: none">• School-based enterprise or CTE Center simulation meant to provide real-world experiences in an educational setting.• A remote work experience in an industry that does not traditionally operate in a remote setting, and/or where students are completing tasks outside of the professional context within which they would traditionally be completed.• All simulated workplace settings must model a real workplace setting, including: technology, tools, equipment, and job assignments.
Authentic Work Experiences	<ul style="list-style-type: none">• Direct interactions, supervision, or mentorship with an industry professional so a student is learning to adapt to the various expectations and “unwritten rules” of professional conduct.• Meaningful tasks that go beyond passive exposure, shadowing, or observations and reflect age-appropriate deliverables that are designed and evaluated by an industry professional.

WBL DEFINITION ELEMENTS

Element	Meaning
Aligned and Evaluated	<ul style="list-style-type: none"> The task or skills included in the partnership agreement must align to industry recognized competencies, as agreed to by the industry professional or employer, that are considered necessary for success in the industry, not just a specific job. The experience culminates in an assessment or portfolio of work developed throughout the placement aligned to the skills and competencies identified in the partnership agreement. The culminating assessment or portfolio is designed and evaluated by an industry professional, and feedback is provided to the participant along with a determination of mastery for the identified skills. When possible, the assessment is aligned with the requirements to attain a credential of value. <p>Additional Considerations for CTE:</p> <ul style="list-style-type: none"> To meet CTE requirements or funded WBL courses, the skills must be aligned to either a career interest area and academic coursework (Career Exploration Internship 0530) or aligned with the student's CTE pathway.
Partnership Agreement and Training Plan	<ul style="list-style-type: none"> Each experience requires a written partnership agreement and training plan between the participant, parent or guardian, school, employer partner(s), and/or intermediaries. <p>The plan must include:</p> <ul style="list-style-type: none"> A clear articulation of projected learning outcomes, assessments, and how/where this learning will occur (at work site, in structured learning component, etc.). Identification of career pathways aligned with work experience, interests, and demand. Detailed description of terms and expectations of work experience, including duration, compensation, and participant expectations. Detailed description of partner expectations and roles, including financial investments, supports provided, and staffing requirements.

KEY PARTNERSHIP & AGREEMENT COMPONENTS



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- ▶ Have a comprehensive Partnership Agreement & Training Plan:
 - ▶ A clear articulation of projected learning outcomes, assessments, and how/where this learning will occur (at work site, in structured learning component, etc.)
 - ▶ Identification of career pathways aligned with work experience, interests, and demand.
 - ▶ Detailed description of terms and expectations of work experience, including duration, compensation, and participant expectations.
 - ▶ Detailed description of partner expectations and roles, including financial investments, supports provided, and staffing requirements.

WBL IN INDIANA HIGH SCHOOL DIPLOMA SEALS

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BLUEPRINT FOR SUCCESS: READINESS-SEALS

Readiness seals are designed to be permeable, allowing students to update their graduation plan and pivot, if their original interests and goals change. Although seals are optional, students are encouraged to utilize the blueprints below to focus their flexible credits into a connected pathway that aligns with their future goals. Students may earn one or multiple seals. Graduation Pathways requirements will be satisfied through completion of any seal.



ENROLLMENT



EMPLOYMENT



ENLISTMENT & SERVICE



HONORS SEAL

- Complete at least 4 World Language and 6 Social Studies credits
- Complete at least 8 Math credits
 - Algebra I plus Geometry, Algebra II, and Pre-Calculus or any advanced math credits aligned to their course of study
- Complete at least 6 Science credits
 - Biology I plus Chemistry and Physics or any advanced lab science credits aligned to their course of study
- Earn a C or higher in all courses and earn a cumulative B average
- Complete one of the following:
 - Earn 4 credits in AP, IB, or Cambridge courses and take corresponding exams
 - Earn 6 college credits
 - Score a 1250 on the SAT or a 26 on the ACT
 - Earn two of the following:
 - At least 2 college credits
 - 2 credits in AP courses and take corresponding exams
 - 2 credits in IB courses and take corresponding exams
 - 2 credits in Cambridge courses and take corresponding exams

