# Take Your Work-Based Learning to the Next Level

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FLORIDA DEPARTMENT OF EDUCATION
CAREER AND ADULT EDUCATION

# Presentation Fly-By:

- Debut FL's WBL Quality Framework and Manual
- Focus in on a few key areas for discussion
- Give some time for planning and strategizing

# *30 Second Digression*:

- Think back to your first job.
- Tell your neighbor about it (what you did/learned, and something funny).
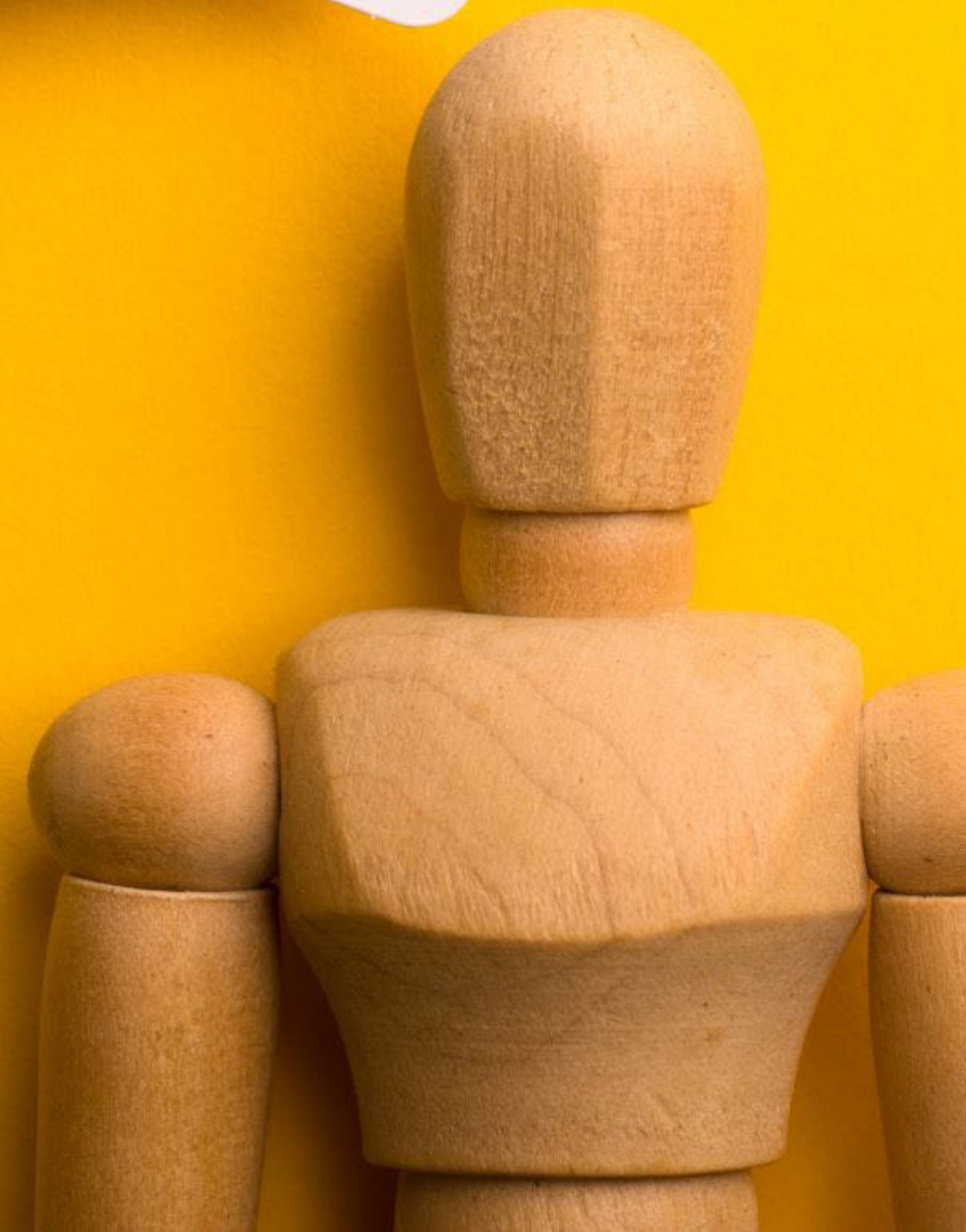
# The Packet Before You

- FL's Work-Based Learning Quality Framework
- FL's Work-Based Learning Manual
- Templates
  - Training Agreement
  - Skill Assessment
  - Student Reflection
  - Student Satisfaction Survey
  - Employer Satisfaction Survey

