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# Work Based Learning: What it is and how we can help



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# AGENDA


- What is Work Based Learning (WBL) ?
- Who is WECA?
- WBL with 21st Century students
- Resources
- Next Steps





**Poll:**

**On a scale of 1-5, how comfortable are you discussing Work Based Learning?**



# What is Work Based Learning?



**PCRN** PERKINS COLLABORATIVE  
RESOURCE NETWORK

- Developed through legislation
  - Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
  - Perkins V represents an important opportunity to expand opportunities for every student to explore, choose, and follow career and technical education programs of study and career pathways to earn credentials of value.
  - “Re-thinking” CTE- Career and Technical Education
- What it is
  - Career exploration and opportunities for students
  - Real world experiences



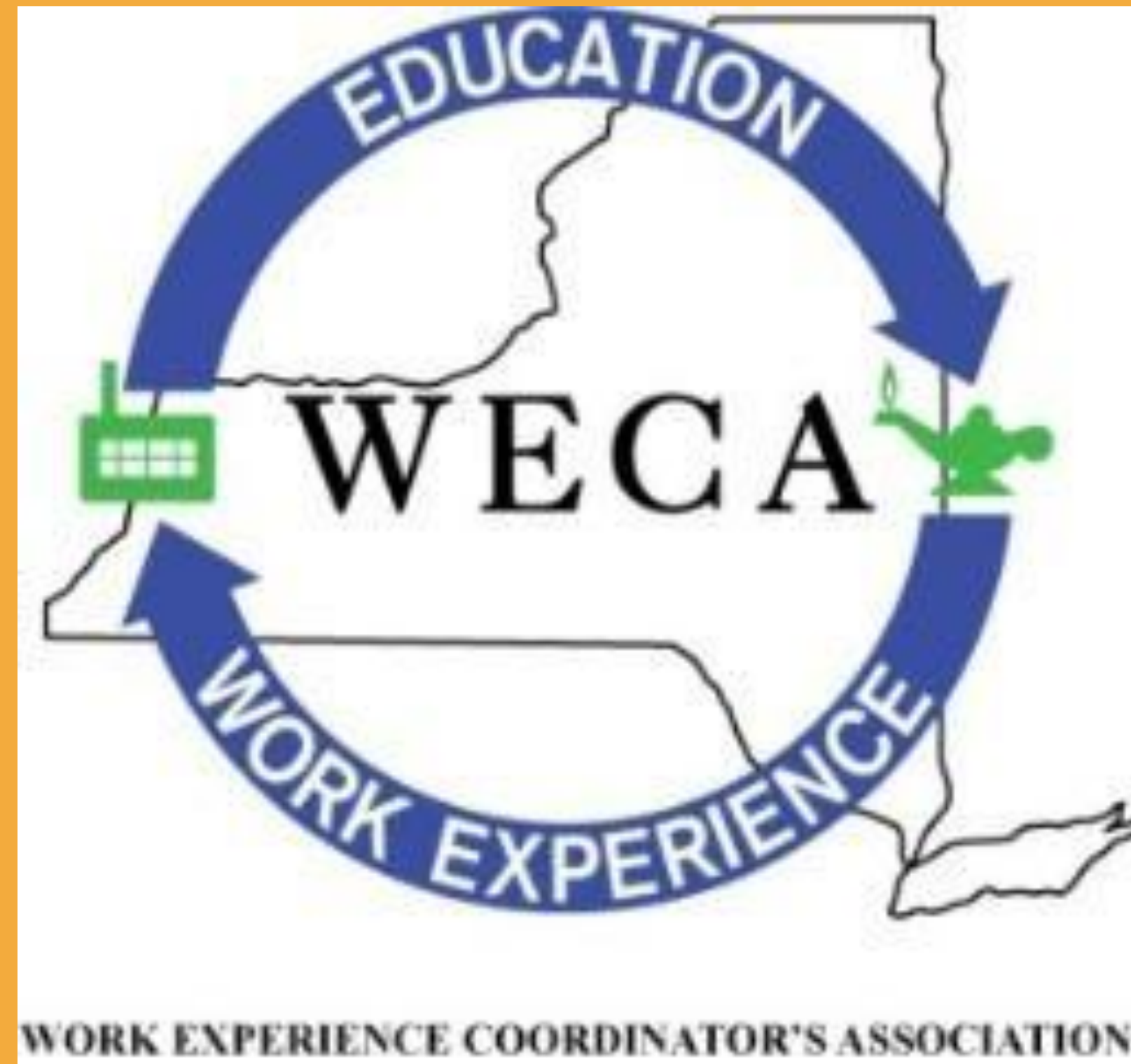
## Work Based Learning consist of:

- ★ Career Awareness
- ★ Career Exploration
- ★ Career Development





Who is WECA?



