

**COLLEGE & CAREER
READINESS & SUCCESS** Center

at American Institutes for Research ■



Work-Based Learning Definitions Themes From States and National Organizations



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Work-Based Learning Definitions

Themes From States and National Organizations

The following scan focuses on state agencies' and national organizations' work-based learning (WBL) definitions. This scan provides an overview of consistent themes in WBL definitions for consideration by states and districts that are developing their own definitions of high-quality WBL. The scan was developed by states participating in the College and Career Readiness and Success Center's (CCRS Center) Defining High-Quality Work-Based Learning Peer Network. The definitions were collected from publicly accessible websites and publications. The scan is divided into two sections—State Definitions of Work-Based Learning and National Organizations' Definitions of Work-Based Learning.

Table 1, “Quick Reference Table of State Education Agency (SEA) Work-Based Learning (WBL) Definition Themes,” notes which SEA WBL definitions include each of the themes identified across all of the definitions. The table is intended to help users quickly identify a single state's WBL definition themes or the list of states for each theme.

Table 2, “State Definitions of Work-Based Learning,” is divided into two categories: State Education Agency and State Department of Labor or Workforce. “State Education Agency” represents a scan of state education agency (SEA) websites and documents for a definition of WBL (formal definitions). If an SEA did not have a formal definition but had a WBL definition or a reference to WBL prominently featured in other state resources, this was noted (informal definition). For “State Department of Labor or Workforce,” the information included content from state departments of labor and/or workforce development agencies. The search included keywords such as WBL, apprenticeship and related terms (e.g., pre-apprenticeship and youth apprenticeship), co-operative education, job shadowing, and internships, with a particular emphasis given to youth services funded by the Workforce Innovation and Opportunity Act (WIOA) and registered apprenticeships.

Table 3, “National Organizations' Definitions of Work-Based Learning,” includes federally funded technical assistance centers, national and international research organizations, and nonprofit organizations and associations, with an emphasis on organizations that focus on WBL, career and technical education, and/or college and career readiness, and/or those with business and industry representation.

SEA WBL Definition Themes

The scan shows that 28 SEAs have formal definitions of WBL, 14 SEAs have informal definitions, and nine SEAs have no formal or informal definitions. An analysis of education agencies' formal and informal definitions shows the following topical themes:

- **Workplace experience:** Twenty-two SEAs explicitly specify students' gaining experience in a workplace or occupational or work setting and connecting this experience with classroom academic and/or instructional learning (formal: Alabama, Georgia, Idaho, Indiana, Kentucky, Maryland, Minnesota, Nebraska, New York, North Carolina, North Dakota, Ohio, Pennsylvania, South Carolina, Tennessee, Utah, Vermont, Virginia, Washington, and West Virginia; informal: Arkansas and Iowa).
- **Develop knowledge and skills:** Sixteen SEAs identify WBL as an approach to supporting the development of knowledge, skills, and/or competencies (formal: Alabama, Alaska, Indiana, Kentucky, Minnesota, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, Tennessee, Utah, Vermont, and Washington; informal: Illinois and Iowa).
- **Employability skills:** Nine SEA definitions reference developing employability skills or professional skills (formal: Kentucky, North Carolina, Ohio, and Tennessee; informal: California, Iowa, Massachusetts, Missouri, and New Hampshire).

- **Career Pathways:** Four SEAs include definitions that reference connecting the WBL experience to career pathways or industry (Delaware, Indiana, New Hampshire, and South Dakota).
- **Instructional strategy:** Nine SEAs provide definitions that describe WBL as an instructional strategy, an instructional method that applies classroom theories, or an activity that is supplemented with instruction (formal: Alaska, Kentucky, Minnesota, Nebraska, North Dakota, South Carolina, Vermont, and Virginia; informal: Arkansas).
- **Connection to student plans:** Six SEAs have definitions that connect WBL to an individual student plan, career plan, or training plan (formal: Idaho, Ohio, Pennsylvania, West Virginia; informal: Arkansas and Massachusetts).
- **Payment:** Four SEAs have definitions that explicitly indicate that students are paid for WBL opportunities (formal: Maryland and Pennsylvania; informal: Florida and Illinois). Five SEAs have definitions that permit students to participate in paid WBL opportunities (formal: Arkansas, Michigan, Oklahoma, and Tennessee; informal: California).
- **Mentoring:** Six SEAs have definitions that focus on providing students with mentoring (formal: Alabama, South Carolina, Utah, Virginia, and West Virginia; informal Illinois).

State Labor and Workforce Definition Themes

In addition to SEAs, this scan examined state departments of labor or workforce development definitions of WBL. Our scan shows that only two states' departments of labor or workforce (Illinois and New Hampshire) had a formal definition of WBL.

- Thirty-nine states' and the District of Columbia's departments of labor or workforce development provide descriptions of an apprenticeship or a formal policy that outlines its requirements. These requirements align with the federal definition of an apprenticeship published by the U.S. Office of Apprenticeships. These guidelines include
 - Formal certification by a state agency within specific industries;
 - Accumulating at least 2,000 hours of work experience;
 - Participating in a mix of work and classroom-based learning; and
 - Receiving an industry-recognized credential (Alaska, Arizona, California, Colorado, Connecticut, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, and Wisconsin).
- Twenty-three state departments of labor or workforce development have adopted a formal definition of *apprenticeship* through an Office of Registered Apprenticeship. These regulations typically focus on apprenticeships that are intended for youth and adults aged 18 years and older.¹ In some cases, depending on the industry or trade, the apprenticeship may be open for youth as young as 16 years of age. The Illinois Apprenticeship Plus Framework is an example of the definitions of registered apprenticeships and includes the following five key elements:
 - Business involvement;
 - Structured on-the-job training;
 - Related instruction;
 - Rewards for skill gains; and
 - Industry-recognized credentials (Alaska, Idaho, Illinois, Indiana, Iowa, Kansas, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, New Jersey, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, South Dakota, Texas, Utah, Virginia, and West Virginia).

¹ Adults who are 18 years or older must have earned a high school diploma or equivalent degree or certificate.

- Four state departments of labor or workforce development defined WBL as activities that a person may engage in prior to an apprenticeship. There are many terms to describe this type of WBL activity, including *pre-apprenticeship*, *youth apprenticeship*, and *Registered School-to-Apprenticeship*. These opportunities include a mix of classroom-based instruction and on-the-job experience. Students in these programs typically earn course credits, as well as the work experience necessary to begin in a registered apprenticeship on completion of a high school diploma or GED. Students also receive on-site mentorships in these types of programs (Arizona, North Carolina, Rhode Island, and Wisconsin).

National Organization Themes

The CCRS Center selected national organizations that identify work-based learning as a priority area of focus. Twenty-three organizations were identified, and 19 have publically available definitions of work-based learning. Across the definitions, seven common themes were identified:

- **Outcomes for students:** Seventeen organizations specify outcomes for students, such as gaining knowledge and skills (i.e., employability skills, occupational skills, or technical skills) and exploring the world of work, future career options, and interests. For example, the National Academy Foundation’s definition includes a provision for WBL to provide students with the opportunity to “connect what they are learning in the classroom to the world of work” (National Academy Foundation, n.d., p. 2) and learn about possible career options. The Department of Labor’s definition states that students should have the opportunity to learn and practice employability skills.
- **“Types” of work-based learning:** Eleven national organizations include in their definitions examples of the various types of work-based learning. Sometime these examples are used to highlight examples of work-based learning, or the definitions focus on a particular type of work-based learning. For example, the Southern Regional Education Board lists job shadowing, co-ops, paid and unpaid internships, school-based enterprises, and service learning as examples of the various types of work-based learning (Bottoms, n.d.).
- **Extension of the classroom:** Work-based learning is defined by 11 organizations as an instructional strategy that extends classroom instruction. Some business-focused organizations also describe work-based learning as a coordinated, sequenced set of activities that applies what is taught in the classroom to the world of work, implying a connection to schools. For example, the National Association of Manufacturers describes work-based learning as the “integration of rigorous curriculum and learning with real-world scenarios” (National Association of Manufacturers, n.d., p. 3).
- **Continuum of activities from awareness to exploration to training:** Six of the national organizations’ definitions discuss the importance of work-based learning being considered a continuum of experiences that build in exposure and intensity over time. For example, some activities help students with career exploration, such as job shadowing, whereas other activities help students prepare for career-like internships. Advance CTE states that this continuum should start in early grades with building students’ awareness of possible career options and then continue in middle school or early high school with career exploration to inform students’ decision making, and culminate with intensive career preparation, such as internships or pre-apprenticeships (Advance CTE, 2015).
- **Authentic work experience:** Ten of the national organizations’ definitions require that students have an authentic work experience that models real work experiences and is hands on. The definitions vary in terms of where the work experience takes place, with some requiring that it take place at the work site and others requiring that it take place in the classroom. For example, the National Governors Association’s definition states that students participate in authentic work experiences that include the completion of assigned tasks and projects (Hauge and Parton, 2016).

- **Mentoring or feedback from a supervisor:** Five national organizations’ definitions focus on providing students with either mentoring or coaching and feedback from a supervisor. The definitions articulate the expectation that a student will not just complete work tasks but will have someone to provide guidance and support learning. The Council of Chief State School Officers states that each WBL opportunity must be supported by mentoring that includes feedback on students’ performance (Council of Chief State School Officers, 2014).
- **Assessment or documentation of learning:** Seven definitions highlight the importance of measuring or assessing what students learn from the work-based learning experience. The methods of assessing the learning offered in the definitions vary from an assessment to a portfolio to a presentation to self-reflection. For example, the Association for Career and Technical Education’s definition suggests that “students engage in reflection and documentation learning resulting from WBL experiences, through means such as portfolios or presentations” (Imperatore & Hyslop, 2017, p. 5).

References

- Advance CTE. (2015). Setting a statewide vision for work-based learning. Retrieved from https://cte.careertech.org/sites/default/files/WBL_casestudy_Vision.pdf
- Bottoms, G. (n.d.). Work-based learning: How states and schools can engage employers to invest in workplace learning. Atlanta, GA: Southern Regional Educational Board. Retrieved from <https://www.sreb.org/work-based-learning>
- Council of Chief State School Officers. (2014). *Opportunities and options: Making career preparation work for students*. Washington, DC: Council of Chief State School Officers. Retrieved from <http://www.ccsso.org/Documents/2014/EmbargoedCCSSOTaskForceonCareerReadiness120114.pdf>
- Hauge, K., & Parton, B. (2016). *State strategies to scale quality work-based learning*. Washington, DC: National Governors Association. Retrieved from <https://www.nga.org/files/live/sites/NGA/files/pdf/2016/1610StateStrategiesWorkBasedLearning.pdf>
- Imperatore, C., & Hyslop, A. (2017). Defining high-quality CTE: Quality CTE Program of Study Framework, Version 4.0 (Beta). Alexandria, VA: Association for Career and Technical Education. Retrieved from http://www.acteonline.org/uploadedFiles/What_is_CTE/ACTE-HighQualityCTEFramework-Draft4.0-Beta.pdf
- National Academy Foundation. (n.d.). *National Academy Foundation guide to work-based learning: A continuum of activities and experience*. New York, NY: National Academy Foundation. Retrieved from <http://www.ccsso.org/Documents/2016/NationalAcademyFoundationGuidetoWorkBasedLearning.pdf>
- National Association of Manufacturers. (n.d.). *Competing to win: Workforce in focus*. Washington, DC: National Association of Manufacturers. Retrieved from <http://www.nam.org/Data-and-Reports/Competing-to-Win/Policy-White-Paper-Workforce/>

Work-Based Learning Definition Themes by State

Table 1. Quick Reference Table of State Education Agency (SEA) Work-Based Learning (WBL) Definition Themes

State	SEA WBL Definition Themes							
	Workplace experience	Knowledge and skills	Employability skills	Career pathways	Instructional strategies	Student plans	Payment	Mentoring
Alabama	X	X						X
Alaska					X			
Arizona	X							
Arkansas					X	X	X	
California			X				X	
Colorado								
Connecticut								
Delaware				X				
District of Columbia								
Florida							X	
Georgia	X							
Hawaii								
Idaho	X					X		
Illinois		X					X	X
Indiana	X	X		X				
Iowa	X	X	X					
Kansas								
Kentucky	X	X	X		X			
Louisiana								
Maine								
Maryland	X						X	
Massachusetts			X			X		
Michigan							X	
Minnesota	X	X			X			
Mississippi								
Missouri			X					
Montana								
Nebraska	X				X			
Nevada								
New Hampshire			X	X				
New Jersey								
New Mexico								
New York	X	X						
North Carolina	X	X	X					
North Dakota	X				X			
Ohio	X		X			X		
Oklahoma		X					X	

State	SEA WBL Definition Themes							
	Workplace experience	Knowledge and skills	Employability skills	Career pathways	Instructional strategies	Student plans	Payment	Mentoring
Oregon		X						
Pennsylvania	X	X				X	X	
Rhode Island								
South Carolina	X							X
South Dakota				X	X			
Tennessee	X	X	X				X	
Texas								
Utah	X	X						X
Vermont	X	X			X			
Virginia	X				X			X
Washington	X	X						
West Virginia	X					X		X
Wyoming								

