Florida's Experiential Learning Framework for Perkins Size, Scope, and Quality

This document contains:

- An overview of the experiential learning requirements for Size, Scope, and Quality
- FL's Framework for experiential learning, which illustrates the spectrum of opportunities
- Definitions of experiential learning opportunities

Overview

Florida requires that all programs using Perkins funds meet criteria for Size, Scope, and Quality. Under Scope, there is a requirement that Perkins fund-using secondary and postsecondary programs:

> *"Provide students an opportunity for work-based learning, career and technical student organizations, or capstone experiences that engage students learning inside or outside the classroom."*

There are three avenues for meeting this requirement:

- **Work-based learning** is "*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." (Sec. 3 of Perkins V)*   From this definition, we can derive several essential characteristics of work-based learning. Work-based learning is:
  - o *Network building*: The Law requires that work-based learning involve "sustained interactions with industry or community professionals." One-time or brief interactions fall short of this definition as do interactions with only instructional staff.
  - o *Skill building*: By definition, work-based learning must offer "firsthand" engagement in the work of a career field that is "in-depth." Secondhand accounts, demonstrations, observations, shadowing, or low-level tasks do not meet this work-based learning standard.
  - o *Classroom integrated*: Work-based learning is an essential reinforcement of the standards, benchmarks, curriculum, and instruction received in the classroom. The integration of work-based learning into the classroom starts before the work-based learning opportunity (to prepare students), during (to reflect on and formatively evaluate experiences), and after (to summatively evaluate experiences). Experiences completely divorced from curriculum and instruction do not qualify as work-based learning.
- **Career and Technical Student Organizations (CTSOs)** – a complete list of state-funded CTSOs can be found under each Career Cluster's Home Page.
- **Capstone experience** – these can be embedded within a CTE program or as a stand-alone course/program based on a FL CTE Curriculum Framework – Directed Study, CTE Internship, etc. A complete list can be found within each Career Cluster of FL's CTE Curriculum Frameworks page under 'Supplemental Courses' and under 'Additional CTE Programs/Courses.'

The categories below are Florida's operationalization of work-based learning – a requirement within Size, Scope, and Quality. The language used here is adapted from The Center for Apprenticeship and Work-Based Learning's "Work-Based Learning Framework." Definitions of the examples listed in the below table appear at the end of this document. This list should not be interpreted as exhaustive or restrictive. Instead, its purpose to illustrate options for implementing a spectrum of work-based learning opportunities locally.

FL's Experiential Learning Framework

	Category	Distinctives	Examples
Work-Based Learning	**Career Experience**	• **Outcome**: develop occupation specific knowledge and skills • **Specificity**: specific to an industry or occupation • **Location**: takes place in workplace setting, but integrates with classroom or lab instruction • **Duration**: interaction with partners over an extended period of time • **Compensation**: paid or unpaid • **Level**: high school and postsecondary	• Clinical/Practicum • Internship • Registered Apprenticeship • Registered Preapprenticeship • On-the-Job Training (CTE Curriculum Frameworks are available)
	Career Engagement	• **Outcome**: develop entry-level occupation knowledge and skills • **Specificity**: skills gained are transferable to multiple careers • **Location**: workplace setting or on campus • **Duration**: sustained interactions over a limited period of time • **Compensation**: paid or unpaid • **Level**: high school and postsecondary	• Directed Study and other capstone experience courses (CTE Curriculum Frameworks are available) • School Enterprise • Service Learning • Industry Projects • Simulation Tools • Simulated Work Environments • Career and Technical Student Organizations (CTSOs)
Preparation for Work-Based Learning *(NOT work-based learning)*	**Career Exposure**	• **Outcome**: gain introductory information about an industry and occupations • **Specificity**: industry and associated occupations • **Location**: workplace setting • **Duration**: short-term • **Compensation**: none • **Level**: middle grades and higher	• Job Shadowing • Mentoring • Company Tours • Informational Interviews
	Career Exploration	• **Outcome**: build awareness of career options • **Specificity**: industry or related careers • **Location**: on-campus • **Duration**: short-term • **Compensation**: none • **Level**: middle grades and higher	• Career Fairs • Interest Inventories • Mock Interviews • Guest Speakers

