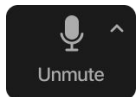
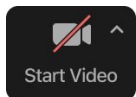


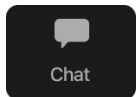
# Zoom Meeting Preparation



- Please make sure your phone or computer is muted to minimize background noise.
  - To do this, hover over the bottom left-hand side of your screen and click “Mute.”



- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
  - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”



- Please submit questions during the presentation to one of our hosts or co-hosts through the chat function located on the bottom of your screen.

If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact [LDOEcommunications@la.gov](mailto:LDOEcommunications@la.gov).



# Connecting the Dots: Counselors, Internships, and Student Readiness



May 13, 2025

# Agenda

- Understanding Work-Based Learning
  - WBL Policies, Guidance, and Helpful Resources
  - Cooperative Education, Internships & Registered Apprenticeships
- Accelerator Break Down
  - Connections to Work-based Learning
- Counselors - Core Responsibilities and Flexible Support Roles
- Things to Consider
  - Site Placement
  - Documentation and Tracking
- Student Conversations
  - Importance of Middle School Exposure
- Questions

Please contact [candace.joseph@la.gov](mailto:candace.joseph@la.gov) with questions.



# Understanding Work-based Learning



# Understanding Work-Based Learning

Work-based learning programs provide opportunities for CTE students to receive on-the-job training and related classroom instruction in all CTE program areas, including activities in which the school system employs students (such as the district IT or maintenance departments).

This includes:

- Cooperative education
- Internships
- Structured On-the-Job Training (OJT) as part of a registered apprenticeship

Please contact [candace.joseph@la.gov](mailto:candace.joseph@la.gov) with questions.



# WBL Policies, Guidance, and Helpful Resources

[Bulletin 741 Sub Section 3113](#)

[Work Based Learning Guidelines](#)

[TOPS Tech Course Requirements](#)

[TOPS University Course Requirements](#)

[State Focus List](#)

[Basic Bundles](#)

[Application to Employ Minors](#)

Please contact [candace.joseph@la.gov](mailto:candace.joseph@la.gov)



# Co-Op Education, Internships, and Registered Apprenticeships

**Cooperative Education** is an agreement between schools and employers to provide paid on-the-job training that relates to the areas of technical study in school and is based on objectives jointly developed by the school and the employers.

Please contact [candace.joseph@la.gov](mailto:candace.joseph@la.gov) with questions.



# Co-Op Education, Internships and Registered Apprenticeships

**Internships** are Work-based activities where students work with an employer for a specified period of time to learn about a particular occupation or industry. The workplace activities involved with an internship could include special projects, a sample of tasks from different jobs, or tasks from a single occupation.

- An internship agreement is set up prior to the experience that outlines the expected objectives to be accomplished by the student. This must include financial compensation. Internships must incorporate classroom instruction and on-the-job training

Please contact [candace.joseph@la.gov](mailto:candace.joseph@la.gov) with questions.





# Co-Op Education, Internships and Registered Apprenticeships

## Internships Continued-

- The classroom phase shall occur a minimum of once per week throughout the course. This can be completed virtually.
- The classroom instruction and on-the-job training phase shall be a minimum of 7,965 minutes for one Carnegie Unit. A student must complete a minimum of 106.2 hours of on-the-job training with an employer in addition to 26.55 hours of classroom instruction.
- The classroom instruction shall count as no more than 20 percent of the instructional minutes of the total Carnegie Unit.
- Teacher-coordinators must be scheduled for classroom instruction and on-the-job supervision (4 times per school year and 2 in the summer).

Please contact [candace.joseph@la.gov](mailto:candace.joseph@la.gov) with questions.



# Co-Op Education, Internships and Registered Apprenticeships

**Registered Apprenticeship** On the Job Trainings- work-based activities where students work with an employer directly aligned to their pathways to gain real-world hands-on experience to strengthen skills learned during classroom instruction.

- The student should be fully immersed in the work experience with support from an industry supervisor to work towards mastering skills. A registered apprenticeship agreement is set up prior to the experience that outlines the expected objectives to be accomplished by the student.

Please contact [candace.joseph@la.gov](mailto:candace.joseph@la.gov) with questions.