Work-Based Learning Definitions: State Agencies²

Table 2. State Definitions of Work-Based Learning

Alabama	State Education Agency <p>WBL provides students with educational opportunities that typically cannot be replicated in the classroom. Work experiences are designed to connect information learned in the classroom with skills obtained in an occupational setting as an apprentice or intern. WBL promotes improved skills, higher efficiency, and the availability of a better-trained labor pool that encourages business growth and productivity. Well-managed WBL experiences build confidence in the school system and have benefits for the student, employer, mentor, school, and community.</p> <p>Alabama State Department of Education. (2014). Alabama work-based learning manual. Retrieved from https://www.alsde.edu/sec/cte/WBL/W-B-L%20MANUAL.docx</p>
	State Department of Labor or Workforce Development <p>No formal definition of <i>WBL</i>, <i>internship</i>, or <i>apprenticeship</i> was found on the Alabama Department of Labor and Workforce Development website.</p> <p>Alabama Department of Labor. (n.d.). Workforce development. Retrieved from http://www2.labor.alabama.gov/workforcedev/</p>
Alaska	State Education Agency <p>The Alaska Department of Education defines <i>WBL</i> as</p> <p>“The learning that results from work experience that is planned to contribute to the intellectual and career development of students. The work experience is supplemented with instruction and activities that apply, reinforce, refine, or extend the learning that occurs during work, so that students develop attitudes, knowledge, skills, and habits that might not develop from work experience alone.” (p. 8)</p> <p>Alaska Department of Education and Early Development. (2003). <i>Alaska work based learning guide</i>. Retrieved from https://www.eed.state.ak.us/tls/CTE/docs/wbl/chaptersall.pdf</p>
	State Department of Labor or Workforce Development <p>No formal definition of <i>WBL</i> or <i>internship</i> was found on the Alaska Department of Labor and Workforce Development website, but it has definitions of <i>apprenticeship</i> and <i>job shadowing</i>:</p> <p>Registered Apprenticeship allows you to “earn while you learn” through a combination of on-the-job training and classroom instruction, achieving a nationally recognized certificate with journey level status.</p> <p>Alaska Department of Labor and Workforce Development. (n.d.). Think apprenticeship! Retrieved from http://www.jobs.state.ak.us/apprentice/</p> <p>“Job shadowing is typically a part of career exploration activities where a participant follows an employee at a firm for one or more days to learn about a particular occupation or industry. The participant observes the daily routine of an employee and “interviews” the employee about his/her work and education. Job shadowing helps explore a range of careers and specific career objectives in order to select a career pathway.” (p. 4)</p> <p>Alaska Department of Labor and Workforce Development. (n.d.). WIOA youth program services – ICM. Retrieved from http://labor.alaska.gov/bp/ygr/icm_svcs_update_youth_prgrm.pdf</p>

² This analysis is based on a review of state agency websites conducted in October 2017.

Arizona**State Education Agency**

No formal definition of *WBL* is found on the Arizona website.

State Department of Labor or Workforce Development

No formal definition of *WBL*, *internship*, or *job shadowing* was found on the website, but the Arizona Department of Economic Security has a definition of *pre-apprenticeship*:

“A program designed to prepare individuals to enter and succeed in an apprenticeship program registered under the National Apprenticeship Act, and includes:

- Training and curriculum that align with the skill needs of employers in Arizona or region involved
- Access to educational and career counseling and other supportive services, directly or indirectly
- Hands-on meaningful learning activities that are connected to education and training activities such as exploring career options and understanding how skills acquired through the coursework can be applied toward a future career
- Opportunities to attain at least one industry-recognized credential
- A partnership with at least one registered apprenticeship program that assists in placing individuals who complete the pre-apprenticeships in registered apprenticeship.” (p. 13–14)

Arizona Department of Economic Security. (2016). *Workforce Innovation and Opportunity Act policy manual, Chapter 2, Section 200*. Retrieved from <https://des.az.gov/sites/default/files/media/youthpolicy.pdf>

Arkansas**State Education Agency**

Arkansas does not have a formal definition of *WBL*, but it is mentioned in Program Policies and Procedures for Career and Technical Education.

“WBL combines classroom instruction with alternating periods of on-the-job training in an occupation related to the student’s career goal. Training sponsors are selected to coordinate the learning experiences provided on the job. Training plans are developed cooperatively by the teacher/coordinator and the training sponsor (employer) to ensure the development of required competencies. Students may be paid and will be given academic credit.” (p. 11)

Arkansas Department of Career Education. (2013). Program policies and procedures for career and technical education. Retrieved from <http://www.sos.arkansas.gov/rulesRegs/Arkansas%20Register/2014/jan14Reg/172.00.13-011.pdf>

State Department of Labor or Workforce Development

No formal definition of *WBL*, *internship*, or *apprenticeship* was found on the Arkansas Department of Workforce Services website.

California**State Education Agency**

No formal definition of *WBL* is found on the California website, but there is mention of *WBL* in the “Secondary Transition Planning” section of the website and in the “Work Experience Education Guide.”

“Exploratory Work Experience Education is to provide career guidance through non-paid observations and experiences at selected sites. The purpose is to provide students the opportunity to observe and sample a variety of conditions of work for ascertaining their interest and suitability for the occupations they are exploring. It includes a combination of job observations and related classroom instruction. The student may be required to perform periodic nonpaid work activities while exploring the occupation.

General Work Experience Education enables students to become productive, responsible individuals through supervised, paid employment experiences. It is an instructional course, which has as its purpose the application of the basic skills of reading, writing, and computation. Students will acquire general and specific occupational skills through a combination of supervised paid employment in any occupational field and related classroom instruction.” (pp. 7–8)

California Department of Education. (n.d.). *Work experience education guide*. Retrieved from <http://www.cde.ca.gov/ci/ct/we/documents/weeguide.doc>

State Department of Labor or Workforce Development

No formal definition of *WBL*, *internship*, or *apprenticeships* is found on the State of California Employment Development Department website, but the Department of Industrial Relations, Division of Apprenticeship Standards does provide the following description:

“Because it is funded and driven by industry’s needs, the apprenticeship system provides an effective balance between learning by doing and theoretical instruction and developing workers with marketable skills.”

State of California Department of Industrial Relations. (n.d.). About the Division of Apprenticeship Standards (DAS). Retrieved from http://www.dir.ca.gov/das/DAS_overview.html

Colorado

State Education Agency

Colorado [House bill 15-1275](#) clarified that WBL opportunities, such as course work related to pre-apprenticeship programs and internship programs, may be included in concurrent enrollment programs.

Colorado Department of Education. (n.d.). Concurrent enrollment. Retrieved from <https://www.cde.state.co.us/postsecondary/concurrentenrollment>

State Department of Labor or Workforce Development

The Colorado Department of Labor and Employment (CDLE) states that “Apprenticeships are an earn-while-you-learn training model that combines structured on-the-job training, job-related education, and a scalable wage progression. They offer a flexible strategy that can be customized to meet the needs of any business.”

Colorado Department of Labor and Employment. (n.d.) Apprenticeships. Retrieved from <https://www.colorado.gov/pacific/cdle/apprenticeships>

CDLE further states that “by providing on-the-job training, internships allow students to receive academics and career knowledge at the same time.”

Colorado Department of Labor and Employment. (n.d.). Internships. Retrieved from <https://www.colorado.gov/pacific/cdle/internships>

CDLE further describes Virtual Job Shadow as “an interactive, career development virtual environment which hosts a variety of robust tools to help users discover, develop, and chart their career paths.” (p. 1)

Colorado Department of Labor and Employment. (2016). Virtual job shadow. Retrieved from https://www.colorado.gov/pacific/sites/default/files/PGL-WP-2016-06_Virtual-Job-Shadow.pdf

Connecticut

State Education Agency

Connecticut State Department of Education has a “Work-Based Learning Toolkit” that is currently being updated. The College and Career Readiness and Success Center will check back on site.

Connecticut State Department of Education. (n.d.) Work-based learning. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320716#toolkit>

State Department of Labor or Workforce Development

The Connecticut Department of Labor, Office of Apprenticeship Training states that an “apprenticeship is a paid training program of earning while learning. This on-the-job training, combined with classroom instruction, ensures a well-qualified, job ready employee. Apprenticeships generally range from one to four years and at completion, the Connecticut Department of Labor’s Office of Apprenticeship Training provides a portable training credential.”

Connecticut Department of Labor, Office of Apprenticeship Training. (n.d.). About Connecticut’s apprenticeship program. Retrieved from <http://www.ctdol.state.ct.us/progsupt/appren/appren.htm>

The Connecticut Department of Labor’s website describes job shadowing as giving participants “the chance to observe someone on the job. For most of the day, [participants] will watch, listen, ask questions, and learn as the person [he or she is] shadowing does his or her job. Shadowing experiences last only a day or two.”

Connecticut Department of Labor. Try it on. Retrieved from <https://www1.ctdol.state.ct.us/jcc/viewarticle.asp?intArticle=17>

Delaware

State Education Agency

Delaware offers no formal definition of *WBL*, but *WBL* is referred to as “career immersion experiences that are aligned with [students’] career pathway” in “Delaware’s Framework for Advancing Career and College Success Through Work-Based Learning.”

“By school year 2018–2019, Delaware’s *WBL* system will support 8,000 students across [Delaware’s] secondary and postsecondary education system as they pursue “career immersion” experiences that are aligned with their career pathway. Delaware students will be prepared for continuing education and competitive employment with greater access to a statewide work-based learning system.” (p. 1)

Delaware Pathways. (2017). *Delaware’s framework for advancing career and college success through work-based learning*. Retrieved from <http://delawarepathways.org/wp-content/uploads/2017/10/Delaware-WBL-Framework-7-17.pdf>

State Department of Labor or Workforce Development

No formal definition of *WBL*, *internship*, *job shadowing*, or *apprenticeships* found on the Delaware Department of Labor website.

Delaware Department of Labor. (n.d.). Retrieved from <http://dol.delaware.gov/>

District of Columbia

State Education Agency

The District of Columbia offers no formal definition of *WBL*.

State Department of Labor or Workforce Development

The DC Department of Employment Services states that “apprenticeships combine on-the-job training with classroom instruction, teaching workers the practical and theoretical aspects of highly skilled occupations.”

DC Department of Employment Services. (n.d.) Apprenticeships. Retrieved from <https://does.dc.gov/service/apprenticeships>

Florida

State Education Agency

Florida offers no formal definition of *WBL*, but it is mentioned in the Secondary Work-Based Learning: 2009–10 Enrollment and Performance Report: “WBL includes a combination of supervised student-centered instruction and work-based job experience. Students in these work-based learning programs must be paid for their on-the-job work experience.” (p. 1)

Career and Adult Education, Florida Department of Education. (2011). *Secondary work-based learning: 2009–10 enrollment and performance report*. Retrieved from http://www.fldoe.org/core/fileparse.php/3/urlt/0910work-based_learningreport.pdf

State Department of Labor or Workforce Development

Florida offers no formal definition of *work-based learning*, *internship*, or *apprenticeship*, but the Florida Department of Management Services describes job shadowing specifically for individuals with disabilities as “short-term opportunities to learn what it is like to be a part of workplace. A business professional is matched with an individual with a disability so the employee can share information about a typical workday at the business and provide insight about how to prepare for a particular career field.”

Florida Department of Management Services. (n.d.) Recruit, hire and retain individuals with disabilities. Retrieved from http://www.dms.myflorida.com/workforce_operations/human_resource_management/for_state_personnel_system_hr_practitioners/equal_employment_opportunity_affirmative_action/employment_of_individuals_with_disabilities/recruit_hire_and_retain_individuals_with_disabilities

Georgia

State Education Agency

WBL programs are structured educational experiences that integrate classroom learning with productive, planned work experiences, which are related to a student’s career goal.

Georgia Department of Education. (n.d.). Work-based learning. Retrieved from <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Work-Based-Learning.aspx>

State Department of Labor or Workforce Development

No formal definition of *WBL*, *internship*, or *apprenticeship* was found on the Georgia Department of Labor website, but it describes job shadowing as “an activity which gives young people an up-close look at the world of work as they walk in the shoes of their workplace mentors during a normal day. It allows users to ‘job shadow’ through viewing interviewing with real people talking about the realities of their jobs and career.”

Georgia Department of Labor. (n.d.). Youth resources. Retrieved from <https://dol.georgia.gov/youth-resources>

Hawaii

State Education Agency

Hawaii does not offer a formal definition of *WBL*.

State Department of Labor or Workforce Development

The State of Hawaii, Workforce Development Division states that “apprenticeships are unique long-term training programs that allow job seekers to learn specialized skills for various trades.”

State of Hawaii, Workforce Development Division. (n.d.). Apprenticeship programs. Retrieved from <http://labor.hawaii.gov/wdd/home/job-seekers/apprenticeship/>

Idaho

State Education Agency

WBL is defined as “experiences at a worksite based on a career/educational plan and connected to school-based learning.” (p. 6)

Idaho Division of Professional-Technical Education. (2010). *Work-based learning: A manual*. Retrieved from https://cte.idaho.gov/wp-content/uploads/2016/01/Workbased_Learning_Guide_10.pdf

State Department of Labor or Workforce Development

The Idaho Department of Labor states that a registered apprenticeship “is a formal system of employee training that combines on-the-job training with related technical instruction. It is designed to produce craft-workers that are fully competent in all aspects of an occupation, including: knowledge, skill and proficiency on the job.” (p. 1)

Idaho Department of Labor. (n.d.). Questions commonly asked about registered apprenticeship. Retrieved from <http://labor.idaho.gov/publications/apprenticeFAQ.pdf>.

Illinois

State Education Agency

Illinois offers no formal definition for WBL but references it in the “Handbook for Cooperative Education, Internships, and Registered Apprenticeship.”

