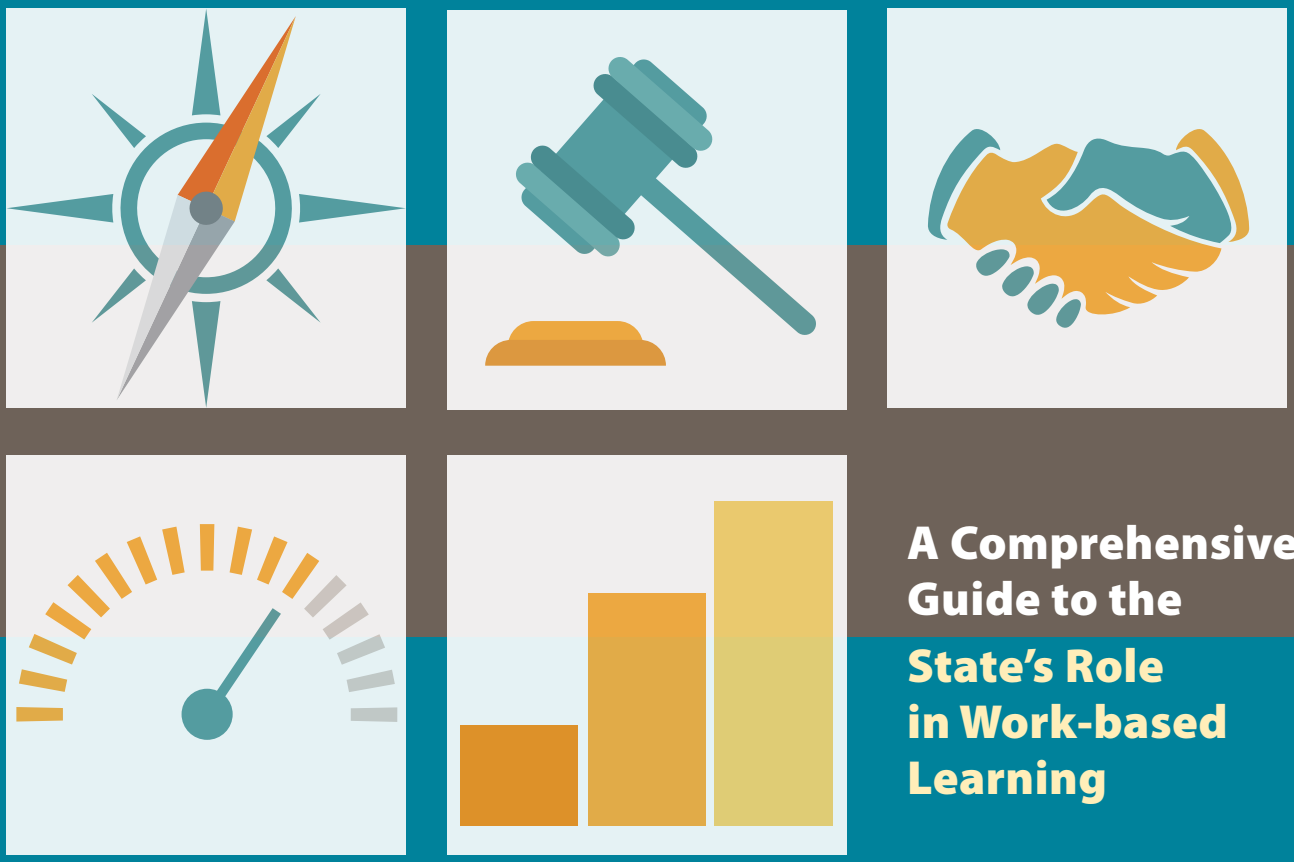
Connecting the Classroom to Careers



A Comprehensive Guide to the State's Role in Work-based Learning

CCSSO Council of Chief State School Officers

ADVANCE CTE State Leaders Connecting Learning to Work

NEW SKILLS FOR YOUTH JPMorgan Chase & Co.

Contents

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Advance CTE: State Leaders Connecting Learning to Work is the longest-standing national non-profit that represents State Directors and state leaders responsible for secondary, postsecondary and adult Career Technical Education (CTE) across all 50 states and U.S. territories. Established in 1920, Advance CTE supports visionary state leadership, cultivates best practices and speaks with a collective voice on national policy to promote academic and technical excellence that ensures a career-ready workforce. Learn more by visiting https://careertech.org/

About The Council of Chief State School Officers

The Council of Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public. Learn more at www.ccsso.org

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Introduction

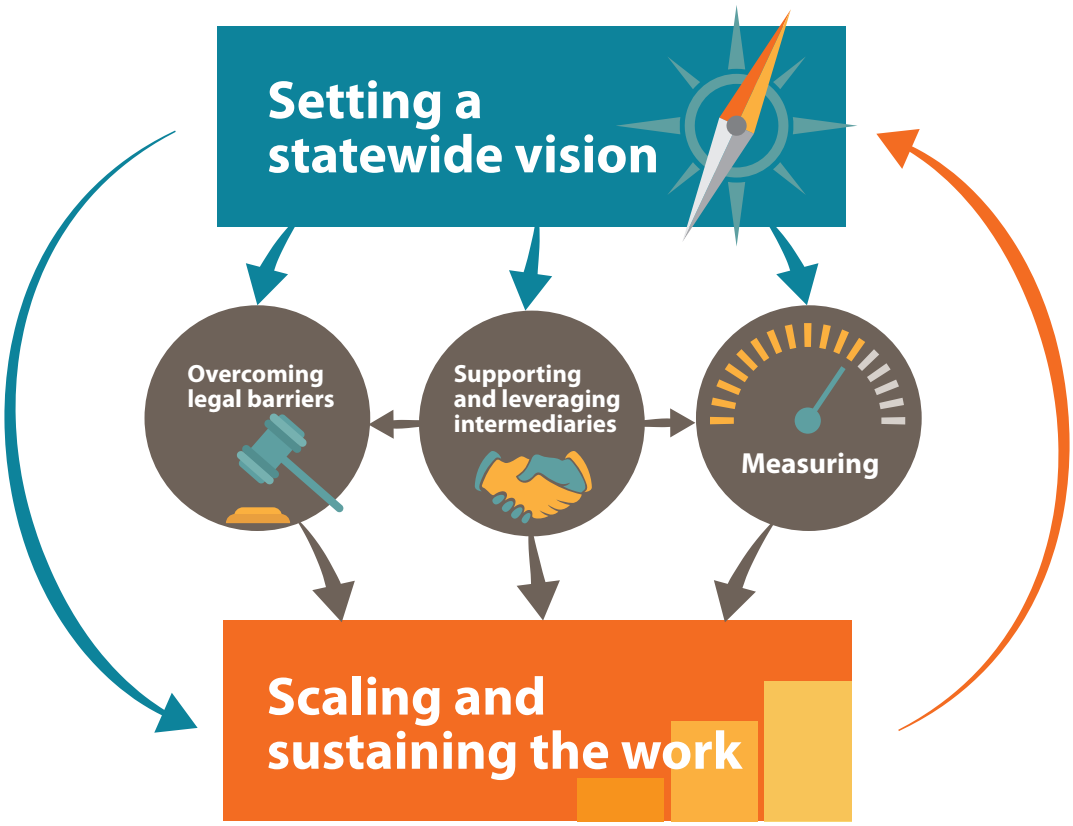
As the nation's education leaders and employers seek to work together to create a well-prepared, competitive workforce, work-based learning—a strategy that has existed for decades—is back in the spotlight as an effective strategy for connecting students' classroom learning to their future careers.

Work-based learning is being transformed as a means to build on students' academic experience and career interests, rather than simply to release them from the school day for a job that is unconnected to their education. What is most important is that the experience is informed by workplace standards and is connected to students' classroom learning and career aspirations as a means to provide context and relevancy.[1]

While much of the hard work to identify, establish and sustain work-based learning is a local endeavor between schools and employers, the state does have a role in creating the right environment that enables opportunities to grow, flourish and multiply. States must set a clear vision for work-based learning and provide guidance as to how it should be defined, delivered, integrated into existing efforts and made accessible to all students.