# Cooperative Education VS Internship

	Cooperative Education	Internship
<b><u>Classroom Instruction</u></b>	Five hours each week	Once per week/26.55 hours
<b><u>On the Job Training</u></b>	15 hours per week	106.2 hours
<b><u>Program Length</u></b>	One semester or one year	N/A
<b><u>Class Size</u></b>	45 students per course	N/A
<b><u>Financial Compensation</u></b>	Must be Paid	
<b><u>Teacher Certification</u></b>	Teacher certification can be CTTIE, Agriculture, Level 2 AND 3 years of non-education work, or Level 2 and WBL workshop	

Please contact [candace.joseph@la.gov](mailto:candace.joseph@la.gov) with questions.



# Accelerator Breakdown



# Career, College, or Service Acceleration

## University Accelerator

- ACT of 20 or SAT of 1040 or CLT of 67, PLUS...
- TOPS Aligned AP of 3, or IB of 4, or 6 DE credits with a C or Better, or Math 25+, ENG 26+, SAT math 590+, SAT W&L 33+, 3 CLEP with course enrollment recognized by BoR flagship

## Career Accelerator

(High-Quality Credentials)\*

- Basic Bundle + Internship, or
- Advanced Credential + Internship, or
- 2 years of a Fast-Forward Aligned Registered Apprenticeship, or
- Certificate of technical studies in a high wage / high demand industry.

## Service Accelerator

- Signed Military Acceptance Letter
- or
- Service Academy Acceptance

**\*All registered apprenticeships and credentials must be LWC approved.**



# Who Can Accelerate in Each Column?

Acceleration is completely divorced from graduation pathways, so every student has the potential to accelerate in any of the columns.

## University Accelerator

- TOPS Tech or TOPS U student who excels in IT, earns the minimum required score on a nationally recognized test, and earns 6 weighted DE credits

## Career Accelerator

- TOPS Tech or TOPS U student who has struggled to earn a 20 on the ACT, but has a Cooperative Education credit and has earned the Certified Internet Web Security Professional credential (Advanced)

## Service Accelerator

- Either TOPS U or TOPS Tech student who has joined the military



# Accelerator Breakdown

## Scenario 1: TOPS University Student

- Student has indicated they want to be a data scientist and take as many programming courses as they can fit into their schedule. Student has a 19 on the ACT. To meet the needs of the student, they are scheduled into Python course and Operation Spark. During the summer they are employed in the school systems IT Department to program computers.

## Scenario 2: TOPS Tech Student

- Student comes from a family of welders and has expressed an interest in advancing more quickly through welding courses. In the pursuit of a [Fast Forward Construction Trades](#) Technical Diploma in Welding at Delgado, the student has scored a 20 on the ACT and, along with some CTE courses, has also completed the English III DE and US History DE courses in the Technical Diploma Program.



# What Can WBL and Acceleration Look Like?

- Basic Bundle + Internship

1. (10th grade) NCCER Signal Person
2. (11th grade) NCCER Basic Rigger
3. (12th grade) NCCER Level 1 (any craft area)
4. (12th grade) Forklift Operator (with hands-on training)

## PLUS

- Internship with City of Pineville's maintenance department (**Internship**)

## OR

- Supported 15 hours of part-time work per week at Kroger's warehouse/logistics (**Cooperative Education**)





# What Can WBL and Acceleration Look Like?

- Advanced Credential + Internship

## 1. CompTIA A+

### PLUS

- Internship with St. Tammany School Board's IT department  
**(Internship)**

### OR

- Supported 15 hours of part-time work per week with Starbucks' inventory management system  
**(Cooperative education)**



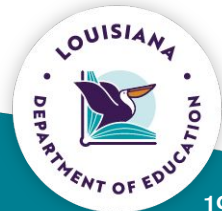
# Counselors - Core Responsibilities and Flexible Support Roles



# School Counselor Core Responsibilities

- [Individual Graduation Plan \(IGP\)](#) documentation
- Scheduling students
- Understanding [Pathways](#) and Diploma Tracks

Please contact [candace.joseph@la.gov](mailto:candace.joseph@la.gov) with questions.