# Context: What Is WBL?
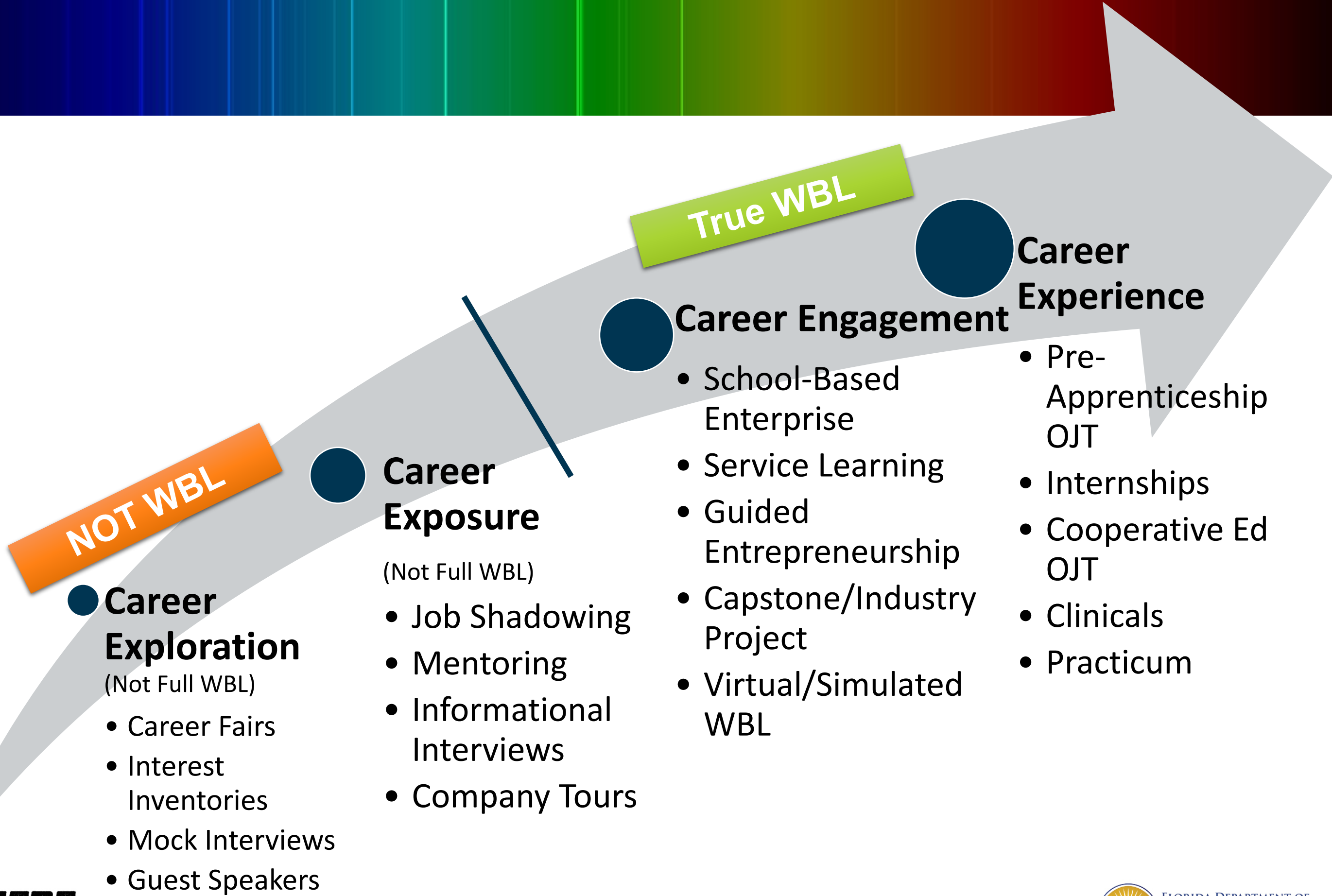
**§446.0915, F. S., defines it:**

"As used in this section, the term "work-based learning opportunity" means an interaction with industry or community professionals that occurs in a workplace setting, to the extent possible, or a simulated environment at an educational institution that allows firsthand experience with tasks required in a given career field, is aligned with curriculum and instruction, and is provided in partnership with an educational institution."

**In far fewer words:**

- **Firsthand work** that develops **relationships** with industry professionals and is **classroom integrated.**
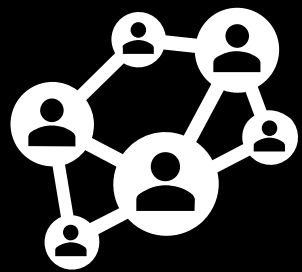
# What is WBL? (2 of 2) It's a Spectrum!

**True WBL**

**NOT WBL**

**Career Engagement**

- School-Based Enterprise
- Service Learning
- Guided Entrepreneurship
- Capstone/Industry Project
- Virtual/Simulated WBL

**Career Experience**

- Pre-Apprenticeship OJT
- Internships
- Cooperative Ed OJT
- Clinicals
- Practicum

**Career Exposure**

(Not Full WBL)

- Job Shadowing
- Mentoring
- Informational Interviews
- Company Tours

**Career Exploration**

(Not Full WBL)

- Career Fairs
- Interest Inventories
- Mock Interviews
- Guest Speakers

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# What Does Quality WBL Look Like?

**Safe**

**Accessible**

**Skill Building**

**Social Capital Building**

**Career Preparatory**

**Collaboratively Managed**

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# As We Are Going Along...

- Self-assess yourself!
- At the end, we'll have some time for planning and discussion.