This guide has been written for states wanting to embrace their role in this area and build, implement and scale effective work-based learning experiences. Using case studies and guiding questions, readers can learn about the strategic and deliberate work required in five key areas:

1. Establishing a clear and ambitious **statewide vision** for the work, and using that vision to drive work and coordinate efforts throughout the entire process;
2. Creating statewide **intermediary organizations** or establishing relationships with existing organizations who can serve as intermediaries in order to leverage the expertise and capacity of multiple stakeholders in the most efficient way. States may also leverage school-based intermediaries and coordinators;
3. Addressing any major barriers to successful implementation, notably **legal barriers** and perceptions of legal barriers that might discourage employers from participating;
4. Deciding the desired outcomes for work-based learning programs and how those outcomes will be measured. Structures and processes must also be put in place around those measures to **ensure continuous improvement** of programs; and
5. **Scaling the program** so that it is available to all high school students throughout the state.



This work-based learning guide contains sections that cover each of the five areas described above. The first four areas are also covered in more detail in individual briefs, which can be found at https://careertech.org/resources/work-based-learning. Links to each brief are included at the beginning of each section. Within each section, we describe the state's role in the topic and feature a state that has effectively addressed the challenge. Each section also features key considerations and guiding questions when implementing and supporting work-based learning in your state.

Defining Work-Based Learning

Work-based learning is an educational strategy that offers students an opportunity to reinforce and deepen their classroom learning, explore future career fields and demonstrate their skills in an authentic setting.

This guide defines work-based learning as a continuum of experiences that helps prepare students for postsecondary education and careers. High-quality work-based learning should begin in the early grades with activities that help build students' awareness of possible careers. This exploration continues through middle and high school with job shadowing or mentoring to better inform students' decision making, and culminates with more intensive career preparation activities such as school-based enterprises, internships and pre-apprenticeships as students move along in their career pathway from high school to postsecondary education.[2]

Setting a Vision for Work-Based Learning

The State's Role

A statewide vision sets common expectations and resources for those managing work-based learning experiences on the ground. A vision also serves as a platform for building consensus through meaningful and sustained stakeholder engagement, particularly with employers as critical partners. By setting a statewide vision, a state can help ensure new and existing work-based learning opportunities align with related policies and initiatives in a thoughtful, intentional way so work-based learning becomes integrated into the state policy environment and students' career pathways. A state can also use its vision to unify piecemeal programs and identify and scale local islands of excellence.

Full brief available at https://careertech.org/resource/connecting-classrooms-to-careers-statewide-vision

A clear, concise, well-known statewide vision is an essential first piece of any work-based learning policy. A high-quality vision includes a clear definition of work-based learning, and also provides insight into how the state plans to implement work-based learning, including references to stakeholders, alignment across state agencies and sectors, as well as a goal for how many students or schools will be reached by these policies and by when. The other topics discussed in this guide become more straightforward and simple when driven by a vision for what this work should look like and what it should accomplish.

Case Study: Tennessee

In 2013, Governor Bill Haslam launched his Drive to 55[3] campaign, challenging his state to increase the number of Tennesseans with a college degree or certificate to 55 percent by the year 2025. This campaign is supported by an array of coordinated initiatives, both new and previously existing, that are focused on helping the state meet this goal.

Across the state and at every level of government, the campaign continued conversations about how best to ensure learners at all levels have the opportunity to gain the academic, technical and employability skills that they need to be successful in college and careers. These conversations validated that for high school students to graduate prepared, developing this skill base requires more than classroom experiences alone. It requires a braided approach to align classroom-based knowledge with real-world experiences.

Within this context, the Tennessee Department of Education (TDOE) embarked on a comprehensive, multi-year overhaul of its CTE course standards, launched the state's Pathways Tennessee initiative,[4] and set out to overhaul its work-based learning policies and practices. As a first step, TDOE led an assessment of the state's K-12 work-based learning programs and found there was much work to be done to ensure more equitable access to rigorous and meaningful work-based learning experiences throughout the state. The Department believes that high-quality work-based learning experiences can be a primary driver to motivate and propel students to high school graduation and beyond. Yet, for this to happen, a comprehensive reform strategy to revitalize work-based learning was necessary

Tennessee's Vision for Work-Based Learning

Every student in Tennessee will prepare for further education and long-term careers in an increasingly complex global economy by exploring careers, understanding their own strengths and interests, and learning through hands-on application of valuable employability skills.

We believe: Work-based learning will help ensure a skilled workforce pipeline for Tennessee's growing industries. It benefits communities and families by promoting thriving local and regional economies. Educators, industry, communities and families will work together to create a world-class work-based learning system with broad-based, efficient and effective participation of all stakeholders at statewide, regional, and local levels.

Source: Tennessee Department of Education

to set higher expectations for program management while improving district capacity to support student learning outcomes.

The Department set a goal to develop and implement a revitalized model for work-based learning that would be scalable, rigorous and serve as a national model. To do this, TDOE dedicated staff to drive this work and oversee the statewide rollout. After analyzing the statewide assessment, TDOE crafted a progressive, skills-focused model for work-based learning, and set out across the state to gather input, generate support and discuss practical solutions for true reform.

The result was a shared vision that resonated with diverse stakeholders and drove the remaining phases of this work, ensuring positive reception to the newly developed policies, curriculum and professional development across critical stakeholder groups. Educators, counselors, employers and higher education all committed to this shared vision.

TDOE's vision is grounded in the belief that work-based learning is a proactive approach to bridging the gap between education and the workforce. As such, critical career awareness activities should start as early as elementary or middle school to help build students' broad understanding of industries and possible careers. Over time, these experiences should become more focused as students discover their interests, learn what postsecondary education they will need, and practice the technical and employability skills they will need to enter these careers. At its zenith, students may participate in credit-bearing capstone experiences such as apprenticeships and internships that may lead directly to employment.

Drive to 55 A Workforce and Economic Development Strategy

Positioning itself as more than a mission for higher education, the state's Drive to 55 campaign has three main initiatives:

- **Tennessee Promise:** Offers two years of tuition-free community or technical college to the state's high school graduates.
- **Tennessee Reconnect:** Allows adults to attend and earn a diploma or certificate from the state's technical colleges free of tuition and fees.
- **Tennessee LEAP (Labor Education Alignment Program):** Provides grants to regional partnerships of K-12, postsecondary institutions and employers to eliminate skills gaps by encouraging collaboration and alignment across education and industry.

This vision is also embedded in TDOE's strategic plan,[5] particularly within two key areas: "High School and Bridge to Postsecondary" and "All Means All." Connecting work-based learning to the "All Means All" strategic goal provided an important distinction for the state's newly overhauled program—work-based learning can and should be accessible for all students, not just those in CTE courses. The work-based learning framework, resources and standards were all designed with the intention of being used in both general education and CTE courses.

Further, to bring the vision from theory to practice, state policies and standards were re-written to support school districts in implementing this revitalized model. This vision has now been translated into a comprehensive and iterative, multi-phase implementation strategy, which will be discussed further in *Section 5: Scaling Successful Work-based Learning Programs*.

Key Considerations

- A true vision for work-based learning should drive all work related to those policies in your state. As a result, it may require a major overhaul of how your state currently functions in this area day-to-day.
- Achieving this vision requires an investment in dedicated capacity, such as coordinators or intermediaries, to carry out the work at the state and local level. Without such capacity, your vision runs the risk of setting up an unfunded mandate.
- The statewide vision must recognize the range of work-based learning experiences—from earlier, shorter-term activities to more rigorous work-based learning capstones—and understand the value of each experience for students.
- A vision and model for work-based learning should be customizable at the local level. This will increase local buy-in, but more practically allow for more effective implementation if locals can tweak the model to fit their context.
- Initiating a cultural shift requires local buy-in and advocates who can speak on behalf of the changes with their peers. Key stakeholders, especially employers, should be engaged at every turn and then leveraged as advocates.
- A common vision for work-based learning means that everyone involved can use the same language and definitions when discussing reforms. Don't waste the opportunity to get all stakeholders on the same page from the beginning of your efforts.

Guiding Questions

Assessing the Current Environment

1. How does your state currently define work-based learning? What are the various activities and experiences that currently or should fit within this definition?