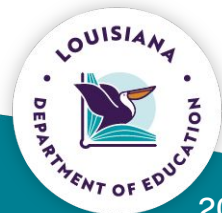


# Flexible Support Roles for School Counselors

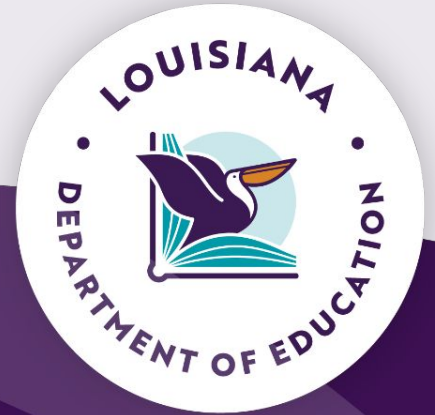
School Counselors may also provide assistance with the following based on the school system priorities and structure:

- [Application to Employ Minors](#)
  - Minor Employment Certificate vs. CTE Employment Certificate
- Internship Acquirement
- Employer requirements prior to placement
- Site Placement
- Documentation
- Coordinating events to promote work-based learning

Please contact [candace.joseph@la.gov](mailto:candace.joseph@la.gov) with questions.



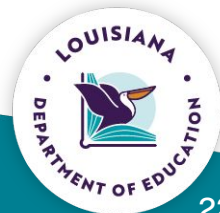
# Site Placement, Documentation, and Tracking - Things to Consider



# Site Placement

- Employer requirements
  - Age
  - Background check
  - Drug test
- School/system prerequisites
  - Competitive vs. non-competitive
  - Credentials
  - GPA
- Limiting factors
  - Transportation
  - Accessibility/physical limitations
  - Career interest
  - Grade level

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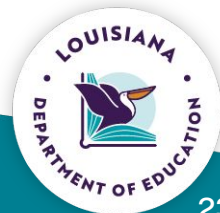


# Documentation and Tracking

- Student Application/Enrollment Form
- Employer Verification Forms
- Time/Attendance Logs
- Supervisor Evaluations
- Site Visit/Check-In Logs
- Grades/Credit Received
- Compliance Forms

## Internship Funding Documentation

Please contact [candace.joseph@la.gov](mailto:candace.joseph@la.gov) with questions.



# Student Conversations





# Student Conversations

- What do the conversations look like with students about WBL?
- What are some of the questions that students and parents may ask?
- What resources are available for parents and students?
- What is the best way to share the information to students and parents?
  - 8th grade night
  - Juniors and Seniors sharing internship experiences
  - High school scheduling/IGP dates
  - Summer activities for incoming freshman

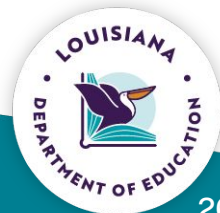
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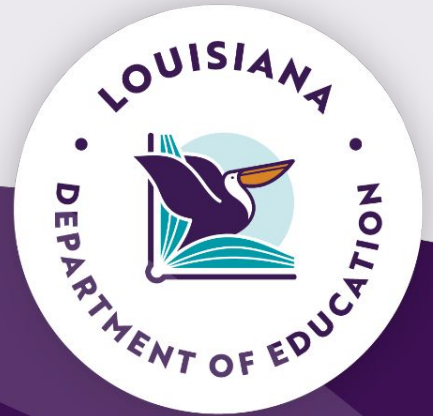
# Importance of Middle School Exposure

- Exposure - Career exposure in middle school is important to inform students about electives in high school or extracurricular participation. What can this look like?
  - Host Career Exploration Events
  - Facilitate Employer Guest Speakers and Panels
  - Organize job shadowing experiences with employers who offer internships at the high school level
  - Promote virtual career tours and simulations
  - Highlight high school pathways early
  - Encourage participation in CTE or Career Clubs

Please contact [candace.joseph@la.gov](mailto:candace.joseph@la.gov) with questions.



# Questions



# Common Questions

1. How should credit show on transcripts? Pass/Fail or Letter Grade?
2. How do I code the classes to make sure they are correct for accountability?
3. How do I find out what businesses already work with minors?
4. How do I find out what I'm responsible for when it comes to my role in work-based learning?
5. What is the earliest that students can apply for an internship?
6. What is the process for applying for an internship with a company?
7. Do schools decide who will be placed at each internship sites?
8. How do I talk to parents about the value of internships?



# Questions/Feedback

## Contacts:

[candace.joseph@la.gov](mailto:candace.joseph@la.gov)  
[fastforward@la.gov](mailto:fastforward@la.gov)

## Feedback:

[Counselor Survey](#)

Please contact [candace.joseph@la.gov](mailto:candace.joseph@la.gov) with questions.