## Work-Based Learning

| | 0 = Not at All Achieved | 1 = Minimally Achieved | 2 = Moderately Achieved | 3 = Subs Achi |
|---|---|---|---|---|
| A safety checklist is used to assess the workplace prior to work commencing. | | | | |
| Students are given safety training and any necessary equipment prior to work commencing. | | | | |
| Workplace safety is monitored throughout the experience, including through regular, structured site visits. | | | | |
| Students are trained on how to report harassment, discrimination, and injury prior to work commencing. | | | | |
| Students are appropriately insured with either workers' compensation insurance or medical insurance coverage for injury/illness related to the work-based learning opportunity. | | | | |
| employer supervisors that vise minors, the policies and edures of the educational ution regarding employer rvisor background checks are g followed, pursuant to Rule 3.0042, F.A.C. | | | | |

**Total Points Earned:**

**Total Points Possible:**

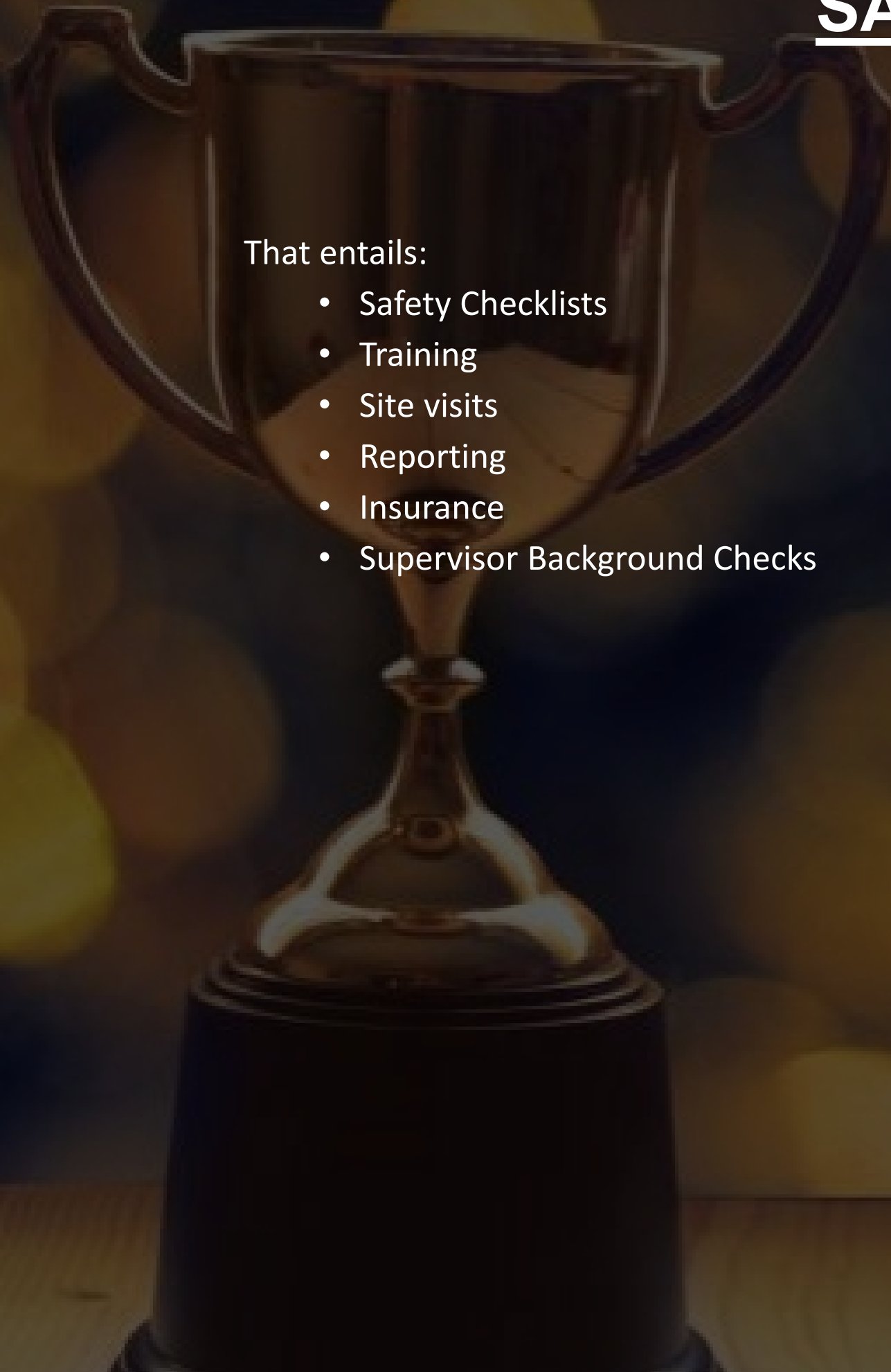**Percentage Score (Points Earned/Points Possible):**

menting WBL Safety: | **Areas of Potential Growth** in Implementin Safety:

# High-Quality WBL is...
# **<u>SAFE</u>**

That entails:
- Safety Checklists
- Training
- Site visits
- Reporting
- Insurance
- Supervisor Background Checks

# Safety Checklists

- The National Institute for Occupational Safety and Health (NIOSH) offers guidance on formulating safety checklists and has developed sample checklist by Career and Technical Education program area, particular workplace hazards, and even by occupation.

- A complete list of NIOSH safety checklists can be found here.

# Safety Training

**NIOSH Youth Safety Training**

- The National Institute for Occupational Safety and Health (NIOSH) offers a free, Florida-specific curriculum called Youth@Work – Talking Safety that helps teachers and school/community-based job placement staff educate young people about the basics of job safety and health.