“Essential components of a successful WBL program include: related classroom instruction, planned program of job training and experiences, paid work experience, workplace mentoring, instruction in general workplace competencies, and broad instruction in all aspects of the industry.” (p. 21)

Illinois State Board of Education. (2009). *Handbook for cooperative education, internships, and registered apprenticeship*. Retrieved from https://www.isbe.net/Documents/coop_ed_handbook.pdf

State Department of Labor or Workforce Development

The Illinois Department of Human Services’ Secondary Transitional Experience Program manual defines *work-based learning* and *job shadowing*:

“Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible.”

Job shadowing is defined as

“A method of learning about a job by spending time with a person who is working in that career. Students learn the realities of a job by walking through the day as a shadow of a competent worker. Provides opportunities for [a student] to see if he/she has the ability to perform essential job functions with or without accommodation, to ask questions, to observe some job tasks, and to evaluate whether he/she likes the job based on first-hand observations.”

Illinois Department of Human Services. (n.d.). *Secondary transitional experience program manual*. Retrieved from <http://www.dhs.state.il.us/page.aspx?item=32958>

The Illinois Department of Commerce and Economic Opportunity defines *apprenticeships*:

“Apprenticeships are an ‘earn and learn’ training model, where structured on-the-job training is combined with classroom instruction. The Illinois Apprenticeship Plus framework identifies four training options using the apprenticeship model as a career pathway: registered apprenticeship, industry-recognized credential programs, youth apprenticeship, and pre-apprenticeship.

There are five key elements of apprenticeship:

- Business involvement
- Structured on-the-job training
- Related instruction
- Rewards for skill gains
- Industry-recognized credentials”

Illinois Department of Commerce and Economic Opportunity. (n.d.). *Apprenticeship: A strategy to a career pathway*. Retrieved from <https://www.illinoisworknet.com/ApprenticeshipPlus/>

Indiana

State Education Agency

“Creating opportunities to learn in the workplace can help students develop and refine the workplace competencies needed to enter and succeed in a chosen career, adjust to the employment environment, and advance along the career pathway of choice.”

Indiana’s WBL manual defines the progression of WBL as

“Career Awareness

Career awareness should provide an initial view and exploration of careers. Career awareness may begin in elementary grades and continue through high school, with a heavy emphasis in early high school.

Career Exploration

Career exploration should provide an opportunity for students to further explore careers of interest.

Students should gather detailed information about careers to help them in career planning.

Career Preparation

Career preparation allows students to gain real-world experience related to a career pathway. Students should research and plan for postsecondary opportunities related to the career.” (p. 3)

Indiana Department of Education. (2012). *Work-based learning*. Retrieved from <https://www.doe.in.gov/cte/work-based-learning>

Indiana Department of Education. (2016). *Work-based learning manual*. Retrieved from <https://www.doe.in.gov/cte/work-based-learning>

State Department of Labor or Workforce Development

Indiana offers no formal definition of *WBL*, but the Indiana Department of Workforce Development defines *pre-apprenticeship*, *internship*, and *job shadowing*:

“A pre-apprenticeship is a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s). All pre-apprenticeship programs must meet the following quality standards:

- Approved training and curriculum
- Strategies for long-term success
- Access to appropriate support services
- Promotes greater use of Registered Apprenticeship to increase future opportunities
- Provides meaningful hands-on experience that does not displace paid employees
- Facilitated entry and/or articulation” (p. 2)

“An internship is a form of learning that integrates classroom knowledge with practical application and skills development in [a] professional setting. Internships should be viewed as an extension of the participant’s educational experience and, where possible, should align with [his or her] career interests and pathways. Internships could be paid or unpaid.” (p. 2)

“A job shadowing experience is a short-term, unpaid activity which introduces a participant to the workplace and provides exposure to occupational areas of interest to increase career awareness. Job shadowing is limited and allows youth to observe only.” (p. 3)

Indiana Workforce Development. (2015). *Interim guidance on WIOA Title I youth work experience*. Retrieved from http://www.in.gov/dwd/files/Policy_Youth_Work_Experience.pdf

Iowa

State Education Agency

Iowa is currently developing its WBL guide but references WBL in a handout on planning and developing WBL programs:

“WBL is the planned and supervised connection of classroom experiences with the expectations and realities of work. WBL experiences provide all students the opportunity to develop and apply knowledge, skills, and employability attitudes and behaviors leading to better informed career choices and productive employment.” (p. 1)

Iowa Department of Education. (n.d.). Work-based learning: Planning and developing work-based learning programs. Retrieved from <https://www.educateiowa.gov/sites/files/ed/documents/Planning%20and%20Developing%20WBL%20Program.pdf>

State Department of Labor or Workforce Development

Iowa Workforce Development states that *registered apprenticeship* “is an employer-driven model, combining on-the-job learning with related classroom instruction and allows the registered apprentice to earn a paycheck from day one.”

Iowa Workforce Development. (n.d.). Registered apprenticeship. Retrieved from <https://www.iowaworkforcedevelopment.gov/iowa-registered-apprenticeship-apprenticeshipusa>

Kansas

State Education Agency

The Kansas State Department of Education’s Professional Learning Experience toolkit states: “A supervised WBL experience links a learner with an employer for a planned set of activities often designed to give the learner a broad overview of a business or occupational field.” (p. 13)

Kansas State Department of Education. (2014). *Professional learning experience toolkit*. Retrieved from http://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Instructor_Resources/PLE%20Toolkit%20-%202015.pdf

State Department of Labor or Workforce Development

KansasWorks has not adopted a formal definition of *WBL*, *internships*, or related concepts. The KansasWorks website on registered apprenticeships provides the following description of and requirements for registered apprenticeships:

“Registered Apprenticeship combines employment, on-the-job learning overseen by a mentor, and Related Technical Instruction provided by educational entities, on-line instruction, vendors and contractors or apprenticeship training centers. There must always be an employer/employee relationship in every program. By developing and registering the [Standards of Apprenticeship](#) with the Kansas Apprenticeship Council, an employer becomes a Registered Apprenticeship Sponsor.

Program participation is based on the employer having:

1. an approved Registered Apprenticeship program;
2. open apprentice positions; and
3. mentor(s)/journeyworker(s) to oversee the apprentices' on-the-job learning."

KansasWorks. (n.d.). Apprentices. Retrieved from <http://www.kansasapprenticeship.org/jobseekers/apprentices/Pages/default.aspx>

Kentucky

State Education Agency

The Kentucky Department of Education's WBL Manual defines WBL as

"An effective teaching approach used to engage students in real-life occupational experiences. It incorporates structured, work-based learning activities into the curriculum, allowing a student to apply knowledge and skills learned in the class and connect those learning experiences in the workplace. WBL provides students the opportunity to engage and interact with employers, while learning to demonstrate essential employability and technical skills necessary for the workforce." (p. 2)

Kentucky Department of Education. (2015). *Work-based learning manual*. Retrieved from <https://education.ky.gov/CTE/cter/Documents/KY-WBL-Manual.pdf>

State Department of Labor or Workforce Development

The Kentucky Labor Cabinet, Apprenticeship and Training Council policy on youth pre-apprenticeship defines an *apprenticeship* as applying to

- a worker at least 16 years old;
- employed in an occupation that is "customarily learned in a practical way through a structured, systematic program of supervised training on the job";
- programs requiring at least 2,000 hours of work-related instruction, in addition to on-the-job training;
- occupations involving "manual, mechanical, and/or technical skills"; and
- an occupation recognized by the U.S. Office of Apprenticeships that meets the above criteria.

The policy also defines *job shadowing* as "a system of gaining on the job knowledge through observation. Those job shadowing are assigned to a work environment where the production methodology associated with the specific occupation is ongoing. Those job shadowing are not employed in the production process, but gain knowledge of the occupation through observation. Job shadowing experience will not extend beyond one week for a single site assignment. Job shadowing participants are unpaid." (p. 1)

Kentucky Labor Cabinet, Apprenticeship and Training Council. (2013). Policy on youth pre-apprenticeship. Retrieved from <http://labor.ky.gov/dows/doesam/AppAndTraining/Documents/Youth%20PreRA%20Policy%2010-22-13%20ADOPTED.pdf>

Louisiana

State Education Agency

Louisiana offers no formal definition of *WBL*.

State Department of Labor or Workforce Development

The Louisiana Workforce Commission defines a *registered apprenticeship* as

“A voluntary industry-driven training program. An apprentice-eligible occupation is learned through a structured program of supervised on-the-job training; is clearly identified and commonly accepted throughout the industry; requires a minimum of 2,000 hours of work experience to learn; requires related supplemental instruction; and involves the development of manual, mechanical and technical skills broad enough to be applicable in like occupations in the industry.”

Louisiana Workforce Commission. (n.d.) Workforce development. Retrieved from http://www.laworks.net/WorkforceDev/WFD_MainMenu.asp

Maine

State Education Agency

Maine offers no formal definition of *WBL*.

State Department of Labor or Workforce Development

The Maine Department of Labor Bureau of Labor Standards includes definitions of key terms included in Maine youth employment laws (Title 26 M.R.S.A. §§ 701–785), including the following:

“Cooperative education programs (“Co-op”) are considered employment situations. Students are placed in businesses. A school coordinator evaluates and grades them on pre-assigned job duties and training tasks. The employer must pay students at least the minimum wage and comply with all applicable State & Federal laws.”

“An internship is allowed only in post-secondary education. The student receives credits while learning as part of a course of study. The student may or may not be paid a stipend (not wages).”

Maine Department of Labor. (2008). *Maine laws governing the employment of minors*. Retrieved from http://www.maine.gov/labor/labor_laws/publications/minorsguide.html#Cooperative

The Maine Department of Labor states that individuals 16 years of age or older with a high school diploma or GED are able to participate in an apprenticeship that

- “Is typically learned practically through a structured program of 2,000 hours per year of supervised on-the-job learning
- Is clearly identified and commonly recognized through an industry
- Involves specialized skills and knowledge that require a minimum number of hours as directed by the schedule of on-the-job work experience
- Requires related instruction classes to supplement on-the-job learning.”

Maine Department of Labor. (2016) Maine Apprenticeship Program. Retrieved from http://www.maine.gov/labor/jobs_training/apprenticeship.html

Maryland

State Education Agency

Maryland’s career and technology education (CTE) Program of Study WBL page states that “placements in real-world work settings combined with continuing education provide meaningful experiences and increase earning potential. WBL, postsecondary skill training and continuing education to stay on top of industry changes are integral parts of understanding Maryland’s CTE.”

Maryland CTE Programs of Study. (2017). Work-based learning. Retrieved from <http://www.mdcteprograms.org/wbl.php>

In the Code of Maryland Regulations (COMAR) 13A.05.08 Approved Paid Work Based Learning Programs, *WBL* was described as follows:

“(9) *WBL* program means a program that provides for approved paid WBL arrangements between employers and schools with structured employer-supervised learning for students, in which:

- (a) The structured employer-supervised learning:
 - (i) Occurs in the workplace in conformance with established safety standards,
 - (ii) Integrates classroom instruction and work to result in the acquisition of at least one unit of academic credit, and
 - (iii) Links employment to each student’s career interest; and
- (b) The program:
 - (i) Provides approved paid WBL experiences for students that are consistent with the strategic economic development goals established for the State which include careers in consumer service, hospitality, and tourism; business management and finance; manufacturing, engineering technology; environmental, agricultural, and natural resources; health and biosciences; arts, media, and communication; transportation technologies; human resource services; construction and development, and
 - (ii) Strives to achieve geographic representation of students participating in paid work-based learning experiences.”

Maryland State Department of Education. (2016). Code of Maryland Regulations (COMAR) 13A.05.08. Retrieved from <http://www.marylandpublicschools.org/stateboard/Documents/06282016/TabM-COMAR13A.05.08.pdf>

State Department of Labor or Workforce Development

The Maryland Youth Apprenticeship Advisory Council states that *registered apprenticeship* is “A formal training model that combines on-the-job learning with related classroom instruction. The model best fits occupations that require independent judgment and the application of manual, technical, or professional skills. Apprentices are full time employees from day one and receive wages that increase as skills are gained. Each registered apprenticeship program operates independently and develops training standards that are customized to the needs of the participating employer(s).” (p. 3)

Maryland Department of Labor, Licensing & Regulation. (2015). *Youth Apprenticeship Advisory Committee annual report 2015*. Retrieved from <https://www.dllr.state.md.us/aboutdllr/youthapprep.pdf>

Massachusetts State Education Agency

Massachusetts offers no formal definition of *WBL* on the primary website, but the state features work-based learning through the Massachusetts Work-Based Learning Plan (WBLP), which is used throughout the state to structure youth employment placements, including summer jobs, internships, and cooperative education placements.

Connecting Activities, Massachusetts Department of Elementary and Secondary Education. (n.d.). Overview of the Work-Based Learning Plan. Retrieved from <http://www.massconnecting.org/content/overview-work-based-learning-plan>

The “Implementing the Massachusetts Work-Based Learning Plan” resource refers to *WBL* from the employer perspective as follows:

“The Work-Based Learning Plan provides structure to a wide range of work experiences. Some work experiences are semester-long or year-round internships or co-operative education placements designed to help a young adult to gain in-depth experience in a career field. Other work experiences are short-term experiences designed to give participants a flavor of working in a particular industry. Others are summer and after-school jobs focused on fairly routine day-to-day tasks in which young adults gain valuable work experience while building and strengthening foundation skills as well as career and workplace specific skills. In each case, participants learn about the expectations of the job and obtain constructive feedback through the Work-Based Learning Plan.”

Skills Pages. (n.d.). Implementing the Massachusetts Work-Based Learning Plan. Retrieved from <http://skillspages.com/masswbl/index.php/using-the-wblp/1a-implementing-the-wblp>

State Department of Labor or Workforce Development

The Massachusetts Executive Office for Labor and Workforce Development provides the following two definitions pertaining to *apprenticeships*:

“Apprentice: Is an individual who is employed to learn an apprenticeable occupation or profession and is registered with a sponsor in an approved apprenticeship program.”