2. What state policies currently support or incentivize work-based learning in your state? How effective are these policies, individually and collectively?

3. What federal policies help support or guide work-based learning in your state? How do your state policies reflect, align or interact with those at the federal level?

4. Can you measure the student outcomes of current work-based learning policies and programs? If so, what can you learn from those outcomes that will impact the statewide vision?

Developing a Vision for Work-based Learning

5. Who within your agency needs to be engaged in the development of a statewide vision for work-based learning? Who from other state agencies? Local agencies? Business groups?

6. Based on the current status of work-based learning in your state, how many students will have access to your new work-based learning system in one year? In five years? When will 100% of students have access to high-quality work-based learning?

7. How will you know if the state has been successful in achieving this vision? What measures will be put in place to evaluate student and program outcomes?

Implementing the New Vision for Work-based Learning

8. How is, or will, the vision be embedded or reflected in the relevant state agency's overall strategic plan? Is the vision consistent across secondary, postsecondary and workforce development?

9. How will your state communicate its vision for work-based learning with key stakeholders such as local agencies, educators, employers, students and parents?

10. What state policies may prohibit or limit full implementation of your vision? How can you mitigate these risks?

Leveraging Intermediaries to Expand Work-based Learning

The State's Role

Once a statewide vision has been agreed upon, it is important that a state not only communicate that vision to all relevant stakeholders, including teachers and parents at the local level, but also that they begin using that vision as soon as possible to drive the work of implementing and coordinating work-based learning policies and programs.

Full brief available at https://careertech.org/resource/leveraging-intermediaries

Effectively managing work-based learning opportunities requires many layers of coordination. At the center is typically an intermediary, be it at the school, region or state level, whose sole or primary function is to support work-based learning or other career development activities for students. Put another way, a common element of any successful work-based learning program is that there is someone committed to coordinating that program and, in particular, managing the relationships between educators and employers.

As such, there is a clear state role in supporting the existence of individual coordinators and/or intermediary organizations through funding, building formal partnerships or even tasking state-level organizations to play the role.

An individual serving as an intermediary (often called a coordinator and housed within a school or district) is typically responsible for recruiting new employers to participate in the full continuum of work-based learning activities, monitoring student performance during a placement on a work site and ensuring all laws are being followed. This person interfaces not only with the community, but also with educators to ensure student placements are aligned with and built upon their classroom learning. This individual can serve as a full-time coordinator or split his or her time as a classroom instructor. Many Career Technical Student Organization advisors, for example, serve as work-based learning coordinators for their students as well as classroom teachers.

A third-party organization may also serve as an intermediary, employing individuals to coordinate the activities and leverage the organization's network to increase work-based learning. Examples include an association such as a local Chamber of Commerce, a government-appointed entity such as a local workforce development board, or a non-profit organization that can link the community with the education sector.

Regardless of how they are organized or where they reside, intermediaries facilitate partnerships between educators and employers for the ultimate benefit of a student's career exploration and skill development.

Organizations as Intermediaries

Apprenticeship Carolina™ was launched in 2007 within the South Carolina Technical College System to serve as a state-level intermediary and to reactivate the state's registered apprenticeship system. Through direct engagement with employers, and the availability of a $1,000 tax credit for every apprentice a participating company takes on,[7] Apprenticeship Carolina™ has served over 15,000 apprentices in over 780 Registered Apprenticeship Programs throughout the state since its launch.[8] In 2012, Apprenticeship Carolina™ decided to take on the challenge of supporting Registered Youth Apprenticeships, which are geared toward high school students. As of 2016, there are over 100 youth apprenticeship programs established in more than half of the state's counties, offering students the opportunity to complete courses required for high school graduation; participate in paid, on-the-job training; earn postsecondary credit; and earn a credential from the U.S. Department of Labor.

Perhaps the most important role Apprenticeship Carolina™ plays is that of a "concierge," providing extensive technical assistance to employers and education institutions. A team of six consultants (one of whom is dedicated to youth apprenticeships) travels across the state to engage directly with employers, facilitate meetings between employers and education institutions to establish programs, and work with companies to develop the three components of an apprenticeship program: on-the-job training, job-related education and a scalable wage progression.

Case Study: Georgia

Georgia has a robust state-supported system of work-based learning, with dedicated funding streams, technical assistance and infrastructure to support four specific work-based learning placements: Youth Apprenticeship, Cooperative Education, Internship and Employability Skills Development. In total, approximately 14,000 juniors and seniors participated in at least one of these experiences in the 2014-15 school year, all of which are counted as a full course toward graduation and a CTE program of study.

Funding Work-based Learning Coordinators

The state's work-based learning coordinators are supported by state funding in two different, but critical ways. For one, the state's Youth Apprenticeship Program (YAP) is funded partially by a competitive state grant. Local boards of education or apprenticeship consortia can apply annually for funding from a $3.5 million grant program to establish and administer YAP. Recipients are required to spend at least 85 percent of their grant funds —which average around $20,000—on the YAP coordinator. While this competitive grant program is focused on YAP coordinators, districts may leverage the YAP coordinator to support the full range of work-based learning activities.

Georgia also provides state-level funding for work-based learning coordinators through its school funding formula. Youth Apprenticeship, Cooperative Education, Internship and Employability Skills Development are all state-approved Career Technical and Agriculture Education (CTAE) courses with standardized course codes. As Georgia provides funding to schools based on the full-time enrollment (FTE) of students, if enough students enroll in a work-based learning course, the school receives funds accordingly. All CTAE courses—including the work-based learning placements—receive a heavier FTE weight (and therefore more funds) than most other courses due to additional expenses, such as equipment costs. In other words, the work-based learning course is treated like any other course offered by a school and is funded as such, including funding for a teacher, or, in this case, a work-based learning coordinator.

Building Professional Capacity for Work-based Learning Coordinators

Beyond financial support, Georgia also provides a range of unique opportunities and supports for work-based learning coordinators to set them up for success.

All work-based learning coordinators are required to be a certified CTAE instructor or have a state-approved

endorsement. The endorsement is offered by a Regional Service Agency for credit that is applied toward a teaching credential from the state's Professional Standards Commission. The endorsement consists of three courses, one of which is satisfied by a year-long internship.

To ensure work-based learning coordinators remain trained and aware of any new or revised state policies, the State Board of Education now requires work-based learning coordinators to go through training every five years.[6] This training is largely developed and supported through the CTAE Resource Network, an entity that is operated by the Georgia Department of Education, led by a rotating board of local CTAE directors and funded by a dedicated portion of local staff development funds. The Resource Network facilitates adequate training for all work-based learning coordinators and CTAE teachers, even if they are in a smaller district with more limited staff development funds.

In addition, the state has put in place structures and programs that empower work-based learning coordinators to learn from one another, hold leadership positions and influence state-level decisions. Specifically, the state has created six work-based learning regions through which participating work-based learning coordinators identify, organize and deliver professional development. The regions are required to hold at least three meetings each year, to be hosted by a local employer.

The chairs and vice chairs of those six regions also sit on a state-level WBL/YAP Executive Board, along with elected officers, a Georgia Association for Career and Technical Education representative and the full-time work-based learning program manager at the Georgia Department of Education. The state cites the regions and state Executive Board as being critical to work-based learning coordinators' leadership development and statewide sustainability for work-based learning activities.

Key Considerations

- Coordination across multiple districts and multiple sectors is easier if driven by a common statewide vision. Intermediaries should rally stakeholders around the vision and help people see and understand their role in achieving that vision.
- Intermediaries, particularly ones outside of the traditional education system, can help build critical capacity to the state's and districts' efforts to implement work-based learning and be an avenue to recruiting more engaged partners.
- Intermediaries and coordinators need to be able to speak the language of employers as well as educators and translate across the systems so that the classroom and workplace are truly connected.
- States should provide more than funding to work-based learning coordinators and intermediaries. Support should include training, professional development and legal and liability assistance as well.
- A network of work-based learning practitioners, where local leaders share effective practices and have opportunities to inform state-level decisions, can be critical to a state's sustainability efforts. Such a network can help ensure work-based learning remains a priority in communities across the state.