**OSHA Adult Safety Training**

- Safety training and information through the Occupational Safety and Health Administration (OSHA), including the 10-Hour and 30-Hour Cards programs, which are industry-recognized credentials for safety training.

# Reporting of Injuries, Illness, and Other

The WBL Standards Rule 6A-23.0042, FAC, requires that for minors:

- Educational staff must report to parents/legal guardians any WBL injuries, illness, or allegations of harassment or discrimination

- Employer staff must report injuries, illness, or allegations of harassment or discrimination with 24 hours to the instructor and the parent/legal guardian as soon as possible.

The Point: Instructors, parents, and legal guardians can take action to help or protect students.

# WBL Insurance

The WBL Standards Rule 6A-23.0042, FAC, requires either:

- Workers' comp. insurance
- Medical insurance coverage

**Who Can Hold the Coverage:**

- The employer
- The district/college
- The student/parent/guardian

**What Types of Coverage Are Relevant:**

- Health
- Medical payment
- District/college self-insurance
- Accident

**Background Checks for Supervisors of Minors**

The WBL Standards Rule 6A-23.0042, FAC, requires:
"In the case of a student younger than 18 years of age, ensuring that an employer supervisor has not been arrested for and is awaiting final disposition of, have been found guilty of, regardless of adjudication, or entered a plea of nolo contendere or guilty to, or have been adjudicated delinquent and the record has not been sealed or expunged for, any offense prohibited under any of the provisions of Section 435.04(2) and (3), F.S., or similar law of another jurisdiction."

# Criminal Focus of §435.04(2)

Not just any crime are exclusionary for supervisors of minors. List of exclusionary crimes from §435.04(2):

- Sexual misconduct, battery, prostitution, lewd or lascivious behavior, felony voyeurism, obscene literature or incest

- Abuse, neglect, or exploitation of the elderly, disabled persons, children, forensic clients or inmate

- Murder, manslaughter or vehicular homicide

- Assault, battery or culpable negligence

- Kidnapping or false imprisonment

- Luring, enticing or removing a child

- Weapons on or near school campus

- Arson

- Burglary or felony theft

- Felony sale of controlled substances

- Resisting arrest with violence or depriving law enforcement of protection or communication

- Escape, aiding an escape or having contraband in a correctional facility

- Gang recruitment or encouragement

# Example Background Check Policy

Example, non-binding policy:

**Who**

- Only the "primary" supervisor, unless truly equally supervised by multiple

**How**

- Standard criminal background check (no finger printing)
- Have supervisor sign document clarifying purpose and notification of status change

**Timing**

- ASAP, such as when WBL is set up/supervisors switch or after the training agreement signing

**Frequency**

- Once, unless unable to verify employment/WBL participation gaps

**Attestations**

- Only used when the employer can attest that the supervisor has a current criminal background check for licensure, certification, or employment on file

# High-Quality WBL is...
# **ACCESSIBLE**

That entails:

- Data Analysis
- Barrier Reduction
- Opportunity Creation
- Accommodations for Students with Disabilities

# Accessibility – Data Analysis

**Question**:

- How do you know if some populations are being left out of the benefits of WBL?

**Answer**:

- Gap Analysis!

- Methodology:

  - Step 1 – Get Subpop % in WBL

    - (Subpopulation enrollment / total enrollment) x 100 = % subpopulation enrollment
    - Ex.: (47 students with disabilities / 100 total enrollment) x 100 = 47% of those enrolled are students with disabilities

  - Step 2 – Determine Participation Gap

    - (% in WBL) - (% in total enrollment at ed institution) = Participation Gap
    - Ex.: 47% - 50% = -3% under participation in WBL
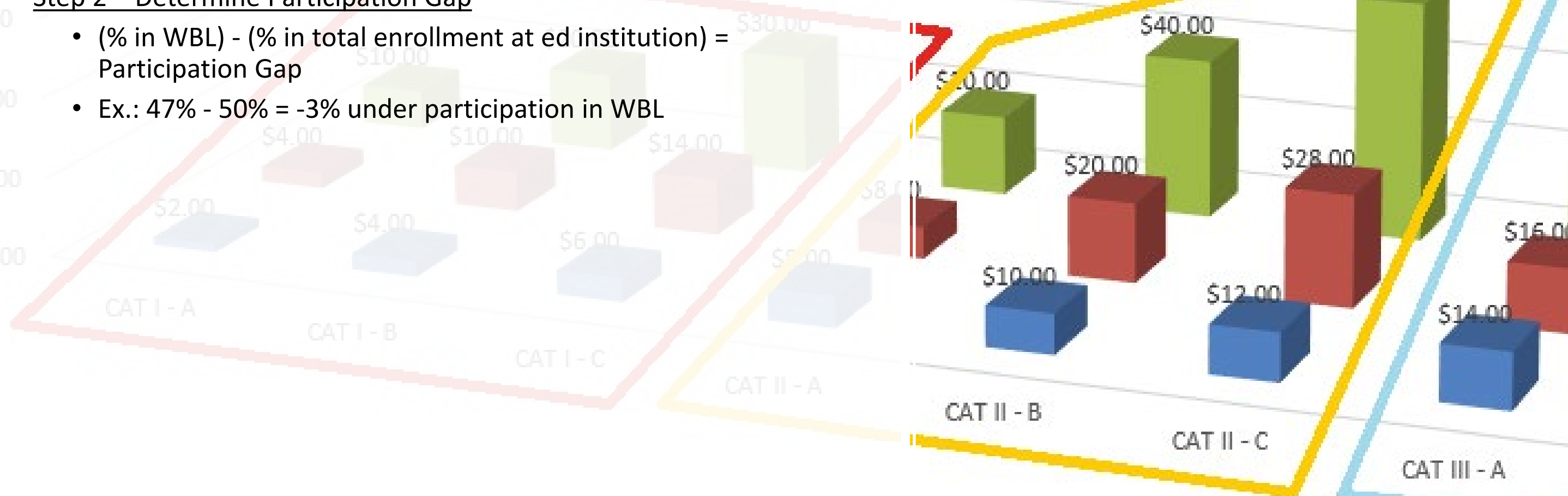
# Accessibility – Reducing Poverty-Related Barriers