## ● WECA - Work Experience Coordinators Association

- WECA membership is comprised of a wide range of school, community, and business professionals who work collaboratively to engage students in relevant, "real world" learning opportunities ranging from career awareness to career exploration and career development. Examples include Internships, Job Shadows, General Work Experiences, and Career Preparation.

## ● WECA Information


- Chartered in 1965 to support Vocational Education
- Over 220 members from all over NYS State
- Annual Conference held in Albany in May





**Waterfall: type your answer in, wait to hit enter!**

**With COVID 19, how has your relationships with community partners changed? Better/worse?**





**How is Work Based Learning changing  
for 21st Century students?**

# CDOS Credential • CTE Graduation Pathway • CDOS Graduation Pathway

## At-A-Glance

CDOS Commencement Credential	CTE Graduation Pathway	CDOS Graduation Pathway
<b>Diploma Credit Requirement</b>		
<ul style="list-style-type: none"> <li>No minimum credit requirement</li> <li>Access to Regents level course work</li> </ul>	<ul style="list-style-type: none"> <li>Meet the minimum diploma requirement of 22 credits</li> </ul>	<ul style="list-style-type: none"> <li>Meet the minimum diploma requirement of 22 credits</li> </ul>
<b>Regents Exam Requirement</b>		
<ul style="list-style-type: none"> <li>No Regents exam requirement</li> </ul>	<ul style="list-style-type: none"> <li>Pass the 4 required Regents exams: one each in ELA, Math, Science and Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>Pass the 4 required Regents exams: one each in ELA, Math, Science and Social Studies</li> </ul>
<b>Other Requirements</b>		
<ul style="list-style-type: none"> <li>Complete the requirements in Option 1 or Option 2                             <ul style="list-style-type: none"> <li><b>Option 1</b> <ul style="list-style-type: none"> <li>Complete a Career Plan</li> <li>Demonstrate achievement of the CDOS learning standards 1, 2, &amp; 3a</li> <li>Successfully complete at least 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based learning)</li> <li>Complete an employability profile</li> </ul> </li> <li><b>Option 2</b> <ul style="list-style-type: none"> <li>Meet the requirement for one of the nationally recognized work readiness credentials (see below)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Successfully complete an approved CTE program of study:                             <ul style="list-style-type: none"> <li>3.5 or more credits of CTE coursework that is rigorous and focused on a career</li> <li>Has the opportunity to participate in work-based learning experiences</li> <li>Pass the 3-part nationally-recognized industry standards-based national technical assessment</li> <li>Complete an employability profile</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Complete the same requirements for the CDOS Credential in Option 1 or Option 2                             <ul style="list-style-type: none"> <li><b>Option 1</b> <ul style="list-style-type: none"> <li>Complete a Career Plan</li> <li>Demonstrate achievement of the CDOS learning standards 1, 2, &amp; 3a</li> <li>Successfully complete at least 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based learning)</li> <li>Complete an employability profile</li> </ul> </li> <li><b>Option 2</b> <ul style="list-style-type: none"> <li>Meet the requirement for one of the nationally recognized work readiness credentials (see below)</li> </ul> </li> </ul> </li> </ul>
<b>Technical Assessment Requirement</b>		
<ul style="list-style-type: none"> <li>If Option 2 is selected from above, one of the nationally recognized work readiness credentials listed below is required:                             <ul style="list-style-type: none"> <li>National Work Readiness Credential</li> <li>Skills USA Work Force Ready Employability Assessment</li> <li>ACT – National Career Readiness Work Keys</li> <li>CASAS – Comprehensive Adult Assessment Systems Work Force Skills Certification System</li> <li>Precision Exams – 21st Century Success Skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Pass a 3-part nationally-recognized industry standards-based national technical assessment</li> </ul>	<ul style="list-style-type: none"> <li>If Option 2 is selected from above, one of the nationally recognized work readiness credentials listed below is required:                             <ul style="list-style-type: none"> <li>National Work Readiness Credential</li> <li>Skills USA Work Force Ready Employability Assessment</li> <li>ACT – National Career Readiness Work Keys</li> <li>CASAS – Comprehensive Adult Assessment Systems Work Force Skills Certification System</li> <li>Precision Exams – 21st Century Success Skills</li> </ul> </li> </ul>
<b>Documentation</b>		
<ul style="list-style-type: none"> <li>Students exit school with a CDOS Credential:                             <ul style="list-style-type: none"> <li>As a stand-alone credential or</li> <li>An addition to a Regents or Local diploma</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students exit school with:                             <ul style="list-style-type: none"> <li>Regents diploma and</li> <li>Technical Endorsement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students exit school with:                             <ul style="list-style-type: none"> <li>Regents diploma and</li> <li>CDOS Credential</li> </ul> </li> </ul>

# Who gets credit, and for what?

Career preparation experiences provide students an opportunity to apply skills that they have learned in an authentic workplace setting. Some examples include internships and youth-registered apprenticeships. These experiences take place over a longer period of time (up to a year or more in some cases) and require extensive involvement from both the educator and employer partner. With some career preparation activities, students may even earn workplace credentials.