- Complete one of the following:
 - A market-driven credential of value* aligned to a specific occupation
 - 3 courses in a Career and Technology Education (CTE) pathway
 - An approved career preparation experience aligned to Indiana's CSA program, or
 - An approved, locally-created pathway
- Complete 150 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated)
- Demonstrate skill development in Communication, Collaboration, and Work Ethic
- Meet attendance goal

- Complete one of the following:
 - Introduction to Public Service course or approved locally-created equivalent
 - Emphasis on developing an awareness of the physical standards and character required for service
 - One year of ROTC in high school
- Achieve a score of 31 on the ASVAB and complete one of the following:
 - All three components of the Career Exploration Program
 - A career exploration tool approved by IDOE
- Meet attendance goal
- Demonstrate skill development in Communication, Collaboration, and Work Ethic
 - Extensively verified through a mentorship experience with current military personnel, veterans, or other public safety professionals



HONORS PLUS SEAL

- Earn the Honors Enrollment Seal, **plus:**
- Earn a credential of value* that may include, for example:
 - Associate degree
 - Technical Certificate
 - Indiana College Care
 - AP Scholar with Distinction
 - Cambridge AICE Diploma or IB Diploma
 - Complete at least 75 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated)
 - Demonstrate skill development in the following areas: Communication, Collaboration, and Work Ethic

- Earn the Honors Employment Seal, **plus:**
- Earn a market-driven credential of value* that may include, for example:
 - Associate degree
 - Technical Certificate
 - Indiana College Care or
 - Advanced industry certificate
 - Complete additional work-based learning (total of 650 hours in one or more experiences) that may include, for example:
 - Pre-Apprenticeship
 - Modern Youth Apprenticeship
 - Demonstrate skill development in Communication, Collaboration, Work Ethic, and any additional skills determined locally

- Earn the Honors Enlistment Seal, **plus:**
- Complete one of the following:
 - Achieve a score of 50 or higher on the ASVAB
 - Enrollment in ROTC at the collegiate level
 - Acceptance to a service academy
 - Demonstrate excellence in leadership through one of the following:
 - Completion of at least 100 hours of public service
 - Holding a leadership role in a co/extracurricular activity
 - Completion of two seasons of a team-based physical sport or activity

*Note: the credential of value levels are currently being determined by business and industry.

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WBL & DIPLOMA SEALS

▶ Enrollment Honors Plus Seal

- ▶ 75 Total WBL Hours

▶ Employment Honors Seal

- ▶ 150 Total WBL Hours

▶ Employment Honors Plus Seal

- ▶ 650 Total WBL Hours

KEY FACTS:

- 1) A student can have a maximum of three WBL experiences to count towards their desired Diploma Seal hour requirements.
- 2) Each increment of 75 WBL hours counts towards a student's personalized electives.

WBL - CREDITS



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- ▶ Each increment of 75 WBL hours can result in 1 (one) credit towards a student's personalized electives.
 - ▶ The exception to this is if WBL hours are required as part of a course within a student's CTE pathway.
- ▶ **Example:** Student enrolled in 6162 (Cooperative Education)
 - ▶ For every 75 WBL hours that a student completes that are captured in this course, 1 personalized elective can be earned.

SUMMER EXPERIENCES



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- ▶ WBL hours that occur over the summer can count towards a student's personalized electives and desired Diploma Honors Seal(s).
 - ▶ Summer WBL and CTE courses ***do not*** receive CTE funding.
 - ▶ Can use 0543 course code to capture summer WBL experiences.

WBL MENU OF EXPERIENCES



MENU DESCRIPTION



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- ▶ The WBL ‘Menu of Experiences’ outlines the different types of WBL experiences students may participate in.
- ▶ **Every type of experience can count towards any diploma seal.**
- ▶ These types will be used to classify WBL experiences when reporting data into InTERS.
- ▶ Take a few minutes to jot down what kinds of WBL experiences are offered at your school and what they are currently called/classified.