**Transportation Strategies**

- Busing
- Public transportation
- On-campus WBL

**Digital Access Strategies**

- On-campus digital access
- Loaner devices
- Public wi-fi locations (libraries, restaurants, retail stores, etc.)

**Professional Attire Strategies**

- Run or get access to a community closet (gift cards, used items, or creating a registry "wish list")
- Help students understand affordable options – resale/consignment, etc.

# Accessibility – Students with Disabilities

Educators and employers are under both a moral and legal obligation to ensure students with disabilities have full access to WBL.

**Professional and Financial Support**

- Vocational Rehabilitation has significant financial and human resources to ensure workplace accommodation needs are met, including for youth through their Transition Youth program

**Guidance on Accommodations**

- Job Accommodation Network (JAN) provides in-depth information about potential accommodations related to specific disabilities.

- Employer Assistance and Resource Network on Disability Inclusion (EARN) is an index of a wide variety of resources to support employers ensuring the success of individuals with disabilities throughout the recruitment, hiring, retention, and advancement process.

- The Department of Labor's Office of Disability Employment Policy's Inclusive Internship Programs: A How-to Guide for Employers — a guide designed for public and private employers of all sizes to learn about the benefits and logistics of facilitating internship programs that attract all young adults, including those with disabilities.

**Safety Training for Students with Developmental Disabilities**

- The National Institute for Occupational Safety and Health's (NIOSH) "Staying Safe at Work" safety curriculum for individuals with intellectual and developmental disabilities.
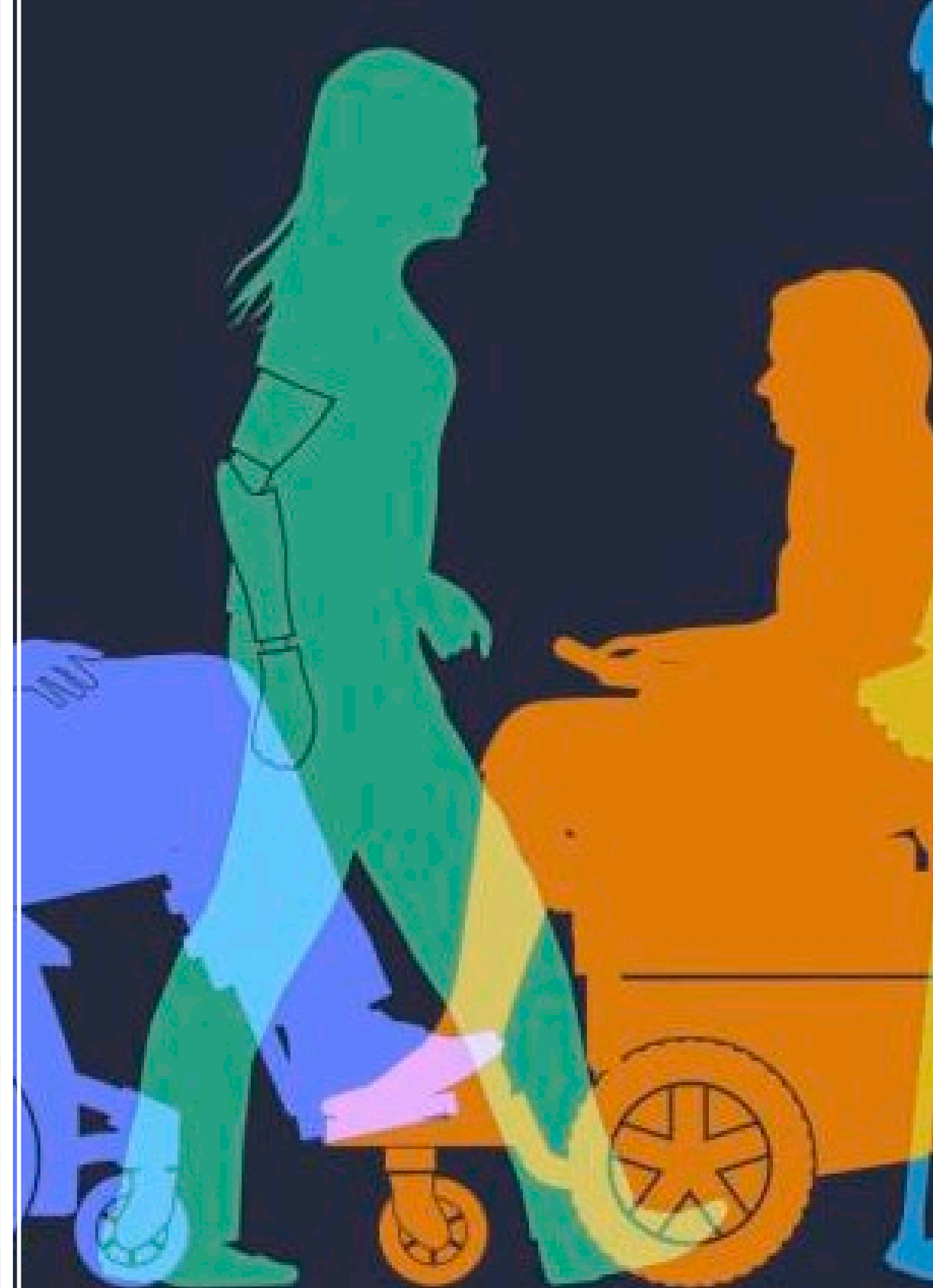
High-Quality WBL is...
**SKILL BUILDING**