The chart below provides examples of some of the more common types of activities associated with each of these categories, and the respective level of employer engagement required for each:

<b>Career Awareness</b>	Learning About College & Career	Guest speaker	
		Workplace tour	
		Career fair	
		Informal job shadow (with parent/guardian)	
<b>Career Exploration</b>	Learning About College & Career	Informational interview	
		Formal job shadow (with employer partner)	
		Mock interview	
		Mentorship	
		Service learning	
<b>Career Preparation</b>	Learning Through College & Career	Industry-driven project	
		Student-run / School-based enterprise	
		Externship	
		Entrepreneurship	
		Internship	
	Learning For College & Career	On-the-job training / Cooperative work experience	
		Clinical experience	
		Pre-apprenticeship	
		Registered apprenticeship	
		Supervised agricultural experience	

▲ Developed from materials from the [Iowa Work-Based Learning Newsletter \(September, 2018\)](#), Virginia Department of Education [High-Quality Work-Based Learning Guide](#), and the Tulare Kings College and Career Collaborative [resources webpage](#)

# How has the pandemic impacted WBL opportunities for students? How did districts and states overcome these challenges?



## MEMORANDUM

June 8, 2020

To: Governors' Offices  
From: Bill McBride, Executive Director  
Re: Adjustments to Work-Based Learning in Response to COVID-19

### Summary

Education and training programs across the country have been interrupted as a result of the coronavirus (COVID-19). Work-based learning programs such as apprenticeship, internship, and career and technical education (CTE) connects on-the-job learning (OJL) with related technical instruction (RTI). This memo looks at how states are regulating work-based learning programs during the crisis while many instruction sites, both in the classroom and at the workplace, are closed. It looks at what states are doing to regulate the RTI and OJL components of work-based learning programs and assure financial stability to individuals who were previously relying on wages received as part of their interrupted OJL experience.

### Federal Efforts to Simplify RTI Requirements in a Pandemic

On March 16, the U.S. Department of Labor Office of Apprenticeship released Bulletin 2020-51, "[Flexibilities Available for the Delivery Method of Related Instruction](#)." This Bulletin was released to allow *registered apprenticeship* sponsors the needed flexibility to move instruction to online in order to avoid the spread of COVID-19. Rather than immediately requiring a formal approval process (outlined in Bulletin 2010-13) to change the method of instruction, sponsors and partners must only notify the Office of Apprenticeship within 10 business days regarding new uses of online RTI in their programs. However, the partners must adhere to the formal approval process within 60 days of the change.

### State Efforts to Regulate RTI and OJL Requirements in a Pandemic

Related technical instruction (RTI) often takes place in a classroom, often on a community or technical college campus, and OJL on the work site. However, many education institutions and companies are closed either because of infection or the risk of spreading infection. As a result, work-based learning agreements that require a certain number of hours in the classroom or on the worksite may need to be reconsidered.

Schools and employers are attempting to be creative and flexible to continue the participants' work-based learning experiences. In most cases, the exact details of how the work-based learning requirements are fulfilled during a pandemic is a local decision made in partnership with the participant, parents and/or caregivers, education institution leadership and employers. The following are ways that states can help to guide this process:

- Iowa released [guidance](#) for community college leaders during this time, including a section on *work-based learning* that encourages review on a case-by-case basis while taking institutional liability into account.
- The Minnesota Department of Labor and Industry acknowledges the disruption of *apprenticeship* programs as a result of COVID-19 and [released](#) guidelines for training providers to address future continuity of the training. Guidelines request that training providers record suspension of the program, apprentices impacted by the suspension, and propose program solutions. Creative solutions proposed include extending the training cycle, extension of the term of the apprenticeship, allowing for make-up of missed hours later in the year, and e-learning.
  - The Minnesota Department of Education also published [guidance](#) on work-based learning programs in the time of the state's stay-at-home order.