“Apprenticeable occupation: Is a skilled trade(s) or craft(s) profession requiring special abilities which has been recognized by the United States Department of Labor, Office of Apprenticeship, Training, Employer, and Labor Services and by the Department of Workforce Development.”

Massachusetts Executive Office for Labor and Workforce Development. (n.d.). Apprenticeship glossary of terms. Retrieved from <http://www.mass.gov/lwd/labor-standards/das/apprenticeship-program/glossary.html>

Michigan

State Education Agency

WBL is a program to provide students with a planned program of job training and other employment experiences related to a chosen career. There are six major recognized types of WBL experiences for secondary students in Michigan, as well as an additional school-related component, regarding the employment of minors as follows:

(a) student/visitor, (b) volunteer, (c) WBL non-CTE programs (paid and unpaid student learner), (d) WBL state-approved CTE programs (paid and unpaid student learner), (e) in-district/in-school placement (unpaid student learner), and (f) minor employee with a work permit.

Michigan Department of Education. (n.d.). Guidelines and resources for placing students in work-based learning related to state-approved career and technical education programs. In: *Administrative guide for career and technical education in Michigan*. Lansing, MI: Office of Career and Technical Education, Michigan Department of Education. Retrieved from http://www.michigan.gov/documents/mde/Beverlys_insert_for_Rebecca_to_post_496509_7.pdf

State Department of Labor or Workforce Development

The Michigan Workforce Development Agency, Department of Talent and Economic Development states that “apprenticeship combines classroom studies with extensive on-the-job training under the supervision of journey level craft person or trade professional.” Further, a registered apprenticeship includes structured on-the-job training, related training and instruction, and a nationally recognized credential.

Michigan Workforce Development Agency, Department of Talent and Economic Development. (n.d.). Registered apprenticeship. Retrieved from <http://www.michigan.gov/wda/0,5303,7-304-73460--,00.html>

Minnesota

State Education Agency

The Minnesota Department of Education defines *WBL* as “Formalized learning consisting of instruction that occurs concurrently at a school and a worksite. *WBL* is an instructional strategy that prepares students for success in careers and college, and involves a sequential building of knowledge and skills that provide opportunities for students to build career awareness. *WBL* is a collaborative effort among business, schools, students, and parents. Employers benefit from the opportunity to nurture student interest in jobs and careers within their companies, in their communities, and/or in their industry.”

Minnesota Department of Education. (n.d.). Work-based learning. Retrieved from <http://education.state.mn.us/MDE/dse/cte/tl/wbl/index.htm>

State Department of Labor or Workforce Development

The Minnesota Department of Labor and Industry defines a *registered apprenticeship* as “a time-tested employee training system that combines job-related technical instruction with structured on-the-job learning experiences. Registered apprenticeship prepares Minnesota workers to compete in a global 21st Century economy and develops highly-trained, skilled and motivated employees.”

Minnesota Department of Labor and Industry. (n.d.). Apprenticeship topics. Retrieved from <http://www.dli.mn.gov/Appr.asp>

Mississippi

State Education Agency

Mississippi does not formally define *WBL*, but discusses the *WBL* coordinator role:

“The *WBL* coordinator is responsible for coordination of classroom instruction and work-site learning experiences for students enrolled in work-based learning.”

Mississippi Department of Education. (2011). Local work-based learning coordinators. Retrieved from [http://www.mde.k12.ms.us/MBE/manual/policy-8400-vocational-assignment-\(career-and-technical-education\)/policy-8404-work-based-learning-coordinator](http://www.mde.k12.ms.us/MBE/manual/policy-8400-vocational-assignment-(career-and-technical-education)/policy-8404-work-based-learning-coordinator)

State Department of Labor or Workforce Development

Mississippi offers no formal definition of *WBL*, *apprenticeship*, *internship*, *job shadowing*, or other related terms found on the Mississippi Department of Employment Security website: <http://mdes.ms.gov/>

Missouri

State Education Agency

Missouri offers no formal definition of *WBL* but describes its registered youth apprenticeships program as follows:

“Apprenticeships address the dual role of preparing career-ready students while also providing Missouri with a highly skilled, technologically competitive workforce. Students are provided the opportunity to remain enrolled in academic classes designed to meet high school graduation requirements while at the same time partnering with local industry and business leaders for shadowing and hands-on learning experiences. Apprenticeships allow students to get on-the-job training as they put their classroom knowledge and skills to work for a business. Students gain employability skills, and they can earn wages.”

Missouri Department of Elementary and Secondary Education. (n.d.). Registered youth apprenticeships - for school administrators. Retrieved from

State Department of Labor or Workforce Development

The Missouri Division of Workforce Development states that “apprenticeships combine classroom study with extensive on-the-job training under the supervision of a trade professional, ultimately leading to an occupational credential.”

Missouri Division of Workforce Development. (n.d.). Registered apprenticeships. Retrieved from <https://jobs.mo.gov/content/registered-apprenticeship>

The Missouri Division of Workforce Development also states that pre-apprenticeship is “a program that includes a set of strategies developed to prepare individuals to enter a Registered Apprenticeship program, and has a documented partnership with at least one Registered Apprenticeship.” The characteristics include the following:

- Training based on curriculum supported by industry standards
- Provide participants with supportive services
- Training emulating real-life occupational conditions

“Internships are planned, learned experiences that are designed to be conducted in the workplace for a specific period of time. [Internships] can be paid or unpaid. Participants are exposed to work environment, have an opportunity to develop occupational skills, and increase their future employment opportunities. A Training Plan for an Internship should be developed and agreed upon by the participant, employer, and career counselor. An Internship must be designed for a participant based on an identified career and occupational goal.” (p. 2)

“*Job shadowing* is workplace-based career exploration. It allows the youth an opportunity to follow and observe a professional employee who is working in the youth’s chosen career field.” (p. 4)

Missouri Division of Workforce Development. (2015). DWD issuance 11-2015. Retrieved from https://jobs.mo.gov/sites/jobs/files/dwdissuance11-2015_12222015.pdf

Montana

State Education Agency

Montana offers no formal definition of WBL on its Career and Technical Education page. <http://opi.mt.gov/Educators/Teaching-Learning/Career-Technical-Education>

State Department of Labor or Workforce Development

The Montana Department of Labor & Industry defines a registered apprenticeship as follows:

“Montana Registered Apprenticeship is an employer designed training program, consisting of not less than 2,000 hours (1 year) of On-the-Job Training (OJT), and not less than 144 hours of related college level coursework per 2,000 hours of OJT. This training is designed to teach specific and technical job skills unique to the employer’s profession. Formal registered apprenticeship completion can be the basis for professional licensing, or confer journeyman status in [the apprentice’s] chosen field. A Montana Registered Apprenticeship program completion certificate, like any diploma, is recognized in all 50 states.”

Montana Department of Labor & Industry. (n.d.). Montana registered apprenticeship FAQ. Retrieved from <http://apprenticeship.mt.gov/faq>

The Montana Department of Labor & Industry describes *job shadowing* as

“Occurring[ing] at the worksite but is tied to the classroom by curriculum which coordinates and integrates school based instruction with work experiences. Classroom exercises conducted prior to and following the job shadowing are designed to help students connect the experience to their course

work and relate the visits directly to career pathways, related skill requirements, and post-secondary education options. Job shadowing involves a student visiting a workplace for 3–6 hours during which time the student observes and asks questions of individual workers, but performs no work.” (p. 1)

Minnesota Department of Labor & Industry. (n.d.). Job shadowing general information. Retrieved from <http://jmg.mt.gov/Portals/123/Documents/Curriculum/ACompetencies/A5/A5L2/A5L2JS1JOBSHADOWINGGeneralInformation.pdf?ver=2016-04-29-163935-237>

Nebraska

State Education Agency

The Nebraska Department of Education’s website Workplace Experiences for Nebraska defines WBL as “an educational approach that uses workplaces to structure learning experiences that contribute to the intellectual, social, academic, and career development of students. These experiences supplement school activities that apply, reinforce, refine, or extend the learning that occurs at a worksite.”

Workplace experiences for Nebraska. (n.d.). Retrieved from <http://www.nebraskaworkplaceexperiences.com/workbasedlearning/>

State Department of Labor or Workforce Development

According to the Nebraska Department of Labor, “the Registered Apprenticeship system combines supervised on-the-job training with technical classroom instruction in subjects related to the apprentice’s chosen occupation. The apprentice has the opportunity to earn a living while gaining skills, and pay raises are awarded throughout the program as skills increase.”

Nebraska Department of Labor. (2017). Registered apprenticeships. Retrieved from <https://dol.nebraska.gov/EmploymentAndTraining/Individuals/TrainingAndEducation/RegisteredApprenticeship>

Nevada

State Education Agency

Defined in “Quality Program Standards” prepared by the Office of Career Readiness, Adult Learning & Education Options, Nevada Department of Education, as “the alignment between what students are learning in the classroom to industry workforce concepts and skills. WBL experiences include . . . simulations, field trips, job shadowing opportunities, internships, and school-based enterprises.” (p. 17)

Office of Career Readiness, Adult Learning & Education Options, Nevada Department of Education. (2016). *Quality program standards*. Retrieved from http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2016/October/ConsentAgenda6dCTEStandards.pdf

State Department of Labor or Workforce Development

In Nevada, the State Apprenticeship Council regulates apprenticeships. According to the Office of Labor Commission, “apprenticeship is a system of supervised training leading to certification in a trade, occupation or craft. It combines on-the-job training with classroom-related instruction.”

State of Nevada Department of Business & Industry, Office of the Labor Commissioner. (n.d.). Frequently asked questions – Apprenticeship. Retrieved from http://labor.nv.gov/Meetings/Prevailing_Wage_Files/SAC_FAQ/

New Hampshire offers no formal definition of *WBL*, but it is mentioned on the Bureau of Career Development page and in its “Navigating Work-Based Learning” document.

“WBL is an integral component of career development for New Hampshire’s students. WBL provides a unique opportunity for industry and education to create partnerships, in order to align career exploration and postsecondary planning with the changing needs of the New Hampshire economy. Through quality WBL activities, students gain real-world experience and develop stronger employability skills. Industry partners build relationships with educational institutions (high schools, career and technical education centers, community colleges) which may be cultivated to support curriculum development, clearly outline pathways to occupational opportunities, or construct a talent pipeline for future workforce needs.” (p. 1)

New Hampshire Department of Education. (n.d.). Navigating work-based learning. Retrieved from https://www.education.nh.gov/career/career/documents/wbl_mythvsfact.pdf

New Hampshire Department of Education. (n.d.). Bureau of Career Development. Retrieved from <https://www.education.nh.gov/career/career/index.htm>

State Department of Labor or Workforce Development

According to the New Hampshire Department of Labor, WBL “prepares all students with the skills, abilities, and knowledge necessary to make good career choices. WBL prepares youth to become independent adults with opportunities for advanced education and career exploration, thus enhancing the state’s economic strength.”

New Hampshire Department of Labor. (n.d.). School-to-work. Retrieved from <https://www.nh.gov/labor/inspection/school-to-work.htm>

New Jersey offers no formal definition of *WBL* on its Department of Education website.

New Jersey Department of Education. (n.d.). High-quality education for each and every student. Retrieved from <http://www.state.nj.us/education/>

State Department of Labor or Workforce Development

New Jersey Career Connections states that:

“Registered Apprenticeships are an earn-while-you-learn approach to launching an excellent career in hundreds of different occupations, including chef, child care development specialist, dental assistant, and several occupations in construction, health, and public safety, to name a few.

Apprentices receive a combination of on-the-job training (OJT) and related technical instruction (RTI) to master the practical and theoretical aspects of a skilled occupation.

During the on-the-job training, apprentices learn to do increasingly difficult tasks under the supervision of an experienced journey worker. OJT typically involves a full eight-hour work day, or at least 2,000 hours a year for each year of the apprenticeship program. Apprenticeship programs normally last between four and six years, with four years being the average.

In the related technical instruction portion of the program, apprentices attend classes at a community or technical college or other training institution. Classes are normally taught in the evening after a regular eight-hour workday, although some programs involve daytime or weekend classes. Apprentices take at least 144 hours of related technical instruction per year, for each year of the apprenticeship program.”

New Jersey Department of Labor and Workforce Development. (n.d.). New Jersey career connections. Retrieved from http://careerconnections.nj.gov/careerconnections/prepare/skills/apprentice/learn_about_registered_apprenticeships.shtml

New Mexico

State Education Agency

New Mexico offers no formal definition of *work-based learning* on the Public Education Department website.

New Mexico Public Education Department. (n.d.). College and Career Readiness Bureau. Retrieved from http://ped.state.nm.us/ped/CCR_index.html

State Department of Labor or Workforce Development

The New Mexico Department of Workforce Solutions states that *apprenticeships* are “an ‘earn while you learn’ training model that includes paid on-the-job training under the supervision of experienced journeyworkers with related classroom instruction to prepare individuals for skilled occupations.”

“Apprentices work as they complete their classes; their work schedule will be determined by their respective employers. When they graduate, apprentices will receive a nationally recognized Certificate of Completion and will have earned the highly skilled ‘journeyworker’ designation. The program can last one to five years, depending on the occupation.”

Most programs require an apprentice to be at least 18 years of age and have a GED or high school diploma, in addition to other qualifications.

“Job shadowing provides individuals with an opportunity to spend time with a professional in a career that is of interest to them and to experience a work environment in a chosen profession.