That entails:
- Training Agreement
- Skill Assessment
- Training and Coaching

# Training Agreements

- Training agreements serve as the charter that outlines the roles, responsibilities, and skill goals of the WBL.

- Training agreements are required for WBL that is multi-day and involve a third-party supervisor that is not the instructor.

- The FDOE WBL site has a training agreement template that contains all required elements.

# Skill Assessment

- Students need assessment for growth and feedback purposes as well as for a final grade.

- Assessments can be done in a myriad of ways – work observation/evaluation, standardized assessment/certification, project completion, interview, etc.

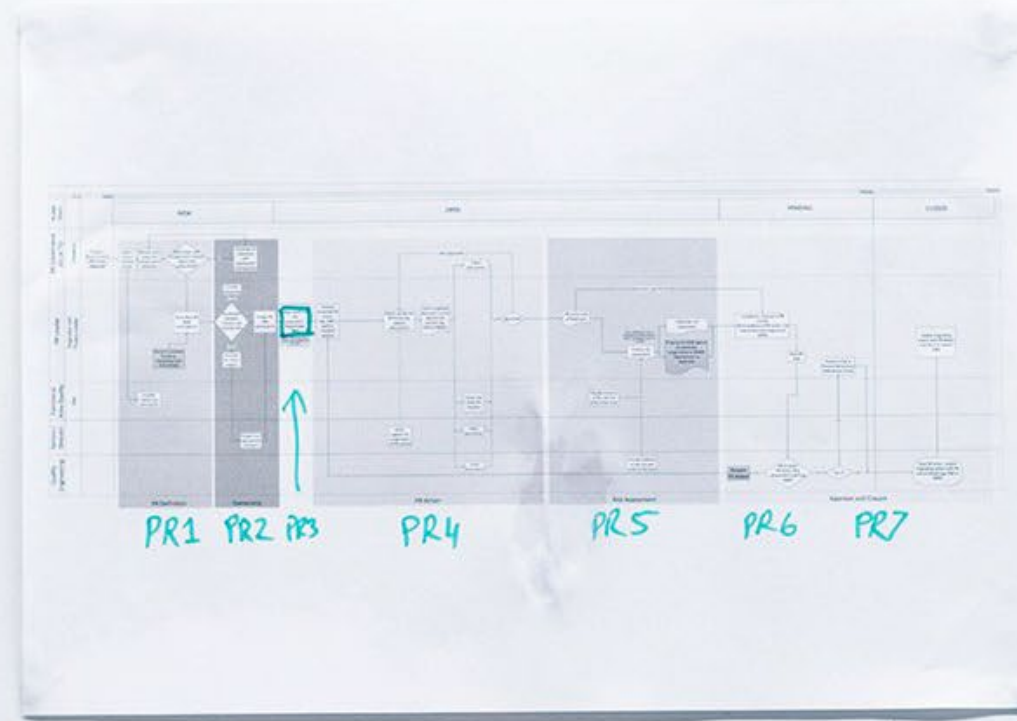- The WBL website has a skill assessment evaluation template.

# Training and Coaching

**Before WBL**

- Students should receive expectations setting training before WBL – rules, procedures, policies, and professionalism

