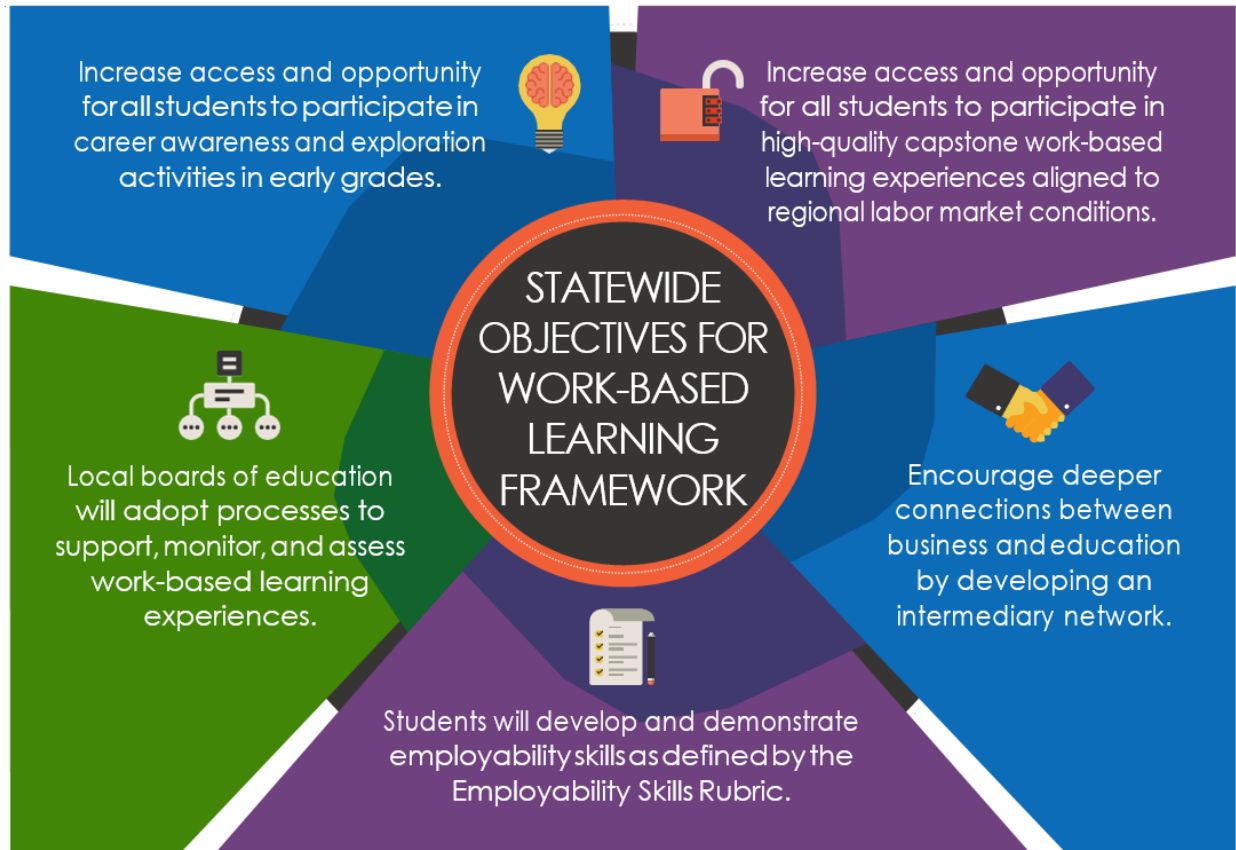




**Illustration 1**  
**STATEWIDE OBJECTIVES FOR WORK-BASED LEARNING FRAMEWORK**

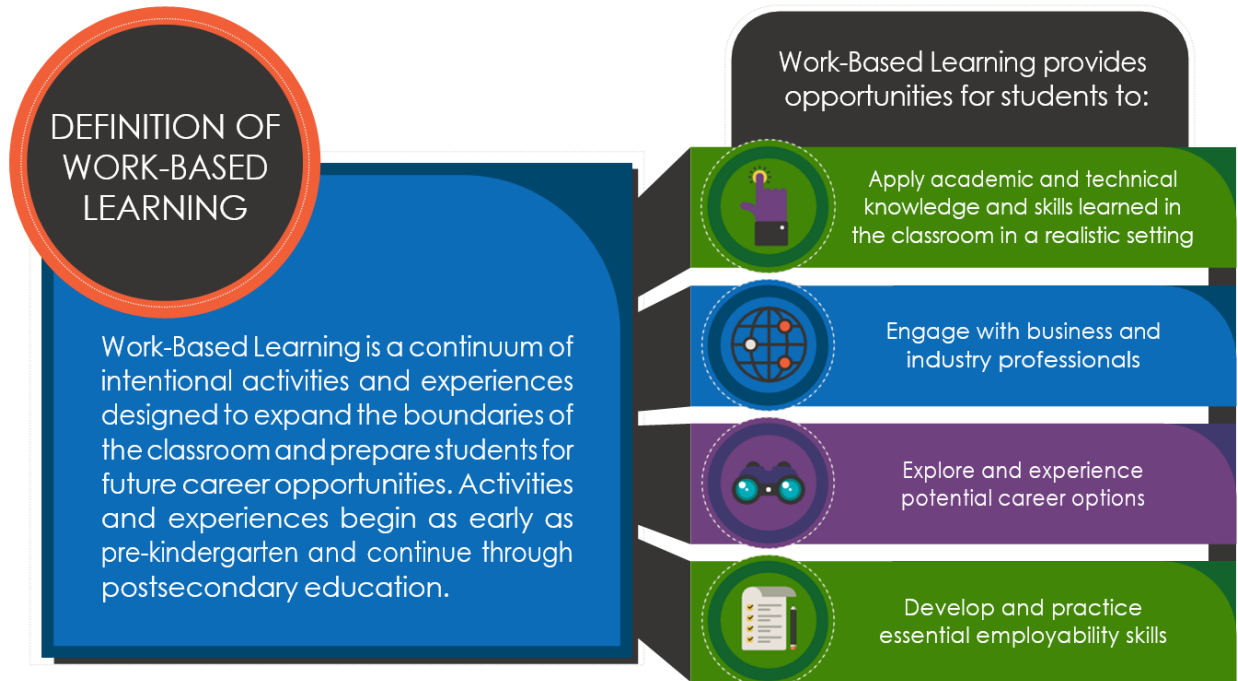


**Statewide Objectives for Work-Based Learning Framework**

The STATEWIDE OBJECTIVES FOR WORK-BASED LEARNING FRAMEWORK has five components:

- Increase access and opportunity for all students to participate in career awareness and exploration activities in early grades.
- Increase access and opportunity for all students to participate in high-quality capstone work-based learning experiences aligned to regional labor market conditions.
- Encourage deeper connections between business and education by developing an intermediary network.
- Students will develop and demonstrate employability skills as defined by the Employability Skills Rubric.
- Local boards of education will adopt processes to support, monitor, and assess work-based learning experiences.