TYPES OF WBL EXPERIENCES

School-Based
Enterprise

Workplace
Simulation

Student
Entrepreneurial
Experience

Employability
Co-Op

Industry
Developed
Team Challenge

Micro-
Internship

Academic
Internship

Technical
Internship

Modern Youth
Apprenticeship

Pre-
Apprenticeship

DOL Registered
Apprenticeship

SCHOOL-BASED ENTERPRISE

- ▶ A "school-based enterprise" (SBE) is a student-run business operation that operates within a school setting, allowing students to gain practical experience in entrepreneurship, management, marketing, and other business skills by creating and selling goods or services to the school community, essentially acting as a real-world learning laboratory to apply classroom knowledge.
- ▶ Examples:
 - ▶ Eagle Manufacturing – Brown County High School;
 - ▶ Bulldog Manufacturing - Orleans High School;
 - ▶ Creek Cattle company - Indian Creek High School;
 - ▶ Wolverine Enterprises LLC - White River Valley High School

Base Diploma/Grad Pathways	Enrollment Honors Plus Seal	Employment Honors Seal	Employment Honors Plus Seal
★	★	★	

DOL REGISTERED APPRENTICESHIP PROGRAMS

- ▶ Registered Apprenticeship is a structured talent development strategy that combines on-the-job learning, classroom learning, and mentorship to train individuals to be experts in their field. Programs are approved by the U.S. Department of Labor (U.S. DOL) and some programs allow high school students as early as age 16 to participate and complete registered programs.
- ▶ Examples:
 - ▶ Resources on Registered Apprenticeship can be found [here](#) or [here](#).

Base Diploma/Grad Pathways	Enrollment Honors Plus Seal	Employment Honors Seal	Employment Honors Plus Seal
	★	★	★

School Based Enterprise

–

Bulldog Manufacturing

–

Orleans Jr/Sr High
School

Experience Defined



Sustained Interactions

Students participate in Bulldog Manufacturing three days a week throughout the school year. Students also work directly with manufacturers throughout the school year and summer.



Industry Professionals

Industry professionals from companies like Jasper Seating Company and AnoPRO collaborate with students to guide production and business operations, while instructors with manufacturing experience provide daily mentorship and support.



Real or Simulated Workplace

Bulldog Manufacturing operates as a student-run business within the school, simulating a manufacturing workplace with professional tools, technology, and workflows.



Authentic Work Experience

Students design, produce, and sell custom products—such as court replicas and CNC-cut decor—giving them practical experience aligned with real business expectations and client needs.



Aligned & Evaluated with Competencies

Projects directly apply skills from Engineering and Advanced Manufacturing courses, reinforcing learning objectives through measurable outcomes and performance evaluations.



Written Partnership Agreement and Plan

Participation in Bulldog Manufacturing requires a written partnership agreement and plan, signed by the student and all relevant parties, that clearly outlines responsibilities and learning goals.

WBL Definition

WBL is defined as **sustained interactions** between participants and **industry professionals** in **real or simulated workplace** settings. These experiences foster **authentic work experiences** and develop knowledge, skills, and competencies. Experiences support participants in career exploration and readiness and are intentionally **aligned and evaluated with course or training competencies**. WBL requires a **written partnership agreement and plan** between the participant, parent or guardian, school, and employer partner.

WORKPLACE SIMULATION

- ▶ A workplace simulation occurs inside a school, career center, or training facility and mirrors a live workplace setting. It may include facilities, inputs, resources, and equipment provided by an employer or the school. Students should experience a range of positions within the simulated workplace to understand various aspects of the simulated business or production. A workplace simulation should include networking opportunities with industry professionals and interactions with paying customers or clients.
- ▶ Examples:
 - ▶ Commodore Manufacturing - Perry Central;
 - ▶ Toyota 4T Academy - Evansville;
 - ▶ New York Blower Welding Technology Pathway - LaPorte High School;
 - ▶ Ft. Wayne Career Academy; Link Program - Vanderburgh County School Corp.