**During WBL**

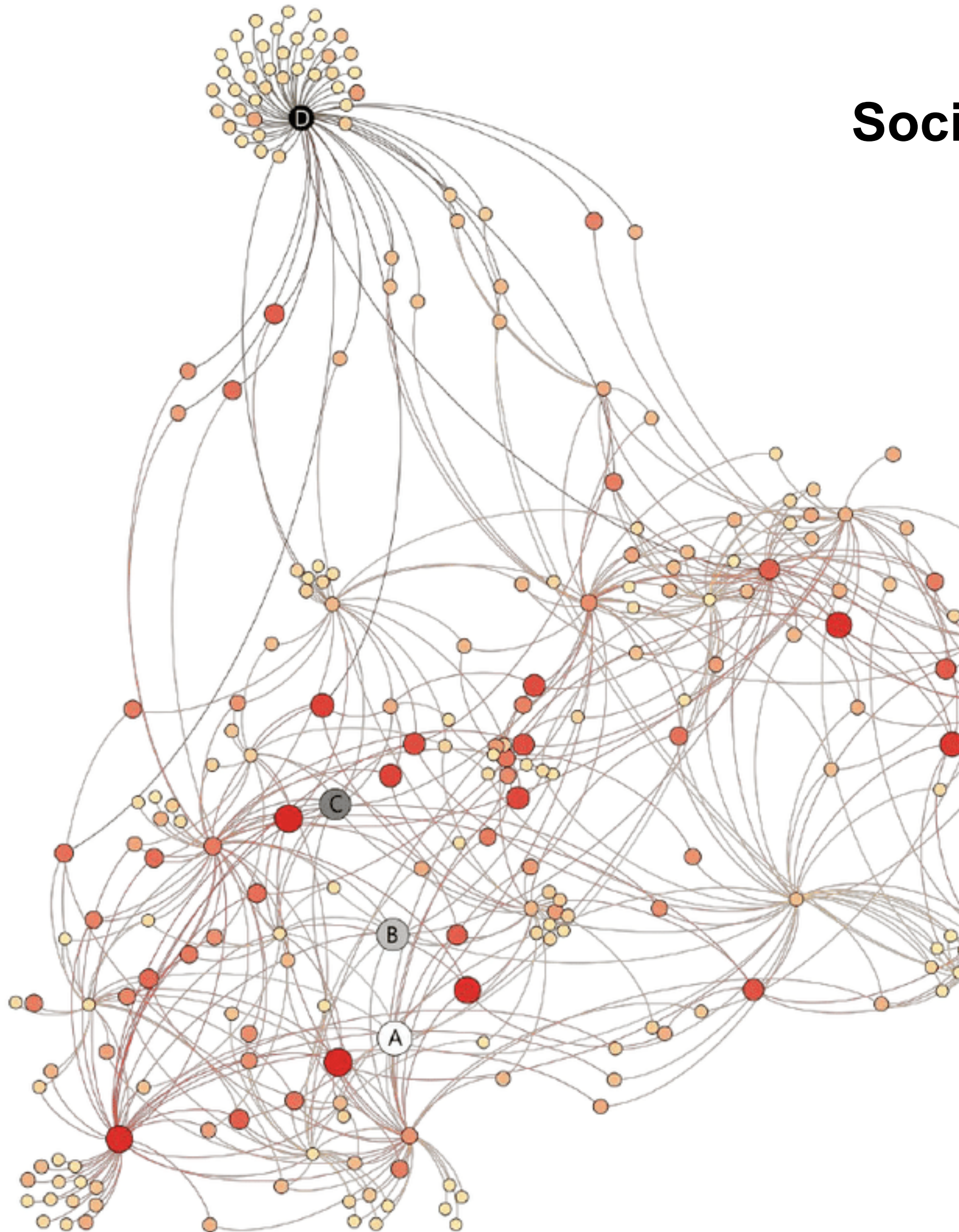- Students need ongoing coaching based on observation and assessment

# High-Quality WBL is...
# **SOCIAL CAPITAL BUILDING**

That entails:

- In-depth relationships
- Broad, diverse networking
- Relationship maintenance

# Social Capital Development



Relationships matter!

For getting a job, it isn't just _what_ you know - it's _who_ you know!

**In-depth relationships**
- Mentoring
- Job shadowing

**Broad, diverse relationships**
- "Speed dating," round-robin style informational interviews
- Career fairs
- Industry-judged/-advised projects
- Company tours

**Relationship maintenance**
- Reunions
- Social and professional media
- Exchanging contact information

# High-Quality WBL is...
## CAREER PREPARATORY

That entails:

- Career alignment
- Classroom integration
- Resume and work product development
- Reflection
- Career prep and planning

# Career Prep – WBL / Ed Alignment

**Career Alignment**

- Are students being placed in WBL aligned with their career goals? If not, what strategic business recruitment can change that?

**Classroom Alignment**

- Is your WBL related to what students are learning in the classroom, including academics? If not, how can you better support employer/classroom alignment?

# Resume / Work Product Development

**Help Your Students Show Proof of Their Competence!**

- Practice resume development using templates.
- Have employers review student resumes and give feedback.
- Require the student to build a work product portfolio.
- Require the student to create a professional media profile (e.g., LinkedIn) and get endorsements and recommendations.
- Provide the student a letter of recommendation template.
- Embed an industry-recognized credential opportunity into the WBL.

# WBL Reflection

Reflection is a required aspect of WBL under §446.0915, F.S., and should include:

**Accomplishments**
- What the student accomplished during the work-based learning opportunity that is potentially valued by future employers;

**Learnings**
- What the student learned about himself or herself and the industry in which he or she worked;

**Plans**
- How the student's future academic and career plans have been affected by their experience; and

**Feedback**
- How the work-based learning opportunity could be improved for future students.

# Guidance and Counseling

§446.0915, F.S., requires that WBL "Link to next steps in career planning and preparation in a student's chosen career pathway."

**Supporting the involvement of counselors in WBL**

- Are your counselors fully aware of locally offering WBL, the importance of these experiences, and how to align WBL within personalized career and academic plans? If not, what conversations/meetings/PD need to happen?