## Illustration 2 DEFINITION OF WORK-BASED LEARNING



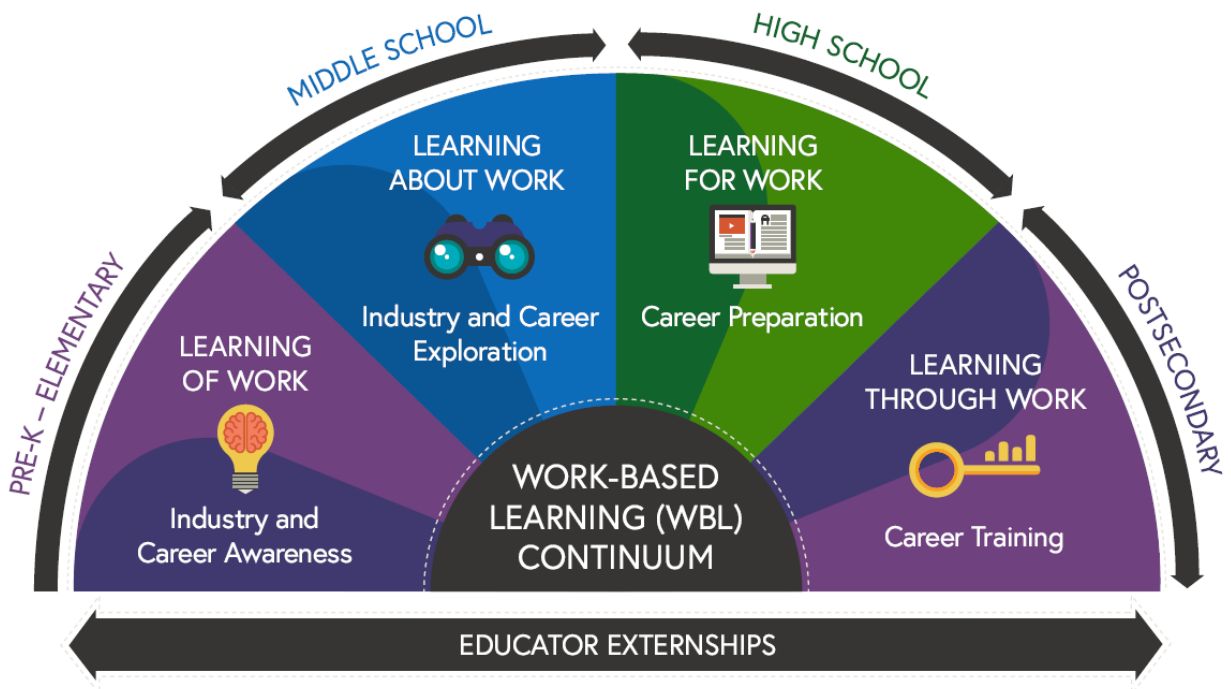
### Work Based Learning Defined

Work-Based Learning is a continuum of intentional activities and experiences designed to expand the boundaries of the classroom and prepare students for future career opportunities. Activities and experiences begin as early as pre-kindergarten and continue through postsecondary education.

Work-Based Learning provides opportunities for students to:

- Apply academic and technical knowledge and skills learned in the classroom in a realistic setting.
- Engage with business and industry professionals.
- Explore and experience potential career options.
- Develop and practice essential employability skills.

**Illustration 3**  
**WORK-BASED LEARNING (WBL) CONTINUUM**

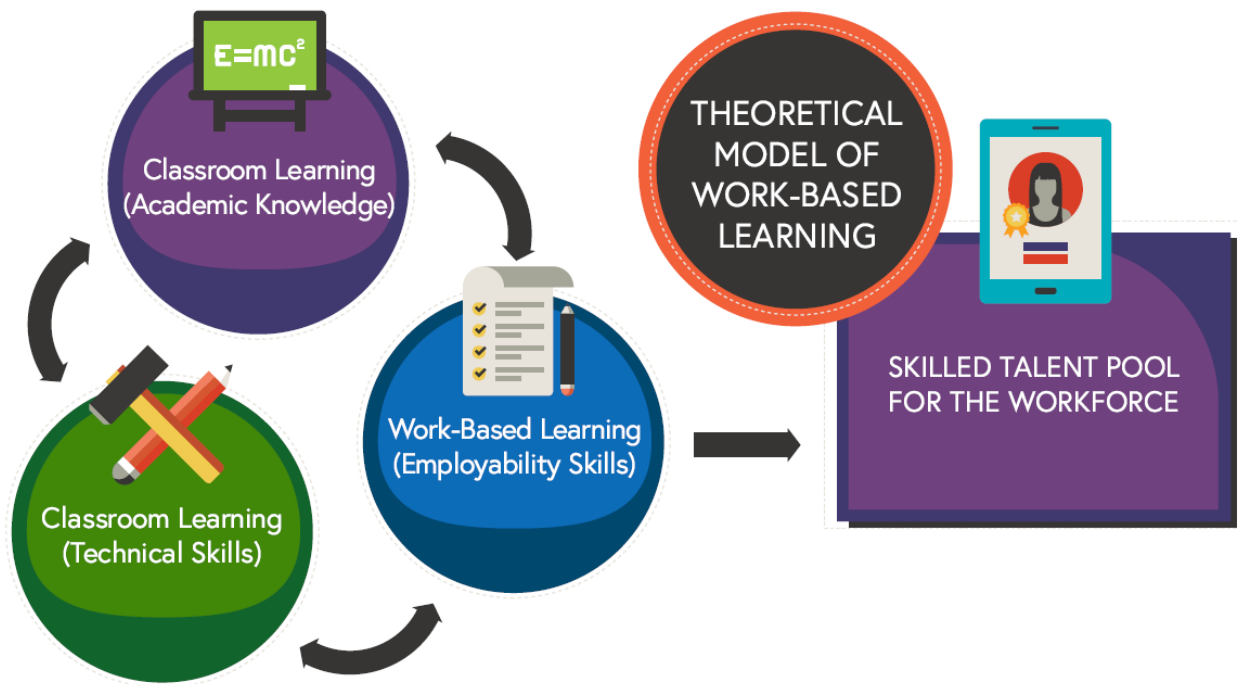


### **Work-Based Learning (WBL) Continuum**

The Work-Based Continuum starts with pre-K and elementary grades, through middle and high school grades, and culminates in post-secondary. Educator externships span across all continuum levels.

- Pre-K/Elementary: industry and career awareness and learning of work.
- Middle School: industry and career exploration and learning about work.
- High-School: career preparation and learning for work.
- Postsecondary: career training and learning through work.