- North Carolina's ApprenticeshipNC [created a webpage](#) on "Frequently Asked Questions about COVID-19 and Apprenticeship."
- The Oregon Nursing Board provided flexibility for nursing clinical hours and experience when *clinical practice* is required. This flexibility was also extended to [nursing assistants](#) in response to the COVID crisis.
- The Wisconsin Department of Workforce Development [posted](#) a "COVID-19 Emergency Policy Change" for current *youth apprenticeship* program operations. It includes significant flexibility for program sponsors to reduce the number of minimum hours required for RTI and OJL. Coordinators are also given an extended deadline to submit their end-of-program paperwork.
- States can [consider](#) releasing guidance on implementing social distancing in programs that necessitate *hands-on learning*, either by moving into larger rooms for more space or by splitting sections so that there are fewer students in the classroom at once. Some institutions are sending home materials with students so that they can continue to grow their skills at home.
- See the [FAQ on Meeting the Needs of English Language Learners in an Online Learning Environment](#) geared at reducing inequity in access.
- New York State Education Department has issued [guidance](#) on earning course credit and meeting unit of study in work-based learning programs where any student who achieves the learning outcomes for the course should earn the applicable course/diploma without regard to 180 minute/week unit of study requirement in regulations.
- California Governor announced a [cross-sector partnership](#) to support transition to distance learning programs and bridge digital divide.
- Kentucky published a [short FAQ sheet](#) on matters of continuation of and awarding grades in work-based learning programs.
- Governor Gretchen Whitmer and State Superintendent Michael Rice of Michigan issued a [memorandum](#) that includes the requirements of work-based learning during school closures.

### State Efforts to Financially Support Individuals No Longer Receiving OJL-Related Pay

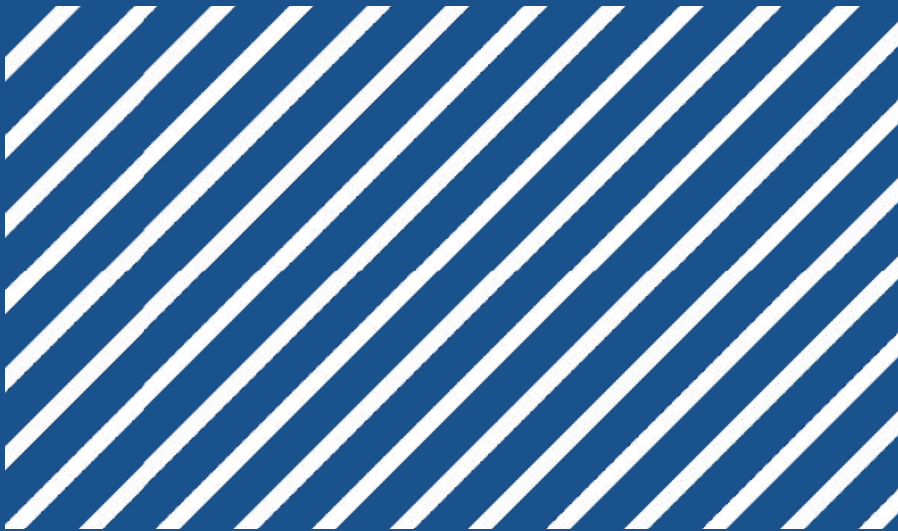

Some work-based learning experiences pay participants for their contributions to the workplace during the OJL portion. For example, employers are required to pay apprentices in registered apprenticeship programs. During the COVID-19 crisis, many employers are having to close their businesses either temporarily or permanently. Work-based learning participants that were previously paid by these employers may no longer receive their pay as a result. If employers put participants "on hold" they are not eligible for unemployment insurance. If this continues longer and employers are unable to pay during the pause, employers/institutions may want to encourage layoffs so that participants can get unemployment insurance in the meantime. Counseling apprentices on how to apply for unemployment insurance will become important. Please note that there are a variety of work-based learning experiences and certain actions are only applicable for certain types of work-based learning. The following are examples of ways that states are seeking to prevent a loss of income for these participants:

- Texas Governor Abbott [will waive regulations](#) to make sure funding would continue to support *college work-study programs*. College work-study is not necessarily a work-based learning experience, but it can be. The waiver allows institutions to continue paying students for hours they would have worked had they been able to continue. The waiver does not provide any additional funding for the program. It simply allows institutions to continue using the funds they have received for the program to disburse to students.
- Washington created a [step-by-step guide](#) for *registered apprentices* to apply for unemployment insurance.

### State Efforts to Continue Supporting Work-Based Learning Participants



# Challenges of Work Based Learning

- Reputation of previous CTE/WBL programs
  - Finding placements for students under 18
  - Transportation
  - Consistent relationships with mentors
- 
- 



# Current promising trends in work based learning

- During the beginning of the pandemic, work-based learning experiences were in jeopardy as schools and many businesses were closed
- NYSED allowed Work-Based Learning Coordinators to implement creative strategies
- Virtual/hybrid internships became a valuable and useful tool

# Today's CTE

- Health i.e, CNA, MOS, Entrepreneurship, Technology i.e Cisco
- Virtual Programs-Interviews, tours, marketing for businesses, internships.
- Grow your Own Programs
- Enhanced focus on Rigor and Relevance (ESSA)
- Removing stigma regarding trades




What resources do we have?

