**Work-Based Learning**

Work-Based Learning outlines a student’s journey or path through career connected learning in developing their long-term career pathway and the ability adapt to circumstances that are out of their control. It must involve an ongoing sequence of workplace experiences that are related to each student’s career goals and interests.

**Oregon’s Work-Based Learning Definition**

Structured learning in the workplace or simulated environment that provides opportunities for sustained interactions with industry or community professionals that foster in-depth, firsthand experience of the expectations and application of knowledge and skills required in a given career field.

Examples include Clinical/Practicum/Internships, School Based Enterprises, Workplace Simulation, Service-Learning and Cooperative Work Experiences.

**Criteria:**

Aligned with curriculum and instruction

Sustained interaction with industry and business

Flexible learning spaces: workplace or simulated in the classroom, lab, or other site

Earning of credit/outcome verification

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 **Aligned with curriculum and instruction**

In the CTE Program of Study (POS), learning and experiences progress in difficulty and complexity. Professional learning skills are key to successful CTE programs outcomes. Learning and curriculum are aligned to industry standards. All of these components should also be true with work-based learning experiences and should be embedded in each POS as part of the ongoing continuum.

As the curriculum progresses, embedding work-based learning opportunities into the curriculum will continue to build on student interest and will likely take place in a simulated workplace, a school-based enterprise, a distance learning environment or in an actual workplace.

When possible, early trainings (i.e. First Aid/CPR, OSHA 10) should be implemented within the classroom, lab setting, or community space.

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**Sustained interaction with industry, business, and community professionals**

Sustained interaction with professionals focuses on maximizing contact with industry, business and community professionals to support student development of academic, technical and professional skills for the workplace.

WBL experiences must:

Align measurable student learning outcomes that are academic, technical, and professional

Develop partnerships through academic and business and industry, and community representatives

Ongoing over an extended period of time as opposed to one and done experiences

There are four levels in Career Connected Learning: Awareness, Exploration, Preparation and Training. Oregon’s definition of work-based learning targets the **preparation** and **training** levels.

*Awareness (learning about work)- job shadows, career fairs, classroom speakers,. Interactions with industry, business, and community partners at networking and introductory levels with low frequency of interpersonal contact and may or may not align with student interests.*

*Exploratory (learning about types of work)- informational interviews, career focus investigation (i.e. Culinary-health inspector, chef, food prep) interest surveys. Interactions with industry, business, and community partners are focused on personalized connection to student interests. Students take an active role in selecting and shaping the experience.*

***Preparation*** *(learning through work)- student-run enterprise with partner involvement, internships connected to curriculum, work experience, project based learning through virtual exchange. Interactions with business, industry, and community partners should provide (develop) transferable experiences to support both academic, technical and professional outcomes for student and partner.****Training*** *(learning for work)- internship, clinical practicum, on-the-job training, registered pre-apprenticeship/apprenticeship programs. Interactions with business, industry, and community partners is extended over a period of time, benefits for the student include not only educational credits and credentials but include initial mastery of skills, potential entry into workforce, and other intrinsic values (i.e. union membership, health/medical benefits, mobility, stability, livable wages).*

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**Flexible learning spaces:**

As noted above, work-based learning does not need to take place on a job site. Work-based learning is a continuum of experiences for the student to interact with the curriculum, the skills, and knowledgeable experts. Work-based learning can take place:

In the classroom

In a virtual environment

In the workplace

In a school based enterprise

The key is to provide authentic work preparation and training through on-going and in-depth work-based learning experiences.

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**Earning of credit/certification verification**

Each school and district will need to determine the best way to verify work-based learning. Districts will identify and determine the experiences that meet the definition of work based learning. Work-based learning activities will be collected through the Career and Technical Education Student collection. This information is collected each spring from mid-May through the end of June.

As the output of this data collection, this information will be compiled into the Career and Technical Education 90% report and released each fall. In this report, outcomes for 5S1: Program Quality – Participated in Work-Based Learning will be calculated using the data reported the previous spring. Students who participated in work-based learning at the defined threshold at any point in their high school career and graduated during the reporting year will be included in the metric.

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# Performance Metric and Measurement

Work-based learning is a performance measure in Oregon and will be part of the data reporting made in response to our Perkins funding.

**Numerator**: # of CTE concentrators who participated in work –based learning during high school, and who graduated from high school during the reporting year



**Denominator**: # of CTE concentrators who graduated from high school during the reporting year

In response to feedback and concerns around implementing a secondary work-based learning performance target and to ensure that there is focus and fidelity in building a measurement that would enhance quality, ODE and HECC were approved to reduce the originally submitted performance targets with the new targets to start in the Fall 2020:

Preliminary targets were:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5S1: Program Quality – Participated in Work-Based Learning  | 25.00%  | 25.00%  | 27.00%  | 29.00%  | 31.00%  |

New proposed targets:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5S1: Program Quality – Participated in Work-Based Learning  | 10.00%  | 10.00%  | 15.00%  | 23.00%  | 31.00%  |

# Contact Info

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