Base Diploma/Grad Pathways	Enrollment Honors Plus Seal	Employment Honors Seal	Employment Honors Plus Seal
★	★	★	

INDUSTRY-DEVELOPED TEAM CHALLENGE

- ▶ An industry-developed team challenge is a type of experience done as part of Project-Based Learning (PBL). A typical challenge would consist of a local company presenting a challenge to a class or group of students based on a real-life problem the company has solved or is trying to solve and requests students develop a solution. Student solutions are evaluated by industry professionals at the conclusion of the project. Students participating in Career and Technical Student Organizations may have the opportunity to participate in these experiences through regional, state, or national competitions.
- ▶ Examples:
 - ▶ CTSO competitions, such as FFA Career Development Events;
 - ▶ PTECH - Logansport HS.

Base Diploma/Grad Pathways	Enrollment Honors Plus Seal	Employment Honors Seal	Employment Honors Plus Seal
★	★		

Workplace Simulation

—
Toyota 4T Academy

—
Benjamin Bosse High
School, Evansville

Experience Defined

Sustained Interactions

Students participate in the 4T Academy during their junior and senior years, engaging regularly with advanced manufacturing tools and industry professionals as part of their designated class time.

Industry Professionals

Professionals from Toyota help design the training curriculum, providing industry-informed instruction, mentoring students, and hosting plant visits at Toyota Motor Manufacturing Indiana (TMMI).

Real or Simulated Workplace

Located at Benjamin Bosse High School, the 4T Academy simulates a modern manufacturing environment and connects students to real worksites through visits to Toyota's plant.

Authentic Work Experience

Students gain authentic work experience by applying their skills in a paid internship at TMMI, where they contribute to real production processes in assembly, body weld, and paint.

Aligned & Evaluated with Competencies

This experience is aligned with industry standards and evaluated through hands-on skill application, industry-informed instruction, and performance assessments in both the classroom and workplace settings.

Written Partnership Agreement and Plan

Participation in Toyota 4T Academy requires a written partnership agreement and plan, signed by the student and all relevant parties, that clearly outlines responsibilities and learning goals.

WBL Definition

WBL is defined as **sustained interactions** between participants and **industry professionals** in **real or simulated workplace** settings. These experiences foster **authentic work experiences** and develop knowledge, skills, and competencies. Experiences support participants in career exploration and readiness and are intentionally **aligned and evaluated with course or training competencies**. WBL requires a **written partnership agreement and plan** between the participant, parent or guardian, school, and employer partner.

QUESTIONS

- ▶ Common Topics:
 - ▶ Verifying Experiences
 - ▶ Reporting Experiences
 - ▶ Finding sufficient placements for students
 - ▶ Eligibility of experiences for new diploma WBL requirements
 - ▶ Roles within a training plan
 - ▶ Part-time jobs
- ▶ Questions?



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WORK-BASED LEARNING

Industry Funding & Partnerships

Sally Saydshoev

Indiana Chamber of Commerce

September 11, 2025



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WBL REPORTING

Reporting Secondary WBL Experiences

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September 12, 2025



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WBL COURSE CODES

Code	Name	Pre-Reqs	Credits	Funding
CTE Capstone Courses*	Program Specific Capstone	See CTE resources or Course Titles and Descriptions	2 semester course, 2 semesters required. 1-3 credits per semester, 6 credits maximum	\$300-\$1,071
0530	Career Exploration Internship	None	1-3 credits per semester; 6 credits max	\$500
0543	WBL Lvl 1: Employability Skills Development	None	None, each 75-hour increment will be eligible for 1 credit of a personalized elective	\$0
5974	Work-Based Learning Capstone	Complete at least one advanced CTE course from a program or program of study	1 semester course, 1-3 credits per semester; 6 credits max	\$500
6148	Registered Apprenticeship	Dependent on program requirements	1 semester course, may be taken for successive semesters; 12 credits max	\$500
6149	Youth Apprenticeship	None	1 semester course, may be taken for successive semesters; 12 credits max	\$500
6162	Co-operative Education	None	1 semester course, 1-3 credits per semester; 6 credits max	\$150
7156	Technical Skills Development	Concurrently enrolled in a NLPS Concentrator A and/or B course	2 semester course, 2 semesters required, 1 credit per semester. 2 credits max per program of study	\$300

STANDALONE VS EMBEDDED



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- ▶ A **standalone** WBL experience is when a student participates in a WBL experience that is not required as part of a CTE course.
- ▶ An **embedded** WBL experience is when a student participates in an experience required by the standards of a course in which the student is enrolled.
 - ▶ Example: A student is taking the Healthcare Specialist Capstone course (7255) as a part of the Pre-Nursing/Healthcare Specialist (CNA) Pathway.