Guiding Questions

Assessing the Current Environment

1. Are intermediaries—individuals or organizations—already in use at the secondary level in your state? If so, how and in what ways? Are they equally distributed across communities?

2. Is there any existing statewide or regional infrastructure that could be leveraged as an intermediary to increase access to high-quality work-based learning?

3. How does your state financially support the full range of work-based learning activities and experiences? Are any of these funding streams being used to fund intermediaries—individuals or organizations—at the local, regional and/or state level?

Defining and Supporting Intermediaries

4. Will the intermediaries be an organization, individuals or a combination? Will they sit at the state, regional or local level?

5. What roles will the intermediaries play? Which aspects of work-based learning do intermediaries have control over and accountability for?

6. What state-level structures and processes can be put in place to support intermediaries? Consider state staff, professional development, certification requirements, etc.

7. How can you ensure that the capacity of the intermediaries is scaled up at the same rate as your work-based learning pilot sites?

Implementing a System for Intermediaries

8. How will the state monitor intermediaries to ensure work-based learning activities are of high quality? And that intermediaries are effective?

9. Are there barriers that may limit or restrict the use of intermediaries for work-based learning? How can you mitigate this risk?

10. As changes and updates are made to the work-based learning system, how much input will intermediaries have in the process of designing and implementing those changes?

Removing Legal Barriers Around Work-based Learning

The State's Role

Even if a state has a strong vision for effective work-based learning in place, with a solid infrastructure within the state and local agencies aligned to that vision, engaging employers in the process can remain a challenge. For many employers, the hesitation to participate in work-based learning appears largely rooted in concerns about child labor laws, safety requirements and lliability. Employers are not alone in these concerns as often school administrations cite the same reasons for not offering such experiences. However, federal and state laws do not necessarily prohibit youth under the age of 18 from being employed, making it an important first step for leaders to understand those laws and how they take shape in practice.[9]

Full brief available at https://careertech.org/resource/WBL-legal-barriers

Debunking youth employment myths is critical to managing and scaling work-based learning. Several states are tackling these challenges in a variety of ways – from training teachers to becoming experts on state and federal laws to creating alternative solutions to ease employers' concerns regarding insurance. Starting with educating themselves, state agency staff can play an instrumental role in helping correct misperceptions about having students under the age of 18 in the workplace. State staff can also leverage intermediaries (as discussed in Section 2) to identify where this problem becomes a hindrance, help identify solutions and disseminate those solutions to local schools and employers.

Case Study: New Jersey

The New Jersey Department of Education has a long history of collaborating with other state agencies to understand the real and perceived legal barriers around work-based learning—known as "structured learning experiences" in the Garden State.

One product of this collaboration is the New Jersey Safe Schools[10] project, which is a comprehensive health and safety training to help schools reduce occupational hazards in CTE programs and work-based learning. Since 2004, the state has trained 2,500 teachers, resulting in no serious student injuries in work-based learning reported since the project's launch.

Getting Started

This collaboration began in the mid-1990s as New Jersey began to consider how to implement the now-defunct federal School-to-Work Opportunities Act grant.[11] By the early 2000s, the federal law and its funding support had ended, but the impact of this federal law can still be seen today in New Jersey.

New Jersey's Safe Schools Program

The New Jersey Safe Schools Program is managed by the New Jersey Department of Education's (NJDOE) Office of Career Readiness and administered by the Center for School and Community-based Research and Education at the Rutgers University School of Public Health.

The seven-day training includes the following courses:

- **New Jersey Wage and Hour and Wage Payment and Child Labor Laws, Regulations and Hazardous Orders Course (1 day)**
- **Federal Wage and Hour and Child Labor Laws, Regulations and Hazardous Orders course (1 day)**
- **OSHA 10 Plus NJDOE Student Accident and Injury Data and Reporting Requirements (2 days)**
- **Designing and Implementing Student Training Plans course (3 days)**

Source: http://www.njsafeschools.org/about/index.

As state education department staff began to think through how to expand work-based learning experiences for all students as envisioned by the School-to-Work Act as well as the Individuals with Disabilities Education Act (IDEA), a conversation began to take place around the legal rights and limitations for students participating in work-based learning, a key element of both laws. Staff members reached out to their peers in the Wage and Hour Division of the state's Department of Labor and Workforce Development to better understand the legal aspects of work-based learning.

It quickly became clear that several state agencies needed to harmonize their regulations regarding special education, health and safety, and labor. Soon after, those agencies began to develop a regulatory framework to support K-12 work-based learning in the state. Issues to be tackled included: allowing teachers without a cooperative education certificate to supervise these activities, ensuring the health and safety of students while on a work site, liability, and providing unpaid work-based learning experiences.

The state convened a diverse group of stakeholders including staff from the department of education, state and federal departments of labor, Occupational Safety and Health Administration (OSHA), the special education community, and cooperative education coordinators. This committee helped craft a set of regulations that included definitions for these experiences and permission[12] for paid and unpaid school-sponsored work experiences in non-hazardous occupations, which now mirrors similar federal regulations.

Understanding Structured Learning Experiences in New Jersey

"**Structured Learning Experience** means experiential, supervised, in-depth learning experiences aligned to the Core Curriculum Content Standards that are designed to offer students the opportunity to more fully explore career interests within one or more of the Career Clusters. [These experiences] are designed as rigorous activities that are integrated into the curriculum and that provide students with opportunities to demonstrate and apply a high level of academic, and/or technical skills, and develop personal, academic and career goals."

Excerpt from New Jersey Administrative Code: N.J.A.C. 6A:19-1.2

Teaching the Teachers

Once the regulations required all districts to provide work-based learning opportunities for students, state labor staff insisted it was equally important the supervising teachers complete a formal training course to ensure they understood the child labor and safety and health regulations and how to translate them into practice. Each participating regulatory agency was charged with developing curriculum for the training on their relevant regulations. The result was a six-day training that defines what a teacher should know and be able to do regarding the safety and health for students, child labor, wage and hour, and educational requirements of work-based learning. By completing the training, teachers are eligible to supervise paid and unpaid structured learning experiences in non-hazardous occupations.

Mitigating Liability Concerns

State education staff also set out to educate themselves about liability issues. After meeting with insurance risk analysts, it became apparent that each party to a work-based learning experience, including cooperative experiences, need not incur any new liability with a student placement because the school district could expand its liability policy to cover work-based learning as it would for other off-school site events such as travel for sports teams and field trips. Additionally, employers are already required to carry liability policies for their workplaces.

All students participating in work-based learning must participate in safety training at the work site prior to commencing in work-based activities. If students are using potentially hazardous tools and equipment, they must pass a safety test on that equipment at the school and at the work site before using them. The state department of education recently piloted online OSHA training for students, and will pilot in the 2016-2017 school year personal protective equipment training for teachers and students. Knowledge and training are important efforts toward mitigating risk.

In the state's required training plans for structured learning experiences, New Jersey included language stating that each party—the school district and the employer—would assume no new liability and detailing what each agrees to cover. Therefore, when a new workplace experience is being brokered, the school district and employer can share each other's liability rider or policy and come to an agreement about what will be covered.

Key Considerations

- State departments of labor and workforce development have a lot of expertise and knowledge that can be leveraged to identify and address the laws and regulations that will impact K-12 work-based learning.
- Employers often lack a full understanding of all laws governing the workplace, especially those concerning minors and work-based learning. States, as well as school districts and schools, should educate themselves about these laws to break down these misconceptions. States should also make sure supervising teachers are well-versed and, importantly, know how to find answers to questions that may arise regarding these laws and regulations.
- Intermediaries make connections with a multitude of organizations during the course of regular business. States can leverage their intermediaries to identify and connect with organizations that may be willing to assist with legal challenges.
- Because of the often complex wording that surrounds legal issues, it is especially important that the state develop a clear communications strategy, with clear and easy-to-understand definitions, for all key stakeholders—including human resources professionals, employer supervisors, teachers, school administrators and parents.

Guiding Questions

Assessing the Current Environment

1. Which state-level agencies regulate work-based learning or equivalent experiences?

2. What federal and state laws, regulations and/or guidance impact K-12 work-based learning (e.g., age requirements, nature of the work, hours worked, and compensation received)?