- Can be offered to middle and high school students.
- Lasts from a few hours to a day to a week.
- Is an opportunity to experience day-to-day activities, interact, and interview professionals within the chosen profession”

New Mexico Department of Workforce Solutions. (n.d.). Apprenticeship. Retrieved from <https://www.dws.state.nm.us/Apprenticeship>

New Mexico Department of Workforce Solutions. (n.d.). Students work: Other experiences. Retrieved from <https://www.dws.state.nm.us/internships/InternshipExperiences>

New York

State Education Agency

The New State Department of Education describes *WBL* as

“Activities that collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students develop broad, transferable skills for postsecondary education and the workplace. A quality *WBL* program can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills

learned in the classroom to real-world situations. WBL is supported in the school and at the work site. While school-based learning focuses on academic and career and technical preparation as part of the classroom curriculum, work site learning occurs away from school, in a business or community organization.”

New York State Education Department. (n.d.) Work-based learning programs. Retrieved from <http://www.p12.nysed.gov/cte/wbl/>

State Department of Labor or Workforce Development

The New York State Department of Labor describes the following criteria for becoming an apprentice:

“Apprenticeship is the process of learning a skilled occupation through:

- Paid on-the-job training; apprentices train under the guidance of experienced journey workers
- Related classroom training

To become an apprentice, you must be:

- 18 years old
- 16 years old with parental approval

The length of training varies from one to six years, depending on the occupation.

There is a written contract between the apprentice and the employer that acknowledges their shared commitment to the training process. This agreement is approved and registered by the New York State Department of Labor.”

New York State Department of Labor. (n.d.). Become an apprentice. Retrieved from <https://labor.ny.gov/apprenticeship/general/registration.shtm>

North Carolina

State Education Agency

North Carolina Public Schools defines *WBL* as

“An educational strategy that provides students with real-life work experiences in which they can apply academic and technical skills, and develop employability skills. The concept of WBL has been in practice for centuries and is an integral part of the Career and Technical Education system. WBL experiences occur in a work setting, typically at an employer’s worksite. The WBL activities are coordinated with school-based activities in an attempt to show students the “why” of what they are learning. WBL strategies provide career awareness, career exploration opportunities, and career planning activities, and help students reach competencies such as positive work attitudes and employability skills.”

North Carolina Department of Public Instruction. (n.d.). CTE work-based learning. Retrieved from <http://www.dpi.state.nc.us/cte/curriculum/work-based/>

State Department of Labor or Workforce Development

The North Carolina Department of Commerce states that

“Pre-apprenticeship gives participants the choice of . . . learning in the classroom, gaining on-the-job experience, or pursuing both at the same time. Participants also earn credit that can carry over to apprenticeship training in the same field (similar to how students can earn AP [advanced placement] credit for college courses while still in high school).

If participants choose to pursue apprenticeship training in that field, then they can start the program earning a higher wage than they otherwise would have made.

Students can receive pre-apprenticeship training while they are still in school. Schools work with apprenticeship sponsors that provide exposure to the work environment.

Programs for out-of-school youth are often sponsored by community or faith-based organizations that work with apprenticeship sponsors or other employers to address behavioral, economic, and other barriers to employment of youth who do not have a clear career path. These programs provide a work experience for participants through the registered apprenticeship sponsor partner or other employers.”

The North Carolina Department of Commerce further describes apprenticeship programs as follows: “Apprentices train for an industry by receiving a combination of classroom instruction and on-the-job training. Participants are paid for their work, and their wages will increase as they progress in the program.

Apprentices work as they complete their classes; their work schedule will be determined by their respective employers. When they graduate, apprentices will receive a Certificate of Completion and will have earned the highly skilled “journey worker” designation. The program can last one to five years, depending on the occupation.

Employers work with NCWorks Apprenticeship to create a written agreement that specifies the length of a participant’s training, the related technical instruction, an outline of the skills that person will need to learn, and the wages he or she will earn. The N.C. Department of Commerce must approve this agreement before apprentices can start their training.”

North Carolina Department of Commerce. (n.d.). Pre-apprenticeship. Retrieved from <http://www.nccommerce.com/wf/job-seekers/apprenticeships/pre-apprenticeship>

North Carolina Department of Commerce. (n.d.). NCWorks apprenticeship. Retrieved from <http://www.nccommerce.com/wf/job-seekers/apprenticeships>

North Dakota

State Education Agency

North Dakota defines *WBL* in its “Succeed2020 Work-Based Learning Manual” as

“A set of instructional strategies to engage employers and schools in providing learning experiences for students. *WBL* activities are structured opportunities for students to interact with employers or community partners at school, at a worksite, or virtually, using technology to link students and employers in different locations.

The purposes of *WBL* are to build student awareness of potential careers, facilitate student exploration of career opportunities, and begin student preparation for careers. These awareness, exploration, and preparation activities help students make informed decisions about high school course and program enrollment and about postsecondary education and training. Exposure to careers through an individual *WBL* activity can be beneficial, but students attain best results when *WBL* activities are structured and sequenced over several years.

WBL should be integrated with classroom learning to help students draw connections between coursework and future careers. Students need time and assistance to prepare for *WBL* activities, as well as opportunities to reflect on the activities afterward.”

State Department of Labor or Workforce Development

Succeed2020. *Work-based learning manual: North Dakota’s how-to guide for work-based learning*. Retrieved from <https://wbl.ndsucceed2020.org/introduction-to-work-based-learning/>

The North Dakota Department of Commerce states that

“Registered Apprenticeship provides training for people in a variety of occupations that require a wide range of skills and knowledge. It is an ideal way for employers to build and maintain a skilled workforce. Registered Apprenticeship combines supervised and paid, on-job training with technical classroom studies in subjects related to the apprentice’s chosen occupation.”

North Dakota Department of Commerce. (n.d.). Apprenticeship. Retrieved from <https://www.workforce.nd.gov/workforce/apprenticeship/>

Ohio

State Education Agency

The Ohio Department of Education describes *WBL* as activities conducted at a work site during or after school designed to provide students with authentic learning experiences connecting academic, technical, and professional skills. “Business and education partners work together to evaluate and supervise the experience, which must be documented with training or learning plans and evaluation forms.”

Ohio Department of Education. (n.d.). Work-based learning. (n.d.). Retrieved from <http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Work-Based-Learning>

State Department of Labor or Workforce Development

The Ohio Department of Job and Family Services states,

“Registered Apprenticeship programs teach high-level skills for today’s workplace. Ohio has over 900 Registered Apprenticeship programs in fields as diverse as construction, energy, health care, manufacturing, and utilities. Each program includes, at a minimum, 2,000 hours of structured on-the-job training and 144 hours per year of related classroom instruction.”

Ohio Department of Job and Family Services. (n.d.). Apprenticeship occupations. Retrieved from <http://omj.ohio.gov/program/index.stm>

Oklahoma

State Education Agency

The Oklahoma State Department of Education adapted its definition from the New Skills for Youth Initiative and it states

“WBL enables participants to gain or enhance their skills while employed or while engaged in an experience that is similar to employment. Examples includes workplace simulations, career academies, school-based enterprises, on-the-job training, job shadowing, pre-apprenticeship, apprenticeships, internships, and paid or unpaid work experiences. A continuum of work-based learning can exist from kindergarten through adulthood.” (p. 1)

Oklahoma State Department of Education. (n.d.). Information brief: Work-based learning. Retrieved from http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/EngageOK%20Session%20-%20Internships%20-%20Education%20Beyond%20the%20Classroom%20-%201%20%28Work%20Based%20Learning%20Info%20Brief-Benefits%20of%20Internships_0.pdf

State Department of Labor or Workforce Development

No formal definition of *work-based learning*, *apprenticeship*, *internship*, or related terms is found on the Oklahoma Works website: <http://oklahomaworks.gov/>

The Oregon Department of Education states that

“WBL ...expose[s] students to future options while providing opportunities for skill development and mastery over time. All WBL experiences involve interactions with business and industry or community professionals and are intentionally designed to help students expand and strengthen their applied learning. Not all WBL takes place in a “work” setting; in the community or at a school, WBL can be supported virtually via technology or can take place across a combination of all these settings.”

Oregon Department of Education. (n.d.). Work-based learning. Retrieved from <http://www.ode.state.or.us/search/page/?id=5560>

State Department of Labor or Workforce Development

According to the State of Oregon Apprenticeship and Training Division,

“Apprenticeship is . . . occupational training that combines supervised on-the-job training experience with classroom instruction. Apprentices usually begin at half the salary of journey workers—those who have completed their training and have industry certification. Instead, apprentices receive pay increases as they learn to perform more complex tasks. When they become journey workers, they increase their chances of finding a well-paying job in industry and may become supervisors or go into business for themselves. Apprenticeship committees, made up of employee and employer representatives from the specific industries, operate apprenticeship programs. Both state and federal government have a role in regulating apprenticeship programs.”

State of Oregon Apprenticeship and Training Division. (n.d.). Questions about apprenticeship. Retrieved from http://www.oregon.gov/boli/ATD/Pages/A_AG_FAQ.aspx#whatis

Pennsylvania defines and describes the types of work-based learning programs and activities, such as

- Clinical experiences include “practical experience,” a “broad overview of an occupational field,” and “teachers supervise and work with employers to give students added development of technical competencies in a work setting.” (p. 64)
- Cooperative education includes hands-on practice at the workplace, “paid work experience, evaluation by a supervisor,” and a “training plan and agreement between school, student, parent/guardian, and employer.” (p. 64).
- Internships include “practical experience, broad overview of an occupation,” and “teachers supervise and work with employers to give students added development of technical competencies in a work setting.” (p. 65)
- Job shadowing includes “structured visits to worksites to acculturate students to the world of work.” (p. 65)

Pennsylvania Department of Education. (2014). Cooperative Education Guidelines for Administration. Retrieved from <http://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/Teacher%20Resources/Cooperative%20Education/How%20to%20Comply%20with%20Federal%20and%20State%20Laws%20and%20Regulations.pdf>

State Department of Labor or Workforce Development

According to the Pennsylvania Department of Labor and Training, an apprenticeship is on-the-job occupational training with associated classroom-based instruction, is sponsored by an employer, and results in a certification. Individuals 16 years and older are qualified to participate in an apprenticeship.

Pennsylvania Department of Labor & Industry. (n.d.). Apprenticeship and training. Retrieved from <http://www.dli.pa.gov/Individuals/Workforce-Development/apprenticeship/Pages/default.aspx>

The Pennsylvania Department of Labor and Training describes job shadowing as allowing participants to observe an employee's day-to-day activities at work. Job shadowing helps participants discover what skills they would need to perform or obtain a particular job and gives participants an opportunity to ask the employee questions about the job.

Pennsylvania Department of Labor and Industry. (2015). *Pennsylvania career guide: High school edition 2014-2015*. Retrieved from <http://www.workstats.dli.pa.gov/Documents/Career%20Guides/CareerHighSchool.pdf>

Rhode Island

State Education Agency

Rhode Island does not have a formal definition of WBL but references it on the Rhode Island CTE webpage and in various documents. For example, on its CTE page, WBL is mentioned as follows:

“In Rhode Island, there are many different options for pursuing Career and Technical Education. Options include a choice of schools, career paths, WBL experiences, and extracurricular activities, all leading to opportunities for individual advancement and acceleration. For many learners, applying technical and academic skills to real-world activities make CTE classes more interesting, engaging, and motivating than standard academic classes.”

Rhode Island Department of Education. (n.d.). Career and technical education. Retrieved from <http://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx>

State Department of Labor or Workforce Development

The Rhode Island Department of Labor and Training provides the following description of registered school-to-apprenticeship programs:

“Registered School-to-Apprenticeship assists youth in the 11 and 12 grade who plan to enter the workforce directly after high school. The apprentice and the sponsor sign an agreement; the apprentice agrees to perform the work and complete the related study; the sponsor agrees to make every effort to keep the apprentice employed and to comply with the standards established for the program. The Registered School-to-Apprenticeship program is designed to provide the flexibility needed for a high school student to continue with school-based related instruction and the part-time structured on-the-job (OJT) training component. After graduating from high school, the apprentice enjoys full-time employment, while still receiving the occupational OJT and related instructions.”

Rhode Island Department of Labor and Training. (n.d.). Become an apprentice. Retrieved from <http://www.dlt.ri.gov/apprenticeship/students.htm>

The Rhode Island Department of Labor and Training describes job shadowing as “an experience in which [a student] observes a worker for part of a day or for several days at the worker's job site. The job shadowing experience is a short, unpaid exposure in an occupational area of interest to [a student].” (p. 2) It allows students to see the work environment, skills needed for the job, and a potential career option.

Rhode Island Department of Labor and Training (n.d.). Work experience options for high school students. Retrieved from <http://www.dlt.ri.gov/lmi/pdf/WorkExperience.pdf>

**South
Carolina**

State Education Agency

“WBL is a school-coordinated, sponsored, coherent sequence of workplace experiences that are related to students’ career goals and/or interests, are based on instructional preparation, and are performed in partnership with local businesses, industries, or other organizations in the community. WBL enables students to apply classroom instruction in a real-world business or service-oriented work environment.” (p. 2) South Carolina recognizes the following types of WBL: apprenticeship, cooperative education, internship, job-shadowing (on-site and virtual), mentoring, school-based enterprise, service learning, structured field study, and a work-based learning credit-bearing course.