**Facilitating career guidance in WBL**

- Have the student interview their supervisor about what credentials and experience are valued by employers.

- Facilitate students exploring related occupations through job posting (e.g., EmployFlorida) and career planning sites (e.g., CareerOneStop)

# High-Quality WBL is...
# COLLABORATIVELY MANAGED

That entails:

- Student voice and choice
- Employer voice and choice
- Instructor site visits
- Personnel training, equipping, and engagement
- Needs assessment

# Collaborative Management – Voice and Choice

**Student Voice and Choice**

- How can you better engage students in the placement, operation, and evaluation of WBL?

**Employer Voice and Choice**

- How can you better engage employers in the placement, operation, and evaluation of WBL?

# Site Visits & Team Development

**Site Visits**

- How often do your instructors and coordinators visit work sites?

- When they visit, are the visits maximally effectual in improving safety, accessibility, skill development, social capital development, career preparation, and collaborative management?

**Equipping and Engaging the Full Team**

- Who is your weakest WBL link? What can be done to better support their needs and involvement in WBL?
    - Employers?
    - Counselors?
    - Administrators?
    - WBL coordinators?
    - WBL instructors?

## Biannual Needs Assessment

Rule 6A-23.0042, FAC, says that educational institutions need to biannually conduct a WBL needs assessment. Align this work with your Perkins CLNA!
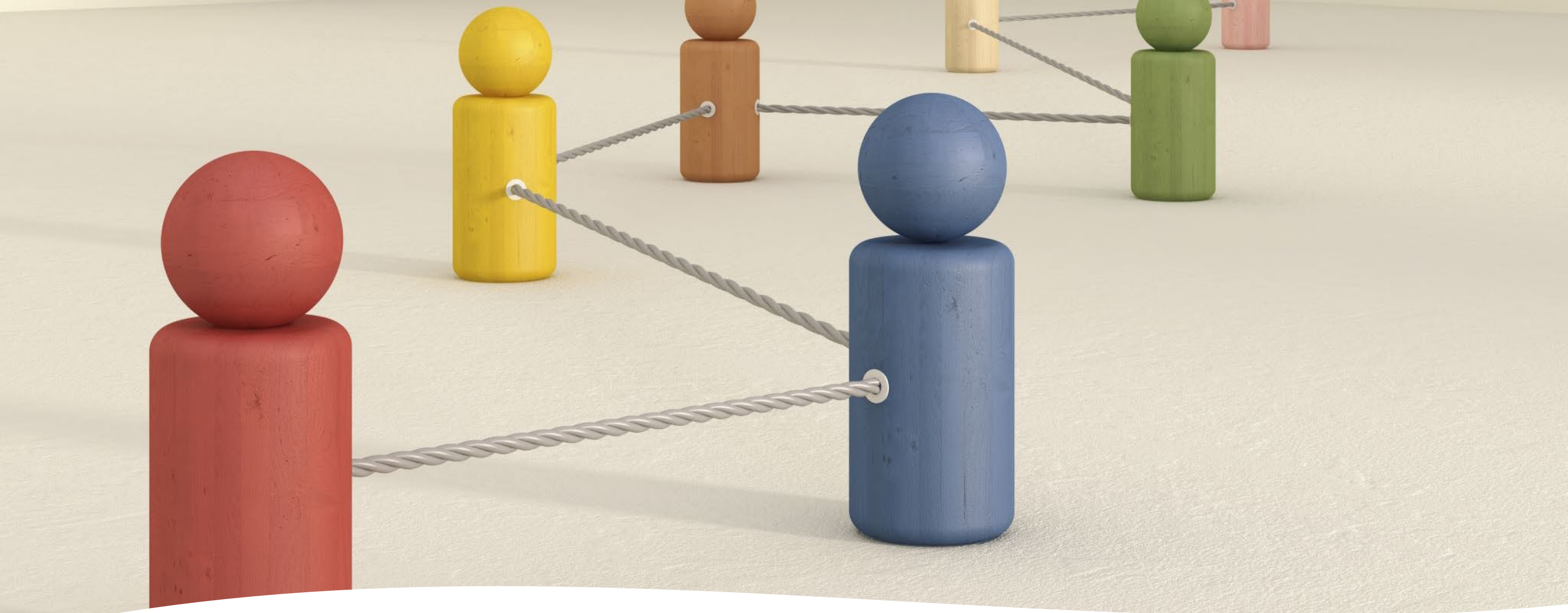
**Stakeholder Engagement**

- Get feedback on WBL needs and improvement opportunities from instructors, students, employers, etc.

**Self-Assessment**

- The FDOE has produced a <u>WBL Needs Assessment</u>.

**FLORIDA'S WORK-BASED LEARNING**

**QUALITY FRAMEWORK AND NEEDS ASSESSMENT**

Updated March 22, 2022

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# Activity: "My Biggest Problem Is..."

Steps:

1. Choose one section of the WBL Needs Assessment to complete (most important/room to grow).

2. Find other people that focused on that same section.

3. Have each person share their biggest problem and have others problem solve solutions ("We tried..." "Have you thought about...").

# Bug Me Anytime!

We want to hear from you!  Share what is working! Share what is not working!

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