3. What are the greatest misconceptions about legal barriers among key stakeholders?

4. What provisions already exist in state, school or district insurance policies that could also apply for work-based learning?

5. Are there any local examples of school districts and employers working through the challenge of liability for work-based learning placements that can serve as a model for other districts?

Addressing Legal Barriers and Challenges

6. What solutions can be found working within existing laws and regulations?

7. What legislative and/or regulatory changes need to be made to create a state environment that supports and aligns with the statewide vision for work-based learning?

8. How will your state support and train school districts and employers as they navigate around questions of liability (e.g., sample agreements or waivers, checklists, guidance, etc.)?

Implementing Solutions to Legal Barriers

9. How can the state communicate about these solutions regularly and clearly so that districts and employers can easily access them at any time?

10. What is the process for identifying and addressing other legal barriers as they arise? Where should districts and employers turn if they run into new challenges?

Measuring Work-based Learning for Continuous Improvement

The State's Role

States implementing a statewide vision for high-quality work-based learning must address multiple facets of policy, often simultaneously. They, often along with intermediaries, must engage and recruit employers, identify and prepare school-based coordinators and address legal barriers, all while designing the parameters for the experiences. However, if a state cannot assess and evaluate a program, they are left somewhat blind when it comes to adapting and adjusting course in the future to support students and employers.

Full brief available at https://careertech.org/resource/measuring-work-based-learning-for-continuous-improvement

One of the most important—yet most challenging—roles that states play in work-based learning is measuring and evaluating program quality. While many programs are designed and operated at the local level, a strategic data collection and evaluation plan can help states ensure program quality, identify and scale successful programs, and share promising practices.

The data that a state collects may depend on the type of work-based learning program it wishes to evaluate. For activities such as job shadowing or mentoring, which are often designed with the objective of raising awareness, it may be sufficient to measure the number of students who participate in the program. Descriptive metrics such as this illustrate the breadth but not the quality of the program. For more intensive experiences such as internships or apprenticeships, which are designed to increase knowledge and skills, states may want to consider a holistic evaluation of the quality of the program that includes measures of student skill gain and the degree to which the program aligns to industry standards.

There are two approaches states can take to measure work-based learning:

- A systems-level approach, which examines program data such as student participation, industry alignment and adherence to occupational standards to assess the quality of and equitable access to programs offered.

- A student-level approach, which measures students' learning and attainment of knowledge and skills. This approach often presents more obstacles, as it requires states to design a valid and reliable system to assess student learning and collect data in a consistent way across districts.

The systems- and student-level approaches are not mutually exclusive: in fact, states should consider both approaches simultaneously. As states work to develop new accountability systems under the Every Student Succeeds Act (ESSA), for example, many are considering career readiness indicators that may include both systems-level and student-level measures of work-based learning.

Case Study: Massachusetts

Massachusetts provides one example of how states can evaluate and collect student-level data for a well-defined work-based learning experience.[13] Although Massachusetts collects and examines systems-level data as well, the state is particularly interesting for its approach to measuring student-level learning outcomes.

In Massachusetts, all students can access work experience and career development opportunities through its School to Career Connecting Activities Initiative (Connecting Activities). Originally piloted through a five-year federal grant, Connecting Activities was formally launched in 1997 and has continued to be supported through a dedicated line item in the state budget. The program is operated by 16 local Workforce Development Boards that each work as intermediaries to build public-private partnerships between schools and employers. Through Connecting Activities, these boards support career exploration through internships, job shadow days, career days, employer guest speaker programs, workshops, teacher externships and curriculum development. In 2015 alone, about 10,500 students participated in internships through Connecting Activities.

Program staff and employers work together to structure the experience around the Massachusetts Work-based Learning Plan,[14] which guides student learning and connects workplace activities to specific career skills.

For the performance evaluation, worksite supervisors assess students on their foundation and workplace skill competency using a five-point scale. Evaluations are completed at least twice over the course of the experience —at the beginning of the work experience to determine a baseline level of performance and then at the end of the program to measure progress and skill gain.

Leveraging Data Systems to Evaluate Student Outcomes

Massachusetts collects Connecting Activities data through an online portal called the Massachusetts Career Ready Database,[15] which is maintained by the state. This database, which was launched in 2008 to support Connecting Activities programs, serves not only as a resource for students and employers to guide the work experience, but also as a mechanism to collect, monitor and compare data at the local, regional and state levels.

Most notably, the system allows the state to calculate student outcomes by comparing the baseline student skills evaluation—which is submitted at the beginning of the program—to the final assessment. This evaluation provides a measure of the skills gained through Connecting Activities—a valuable student outcome measure that helps determine the effectiveness of the program.

One challenge is ensuring consistency and reliability across worksite supervisor evaluations, which are subject to variability. While one supervisor may consider a student to be "Proficient" at a specific foundational skill, another may rate the student merely "Competent." The state has worked to address this issue by developing a performance rubric that describes the performance levels in objective terms and by providing guidance and training materials for worksite supervisors in use of the rubric. This guidance includes a short training video[16] that explains how to evaluate students using the Work-based Learning Plan.

Connecting Activities

Aggregated Skill Gain Measures from Work-based Learning Plans

For 2014-15 school year, Massachusetts

Key Considerations

- While the role of evaluation in K-12 schools traditionally falls on the state education agency alone, creating evaluation systems for work-based learning should involve significant input from employers and other relevant stakeholders.
- As program participants, students have valuable perspective on the effectiveness of work-based learning programs. Involving students in the evaluation and program improvement process can provide important feedback and build student ownership.
- Although these skills can be tough to measure, employability skills are a key component of student readiness for entering the workforce. States should not avoid measuring them, but should ensure that they are measured in as objective and transparent a way as possible, and are externally validated.
- When coordinating evaluations, consistency among evaluators is crucial. States should walk evaluators through which aspects merit high and low scores, and have them practice evaluating together against the evaluation criteria.
- While it is easier to start by collecting descriptive work-based learning data such as the number of hours worked, number of host sites provided or amount of wages earned, states should consider developing new, innovative systems to collect data on student outcomes. It is important that a program be measured by how it meets its objectives for students, rather than its inputs or processes.
- The work does not end when the evaluation is completed. States must develop a continuous improvement process to help all programs achieve higher levels of quality and to phase out low-performing programs as needed.

Guiding Questions

Assessing the Current Environment

1. Is your state already collecting data on work-based learning? If so, what kind of program-level and/or student-level data are being collected and how are they being used?

2. Are there state policies in place that regulate data collection activities? Are there privacy regulations that could complicate data collection and evaluation?

3. What data collection infrastructure, such as the state longitudinal data system, is already being used at the state and local levels? Are the necessary data sharing agreements in place with local schools and districts?

4. How does your statewide vision define student- or program-level success for work-based learning?

Designing Program Evaluations and Measurements

5. What does your state want to achieve through its work-based learning measurement strategy? Is the goal to monitor and learn from work-based learning activities, identify and improve program quality and/or measure student skills attainment? Is the goal differentiated for activities along the work-based learning continuum?

6. What role should business and industry play in evaluating work-based learning programs at the state and/or local level? What role should intermediaries play?

7. How can evaluations be used to create a feedback loop and ensure continuous program improvement?

Implementing Systems and Processes for Measuring Outcomes

8. What can be done to ensure that data are consistent and of high quality across the state? Are there checks in place such as monitoring and auditing data collection activities to ensure consistency and validity statewide?

9. What can the state do to ensure that evaluators and their evaluations are consistent across the state and over time?

10. How can the evaluation process and results be communicated to schools, students and parents in a way that is not perceived as punitive but instead focused on growth and continuous improvement?

Scaling Successful Work-based Learning Programs

The State's Role

The earlier sections primarily have focused on the design of policies and initial implementation of programs and the supports they require. While those details are incredibly important, a state may end up with unsatisfactory outcomes if it does not also focus on how to scale and sustain those policies and programs. States have a responsibility to identify high-quality programs and scale them so that they are available throughout the state, including in communities with traditionally limited access.