Definitions of Experiential Learning Opportunities

- **Clinical/Practicum**: an unpaid, structured experience in a facility, business, or simulated laboratory that must meet criteria required for program completion and is overseen by a preceptor and/or instructor.
- **Internship**: a position for a student or trainee to work in an organization, sometimes without pay, to gain work experience, satisfy requirements for a credential, and/or gain course credit.
- **Registered Apprenticeship**: Registered Apprenticeship is a highly structured employer driven training system in which the apprentice works full or part-time for a sponsoring employer learning the skills of the occupation through On-the-Job Training (OJT) with a journeyworker/mentor. Registered Apprentices complete a recommended minimum of 144 hours of related technical instruction for each year of apprenticeship. Depending on the occupation, registered apprenticeship programs range from 1 to 4 years on average. Registered Apprentices earn a progressive wage as their skills and knowledge increase. Registered Apprenticeship programs operate independently and establish their own application processes and minimum qualification requirements. The minimum qualifying age for persons entering a registered apprenticeship program is 16 years of age. Upon successful completion of the registered apprenticeship program, the apprentice is issued a nationally recognized Completion of Apprenticeship certificate by the Florida Department of Education.
- **Registered Preapprenticeship**: Registered pre-apprenticeship programs provide an avenue for both adults and youth, who are at least 16 years of age, to become qualified to enter registered apprenticeship programs. Pre-apprenticeship programs must be sponsored by registered apprenticeship programs in the same occupations.
- **On-the-Job Training:** Hands-on method of teaching the skills, knowledge, and competencies needed for students/employees to perform a specific task within the workplace. The student must be compensated for work performed. See FDOE's CTE Curriculum Frameworks by Career Cluster for more information.
- **Directed Study:** Content is prescribed by an instructor and is based on an individual student's assessed needs. This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program or occupational completion point for additional study in this Career Cluster. A student may earn multiple credits in this course. See FDOE's CTE Curriculum Frameworks by Career Cluster for more information.
- **School Enterprise:** Students sell goods or offer services in the school and learn about business skills and entrepreneurship. A business professional may serve as a mentor and advisor for the enterprise.
- **Service Learning:** a form of experiential learning whereby students apply content knowledge and critical thinking to address genuine community needs; a way of teaching and learning that engages all learners in hands-on projects in the community to meet learning objectives and mutually benefit both the student as well as strengthen communities.
- **Industry Projects:** individual, group, or class-wide projects in which students address a real-world, industry-focused question or problem with the guidance of industry professionals.
- **Simulation Tools:** provides students with access to simulation equipment that replicates what is used at the jobsite and engages them in scenarios they would likely encounter at a real-world work environment.
- **Simulated Work Environments:** simulated workplaces that transform CTE classrooms into work-like environments that immerse students in the culture and expectations of actual workplaces to develop their technical and employability skills.
- **Career and Technical Student Organizations (CTSOs):** "an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program." (Perkins V Sec. 3(6))

- **Job Shadowing:** A short-term experience that is intended to help students explore a range of career objectives and begin to identify a career field or pathway and to start toward a career plan. In job shadowing, students make brief worksite visits to spend time with individual workers learning what knowledge, skills and education their jobs entail. The length of the job shadowing experience is based on individual career objectives designed and agreed to by the participating business or industry, student, teacher, and parent.
- **Mentoring:** A professional relationship in which an experienced person (mentor) assists another (mentee) in developing skills and knowledge that will enhance the less-experienced person's professional and personal growth. Mentoring can be used for both personal and professional development. For youth, mentoring can provide positive role models and help with career exploration. For adults, mentoring can provide insight into how to effectively navigate a career or workplace. Mentoring may take place in a short-term structured program or it may be a lifelong relationship and may be done through an online delivery system.
- **Company Tours:** students are given a guided tour by an industry or community professional to explore the knowledge and skills of different occupations within an industry and develop basic awareness of employability skills.
- **Information Interviews:** workplace visits or virtual exchanges allowing industry or community professionals to present on their industry, career, and/or occupation and allow for students and instructors to ask questions.
- **Career Fairs:** Employers representing various industry or career areas are invited to set up booths or display various equipment or other career related items for students to see at a local school or central location. Students have the opportunity to visit different demonstrations, hear presentations, and talk to industry representatives about various aspects of the represented occupation or industry.
- **Interest Inventories:** self-assessments that students can take to learn about industries and occupations that might align with their skills and interests.
- **Mock Interviews**: role-playing scenarios that allow students to both question and be questioned with the intent of learning more about a career, its requirements, and speaking skills.
- **Guest Speaker:** industry or community professionals visit an educational agency to present on an industry, career, or occupation.