EVERFI<sup>®</sup> from Blackbaud



**Poll:**

**On a scale of 1-5, how comfortable are you navigating the EVERFI teacher dashboard?**



Explore Courses

My Courses

My Classes

Students

Gradebook

➤ INVITE A TEACHER

### Financial Literacy for High School, Grades 9-12

EVERFI

Age: 15, 16, 17, 18  
Grade: 9, 10, 11, 12

EVERFI

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👁️ VIEW COURSE

☰ RESOURCES

#### Course Details

EVERFI: Financial Literacy for High School is a digital financial education program that teaches students how to make wise financial decisions to promote financial well-being over their lifetime. Students will understand the different ways to acquire income, develop a savings and investing plan, create a budget, track expenses, make informed purchases, monitor and protect their money, and navigate financial institutions and financial products.

📅 Interested in a class engagement opportunity?

# Classroom Engagement Opportunities



Citizens joined together with the NYC DOE to host a virtual panel discussion with participating College Bound Citizens students. Panelists shared advice on career opportunities, how to prepare for higher education, and what to consider when receiving college acceptance letters. Over 900 students from 42 schools attended.



OneMain Financial facilitated small group financial wellness discussions with students from Miami Palmetto Senior High School. Special local guest Ron Magill joined OneMain to award \$3,000 in college savings scholarships.