STANDALONE COURSE CODES

- ▶ Work-Based Learning Capstone (5974)
- ▶ Career Exploration Internship (CEI) (0530)
- ▶ Cooperative Education (6162)
- ▶ 0543 Course Code Option

0543 COURSE CODE OPTION



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- ▶ **0543 – Work-Based Learning Level 1: Employability Skills Development** was part of a series of 4 zero-credit course codes (0543, 0544, 0545, and 0546) that remain in the Course Titles and Descriptions but have not been actively utilized.
- ▶ **The 0543 code is called WBL Level 1: General WBL** within the InTERS system beginning this school year. Common examples of instances where the 0543 course code may be most applicable to us include WBL experiences that are:
 - ▶ 1. Under 75 hours in length (still must be at least 25 hours in length to fulfill the WBL Definition),
 - ▶ In cases where a student is taking a CTE course, the experience can be recorded as embedded within the course rather than in 0543
 - ▶ 2. Occur over the summer

0543 COURSE CODE OPTION



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- ▶ **Example:** A non-CTE student who has an interest in business finds an internship at a local accounting firm and completes 50 hours of WBL in the spring semester of their junior year. Since the student is not enrolled in a CTE pathway, and the hours do not meet the requirements for the Career Exploration Internship (0530) course (75 hours required), an entity can capture these WBL hours by enrolling the student in 0543.
 - ▶ If the student was enrolled in a business CTE pathway, the hours can be recorded as embedded within the applicable CTE course.
- ▶ **Example:** A CTE student in a digital technology pathway participates in an additional WBL experience outside the requirements of their pathway during the summer. The experience accumulates 100 hours. These hours can be reported in 0543 and can be applied to their desired Diploma Honors Seal.

REPORTING FIELDS



Reporting Information	When to Report	Meaning
Employer	Fall	Company/Business/Entity of where the student is working.
Employ Start	Fall	The start date of the WBL placement.
Employ End	Spring	The end date of the WBL placement.
Employ Type	Fall	Entities must first select either paid (P) or unpaid (U). Then entities select an option from the types of experiences listed in the WBL Menu document.
Expected OTJ Hours	Fall	The expected on-the-job (OTJ) hours the student will have at the placement. This does not have to be exact but at least an estimate based on the training plan and agreement signed by student, school, employer, and parent/guardian.
Supervisor – Employer Contact – Mentor	Fall	The person who will serve as the student’s direct supervisor, employer, contact, or mentor during the WBL experience. This field is not required.
Intermediary Name	Fall	A name of an intermediary that facilitates a student’s WBL experience, if applicable. This field is not required.
SOC Code	Fall	A Standard Occupational Classification (SOC) code that closely relates to the occupation of the student’s WBL experience. A drop-down list will populate that can be filtered to help find related SOC codes when submitting WBL experiences. An experience may often correlate to multiple potential codes; entities are encouraged to select an option that most closely relates to the student’s experience based on available information.
Actual OTJ Hours	Spring	The actual on-the-job (OTJ) hours the student completed at the conclusion of the WBL experience
Certify Partnership	Spring	The newly approved definition of WBL requires a written partnership agreement and plan between the participant, parent or guardian, school, and employer partner. If this exists for this experience, input a “yes” or “1” and if this does not exist, input a “no” or “0”.

RESOURCE LINKS

- ▶ [Menu of WBL Experiences](#)
- ▶ [August WBL Reporting Guidance](#)
- ▶ [NLPS Review Document](#)
- ▶ [CTE Master Pathways List](#)
- ▶ [CTE Data Explorer](#)
- ▶ [Training Plan and Agreement SAMPLE 1](#) - [SAMPLE 2](#) - [SAMPLE 3](#) - [SAMPLE 4](#) - [SAMPLE 5](#) - [SAMPLE 6](#)

CONTACT INFORMATION

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