South Carolina Department of Education. (2017). *Work-based learning implementation guidelines*. Retrieved from <http://ed.sc.gov/instruction/career-and-technology-education/career-guidance/work-based-learning/2016-17-work-based-learning-manual-pdf/>

State Department of Labor or Workforce Development

No formal definition of *work-based learning*, *apprenticeship*, *internship*, *job shadowing*, or other related terms is found on the South Carolina Department of Employment and Workforce website: <https://www.dew.sc.gov/>

**South
Dakota**

State Education Agency

South Dakota offers no formal definition of WBL, but it is an accepted activity of youth internship under the capstone experiences.

“Capstone experiences allow students the opportunity to consolidate and apply the learning from their high school coursework into a meaningful and relevant career-related experience. This student-driven experience is based on the student’s chosen career cluster or pathway and designed to help increase college and career readiness.

Youth internships are an opportunity for a student to spend time with one or more employees at a business, nonprofit organization, or government agency. The objective is to observe and gain hands-on experience in the ways business and industry work. The internship experience is selected according to the student’s chosen career cluster/pathway.”

South Dakota Department of Education. (n.d.). Capstone experiences. Retrieved from <http://doe.sd.gov/octe/capstone.aspx>

State Department of Labor or Workforce Development

The South Dakota Department of Labor & Regulations relies on the federal definition of Registered Apprenticeship as provided by U.S. Department of Labor Apprentice System.

South Dakota Department of Labor & Regulation. (2016). Training opportunities for individuals: apprenticeship. Retrieved from http://dlr.sd.gov/workforce_services/individuals/training_opportunities/apprenticeship.aspx

The South Dakota Department of Labor & Regulation’s website states that job shadowing allows students to explore what a day is like in a career. Students can learn more about the business or career and ask questions.

South Dakota Department of Labor & Regulation (n.d.). Workforce training for young adults. Retrieved from http://dlr.sd.gov/workforce_services/individuals/young_adults/young_adults_work_experience.aspx

Tennessee**State Education Agency**

The Tennessee Department of Education defines *WBL* as

“A proactive approach to bridging the gap between high school and high-demand, high-skill careers in Tennessee. Students build on classroom-based instruction to develop employability skills that prepare for success in postsecondary education and future careers. Through experiences like internships, apprenticeships, and paid work experience, juniors and seniors (16 years or older) may earn high school credit for capstone WBL experiences. WBL coordinators are educators who are trained and certified by the department to coordinate these WBL experiences for students.”

Tennessee Department of Education. (n.d.). Work-based learning. Retrieved from <https://www.tn.gov/education/topic/work-based-learning>

Tennessee Department of Education. (2016). Work-based learning implementation guide. Retrieved from https://www.tn.gov/assets/entities/education/attachments/wbl_implementation_guide.pdf

State Department of Labor or Workforce Development

No formal definition of *work-based learning*, *apprenticeship*, *internship*, *job shadowing*, or other related terms is found on the Tennessee Department of Labor & Workforce Development website: <https://www.tn.gov/workforce/>

Texas**State Education Agency**

Texas does not have a formal definition of *WBL* but it is referenced and defined on the CTE Professional Development website as “a teaching strategy that combines authentic work experience with school-based instruction. The teacher and the training sponsor plan and supervise instruction together so that the school instruction and the work experience are directly linked.”

Career and Technical Education Professional Development. (n.d.). Work-based learning Retrieved from <http://cte.tamucc.edu/work-based-learning/>

State Department of Labor or Workforce Development

The Texas Workforce Commission states that “apprenticeship combines paid on-the-job training under the supervision of experienced journey workers with related classroom instruction. Most registered apprenticeship training programs last from three to five years as determined by industry standards.”

Texas Workforce Commission. (n.d.). *Apprenticeship: Program overview*. Retrieved from <http://www.twc.state.tx.us/programs/apprenticeship-program-overview>

Utah**State Education Agency**

The Utah State Board of Education states that “WBL provides opportunities for students to learn a variety of skills through rigorous academic preparation with hands-on career development experiences. Under the guidance of adult mentors, students learn to work in teams, solve problems, and meet employers’ expectations.”

Utah State Board of Education. (n.d.). Career and technical education: Welcome to work-based learning. Retrieved from <https://www.schools.utah.gov/cte/wbl>

State Department of Labor or Workforce Development

The Utah Department of Workforce Services provides the following description of *apprenticeships*:

“Registered Apprenticeship is a formalized, structured training program. It combines on-the-job training that as an employer, you provide your employees, and related technical instruction in which paid employees receive practical and technical training in a highly skilled occupation. Apprenticeship is industry-driven career training. Industry determines the skills that are essential to sustain a quality workforce.

Apprenticeships can last from one to six years (occupation dependent). Most of them average three to four years. During this time, apprentices work and learn under the direction of . . . experienced journey workers. Over time, apprentices are provided the diversity and complexity of training that leads to becoming highly skilled in their chosen occupations. As they gain skill, they become more productive and profitable, and are compensated through an increase in wages.

When individuals complete a Registered Apprenticeship program, they will possess the skills, knowledge, and experience needed to succeed in their chosen occupation. They will be more profitable for . . . the employer. They will also possess a nationally recognized Certificate of Completion of Apprenticeship from the U.S. Department of Labor.”

Utah Department of Workforce Services. (n.d.) Apprenticeships. Retrieved from https://jobs.utah.gov/employer/resource/inserts/07_89.pdf

Vermont

State Education Agency

The Vermont Agency of Education provides the following description of WBL:

“WBL is learning that results from students’ engaging in activities on site with employers and is designed to increase the knowledge and skills of the learner. The work experience is supplemented with instruction and activities that apply, reinforce, refine, or extend the learning that occurs during work, so that learners develop attitudes, knowledge, skills, and habits that might not develop from work experience alone.” (p. 6)

Vermont Agency of Education. (2016). *Work-based learning manual—A guide for developing and implementing quality experiences for students*. Retrieved from <http://education.vermont.gov/sites/aoe/files/documents/edu-work-based-learning-manual.pdf>

State Department of Labor or Workforce Development

The Vermont Department of Labor provides the following description of apprenticeship:

“Apprenticeship includes on-the-job training and classroom instruction which usually occur simultaneously. The result is that apprentices learn both the theoretical and practical aspects of the job. Apprentices are taught all of the craft skills associated with the trade, and not just a few related segments.”

Furthermore, the department suggests that programs typically last 2 to 4 years and that individuals with a high school diploma or equivalent degree are eligible.

Vermont Department of Labor. (n.d.). Apprenticeship FAQ. Retrieved from <http://labor.vermont.gov/workforce-development/apprenticeship/apprenticeship-faq/>

Virginia

State Education Agency

The Virginia Department of Education provides the following definition of WBL:

“WBL is a school-coordinated, coherent sequence of on-the-job experiences that are related to students’ career goals and/or interests; are based on instructional preparation; and are performed in partnership with local businesses, industries, or other organizations in the community. Work-based learning enables students to apply classroom instruction in a real-world business or service-oriented work environment.

“There are seven different WBL methods of instruction currently practiced in Virginia—job shadowing, mentorship, internship, service learning, clinical experience, student apprenticeship, and cooperative education. These can be grouped into three categories with three different primary goals—career exploration, preprofessional development, and career preparation.”

Virginia Department of Education. (n.d.). Career and technical education work-based learning. Retrieved from http://www.doe.virginia.gov/instruction/career_technical/work-based_learning/index.shtml

Virginia Department of Education. (n.d.). A comparison of work-based learning methods of instruction. Retrieved from http://www.doe.virginia.gov/instruction/career_technical/work-based_learning/comparison_chart.pdf

State Department of Labor or Workforce Development

The Virginia Department of Labor and Industry states that

“Registered apprenticeship is a proven, cost-effective system for training employees in a variety of occupations that require a wide range of skills and knowledge; it is an ideal way for employers to build and maintain a skilled workforce. Registered apprenticeship combines supervised on-the-job training with technical classroom studies in subjects related to the apprentice’s chosen occupation.”

Virginia Department of Labor and Industry. (n.d.). Frequently asked questions: Registered apprenticeship. Retrieved from <http://www.doli.virginia.gov/apprenticeship/faq-p1.html>

Washington State Education Agency

The Office of Superintendent of Public Instruction states that “WBL activities extend the classroom into the workplace, connecting acquired knowledge and skills to a student’s future employment.”

State of Washington, Office of Superintendent of Public Instruction. (n.d.). Work-based learning: Applying education and skills to real employment opportunities. Retrieved from http://www.k12.wa.us/careerteched/WorkBasedLearning.aspx?_sm_au_=iVVnQ3k75M4qR4Rj

State of Washington, Office of the Superintendent of Public Instruction (2012). *Worksite learning manual*. Retrieved from http://www.k12.wa.us/careerteched/WorkBasedLearning/WorksiteLearningManual.pdf?_sm_au_=iVVnQ3k75M4qR4Rj

State Department of Labor or Workforce Development

The State of Washington Department of Labor and Industry offers the following description for *apprenticeship programs*, *work-based learning*, and *internships*:

“The Department of Labor and Industries (L&I) is the administrative arm of the Washington State Apprenticeship and Training Council. The Council’s primary goal is to promote development and implementation of apprenticeship programs in the state. These programs provide individuals with the ability to progress from entry-level to fully qualified journey-level workers through structured on-the-job training programs supplemented with related theoretical instruction. The Apprenticeship Agreement or Standards of Apprenticeship include a progressive increase in scale of wages. Completion standards include minimum total work hours (2,000–10,000 hours, depending on occupation) and annual minimums for related and supplemental instruction (144 hours). L&I also develops, approves, and monitors on-the-job training programs for occupations requiring less than 2,000 hours of work experience.”

Washington State Department of Labor and Industries. (n.d.). Apprenticeship. Retrieved from http://www.wtb.wa.gov/Apprenticeship_Dir.asp

L&I also describes *internships* as “work-related learning for individuals who wish to have hands-on work experience in a certain occupational field.”

According to L&I, students can be placed in a work-based learning program if it meets the following criteria:

- Program is certified by the school district or Office of the Superintendent of Public Instruction.
- A training plan exists that connects to the academic work . . . by outlining competencies, or the skills and knowledge students will gain.
- The school has a designated person to monitor the program.
- The worksite activity has students observing, job shadowing, or watching demonstrations.

Washington State Department of Labor and Industries. (2017). Unpaid internships 101. Retrieved from <http://www.lni.wa.gov/IPUB/700-173-000.pdf>

West Virginia

State Education Agency

The West Virginia Department of Education defines *WBL* as an experience that occurs at the worksite. In order for the WBL experience to be classified as high quality, it must meet the following criteria:

- “Schools and employers work together to create a structural learning program closely connected to academic and technical content learning in the classroom and student’s career goals.
- The WBL is approved and coordinated by the Experiential Learning Coordinator in collaboration with the faculty, staff, and parents.
- The experience components should include
 - Training agreement
 - Training plan
 - Discipline policy
 - Credit policy
 - Attendance policy
 - GPA requirement
- Training plan is developed collaboratively by work-site training sponsors, school coordinators, and students.
- The training plan includes the opportunity to learn broad transferable skills.
- The training plan includes the opportunity to learn “all aspects of an industry” from labor, health and safety and technology, to management and finance.
- Workplace mentors, supervisors, and school personnel receive orientation, training, and ongoing support.
- Teachers, leaders, administrators, and counselors stay in contact with businesses by discovering ways to better incorporate workplace concepts and technologies into their curriculum and participate in short-term employment opportunities.
- Parents and guardians are kept informed and their feedback is requested.
- Credit may be awarded, based on local board of education decisions.
- Long-term WBL experiences may occur before, during, or after school hours.” (p. 5)

West Virginia Department of Education. (2013). *Experiential learning guide*. Retrieved from https://wvde.state.wv.us/hstw/documents/ExperientialLearningGuide_2013.pdf

State Department of Labor or Workforce Development

WorkForce West Virginia describes *apprenticeships* as follows:

“Registered apprenticeships are formalized career training programs that offer a combination of structured on-the-job training and related technical instruction to employees to train them in occupations that demand a high level of skill.

Apprenticeship training standards are industry-driven; an industry or program sponsor determines the skill requirements needed to build and sustain a quality workforce.

Apprenticeships can last from one to six years (occupation dependent). During this time, apprentices work and learn under the direction of experienced journey workers. Over time, apprentices are provided the diversity and complexity of training that leads to becoming highly skilled in their chosen occupations. As they gain skill, they are compensated through an increase in wages.”

WorkForce West Virginia. (n.d.). Apprenticeships. Retrieved from <http://workforcewv.org/job-seekers/training/apprenticeships.html>

Wisconsin

State Education Agency

The Wisconsin Department of Public Instruction states that “WBL programs are school-supervised experiences that are “different from a regular afterschool job.” The WBL options include

- Job shadowing
- Service/volunteer learning
- Local internships, co-ops, and training programs
- School-based enterprises
- Entrepreneurship
- Supervised agricultural experiences
- Department of Public Instruction Skills Standards programs (employability skills, leadership skills, and occupational skills)
- Department of Workforce Development Youth Apprenticeship

Wisconsin Department of Public Instruction. (n.d.). Work-Based Learning. Retrieved from <https://dpi.wi.gov/cte/career-development/work-based>

State Department of Labor or Workforce Development

The Wisconsin Department of Workforce Development provides the following description of the Youth Apprenticeship program:

“Youth Apprenticeship (YA) integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. Local programs provide training based on statewide youth apprenticeship curriculum guidelines, endorsed by business and industry. Students are instructed by qualified teachers and skilled worksite mentors. Students are simultaneously enrolled in academic classes to meet high school graduation requirements, in a youth apprenticeship related instruction class, and are employed by a participating employer under the supervision of a skilled mentor.”