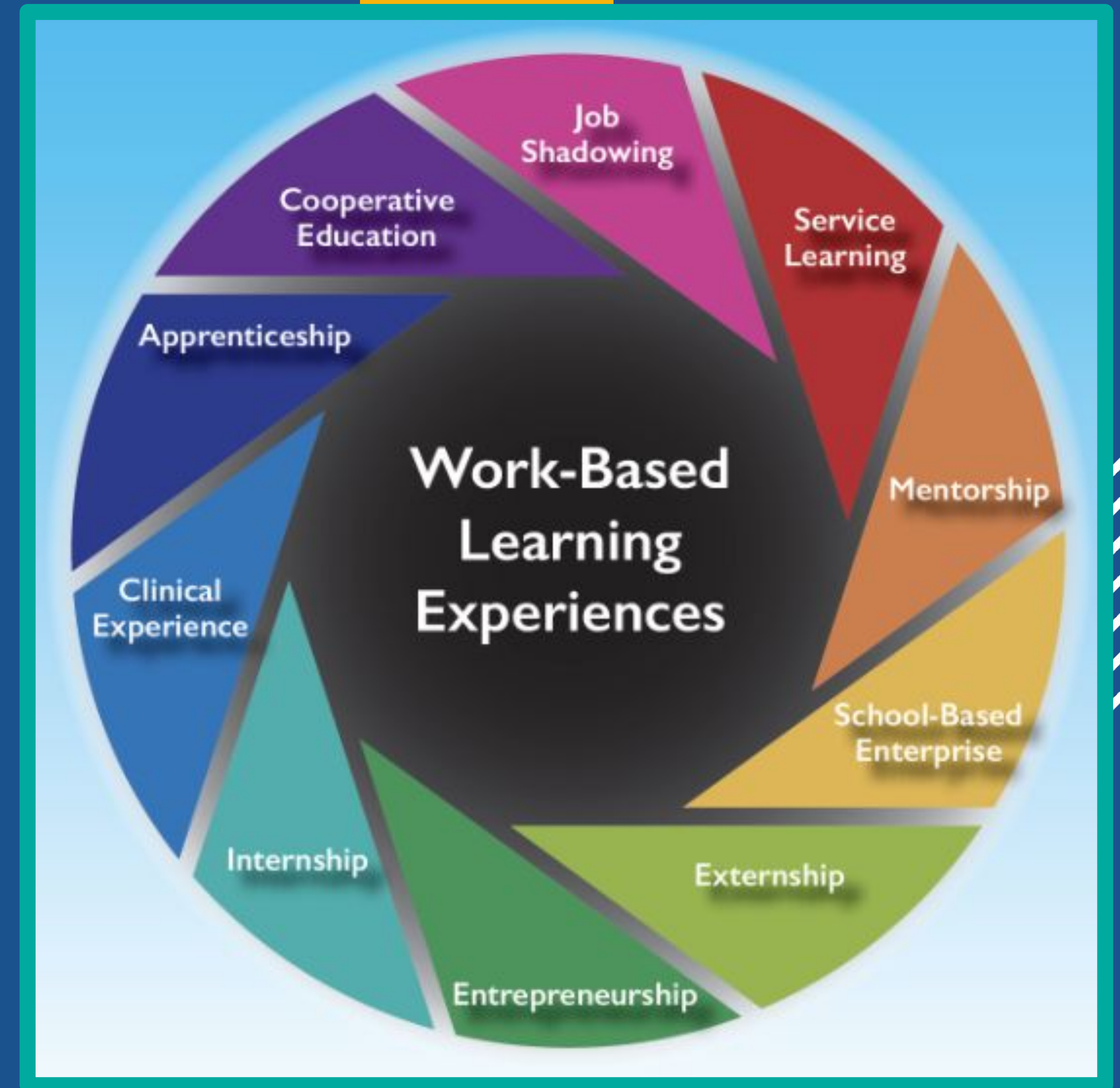
# Resources

- Career Tech
  - WBL Innovation tracker by states
  - Evaluates content of state provided WBL trackers
  - All are accessible
    - “Of the 54 states and territories analyzed, 41 currently have publicly accessible WBL toolkits.”

State	WBL Toolkit	Secondary WBL Definition(s)	Training forms	Roles & Responsibilities	Evaluation/Assessment forms	Employer resources (forms, training)	Student Learning plan	Toolkit Description	Innovative Practices	Data Collection
South Dakota	<a href="https://doe.sd.gov/cte/wbl.aspx">https://doe.sd.gov/cte/wbl.aspx</a>	Work-Based Learning (WBL) connects students with industry to engage in real-world experiences. WBL experiences bridge academic, technical and employability skill development to help students become college, career and life ready. Whether in the earlier grades with career awareness, middle grades with career exploration, or high school with career preparation, WBL helps students explore careers and develop personal and professional goals for life after high school.	x	x	x	x	x	Handbook for internships, job shadowing and classroom work. The classroom work handbook has activities educators can use in the classroom.		
Tennessee	<a href="https://www.tn.gov/content/dam/tn/education/cte/wbl-manual.pdf">https://www.tn.gov/content/dam/tn/education/cte/wbl-manual.pdf</a>	WBL is a strategy to reinforce academic, technical and social skills through collaborative activities with industry. WBL experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals. Introductory WBL activities may include industry tours and classroom speakers. More advanced activities may include job shadows and industry-led, project-based learning. Ultimately, students may participate in capstone WBL experiences that include activities such as apprenticeships, internships, clinical experiences, and other practicum placements for credit.	x	x	x	x	x	Top example of a WBL toolkit separating the guides into an implementation toolkit and a policy toolkit		
Texas	<a href="https://tea.texas.gov/sites/default/files/2018/08/WBL-Manual.pdf">https://tea.texas.gov/sites/default/files/2018/08/WBL-Manual.pdf</a>	Work-Based Learning is a continuum of intentional activities and experiences designed to expand the boundaries of the classroom and prepare students for future career opportunities. Activities and experiences begin as early as pre-kindergarten and continue through postsecondary education						Short breakdown of the WBL continuum.		
Utah	<a href="https://www.schools.utah.gov/cte/wbl/manual">https://www.schools.utah.gov/cte/wbl/manual</a>	Work-Based Learning is one of the myriad components in a successful educational system. It refers to education an experience that occurs in cooperation with business/industry and other community partners. Work-Based Learning is defined as a coherent sequence of career awareness, exploration, job training and experience activities that are coordinated with school-based learning activities	x	x	x	x	x	Website which provides tabs on numerous subjects including sample forms, glossary of terms, standards and how to market your program	Local board sample policy for WBL	
