



Work-Based Learning & the Comprehensive Local Needs Assessment

Kathleen Taylor, Division of Career and Adult Education

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FLORIDA DEPARTMENT OF
EDUCATION
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After This Presentation You Will Be Able to...

- **Define work-based learning** using Perkins V Law
- **Give examples** of work-based learning
- **Report work-based learning** in Size, Scope, and Quality
- **Identify resources** on work-based learning

The Purpose #1 – “To Meet the Needs of All Students”

Required for CLNA in Sec. 134(c)(2)(B)(i):

“A description of how career and technical education programs offered by the eligible recipient are— **sufficient in size, scope, and quality to meet the needs of all students** served by the eligible recipient;”

The Purpose #2 – “To Be Effective”

Required for Local Uses of Funds in Sec. 135(b):

“REQUIREMENTS FOR USES OF FUNDS.--Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of **sufficient size, scope, and quality to be effective...**”

Goals Guiding the Perkins V State Plan Development

Goal 1	Ensure equal access for all individuals to educational opportunities that meet the workforce development needs of local communities and the state.
Goal 2	Ensure all programs align with the technical and employability requirements of Florida's employers.
Goal 3	Recruit, support, and retain qualified teachers, counselors, and administrators to foster the highest level of student achievement.
Goal 4	Provide students with seamless career pathways by offering Programs of Study which result in credentials of value.
Goal 5	Engage industry partners to drive program innovation and work-based learning opportunities.
Goal 6	Provide comprehensive, career-focused counseling that allows students to make informed choices about their future.

How is CTE Defined in Perkins V?

CTE means organized educational activities that:

(A) offers a sequence of courses that—

- (i) provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under ESSA.
- (ii) provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree; and
- (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph;

How is CTE Defined in Perkins V?

- (B) **include competency-based, work-based, or other applied learning** that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual; provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree; and
- (C) to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and
- (D) may include career exploration at the high school level or as early as the middle grades.

Perkins V Definition of Work-Based Learning

(55) WORK-BASED LEARNING.—The term ‘work-based learning’ means 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 of a given career field, that are aligned to curriculum and instruction.

Unpacking the Definition

From this definition, we can derive several essential characteristics of work-based learning. Work-based learning is:

- *Network building*
- *Skill building*
- *Classroom integrated*

Unpacking the Definition – Network Building

Work-Based Learning Is...

- “Sustained interactions with industry or community professionals”
- Network building – “It’s not what you know, but who you know”
- Allows students to build relationships with real-life industry experts

Work-Based Learning Is NOT...

- One-time or brief interactions
- Interactions only with instructional staff

Unpacking the Definition – Skill Building

Work-Based Learning Is...

- Active
- “Firsthand” experience
- “In-depth”

Work-Based Learning Is NOT...

- Passive
- Secondhand
- Demonstrations/
observations/
shadowing
- Low-level

Unpacking the Definition – Classroom Integrated

Work-Based Learning Is...

- Aligned with “curriculum and instruction” – standards, benchmarks, classroom learning
- Guided – the teacher and employer is guiding before, during, and after the experiences
- Reflective – students are reflecting on their experiences
- Evaluative – Student acquisition of technical and employability skills should be formatively and summatively evaluated. Additionally, the student should evaluate the employer.

Work-Based Learning Is NOT...

- Extracurricular activities divorced from the classroom

Unpacking the Definition – Location

Work-Based Learning Is Ideally In...

- “Real workplace settings”

Work-Based Learning Can Still Be In...