**Illustration 4**  
**THEORETICAL MODEL OF WORK-BASED LEARNING**



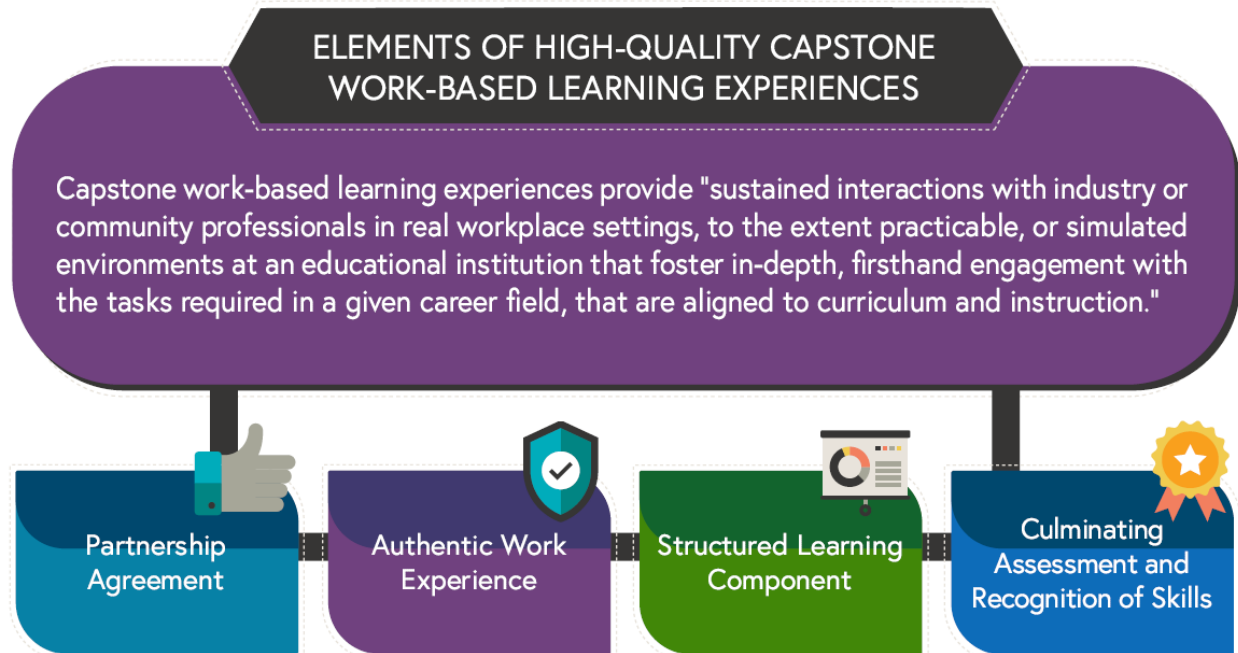
Source: Adapted from Corinne Alfeld's Theoretical Model of Work-based Learning

#### **Theoretical Model of Work-Based Learning**

Three interconnected elements of work-based learning contribute to a skilled talent pool for the workforce.

- Classroom Learning (Technical Skills).
- Classroom Learning (Academic Knowledge).
- Work-Based Learning (Employability Skills).

**Illustration 5**  
**ELEMENTS OF HIGH-QUALITY CAPSTONE WORK-BASED LEARNING EXPERIENCES**



**Source:** Strengthening Career and Technical Education for the 21st Century Act (2018).

**Source:** Hauge, K. (2018). States Continue Advancing Strategies to Scale Work-Based Learning. Washington, DC: National Governors Association.

**Elements of High-Quality Capstone Work-Based Learning experiences**

Capstone work-based learning experiences provide "sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction."

The four elements include:

- Partnership Agreements.
- Authentic Work Experiences.
- Structured Learning Components.
- Culminating Assessment and Recognition of Skills.

**Illustration 6**  
**PILLARS FOR WORK-BASED LEARNING SUCCESS**



### **Pillars for Work-Based Learning Success**

There are six pillars of Work-Based Learning success:

- Engagement with local workforce development board and employers.
- Work-based learning opportunities aligned to regional labor market information and opportunities.
- Systems/Tools/Processes to monitor and measure student progress in work-based learning experiences and inform continuous improvement.
- Strong collaboration between core academics, career and technical education, and work-based learning coordinator/facilitator/liaison.
- Dedicated staffing role(s) to support work-based learning efforts.
- School culture which is supportive of work-based learning with buy-in from teachers and administrators.