Vermont	<a href="http://education.vermont.gov/sites/aoe/files/documents/edu-work-based-learning-manual.pdf">http://education.vermont.gov/sites/aoe/files/documents/edu-work-based-learning-manual.pdf</a>	Work-based Learning: Work-based learning experiences involve student interactions with industry or community professionals in real, virtual, online, or simulated work environments that expose learners to postsecondary options, provide opportunities for skill development and proficiency attainment, and allow students to reinforce and deepen their school-based learning.	x	x	x	x	x	WBL manual provides an overview of the roles and responsibilities for employers, WBL coordinators and school administrators. It also is a guide for developing a program including providing context on assessment and evaluation of skills.	Robust list of WBL standards and indicators	
Virgin Islands	No toolkit available.									
Virginia	<a href="https://www.doe.virginia.gov/instruction/career_technical/work-based_learning/index.shtml">https://www.doe.virginia.gov/instruction/career_technical/work-based_learning/index.shtml</a>	Work-based learning is comprised of school-coordinated workplace experiences that are related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations	x	x	x		x	Thorough WBL guide for each experience including forms on training, application, evaluation, etc.		
Washington	<a href="https://www.k12.wa.us/sites/default/files/public/careerteched/workbasedlearning/worksitelearningmanual.pdf">https://www.k12.wa.us/sites/default/files/public/careerteched/workbasedlearning/worksitelearningmanual.pdf</a>	<p><b>Worksite Learning:</b> Worksite Learning provides students the opportunity to learn in the workplace, while applying skills and knowledge obtained in a qualifying class. Worksite Learning, Instructional or Cooperative, occurs at a qualified worksite outside the classroom in fulfillment of a student's career and educational plan. Worksite Learning is more comprehensive and structured than other types of Work-Based Learning. Worksite Learning may qualify for enhanced funding if all elements of the CTE standards for Worksite Learning defined in WAC 392-410-315 are met. All Worksite Learning is categorized as either Instructional or Cooperative. Other terms used by some industries may include internship, clinical experience, youth or pre apprenticeship. These Worksite Learning programs may also be either Instructional or Cooperative Worksite Learning.</p> <p><b>Instructional Worksite Learning:</b> takes place in the community (or school, if the experience is comparable to that in a community setting) as an embedded part of a specific course content where the student performs tasks in order to gain desired skills, competencies, qualifications, or industry certifications through direct instruction.</p> <p><b>Cooperative Worksite Learning:</b> A learning experience where students practice in the community (or school, if the experience is comparable to that in a community setting) the skills and knowledge learned in the classroom. An employer/employee relationship must exist if the work performed by the student results in a net increase in</p>		x		x	x	Worksite learning manual provides specific context into the types of WBL experiences including school-based enterprises. The manual also provides detailed information on program development including a checklist for	Instructional strategies for working with special populations. Information on insurance especially around nonpaid WBL experiences. In depth roles and responsibilities section.	