Those at the state level are uniquely positioned to provide programmatic, technical and financial support to scale work-based learning programs in a strategic and deliberate way. For example, while districts may be more limited in locating additional resources, states are able to leverage funds from federal and state sources, as well as from public-private partnerships and philanthropic organizations. Additionally, while states are able to design and scale their own programs, they are able to see what is happening in districts across the state, and can identify and scale local innovations and promising practices.

Scaling a program is not as simple as passing legislation or regulations and assuming localities are equipped to implement the program in the way intended. The process must be deliberate and well-planned, and relevant stakeholders must be meaningfully engaged. States must also consider sustainability from the beginning and build processes for monitoring progress and making course changes as needed.

Finally, states should focus on considerations of equity when scaling work-based learning. This includes focusing on the challenges facing rural districts when implementing new programs, as well as focusing on how to increase access to high-quality programs for minority and low-income students. States must also decide whether a work-based learning program will be available to all students in the state, or just students enrolled in CTE programs of study.

Case Study: Tennessee

As discussed in *Section 1: Setting a Statewide Vision*, the Tennessee Department of Education (TDOE) began an overhaul of its work-based learning policies and programs as a complement to the governor's Drive to 55 initiative. The initiative encompassed an array of policy changes in multiple education and workforce areas, including tuition-free community college and incentives for adults to return to school. The need to intentionally increase student readiness for both college and career drove all of these initiatives, and all involved multiple state agencies and stakeholders. Therefore, it was essential that the new work-based learning policies were implemented in a deliberate, thoughtful and strategic way, so that all students could benefit from this option.

TDOE's process began in 2013 with the convening of focus groups and other stakeholders to define the learning expectations for students in work-based learning. As a result of these early discussions, the Department of Education drafted new course standards, a new policy guide and new State Board rules and regulations for work-based learning. (See box at right.)

Crucially, they did not declare those documents final after drafting them with stakeholder input. Instead TDOE spent the first semester of the 2014-2015 school year meeting monthly with representatives from five pilot districts to review the documents, gather feedback and continually refine and improve them. This refinement process continued as the districts implemented their pilot programs, with a constant dialogue between the states and pilot sites.

A key part of TDOE's strategy involved not just the involvement of pilot districts and multiple external stakeholders, but also a dedicated infrastructure within the state agency. TDOE created an Executive Director position and dedicated other staff members to the development and promotion of high-quality work-based learning. These positions are housed within the Department's Division for College, Career and Technical Education. As such, work-based learning strategies are integrated and aligned with goals for career technical education, early postsecondary opportunities, and student readiness and achievement. This integrated approach ensures that work-based learning is received by districts as one of several key levers to ensure student readiness and meet the goals of the Drive to 55 initiative.

For the 2015-2016 school year, TDOE implemented the new policies and course standards to ensure that all districts statewide promote work-based learning experiences that support the state's vision for student readiness. Work-based learning is now available to every high school student in the state, no matter their pathway. The state also promotes WBL Transitions, a program that provides extra supports for students with special needs to ensure that all students have access to high-quality, hands-on learning opportunities. Additionally, the state offers a suite of capstone-level work-based learning courses that districts may choose from in order to best serve their student population.

Tennessee's Four Phases to Develop and Implement Work-based Learning Program

2013 - Statewide Assessment of Existing Efforts

- Survey and Focus Groups: 437 survey respondents including local CTE directors, counselors and work-based learning coordinators, 225 focus group participants, over 75 industry partners
- Other notable stakeholders included: Tennessee Department of Labor and Workforce Development, Department of Economic and Community Development, Tennessee Board of Regents, State Board of Education, and Pathways Tennessee Statewide Planning Team

2013-14 - Revising and Developing Policies and Standards

- Revisions to State Board of Education rules and policies (Rule 0520-01-03-.06. (2) (b) 3); (High School Policy 2.103)
- Revision of TDOE Work-based Learning Policy Guide
- Development of Work-based Learning Career Practicum Course Standards

2014-15 - Work-based Learning Pilot Program

- Representatives from five diverse districts worked closely with TDOE to review state board rule and policy language, TDOE policies, course standards, and training materials
- After reviewing, the districts implemented these changes to fully understand the implications of each change, and provided feedback to TDOE
- Participating School Districts included Anderson County, Clarksville-Montgomery, Gibson Special School District, Moore County, and Rutherford County Schools. Many of these individuls now serve as members of the state's Work-based Learning Leadership Council and as work-based learning trainers

2015-16 - Statewide Rollout

- Developed a tiered professional development and implementation strategy:
  - *Work-based Learning Leadership Council* of expert practitioners/ trainers serve as state advisors and are located in eight regions across the state to offer professional development and peer coaching
  - *Work-based Learning Certification Training* offered by state trainers in east, middle and west Tennessee multiple times per year
  - *Work-based Learning Professional Learning Communities* promote continuous improvement and are led by the Leadership Council members in eight regions
  - Additional professional development resources support local professional development and continuous improvement: *Work-based Learning Implementation Guide and Toolbox*

Ongoing Support and Quality Control

The state has focused on providing training and assistance to local work-based learning coordinators as a way of ensuring fidelity of implementation statewide. Districts choosing to offer work-based learning for high school credit are responsible for complying with new standards and policies. For one, Tennessee requires all work-based learning coordinators to become certified in the state's new work-based learning model and offers multiple two-day training sessions every year to certify coordinators. This training was designed to help teachers understand and implement the new policies, unpack and facilitate the new standards, and align student placements with their long-term interests and programs of study. Within the first year, over 1,000 teachers attended this training.

Additionally, teachers are encouraged to attend Professional Learning Community (PLC) meetings every academic year that focus on improving existing programs and strengthening the facilitation of strong experiences. Teachers who attend four to six PLC meetings within a single school year may renew their work-based learning certificate. While PLCs are not offered in every school, they are offered in each of the state's eight regions and are led by expert practitioners from the area who are selected and trained by the state. As a result, teachers do not have to travel far. The PLCs also serve as a way for teachers to give feedback to TDOE on how implementation is going. Topics and facilitation guides are determined by the state to address needs and trends that arise across the state. As a result, the state can quickly identify trends and provide timely resources to teachers as needs arise.

While local school boards lead much of the coordination and administration of work-based learning, the state does require the boards to adopt consistent processes for evaluation and assessment. These processes are based on a common set of state-developed standards to ensure all experiences offered throughout the state are high quality.

To support local school boards in this work, the Department of Education provides guidance in the form of a toolbox of evaluation resources and the Work-based Learning Implementation Guide, which describes how local school boards should evaluate program quality and promote continuous improvement. Programs must align with the work-based learning evaluation policies articulated in the framework for districts to offer credit for any work-based learning capstone course.

While Tennessee is in the initial stages of building the data infrastructure to monitor programs at the state level, the state is designing and implementing a three-tiered evaluation and assessment strategy to determine the regional alignment of work-based learning programs to workforce needs, quality program measures for district implementation and student growth measures to demonstrate learning. Ultimately, the state plans to use information gathered through this process to evaluate student participation in work-based learning, alignment of programs to regional employment needs and to provide targeted guidance to districts.

TDOE's approach to designing and scaling their work-based learning program to date has been successful and efficient. The Department credits its ability to generate buy-in and support to the early and frequent consultation with not just state-level stakeholders but also representatives from local school districts. This has enabled each step of the process to consider multiple perspectives, from the high-level state perspective to the individual student experience. The state's initial vision for work-based learning has driven every step of the work forward and allowed for the development of a holistic plan to prepare all students for college and careers.

