

## Your Question

You asked about state approaches to educational staffing licensure for work-based learning. Specifically, you were interested in examples from states with significant rural populations.

## Our Response

School staffing and the staff's ability to [leverage intermediaries](#) and connect with employers are components in establishing robust work-based learning opportunities for high school students. Establishing and supporting school and district staff can help promote access and program quality in work-based learning. To establish this support, some states have created work-based learning coordinators in policy or otherwise encouraged schools and districts to employ work-based learning coordinators.

Based on a preliminary scan of state work-based learning initiatives and policies, most states with established work-based learning programs have guidance or policy on school-level coordinators for work-based learning. In some instances, states have policy that details licensure, certification or endorsements necessary to hold work-based learning coordinator roles. The following information provides some context and state examples of states' policies and guidance for teachers coordinating work-based learning activities.

### **Work-Based Learning Coordinator Licensure, Credentials and Endorsements**

Some states have adopted licensure, credential or endorsement requirements for teachers to hold work-based learning coordinator roles. Regardless of type, license, credential or endorsement, the individual must complete relevant coursework and be a certified teacher in the state.

#### **State Examples**

**Colorado:** Teachers who hold teaching credentials can earn a Secondary CTE Work-Based Learning Coordinator Credential. To earn the endorsement, teachers must [apply](#) to the department of education and meet the following [criteria](#):

- Hold a valid Colorado teacher license in any secondary (grades seven through 12) content area or a world language (K-12), a valid Colorado CTE Director authorization or a valid Colorado Special Services Provider license, and
- Have completed the Colorado Community College System Work-based Learning Coordinator Program, which comprises two courses.

**Maryland:** [State code](#) establishes the Work-Based Learning endorsement. To earn the endorsement, an individual must meet the following criteria:

- Hold a professional certificate with certification in general secondary content areas (grades seven through 12).
- Complete six semester hours of content course work with a minimum of three semester hours in organizing, coordinating and marketing of work-based learning programs; and instructional management and curriculum development for work-based learning programs.

- Complete a work experience requirement by either documenting evidence of employment of a minimum of 1,000 hours of wage-earning, non-teaching experience, or documenting 500 hours of wage-earning, non-teaching work experience and 500 hours of self-employment.
- Participate in a supervised and approved teacher externship experience of at least 150 hours.
- Complete three semester hours of content course work in contemporary workplace practices.

**Minnesota:** [State statute](#) details the teacher standards for Teacher Coordinator of Work-Based Learning. In the statute, the scope of practice, licensure requirements and subject matter standards are detailed. To be a licensed teacher coordinator of work-based learning, an individual must meet the following criteria:

- Hold a bachelor's degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools.
- Hold or apply and qualify for another teacher license for teaching grades nine through 12.
- Show verification of completing a Professional Education Licensing and Standards Board preparation program leading to licensure of teacher coordinators for work-based learning.

**Nebraska:** To be a Work-Based Learning Coordinator in the state, an individual must complete the Work-Based Learning [Supplemental Endorsement](#). State Department of Education [Rule 24](#) establishes the endorsement, criteria for earning the endorsement and activities one can engage in when holding the endorsement. Those holding the endorsement may coordinate, teach and supervise programs of instruction that develop career and life skills. The criteria for earning the endorsement are as follows:

- A minimum of three semester hours in the coordination and supervision of work-based learning. The courses for CTE and non-CTE endorsed teachers may vary.
- Have 1,000 verified hours of paid work experience or at least 300 hours of supervised work experience under the direction of the college or university recommending the endorsement.

**Tennessee:** The state department of education's Work-Based Learning [Policy Guide](#) establishes and outlines the requirements for a [WBL Certification](#). To hold the certification, an individual must meet the following criteria:

- Hold a current and active Tennessee teaching license.
- Hold an appropriate endorsement for a work-based learning course to be taught.
- Comply with all work-based learning training requirements and applicable child labor laws.
- Provide documentation of non-teaching work experience. The department of education [provides additional information](#) on non-teaching working experience.

### State Guidance for Teachers and School Staff That Coordinate Work-Based Learning

Within their work-based learning guides, states often outline the roles and responsibilities of work-based learning coordinators. In instances where requirements are in state policy, the state department of education often provides greater detail on specific activities, responsibilities and practices the coordinator should engage in as they support work-based learning at the school level.

### State Examples

**Minnesota:** The department of education's [A Reference Guide](#) to Minnesota Work-Based Learning Programs provides additional detail on the role of a Licensed Work-Based Learning Coordinator. The guide states that the coordinator's responsibilities include administration and preparation of the program, supervision of students at worksites and evaluation of students for acquired skills and competencies. Additionally, the guide provides information on time allocation for supervising, monitoring and conducting site visits.

**Nebraska:** The department of education provides a specific [guide](#) for the role and function of a Work-Based Learning Coordinator outside of the state work-based learning guide. The role and function guide detail six functions and responsibilities for a Work-Based Learning Coordinator. Roles and responsibilities include:

- Program planning, development and evaluation.
- Related-class instruction.
- On-the-job instruction and coordination.
- Guidance and advising.
- Program administration, management and evaluation.
- Community and public relations.

**Tennessee:** The department of education outlines roles and responsibilities for work-based learning management in its Work-Based Learning [Policy Guide](#). One of the roles is the Work-Based Learning Coordinator. The coordinator serves as the primary point of contact for all work-based learning functions at the school or district. The coordinator also serves as the teacher of record for capstone work-based learning courses and oversees work-based learning coordination with other instructors and administrators — the guide details specific activities under each of these responsibilities.