# Resources

- State Education agencies
  - Example: NYS Education Department-  
<https://cte.ed.gov/wbltoolkit/>
- ACTE- <https://www.acteonline.org/>
- NYSED-<http://www.nysed.gov/career-technical-education>
- CTETAC <https://nyctecenter.org/>
- WECA website - <https://www.nysweca.org/>
- National Governors' Association -  
<https://www.nga.org/work-based-learning/>





# Community Partners

- Advisory Panels
- Local Chamber of Commerce





# Next Steps

# Next Steps for Administrators and Teachers

The Need to hire certified Work Based Learning Coordinators.

- Extension for CTE teachers
- #8981 Coordinator of Work-Based Learning Programs for Career Awareness - Guidance Counselor or Certified Teacher
- #8982 Coordinator of Work-Based Learning Programs for Career Development - CTE Teacher

# Registered Vs. Unregistered WBL Programs

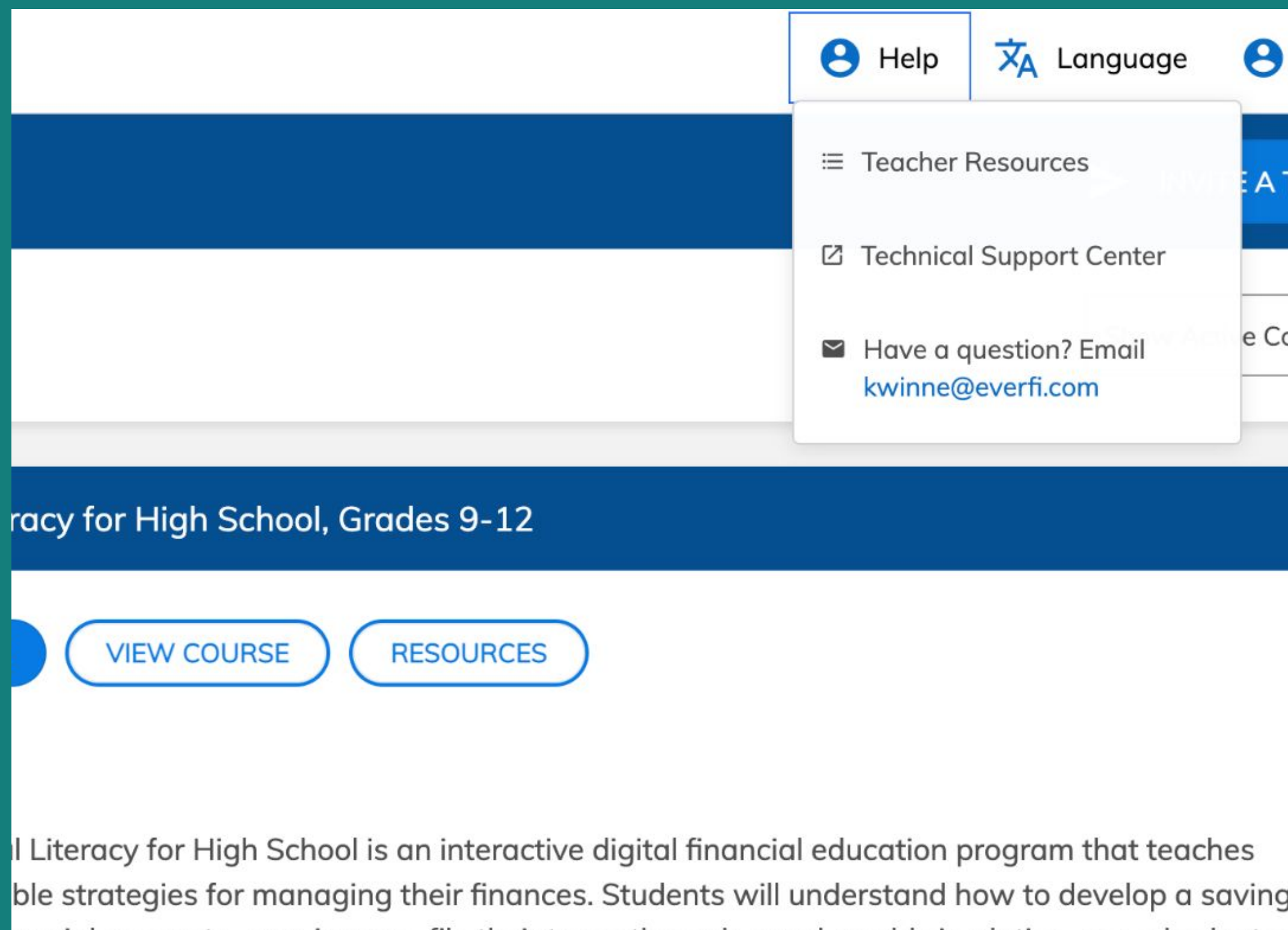
## COMPARISON OF REGISTERED WORK-BASED LEARNING PROGRAMS

	<b>CEIP</b> <b>Career Internship Program</b>	<b>GEWEP</b> <b>General Education Work Experience Program</b>	<b>WECEP</b> <b>Work Experience and Career Exploration Program</b>	<b>CO-OP</b> <b>Cooperative CTE Work Experience Program</b>
<b>Work-Based Learning coordinator extension</b>	#8982	#8981 or #8982	#8981 or #8982	#8982
<b>Student age</b>	Age 14+ *	Age 16+*	Age 14-15*	Age 16+*
<b>Paid or unpaid</b>	Unpaid	Paid and unpaid	Paid	Paid and unpaid
<b>Diploma credit permissible &amp; worksite hours</b>	.5/54 hrs. 1/108 hrs.	.5/150 hrs. 1/300 hrs. 1.5/450 hrs. 2/600 hrs.	.5/150 hrs. 1/300 hrs.	.5/150 hrs. 1/300 hrs. 1.5/450 hrs. 2/600 hrs.
<b>Related instruction</b>	27 hrs./ .5 credit 54 hrs./1.0 credit	At least one period per week	At least one period per week	Five periods per week
<b>Experience must relate to classroom instruction</b>	Yes	No	No	Yes
<b>Training develops career skills</b>	No - focus is career exploration	Yes	Yes	Yes

## COMPARISON OF UNREGISTERED WORK-BASED LEARNING OPTIONS

	<b>Community-Based Work Program</b>	<b>Job Shadowing</b>	<b>Community Service &amp; Volunteering</b>	<b>School-Based Enterprise</b>	<b>Career-Focused Research Project</b>
<b>Supervising agency</b>	Local school district	Local school district	Local school district	Local school district	Local school district
<b>Work-Based Learning coordinator extension</b>	*Optional	Optional	Optional	Optional	Optional
<b>Student age</b>	Grade 9-12	Grade 9-12	Grade 9-12	Grade 9-12	Grade 9-12
<b>Paid or unpaid</b>	Paid and unpaid	Unpaid	Unpaid	Unpaid	Unpaid
<b>Diploma credit allowable</b>	No	**No	**No	**No	**No
<b>Related classroom instruction</b>	Optional	Optional	Optional	Yes	Yes
<b>Experience must relate to career interests</b>	No	No	No	Optional	Optional
<b>Training must develop job skills</b>	No	No	No	No	No

# Register for EVERFI to connect with local sponsors



Communicate with your district about Chambers involvement



Q & A