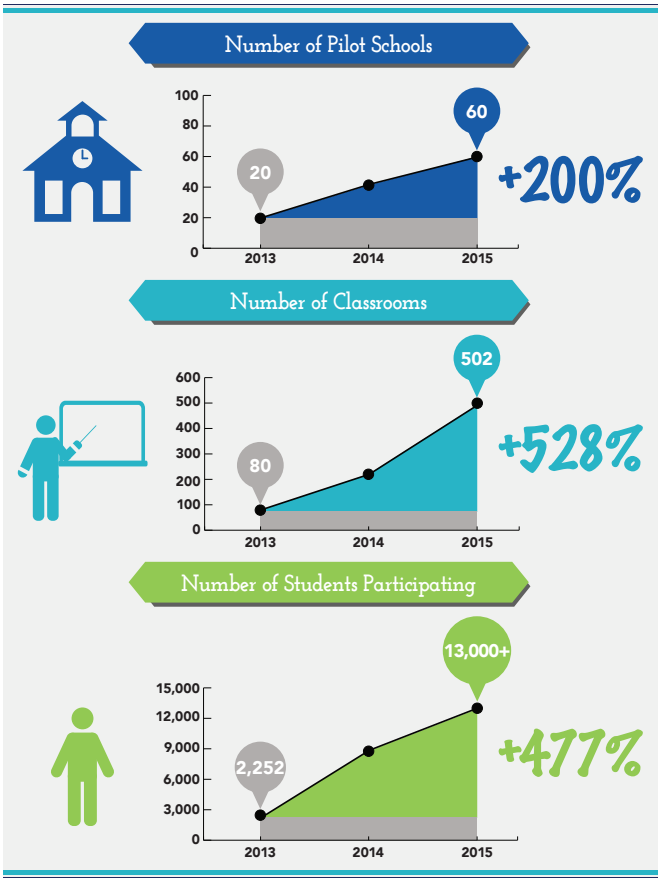
Case Study: West Virginia

West Virginia's Simulated Workplace program was launched as a pilot in 2013, and scaled statewide in 2016, after industry leaders expressed a need for students to learn professional skills—such as punctuality, teamwork and maintaining safe work spaces—in addition to the technical skills typically taught in CTE classrooms.

Through the Simulated Workplace program, students transform their classrooms and programs into businesses to create an authentic environment where they can develop and practice both technical and professional skills. Students also participate in an industry evaluation where inspectors from the field observe and rate programs based on their adherence to industry standards—not unlike an actual business.

The West Virginia Department of Education scaled its Simulated Workplace program over a longer period of time than Tennessee's work-based learning policies, gradually increasing the number of pilot schools over a period of three years. The work began with the vision of a statewide implementation, but due to the nature of the program,

Scaling Simulated Workplace Pilots



Source: REL Appalachia, 2015.

the state started with smaller pilot sites and focused on continuously refining the program over the course of the longer pilot period.

Each Simulated Workplace site is a different business and they fall into multiple areas of industry. Implementing this program with fidelity requires a culture shift at each school and input and buy-in from teachers, industry representatives, and other stakeholder groups, including students and parents. The early pilot sites gave the Department the information and experience necessary to build these relationships and support teachers and administrators through these shifts, but they required a significant investment of time and resources.

As the Department gradually scaled the program, staff made sure to spend time evaluating and refining processes and policies, so that the program could exist statewide but still maintain the levels of quality and rigor at the original pilot sites. These analyses relied heavily on engagement from multiple sectors, including industry and postsecondary leaders. The Department also found the use of student voice through testimonials, presentations and even unsolicited thank-you notes an effective method of creating support for the program.

While the program was initially designed for CTE classrooms and is operated under the Division of Career Technical Education, there is now high interest in expanding the program to academic classrooms as well. After three years of the program being piloted at an increasing number of high schools throughout the state, the program was scaled statewide in 2016. To support and augment the program and districts' fidelity of implementation, the West Virginia Board of Education voted to adopt 12 Simulated Workplace protocols[18] that govern the design of the programs and ensure consistency and quality. During the 2015-16 school year, over 13,000 students participated in more than 500 Simulated Workplace classrooms across West Virginia.

Evaluating Programs to Ensure Continuous Improvement

Throughout the pilot period, the state was focused not only on continuously refining the program structure and its own processes, but on leveraging its partnerships with industry leaders to evaluate and improve the programs themselves.

Sample Criteria from the Industry Evaluation Rubric

- **"Classroom/lab area represents an applicable workplace environment"**
- **"Proper industry safety signage displayed"**
- **"Equipment and tools are up-to-date to meet occupational standards"**
- **"Students can discuss how acquired program skills will assist in furthering their education and career"**

For all Simulated Workplace programs, industry-led evaluations provide specific feedback to students and teacher facilitators, and also give the state an opportunity to evaluate the quality of a specific program and the degree to which it aligns with industry standards. The evaluation is coordinated by the Department of Education, which recruits inspectors to visit the classroom, schedules site visits and even provides an Industry Evaluation rubric that inspectors can use to assess Simulated Workplace programs. The Industry Evaluation rubric[19] was designed through a collaboration with private sector and postsecondary leaders and includes a series of questions related to occupational norms for safety, equipment and workplace behavior.

Simulated Workplace programs that receive an evaluation score of 85 percent or higher are recognized by the Department of Education as "Industry Endorsed Programs." However, if a program receives a rating lower than 85 percent, the Department sends a technical support team that assists students and administrators in developing a program improvement plan. Once a program develops an improvement plan and addresses the issues surfaced in the industry evaluation, it can request an additional evaluation. If a program continues to fail the evaluation, the state has the option of removing it as a state-approved program of study. This continuous cycle of evaluation and technical assistance creates a feedback loop that allows the state to highlight quality programs, support those in need of improvement and phase out low functioning programs.

Key Considerations

- Districts and teachers should be able to see how a new program being scaled in their area connects with the state's goals for students. They should also be able to recognize and understand their role in any statewide effort. States should constantly tie piloting and scaling efforts back into the statewide vision.
- A statewide vision is crucial for guiding any and all scaling efforts, but it should not be so inflexible as to prevent effective implementation. States should build in flexibility for local contexts and situations, so that districts can make adjustments as needed but still meet the objectives of the program.
- Scaling a program throughout the state will require active and deliberate involvement from multiple sectors, at both the state and local levels. It's crucial to get commitment and buy-in from those sectors early in the process.
- When choosing where to pilot programs, it is important to consider not just regional differences, but also demographics, district size and districts' previous success in implementing work-based learning programs. Also, pilots can and should look different based on the program being implemented and the type of information a state is trying to gather from the pilots.
- States should set yearly or even quarterly goals and targets, and be prepared to make course corrections if these targets are not met. Especially when a state is early in its scaling efforts, missing targets should not necessarily be seen as a cause for alarm or penalty, but as a sign that adjustments and improvements must be made.
- Well-designed plans for piloting and scaling up programs will ultimately be meaningless if implementation is not monitored throughout the process by providing targeted support to districts and regularly collecting qualitative and quantitative feedback.
- While many states focus their stakeholder engagement on local leaders, parent organizations, and employer organizations, it is important to not discount the voice of the student as well. Students can be a valuable source of support and feedback during pilot and scaling efforts.

Guiding Questions

Assessing the Current Environment

1. By what year does your statewide vision aim to provide access to high-quality work-based learning for all students? How much time does that leave the state to test and pilot the program before statewide roll-out?

2. Are there any other programs or policies about to be implemented that potentially overlap with this program? If so, how can they be leveraged? Are there any programs or policies that might conflict with this program? If so, how can they be mitigated?

3. How will your selection process for pilot or early adopter sites ensure those sites provide a broad enough representation of the different types of schools and systems in your state and are well-positioned for success?

Setting the Structure and Testing with Pilots and Early Adopters

4. What information are you hoping to gather from pilot sites and early adopters? What is the definition of success for the pilot program?

5. What data can pilot sites and early adopters provide in the limited pilot period that will not be overly burdensome to collect but give you the best information about the success of the program?

6. What types of technical assistance should the state provide as districts implement new work-based learning programs? Can that assistance be provided virtually or should the state convene district leaders in person?

Implementing a System of Continuous Improvement

7. How will the state communicate about implementation and lessons learned with districts in a way that is clear and allows for districts to easily ask questions as needed?

8. Should technical assistance be offered in different formats or tiers for early adopters and later adopters? How will the experiences of early adopters inform the assistance provided to later adopters?

9. How can the state ensure that any new local innovations to this program are recorded and scaled as appropriate?

10. What processes will teachers, administrators and programs go through to ensure they are up to date on the latest practices and policies, including any changes to legal policies or evaluation processes?