State of Wisconsin Department of Workforce Development. (n.d.). Youth Apprenticeship Program information. Retrieved from https://dwd.wisconsin.gov/youthapprenticeship/program_info.htm

The State of Wisconsin Department of Workforce Development provides the following definition of *job shadowing*:

“A career exploration activity, designed to increase an individual’s awareness. It takes place in an integrated, community-based work environment. The individual is allowed to walk through the work day, within the actual environment; witnessing firsthand the work [he or she] may be interested in. The individual is able to see the work environment, occupational skills of practice, value of training, potential career options and the culture of the organization.” (p. 1)

State of Wisconsin Department of Workforce Development (n.d.). Job shadow. Retrieved from https://dwd.wisconsin.gov/dvr/service_providers/tech_specs/2017/job_shadow/role.pdf

Wyoming

State Education Agency

Wyoming does not offer a formal definition of *WBL* but references it through Title II-A description and CTE Demonstration Project Grant:

“Title II-A description: Permissible state activities have expanded under the Every Student Succeeds Act (ESSA) to include teacher certification reform, evaluation, equitable access to teachers, alternative routes for teacher certification, recruiting and retention, establishing or expanding teacher or school leader academies, appropriate data use, professional development, integrating career and technical education, work-based learning and academic courses, support for school library programs, reduction of class size to a level that is evidence based, and other activities that are evidence based and that meet the purpose of this title.

CTE Demonstration Project Grant: The 2018–2020 CTE Demonstration Project Grant is a competitive state grant to fund expenses associated with the planning, development, and implementation of a new or expansion of existing high school CTE programs and will

- prepare high school students for postsecondary options;
- connect academic and technical curriculum;
- provide innovation to ensure career choices, work-based learning, and dual enrollment; and
- support workforce, education, and economic needs of Wyoming.”

Wyoming Department of Education. (n.d.). Title II A. Retrieved from <https://edu.wyoming.gov/in-the-classroom/federal-programs/title-ii/>

Wyoming Department of Education. (n.d.). CTE Demonstration Project grant. Retrieved from <https://edu.wyoming.gov/beyond-the-classroom/grants/project-grant/>

State Department of Labor or Workforce Development

No formal definition of *work-based learning*, *apprenticeship*, *internship*, *job shadowing*, or related terms found on the Wyoming Department of Workforce Services website: <http://wyomingworkforce.org/>

National Organizations' Definitions of Work-Based Learning

Table 3. National Organizations' Definitions of Work-Based Learning

Organization	Description
Advance CTE	Advance CTE: State Leaders Connecting Learning to Work is the longest standing national nonprofit 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. Advance CTE was formerly known as the National Association of State Directors of Career Technical Education Consortium (NASDCTEc).

Definition

“Work-based learning (WBL) 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. [It is] 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.” (p. 1)

Advance CTE. (2015). *Setting a statewide vision for work-based learning*. Retrieved from https://cte.careertech.org/sites/default/files/WBL_casestudy_Vision.pdf

Organization	Description
Association of Career and Technical Education (ACTE)	The Association for Career and Technical Education (ACTE) is the largest national education association dedicated to the advancement of education that prepares youth and adults for careers. The association’s mission is to provide educational leadership in developing a competitive workforce.

Definition

- “Work-based learning is organized in a sequenced continuum that progresses in intensity as a student moves through the program study, including a range of activities such as workplace tours, job shadowing, school-based enterprises, internships, and apprenticeships.
- Work-based learning experiences are an integral part of the program of study curriculum, and the full continuum is accessible to every student in the program of study.
- The work-based learning continuum is aligned with relevant national, state, and/or local standards.
- Work-based learning experiences develop and reinforce relevant technical, academic, and employability knowledge and skills.
- Work-based learning experiences are aligned with student interests, career goals, and personalized learning plans.
- Work-based learning experiences provide students with meaningful interactions with business professionals at school, in workplaces, in the community, and/or virtually.
- Requirements and procedures for work-based learning experiences address access, selection, liability, supervision, safety, transportation, learning objectives, and evaluations, and should be formalized with employers, students, and where appropriate, parents or guardians.
- Training is provided to students and employers in advance of work-based learning experiences and addresses each stakeholder’s rights and responsibilities, as well as safety and appropriate behavior.

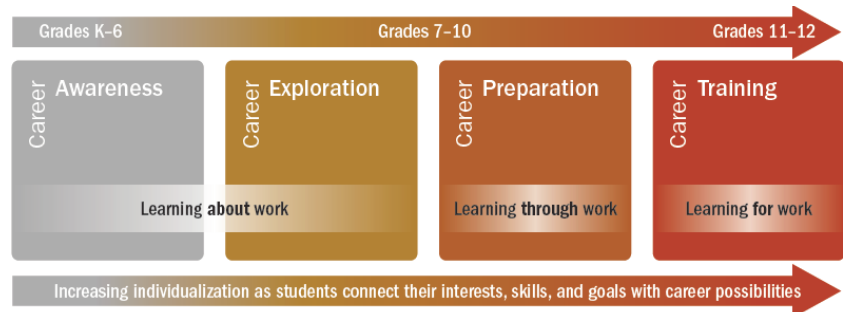
- Work-based learning experiences comply with relevant federal, state, and local laws and regulations.
- Work-based learning experiences are closely supervised by an educator and/or other appropriate staff with clearly defined roles.
- Employers play a leadership role in developing, facilitating, and evaluating the work-based learning experience.
- Students engage in reflection and document learning resulting from work-based learning experiences through such means as portfolios or presentations.” (p. 5)

Imperatore, C., & Hyslop, A. (2017). *Defining high-quality CTE: Quality CTE Program of Study Framework Version 4.0*. Alexandria, VA: Association for Career and Technical Education. Retrieved from http://www.acteonline.org/uploadedFiles/What_is_CTE/ACTE-HighQualityCTEFramework-Draft4.0-Beta.pdf

Organization	Description
College & Career Readiness & Success Center	The College and Career Readiness and Success Center (CCRS Center) is dedicated to ensuring that all students graduate from high school ready for college and career success. The mission of the CCRS Center is to serve regional comprehensive centers in building the capacity of states to effectively implement initiatives for college and career readiness and success. Through technical assistance delivery and supporting resources, the CCRS Center provides customized support that facilitates the continuous design, implementation, and improvement of college and career readiness priorities.

Definition

The WBL continuum includes career awareness, career exploration, career preparation, and career training. The continuum indicates that as students progress through high school, their WBL experience becomes increasingly rigorous and more individualized to the students’ interests. Although all steps within the continuum provide valuable opportunities to develop student college and career readiness, the Initiative is particularly focused on supporting state and local efforts related to career preparation and training. This definition is a modification of the National Academy Foundation’s definition.



Organization	Description
Council of Chief State School Officers (CCSSO)	The Council of Chief State School Officers (CCSSO) 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.

Definition

“Quality WBL experiences allow students to explore a variety of career options; connect the classrooms to the skills needed to be successful in the workplace; and are supported by consistent mentoring. WBL opportunities may include job shadowing, internships, or apprenticeships.”

Council of Chief State School Officers. (2014). *Opportunities and options: Making career preparation work for students*. Washington, DC: Council of Chief State School Officers. Retrieved from <http://www.ccsso.org/Documents/2014/EmbargoedCCSSOTaskForceonCareerReadiness120114.pdf>

Organization	Description
Distributive Education Clubs of America, Inc. (DECA)	Distributive Education Clubs of America, Inc. (DECA) prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management in high schools and colleges around the globe.

Definition

Distributive Education Clubs of America does not have a formal definition of *work-based learning*. This organization does provide a definition for *school-based enterprise (SBE)*.

“SBEs are managed and operated by students as hands-on learning laboratories that integrate national curriculum standards in marketing, finance, hospitality, or management. SBEs provide realistic and practical learning experiences that reinforce classroom instruction... SBEs are effective educational tools for helping prepare students for the transition from school to work. For many students, SBEs provide the first work experiences; for others, they provide opportunities to build management, supervision, and leadership skills.”

DECA. (n.d.). School-based enterprises. Reston, VA: Author. Retrieved from <https://www.deca.org/high-school-programs/school-based-enterprises/>

Organization	Description
Jobs for the Future	Jobs for the Future (JFF) is a national nonprofit that builds educational and economic opportunity for underserved populations in the United States. JFF develops innovative programs and public policies that increase college readiness and career success, and build a more highly skilled, competitive workforce.

Definition

“Work-based learning, which is a sequenced and coordinated set of activities through which students gain increasing exposure to the world of work, addresses a shared goal of educators and employers: preparing students with the knowledge and skills needed for productive careers.” (p. 7)

Cahill, C., & Jackson, S. (2015). *Not as hard as you think: Engaging high school students in work-based learning*. Boston, MA: Jobs for the Future. Retrieved from <http://www.jff.org/sites/default/files/publications/materials/Not-as-Hard-as-You-Think-042915.pdf>

Organization	Description
Linked Learning	Linked Learning is a successful approach to education based on the idea that students work harder and dream bigger if their education is relevant to them. The Linked Learning approach integrates rigorous academics that meet college-ready standards with sequenced, high-quality career and technical education, work-based learning, and supports to help students stay on track.

Definition

“Work-based learning is an instructional strategy that is essential in preparing all students for success in postsecondary education and careers, and is a core component of the Linked Learning approach. The primary purposes of work-based learning are to expose students to future options and provide opportunities for skill development and mastery over time. All work-based learning experiences involve interactions with industry or community professionals that are linked to school-based instruction. These learning experiences are intentionally designed to help students extend and deepen classroom work and to make progress toward learning outcomes that are difficult to achieve through classroom or standard project-based learning alone. The term “work-based” does not mean that the experience must occur at a workplace or during the standard workday.

A continuum of work-based learning experiences stretches from kindergarten into adulthood. Stated most simply, the stages of work-based learning can be described as follows:

- Learning ABOUT work
- Learning THROUGH work
- Learning FOR work” (p. 2)

Linked Learning Alliance. (2012). *Work-based learning in linked learning: Definitions, outcomes, and quality criteria*. Sacramento, CA: Linked Learning Alliance. Retrieved from http://www.connectedcalifornia.org/direct/files/resources/WBL%20Definitions%20Outcomes%20Criteria_pg_120512_v2.pdf

Organization	Description
MBA Research Business	Not-for-profit, research-based support for all business administration educators: entrepreneurship, finance, hospitality, management/administration, and marketing.

Definition

No formal definition of WBL is found on the MBA Research Business website.

Organization	Description
National Academy Foundation	The National Academy Foundation (NAF) is a national network of education, business, and community leaders who work together to ensure high school students are college, career, and future ready. NAF’s educational design ignites students’ passion for learning and gives businesses the opportunity to shape America’s future workforce by transforming the learning environment to include science, technology, engineering, and math (STEM)-infused industry-specific curricula and work-based learning experiences, including internships.

Definition

“NAF endorses a definition of *work-based learning* that includes a broad range of experiences tied to student outcomes. Under the NAF definition, work-based refers to a continuum of activities, both in and outside the classroom, that provides opportunities for students to connect what they are learning in the classroom with the world of work; to learn about careers and the education and training requirements for occupations within and across industries; to identify career interests and aptitudes; and to use the workplace for both learning and applying college and career readiness skills and knowledge. Quality work-based learning experiences should:

- Identify learning objectives
- Be developmentally appropriate
- Assess student performance, including self-assessment methodologies
- Include an orientation for all parties
- Provide opportunities for student reflection
- Link to the student’s next work-based learning experience
- Provide links between classroom learning and professional expectations

The continuum of work-based learning includes career awareness, career exploration, and career preparation culminating with an internship.” (p. 2)

National Academy Foundation (n.d.). *National Academy Foundation guide to work-based learning: A continuum of activities and experience*. New York, NY: National Academy Foundation. Retrieved from <http://www.ccsso.org/Documents/2016/NationalAcademyFoundationGuidetoWorkBasedLearning.pdf>

Organization	Description
National Association of Manufacturers	The National Association of Manufacturers (NAM) is the largest manufacturing association in the United States, representing small and large manufacturers in every industrial sector and in all 50 states. The NAM is the powerful voice of the manufacturing community and the leading advocate for a policy agenda that helps manufacturers compete in the global economy and create jobs across the United States.

Definition

The National Association of Manufactures describes the way manufacturers are increasing focus on WBL opportunities. These are described as “hands-on learning programs” that “are critical to helping students understand the knowledge behind technology and its applications.” “High-quality programs are defined by the incorporation of career development, WBL, and on-the-job training, including internships and apprenticeship programs,” and the integration of rigorous curriculum and learning with real-world scenarios.

National Association of Manufacturers. (n.d.). *Competing to win: Workforce in focus*. Washington, DC: National Association of Manufacturers. Retrieved from <http://www.nam.org/Data-and-Reports/Competing-to-Win/Policy-White-Paper-Workforce/>

Organization	Description
National Association of Workforce Boards	The National Association of Workforce Boards (NAWB) represents approximately 550 Workforce Development Boards and their 12,000+ business members. These boards coordinate and leverage workforce strategies with education and economic development stakeholders within their local communities, to ensure that state and local workforce development and job training programs meet the needs of employers.

Definition

No formal definition of *WBL* is found on the association website. However, the National Association of Workforce Boards defined *apprenticeships* during a webinar.