- “Simulated environments at an educational institution” with additional “sustained interactions” through other means, like online industry/education platforms like [Nepris](#)

Work-Based Learning Is a Spectrum

Preparation for Work-Based Learning

True Work-Based Learning

Career Exploration

- Awareness
- Foundation
- Preparation

Career Exposure

- Industry intro
- Short-term

Career Engagement

- Basic technical and employability skills

Career Experience

- Specific skills
- Permanent employment

The above is adapted from [Jobs for the Future's "Work-Based Learning Framework"](#)

Work-Based Learning Examples

	Category	Examples
Work-Based Learning	Career Experience	<ul style="list-style-type: none"> • Clinical/Practicum • Internship • Registered Apprenticeship • Registered Preapprenticeship • On-the-Job Training
	Career Engagement	<ul style="list-style-type: none"> • Directed Study and other capstone experience courses • School Enterprise • Service Learning • Industry Projects • Simulation Tools • Simulated Work Environments • Career and Technical Student Organizations (CTSOs)
Preparation for Work-Based Learning	Career Exposure	<ul style="list-style-type: none"> • Job Shadowing • Mentoring • Company Tours • Informational Interviews
	Career Exploration	<ul style="list-style-type: none"> • Career Fairs • Interest Inventories • Mock Interviews • Guest Speakers

How Do We Get There for Secondary and Postsecondary CTE Programs?

- Each program utilizing Perkins V funds must meet the following **scope** requirements:
 - Provide students an opportunity for **work-based learning**, career and technical student organizations, or capstone experiences that engage students learning inside or outside the classroom.
 - Strategically engage business and industry to ensure CTE program offerings meet current or future workforce demand as substantiated by the CLNA.

Secondary SSQ – Experiential Learning

Scope- Experiential Learning

G	H	I	J	K
<p>Does the 9-12 CTE program provide an opportunity for students to participate in work-based learning (WBL), CTSOs or capstone experiences? Indicate available opportunities using the menu.</p>	<p>If WBL is provided, is it provided cooperatively in the program or in a separate companion WBL framework?</p>	<p>If WBL is provided through a separate framework, identify which WBL program framework is being utilized.</p>	<p>If the program will provide an opportunity for students to participate in a CTSO, identify the applicable CTSO.</p>	<p>If the program provides an opportunity for capstone learning, is it provided cooperatively in the program or in a separate companion capstone learning framework?</p>

All - WBL, CTSO,
Capstone

separate
framework

Information
Technology
Cooperative
Education - OJT
(9004420)

TSA and Skills
USA

separate
framework

District Postsecondary SSQ – Experiential Learning

Scope- Experiential Learning

F	G	H	I
<p>Does the program provide an opportunity for students to participate in work-based learning (WBL), CTSOs or capstone experiences? Select from the drop down menu.</p>	<p>If WBL is provided, describe the method (i.e. internship, clinical/practicum, registered apprenticeship, cooperative on the job training) used to deliver WBL.</p>	<p>If the program provides opportunities for CTSO participation, identify the applicable CTSO from the drop down menu.</p>	<p>If the program provides an opportunity for capstone learning, describe the capstone learning experiences available to your students.</p>

WBL and Capstone Cooperative on the job training with Florida Cyber Associates Inc.

Senior thesis is part of final course CTS0089 and students present independent research results to local cybersecurity professionals. Senior thesis is 50% of final course grade.

State College SSQ – Experiential Learning

Scope- Experiential Learning

F	G	H	I
<p>Does the program provide an opportunity for students to participate in work-based learning (WBL), CTSOs or capstone experiences? Select from the drop down menu.</p>	<p>If WBL is provided, describe the method (i.e. internship, clinical/practicum, registered apprenticeship, cooperative on the job training) used to deliver WBL.</p>	<p>If the program provides opportunities for CTSO participation, identify the applicable CTSO from the drop down menu.</p>	<p>If the program provides an opportunity for capstone learning, describe the capstone learning experiences available to your students.</p>

WBL and Capstone

Cooperative on the job training with Florida Cyber Associates Inc.

Senior thesis is part of final course CTS0089 and students present independent research results to local cybersecurity professionals. Senior thesis is 50% of final course grade.

Resources on Work-Based Learning

- [Florida's Experiential Learning Framework for Perkins Size, Scope, and Quality](#)
- [ACTE's Work-Based Learning toolkits](#)
- [FL's Cooperative Education Manual](#) – contains guidance, child labor laws, FAQ, accommodations, sample forms
- [Perkins@fldoe.org](#)
- [http://www.fldoe.org/perkins](#)

Questions?



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