Conclusion

Each section in this guide covers an important aspect of designing and implementing high-quality work-based learning programs, but none of these processes happen in isolation from one another. A clear and ambitious vision will drive decision-making in identifying and supporting intermediaries and in choosing what to measure, and intermediaries are often vital to overcoming legal barriers and generating support and feedback for how to scale up programs.

States must consider all of the practices presented in this brief and how they can be coordinated within the state's unique context. Additionally, no agency is ever focused on just one initiative at a time. Therefore, state agency staff must be aware of other initiatives and do what they can to align efforts and make sure that guidance and instructions do not conflict with other information being disseminated by other divisions.

Throughout this guide, a few elements stand out as crucial for any part of the process. The first is active stakeholder engagement. Representatives from multiple sectors, regions, and levels of accountability should be involved from the beginning of the process in meaningful ways that take advantage of their strengths and expertise. Even once a program has been designed and scaled, states should, potentially through their intermediary organizations, continue to engage employers and other groups when evaluating, improving and expanding programs. This continued buy-in and support from multiple sectors will help sustain the work-based learning experience as a priority for the state.

The second crucial element is the use of constant feedback loops. The state must regularly seek out quantitative and qualitative data on its efforts and adjust course as needed. This is not to say that the state should overwhelm itself with data just for data's sake; rather, the state should set out questions and objectives at each phase and seek feedback that answers those questions and informs progress. Feedback is also essential for determining what supports are needed in districts and classrooms, and how to improve those supports regularly.

Depending on a state's context, work-based learning programs might be structured very differently throughout the country. However, as long as states consider how to answer the questions posited in this guide in a way that responds to their own history and structures, students anywhere in the country can have access to high-quality work-based learning experiences.

Resources from Featured States

Tennessee

- Tennessee State Board of Education Policy on Work-based Learning: https://tn.gov/assets/entities/education/attachments/wbl_framework_intro.pdf
- Work-based Learning Policy Guide: https://tn.gov/assets/entities/education/attachments/wbl_policy_guide.pdf
- Career Exploration Course Standards: https://tn.gov/assets/entities/education/attachments/cte_std_career_exploration.pdf
- Career Practicum Course Standards: https://tn.gov/assets/entities/education/attachments/cte_std_career_practicum.pdf
- Work-based Learning Toolbox, includes resources designed to assist with all stages of the planning and implementation process: https://tn.gov/education/article/wbl-toolbox
- Student Skills Rubric, rubric for assessing employability skills: https://tn.gov/assets/entities/education/attachments/wbl_student_skills_assessment_rubric.pdf
- Work-based Learning 101 for Industry: https://tn.gov/assets/entities/education/attachments/wbl_101_for_industry.pdf

Georgia

- Work-based Learning website: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Work-Based-Learning-.aspx
- Work-based Learning blog: http://gawbl.org/
- Work-based Learning manual: http://www.nysweca.org/state resources/georgia wbl_manual.pdf
- Work-based Learning Standards/Rubric: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/GA-WBL-Standards-062012.pdf

South Carolina

- Youth Apprenticeship Carolina Quick Facts: http://www.apprenticeshipcarolina.com/downloads/YouthAC_QuickFacts.pdf
- Apprenticeship Carolina's Tax Credit Form: http://www.apprenticeshipcarolina.com/downloads/Apprenticeship-Tax-Credit-Form.pdf

New Jersey

- New Jersey Department of Education's Structured Learning Experiences website: http://www.state.nj.us/education/cte/sle/
- New Jersey Wage and Hour Laws and Regulations, Subsection 18 School-to-Work Program: http://lwd.dol.state.nj.us/labor/wagehour/lawregs/nj_state_wage_and_hour_laws_and_regulations.html#56181

- New Jersey Child Labor Regulations, Subsection 1: http://lwd.dol.state.nj.us/labor/wagehour/lawregs/child_labor_law.html#5811
- New Jersey Structured Learning Experiences Requirements (found in Section 19, Subsection 4): http://www.state.nj.us/education/code/current/title6a/chap19.pdf
- New Jersey Safe Schools Program Overview: http://www.njsafeschools.org/about/index.html

Massachusetts

- Connecting Activities Guide and Glossary: http://www.doe.mass.edu/connect/cde/guideglossary.pdf
- Connecting Activities History: http://www.massconnecting.org/content/history-connecting-activities
- Connecting Activities Performance Metrics: http://www.massconnecting.org/content/performance-metrics-connecting-activities
- Training Video for Employers Sponsoring Youth Work-based Learning Experiences through Connecting Activities: http://www.massconnecting.org/employers

West Virginia

- Simulated Workplace Operational Manual: https://wvde.state.wv.us/simulated-workplace/files/2015-simulated-workplace-manual.pdf
- Industry Evaluation Rubric: http://wvde.state.wv.us/simulated-workplace/files/Industry-Evaluation.pdf

National Resources

- U.S. Department of Labor's Fair Labor Standards Act provisions for child labor: http://www.dol.gov/whd/childlabor.htm
- U.S. Department of Labor's Youth Rules website: http://www.youthrules.gov/support/toolkit/index.htm
- U.S. Department of Labor's Child Labor Bulletin 101: http://www.dol.gov/whd/regs/compliance/childlabor101_text.htm
- "Work-Based Learning Opportunities for High School Students," from the National Research Center for Career and Technical Education (NRCCTE): https://careertech.org/resource/work-based-learning-opportunities-for-high-school-students
- "Talent Orchestrators: Scaling Youth Employment Through Business-Facing Intermediaries," from the U.S. Chamber of Commerce Foundation, 2016: https://careertech.org/resource/talent-orchestrators-scaling-youth-employment-through-intermediaries
- "Making Youth Employment Work: Essential Elements for a Successful Strategy," from the U.S. Chamber of Commerce Foundation, 2015: https://careertech.org/resource/making-youth-employment-work

Endnotes

1 Darche, S. et al. (2009). "Work-based Learning in California: Opportunities and Models for Expansion." http://www.connectedcalifornia.org/downloads/WBLReport.pdf

2 Ibid

3 Overview of Tennessee's Drive to 55 initiative, see: http://driveto55.org/

4 Pathways Tennessee, see: https://www.tn.gov/education/section/pathwaystn

5 Tennessee Department of Education's Strategic Plan, see: https://tn.gov/assets/entities/education/attachments/strategic_plan.pdf

6 Georgia's Board of Education regulations for work-based learning: http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-3-.14.pdf

7 Apprenticeship Carolina's tax credit form: http://www.apprenticeshipcarolina.com/downloads/Apprenticeship-Tax-Credit-Form.pdf

8 Enrollment information for Apprenticeship Carolina™, see: http://www.apprenticeshipcarolina.com/by-the-numbers.html

9 Jobs for the Future. (2015). "Not as Hard as You-Think: Enabling High School Students in Work-based Learning." http://www.jff.org/sites/default/files/publications/materials/Not-as-Hard-as-You-Think-042915.pdf

10 New Jersey's Safe Schools Program, see: http://www.njsafeschools.org/about/index.html

11 Joyce, M. and Neumark, D. (2001). "School-to-work Programs: Information from Two Surveys." http://www.bls.gov/opub/mlr/2001/08/art5full.pdf

12 New Jersey Wage and Hour Regulations, see: http://lwd.dol.state.nj.us/labor/wagehour/lawregs/nj_state_wage_and_hour_laws_and_regulations.html

13 For Massachusetts definition of work-based learning, see: http://www.doe.mass.edu/connect/cde/guideglossary.pdf

14 Massachusetts work-based learning plan, see: http://www.massconnecting.org/content/overview-work-based-learning-plan

15 Massachusetts Career Ready Database, see: http://www.massconnecting.org/content/database-signin-page

16 Massachusetts Career Ready Database training video, see: http://www.massconnecting.org/employers

17 Tennessee work-based learning implementation guide, see: https://www.tn.gov/assets/entities/education/attachments/wbl_implementation_guide.pdf

18 West Virginia's Simulated Workplace protocols, see: https://wvde.state.wv.us/simulated-workplace/instructors-protocols.php

19 West Virginia's Industry Evaluation Rubric, see: http://wvde.state.wv.us/simulated-workplace/files/Industry-Evaluation.pdf

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