“Registered apprenticeships are innovative WBL and postsecondary earn-and-learn models that are distinguished by several factors:

- Must meet national standards for registration with the U.S. Department of Labor or federally recognized state apprenticeship agencies.
- Provide on-the-job learning and job-related technical instruction.
- Result in an industry-recognized credential.
- Participants who are newly hired or already employed earn wages from employers during training.
- On-the-job learning is conducted in the work setting under the direction of one or more of the employer’s personnel.” (p. 15)

Pre-apprenticeship is also defined using the Department of Labor’s Workforce Innovation and Opportunity Act (WIOA) pre-apprenticeship quality framework to include the following:

- “Approved training and curriculum that aligns with the needs of employers
- Access to appropriate supportive services
- Meaningful hands-on learning activities that are connected to education and training activities
- Opportunities to attain at least one industry-recognized credential
- A partnership that assists with placing individuals into registered apprenticeships” (p. 21)

Painter, R., & Seleznow, E. (2017). *How workforce boards can engage in registered apprenticeship*. Washington, DC: National Association of Workforce Boards and Jobs for the Future. Retrieved from http://www.nawb.org/documents/JFF%20NAWB%2006052017_FINAL.PDF

Organization	Description
National Association of Workforce Development Professionals	The National Association of Workforce Development Professionals (NAWDP) is the premier association for workforce professionals from across the country. The national association advocates for the workforce industry and develops the professional capacity of workforce professionals seeking the highest standards of excellence in credentialing, applied learning opportunities, and cutting-edge tools to excel in serving job seekers and business.

Definition

No formal definition of *WBL* is found on the NAWDP website.

Organization	Description
National Collaborative on Workforce and Disability for Youth	The National Collaborative on Workforce and Disability for Youth assists state and local workforce development systems to better serve all youth, including youth with disabilities and other disconnected youth.

Definition

“Work-based learning is a supervised program sponsored by an education or training organization that links knowledge gained at the worksite with a planned program of study. Experiences range in intensity, structure, and scope, and include activities such as site visits, job shadowing, paid and unpaid internships, structured on-the-job training, and apprenticeships. Work-based learning helps youth to gain basic workplace skills, knowledge of specific occupational skills, and an understanding of different industries in order to make informed career choices.”

National Collaborative on Workforce and Disability for Youth. (n.d.). Work-based learning jump start. Retrieved from <http://www.ncwd-youth.info/work-based-learning>

Organization	Description
National Coordinating Council for Career and Technical Student Organizations	The National Coordinating Council for Career and Technical Student Organizations (NCC-CTSO) is a coalition of national career and technical student organizations (CTSOs) serving career and technical education students and teachers in one or more of the 16 Career Clusters® identified in The National Career Clusters® Framework.

Definition

No formal definition of *WBL* is found on the NCC-CTSO website.

Organization	Description
National Governors Association	The National Governors Association (NGA) is the bipartisan organization of the nation's governors. Through NGA, governors share best practices, speak with a collective voice on national policy, and develop innovative solutions that improve state government and support the principles of federalism.

Definition

“High-quality work-based learning is a continuum of programs that provide work and education experiences to help participants advance along a career pathway. Those programs consist of a clear agreement between the participant and the sponsoring employer, an authentic work experience that provides the learner with a connection to real-world tasks and problem solving, structured learning activities aligned with the work experience, and a culminating assessment and recognition of skills.” (p. 1)

Hauge, K., & Parton, B. (2016). *State strategies to scale quality work-based learning*. Washington, DC: National Governors Association. Retrieved from <https://www.nga.org/files/live/sites/NGA/files/pdf/2016/1610StateStrategiesWorkBasedLearning.pdf>

Organization	Description
National Research Center for Career and Technical Education	National Research Center for Career and Technical Education (NRCCTE) is committed to providing evidence-based solutions to the most vexing problems confronting CTE today, including how to better engage students in the school experience; how to improve academic, as well as technical achievement; and how to improve the transition of college and career ready young people from high school to continuing education beyond high school.

Definition

“WBL offers project- and problem-focused teaching and learning rather than the more abstract and theoretical teaching and learning that often takes place in classrooms. The purposes of WBL fall into three categories: cognitive development (learning through engagement with ideas and things), social/emotional development (learning through engagement with self and other people), and career development (learning through engagement with work processes and places). Types of WBL range from job shadowing with limited workplace involvement to cooperative education and apprenticeships that have more extensive workplace exposure.” (p. 2)

Alfeld, C., Charner, I., Johnson, L., & Watts, E. (2013). *Work-based learning opportunities for high school students*. Louisville, KY: National Research Center for Career and Technical Education, University of Louisville. Retrieved from <http://www.nrccte.org/resources/publications/work-based-learning-opportunities-high-school-students>

Organization	Description
National Skills Coalition	The National Skills Coalition (NSC) is a broad-based coalition working toward a vision of an America that grows its economy by investing in its people, so that every worker and every industry has the skills to compete and prosper. NSC engages in organizing, advocacy, and communications to advance state and federal policies that support these goals—policies that are based on the on-the-ground expertise of our members.

Definition

“Work-based learning is a type of job training that combines on-the-job and classroom instruction. NSC prioritizes work-based learning that takes place within the context of a wage-earning, long-term employment relationship between a business and a worker. The learning worker has the opportunity to develop measurable skills through instruction both at the work-site and off-site at a school or training program. The measurable acquisition of skills

over time leads to higher wages and potentially an industry-recognized credential. Apprenticeship, on-the-job training, and career and technical education with a work-site component could all be included under this definition of work-based learning.”

National Skills Coalition. (2017). Work-based learning. Retrieved from <http://www.nationalskillscoalition.org/federal-policy/work-based-learning>

Organization	Description
National Youth Employment Coalition	The National Youth Employment Coalition (NYEC) members work to address the many barriers to opportunity that youth face, helping young people gain and maintain employment, complete high school and persist in postsecondary education, enhance their well-being, and become productive citizens.

Definition

WBL is generally defined as training that takes place within the context of a wage-earning, long-term employment relationship between a business and a worker in which the learning worker has the opportunity to develop measurable skills through instruction at the worksite and, as appropriate, in a school or training program. This measurable acquisition of skills should lead to incremental higher wages and potentially an industry-recognized credential. WBL programs include paid internships, on-the-job training programs, apprenticeships, and other models.”

Showalter, T., & Spiker, K. (2016). *Promising practices in work-based learning for youth*. Washington, DC: National Skills Coalition and National Youth Coalition. Retrieved from http://nyec.org/wp-content/uploads/2016/12/10-4-NSC-YouthWorkBasedLearning_v4.pdf

Organization	Description
Office of Career, Technical, and Adult Education	Office of Career, Technical, and Adult Education (OCTAE) administers and coordinates programs that are related to adult education and literacy, career and technical education, and community colleges.

Definition

No formal definition of WBL is found on the OCTAE website.

Organization	Description
Organisation for Economic Co-operation and Development	The mission of the Organisation for Economic Co-operation and Development (OECD) is to promote policies that will improve the economic and social well-being of people around the world.

Definition

“Workplaces provide a strong learning environment, developing hard skills on modern equipment and soft skills through real work experience of teamwork, communication, and negotiation. Workplace training facilitates recruitment by allowing employers and potential employees to get to know one another, while trainees contribute to the output of the training firm. Workplace learning opportunities are also a direct expression of employer needs, as employers will be keenest to offer these opportunities in areas of skills shortage.” (p. 17)

Organisation for Economic Co-Operation and Development. (2010). *Learning for jobs*. Paris, France: Organisation for Economic Co-Operation and Development. Retrieved from http://www.keepeek.com/Digital-Asset-Management/oecd/education/learning-for-jobs_9789264087460-en#page19

Organization	Description
Perkins Collaborative Resource Network	Perkins Collaborative Resource Network) is a resource- and information-sharing portal for federal, state, and local policy makers, practitioners, and stakeholders to join in the CTE conversation.

Definition

No formal definition of WBL is found on the Resource Network’s website. However, the Perkins Collaborative Resource Network described WBL in a video as “a range of activities from on-the-job training to internships to apprenticeships. Through WBL, students apply what they learn in the classroom to the workplace and in some cases earn educational credit that counts towards graduation.”

Perkins Collaborative Resource Network. (n.d.) *How work-based learning benefits employers*. Washington, DC: U.S. Department of Education, Office of Career, Technical, and Adult Education. Retrieved from http://cte.ed.gov/view_module/33

Organization	Description
Southern Regional Education Board	The Southern Regional Education Board works with states to improve public education at every level, from early childhood through doctoral education.

Definition

“High-quality work-based learning experiences pair young people with mentors who show them how to solve real-world problems, cultivate professional skills, shoulder adult responsibilities, build workplace relationships, identify interests and aptitudes, and make good decisions about careers and college. WBL takes many forms: internships, job shadowing, and service learning.”

Bottoms, G. (n.d.). *Work-based learning: How states and schools can engage employers to invest in workplace learning*. Atlanta, GA: Southern Regional Educational Board. Retrieved from <https://www.sreb.org/work-based-learning>

Organization	Description
U.S. Business Leaders Network (USBLN)	The U.S. Business Leadership Network (USBLN) is a national nonprofit that helps business drive performance by leveraging disability inclusion in the workplace, supply chain, and marketplace. The USBLN serves as the collective voice of nearly 50 Business Leadership Network affiliates across the United States, representing more than 5,000 businesses. In addition, the USBLN Disability Supplier Diversity Program® (DSDP) is the nation’s leading third-party certification program for disability-owned businesses, including businesses owned by service-disabled veterans.

Definition

No formal definition of WBL is found on the USBLN website.

Organization	Description
U.S. Chamber of Commerce Foundation	The U.S. Chamber of Commerce Foundation is dedicated to strengthening America's long-term competitiveness. We educate the public on the conditions necessary for business and communities to thrive, ways business positively affects communities, and emerging issues and creative solutions that will shape the future.

Definition

The U.S. Chamber of Commerce does not have a formal definition of *work-based learning*. However, the organization does have a report describing the approaches businesses should consider for promoting youth employment: “designing training programs—internships, modern apprenticeships, leadership rotations—and engaging with local educational institutions.” (p. 9)

U.S. Chamber of Commerce Foundation. (2015). *Making youth employment work: Essential elements for a successful strategy*. Washington, DC: U.S. Chamber of Commerce Foundation. Retrieved from https://www.uschamberfoundation.org/sites/default/files/media-uploads/021927_Youth_Employment_FIN.pdf

Organization	Description
U.S. Department of Labor	The Department of Labor's mission is to foster, promote, and develop the welfare of the wage earners, job seekers, and retirees of the United States; improve working conditions; advance opportunities for profitable employment; and ensure work-related benefits and rights.

Definition

“Career preparation and work-based learning experiences are essential in order to form and develop aspirations, and to make informed choices about careers. These experiences can be provided during the school day or through afterschool programs and will require collaboration with other organizations. In order to identify and attain career goals, youth need to be exposed to a range of experiences including

- opportunities to engage in a range of work-based exploration activities, such as site visits and job shadowing;
- multiple on-the-job training experiences, including community service (paid or unpaid) that is specifically linked to the content of a program of study and school credit;
- opportunities to learn and practice work skills (“soft skills”); and
- opportunities to learn first hand about specific occupational skills related to a career pathway.”

U.S. Department of Labor, Office of Disability Employment Policy. (n.d.). Career preparation and work-based learning experiences. Retrieved from <https://www.dol.gov/odep/categories/youth/career.htm>

Organization	Description
Workforce Innovation and Opportunity Act (WIOA) Innovation and Opportunity Network	The Innovation and Opportunity Network supports states and local workforce development boards in implementing WIOA.

Definition

The WIOA Innovation and Opportunity Network does not have a formal definition of *WBL*. However, they have a handout that outlines definitions for various types of *WBL* such as internships, pre-apprenticeships, and registered apprenticeships.

An internship is a “planned, structured learning experience that takes place in a workplace for a limited period of time.” (p. 1)

“A pre-apprenticeship is a program designed to prepare individuals to enter and succeed in a registered apprenticeship program, which includes training and curriculum aligned with the skill needs of employers; access to educational and career counseling; hands-on learning activities connected to education and training activities; opportunities to attain at least one industry-recognized credential; and a partnership with one or more registered apprenticeship programs.” (p. 1)

“Registered apprenticeship is an employer-driven model that combines on-the-job training with job-related instruction in curricula tied to the attainment of industry-recognized skill standards.” (p. 1)

U.S. Department of Labor, Employment and Training Administration. (2017). WIOA desk reference: Work-based learning overview. Retrieved from <https://ion.workforcegps.org/~media/WorkforceGPS/ion/Files/Integrated%20Service%20Delivery/WBL%20Factsheet%202017.pdf>

Organization	Description
Workforce Innovation Technical Assistance Center	The Workforce Innovation Technical Assistance Center (WINTAC) provides training and technical assistance (TA) to state vocational rehabilitation agencies and related agencies, and rehabilitation professionals and service providers, to help them develop the skills and processes needed to meet the requirements of WIOA.

Definition

WBL “is an educational approach or instructional methodology that uses the workplace or real work to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. It is essential that direct employer or community involvement be a component of the WBL to ensure in-depth student engagement. These WBL opportunities can be done in conjunction with private, for-profit, public, or nonprofit businesses in the community and/or through web-based resources. In addition, work-based learning requires in-depth engagement of youth and an evaluation of acquired work-relevant skills. Work-based learning experiences may include

- Apprenticeships (not including pre-apprenticeships and registered apprenticeships)
- Job shadowing
- Career mentorship
- Career-related competitions
- Informational interview
- Paid internships
- Nonpaid internships
- Practicum
- Service learning
- Student-led enterprises
- Simulated workplace experience
- Paid work experience
- Nonpaid work experience
- Volunteering
- Workplace tours/field trips”

Workforce Innovation Technical Assistance Center. (n.d.). Work-based learning experiences. San Diego, CA: Interwork Institute. Retrieved from <http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences>