

FLORIDA'S WORK-BASED LEARNING MANUAL

**A GUIDE TO WORK-BASED LEARNING FOR FLORIDA
SCHOOL DISTRICTS AND FLORIDA COLLEGE SYSTEM
INSTITUTIONS**

V.1.0 2022



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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INTRODUCTION TO THIS DOCUMENT

The purpose of this document is to illuminate the policies and procedures relevant to operating high-quality work-based learning in Florida at the secondary and postsecondary sub-baccalaureate level. The intended audience is educators and administrators that represent Career and Technical Education (CTE), Perkins, and general education program areas. Work-based learning taking place through Florida State University System institutions, CareerSource, WIOA, and non-Perkins Federal programs are not within the purview of this manual. This manual is complemented by a set of related documents and templates available through the [Division of Career and Adult Education's Work-Based Learning website](#). Please contact Perkins@fldoe.org with questions on this topic or to give feedback on this document.

WHAT IS WORK-BASED LEARNING?

Both Federal Law (Perkins V) and Florida Law (§446.0915, Fla. Stat.) define work-based learning. These definitions are listed below and placed in a larger context of a continuum of activities that meet, lead into, or complement these requirements.

Perkins V Work-Based Learning Definition

“WORK-BASED LEARNING.—The term ‘work-based learning’ means 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 of a given career field, that are aligned to curriculum and instruction.”

–Perkins V, Sec. 3(55)

Florida State Statute Definition of Work-Based Learning Opportunity

“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.

A work-based learning opportunity must meet all of the following criteria:

- a. Be developmentally appropriate.
- b. Identify learning objectives for the term of experience.
- c. Explore multiple aspects of an industry.
- d. Develop workplace skills and competencies.
- e. Assess performance.
- f. Provide opportunities for work-based reflection.
- g. Link to next steps in career planning and preparation in a student's chosen career pathway.
- h. Be provided in an equal and fair manner.
- i. Be documented and reported in compliance with state and federal labor laws."

–§446.0915, Fla. Stat. (2021)

The “Musts and Mays” of Work-Based Learning

Work-Based Learning Must:

- Involve interactions with industry or community professionals
- Involve firsthand experience with tasks required in a given career field
- Be aligned with curriculum and instruction
- Be provided in partnership with an educational institution

Work-Based Learning May:

- Take place on- or off-campus
- Be virtual/simulated or real-world, service-providing
- Be paid or unpaid
- Be credit bearing or non-credit bearing (that is, may be a part of a course specific to work-based learning or be integrated within/parallel to other coursework)
- Be as short as one occurrence or last years
- Range from secondary through adulthood

The Work-Based Learning Continuum

Work-based learning is not one type of experience – it is a spectrum of intentionally and collaboratively offered experiences. Jobs for the Future Foundation produced a framework to describe this spectrum in their [Work-Based Learning Framework](#). Below is an adaptation of that Framework.

Career Exploration	Career Exposure	Career Engagement	Career Experience
<p>Awareness raising for a wide variety of careers. NOT full work-based learning.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Career Fairs • Interest Inventories • Mock Interviews • Guest Speakers 	<p>Introduction to an industry and associated occupations. NOT full work-based learning.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Job Shadowing • Mentoring • Informational Interviews • Company Tours • Externships 	<p>Firsthand engagement in entry-level work-based learning.</p> <p>Examples:</p> <ul style="list-style-type: none"> • School-Based Enterprise • Service Learning • Guided Entrepreneurship • Industry/ Capstone Project • Virtual/Simulated work-based learning 	<p>Sustained, in-depth, occupation-specific, skill-building work-based learning.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Internships • Cooperative Education On-the-Job Training (OJT) • Clinicals • Practicums • Apprenticeship OJT • Pre-apprenticeship OJT

Definitions for the Work-Based Learning Continuum

Career Exploration		
Category	Definition	Example(s)
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, or talk to industry representatives about various aspects of the represented occupation or industry.	Day-long event at a local high school with tables and presentations on local careers and educational opportunities.
Guest Speakers	Industry or community professionals visit an educational agency to present on an industry, career, or occupation.	Presentation by a local employer.

Interest Inventories	Self-assessments that students can take to learn about industries and occupations that might align with their abilities, interests, and values.	O*Net Career Exploration Tools.
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.	Student wears professional attire, brings resume copies, and is interviewed by a mock panel representing a prospective employer.
Career Exposure		
Category	Definition	Example(s)
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.	Tour of a manufacturing plant.
Externships	A structured, time-limited, career training experience in which learners are placed at a worksite to observe. Differs from internships in that the focus is on job shadowing and education, and are typically shorter than internships and may last only a few days to a few weeks.	Three weeks of job shadowing and training at company site.
Informational 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.	Web designer visits a class and answers student questions.
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.	A small group of three students observe the normal functions of a professional and receive explanation of the tasks and objectives.

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 be short- or long-term and be conducted in-person or online.	Professional chef meets with a culinary student once a week for several months to discuss professional advice and experience.
Career Engagement		
Category	Definition	Example(s)
Mentored Industry Project	Activities which address a real-world, industry-focused question or problem and engage students in the in-depth, firsthand tasks required of a given career field. This can entail project-based, virtual, or simulated work-based learning and use the tools of industry, copy the scenarios faced on a worksite, or fully replicate a workplace environment with tools, scenarios, and workplace roles and responsibilities. In accordance with the definition of work-based learning opportunities in §446.0915, Fla. Stat., the experience must involve interactions with industry or community professionals.	A capstone experience of creating drone software to identify nutrient deficiencies in crops in the field for more precise crop fertilization.
Mentored Entrepreneurship	A student-led, instructor-supervised, entrepreneurial experience of the student’s design that results in measurable outcomes within a predefined, agreed upon set of entrepreneurial standards and is aligned with the student’s program of study. Student work may be conducted on or off campus.	The student is guided through the process of establishing, marketing, managing, and growing a jewelry design business operated by the student.
Service Learning	Work-based learning activity that integrates meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.	Health Sciences students supporting a local blood drive. Environmental Science students removing invasive plant species from a local park and replacing with a mix of native species designed to mimic old growth forests.

School-Based Enterprise	Student-led simulated or actual business that offers goods or services on campus and builds employability, technical, business, and entrepreneurial skills.	Maintaining a greenhouse, and marketing and selling the plants to the local community. Designing, marketing, and selling spirit wear, food and beverage items, and school supplies on campus.
Career Experience		
Category	Definition	Example(s)
Clinical/ Practicum	A highly-structured, preceptor- or instructor-supervised work experience requiring learners to demonstrate mastery of career-related skills and meet the credit or non-credit criteria required for program completion or credentialing. Clinical and practicum activities are governed by program completion requirements and often State or Federal Regulating Agencies.	Health Sciences students working at a local long-term care facility. Elementary Education students participating in a teaching practicum.
Cooperative Education On-the-Job Training	An intensive, paid career preparation experience where educators and employers collaborate to offer structured work experiences through which participants acquire professional and technical skills. On-site work is paired with on-campus instructor-led instruction.	Engineering students working on-site at an engineering firm conducting design work.
Internship	A highly-structured, time-limited, career training experience in which learners are placed at a worksite to observe and participate in work firsthand. Internships can be paid or unpaid. Can be truncated into a very short-term "micro-internship," allowing for the possibility of multiple micro-internships to take place within a semester.	Finance students participating in an internship at a local bank.
Registered Apprenticeship On-the-Job Training (OJT)	A formalized system of job processes which may be augmented by related instruction that provides the experience and knowledge necessary to meet the training objective of learning a specific skill, trade, or occupation. The training program must be at least 6 months and not more than 2 years in duration and must be registered with the department. [§446.021(7), Fla. Stat.] Can be preceded by preapprenticeship OJT, which is work experience accompanied by related technical instruction for adults and youth to become qualified to enter a registered apprenticeship program.	Advanced Patient Care Technician apprenticeship OJT offered through a local hospital.

REASONS TO OFFER WORK-BASED LEARNING

There are numerous and significant reasons to be offering more and better work-based learning, including:

The Educational Case for Work-Based Learning

Benefits for Students in Work-Based Learning

- Build in-depth technical and employability skills
- Improve student perceptions of and engagement with education¹
- Strengthen student resume/application competitiveness²
- Explore career paths firsthand and get clarity on career direction³
- Establish industry relationships and connect to industry networks

Outcomes for Students in Work-Based Learning

- Higher high school graduation rates⁴
- Higher high school grade point averages^{5 6 7}
- Higher employment rates post-graduation^{8 9 10 11 12 13 14 15}
- Higher average starting salary^{16 17 18 19 20}
- Higher rates of postsecondary matriculation²¹
- Reduce youth crime rates, including violent crime^{22 23 24 25 26 27}

Benefits for Local Educational Agencies Offering Work-Based Learning

- Stronger employer relationships
- Better resourced and staffed CTE programs

Outcomes for Local Educational Agencies Offering Work-Based Learning

- Improved student placement rates
- Increased student enrollment

The Business Case for Work-Based Learning

Benefits for Businesses Offering Work-Based Learning

- Stronger, more diverse talent pipeline²⁸
- Improved brand awareness and community image²⁹
- Low-cost, customizable employee training
- Stronger work culture of community service and leadership
- Ability to network with other businesses through career fairs, advisory councils, and work-based learning opportunities
- Tax credit for postsecondary internships through [§220.198, Fla. Stat.](#)

Outcomes for Businesses Offering Work-Based Learning

- Faster time to full worker productivity^{30 31 32}
- Lower recruitment costs^{33 34}
- Higher job commitment and engagement rates³⁵
- Higher employee retention rates/lower position vacancy rates
- Lower training costs

PLANNING WORK-BASED LEARNING

What Quality Work-Based Learning Looks Like

The first step in implementing new work-based learning as well as analyzing your current offerings is knowing what quality work-based learning looks like. Armed with this understanding, informed decisions can be made as to how work-based learning is implemented and improved. The Division of Career and Adult Education has created Florida’s Work-Based Learning Quality Framework & Needs Assessment to facilitate the planning and evaluation of work-based learning and meet the biannual work-based learning needs assessment requirement of the [Work-Based Learning Standards Rule 6A-23.0042\(4\)\(d\), Fla. Stat.](#) A version that can be printed and used to facilitate program review and discussion can be found on the [Work-Based Learning website](#) on fldoe.org.

What Does Quality Work-Based Learning Look Like?	
Work-Based Learning is...Safe	
Checklist	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.
Training	Students are trained on how to report harassment, discrimination, and injury prior to work commencing.
Site Visits	Students are appropriately insured with either workers’ compensation insurance or medical insurance coverage for injury/illness related to the work-based learning opportunity.
Supervisor Background Checks	For employer supervisors that supervise minors, the policies and procedures of the educational institution regarding employer supervisor background checks are being followed, pursuant to Fla. Admin. Code R. 6A-23.0042.

Work-Based Learning is... Accessible	
Data Analysis	Enrollment and participation data for work-based learning courses and programs are analyzed to identify gaps and access barriers in terms of gender, race, ethnicity, disability, and other historically underrepresented learner groups.
Barrier Reduction	Participation barriers, such as those related to transportation, digital access, and/or professional attire, are identified and reduced.
Opportunity Creation	Measures are implemented to create opportunities to ensure students participating in work-based learning are representative of the larger student body.
Accommodations for Students with Disabilities	Worksite accommodations are established prior to work commencing.
	Worksite visits and experience evaluations identify gaps, if any, in worksite accommodations.
Work-Based Learning is... Skill Building	
Training Agreement	The training agreement is collaboratively developed by all relevant parties and clearly establishes the developmentally-appropriate, assessable, and career-field-specific employability, academic, and technical skill outcomes of the work-based learning experience.
Skill Assessment	Skill mastery is assessed throughout the work-based learning experience through a variety of means, such as work observation/evaluation, standardized assessment/certification, project completion, or interview.
Training and Coaching	Students are trained on foundational work-based learning concepts, including, but not limited to, work-based learning opportunity rules, procedures, policies, and professionalism expectations.
	Students receive coaching throughout the work-based learning experience to develop the skills outlined in the training plan, and this training is customized based on observation and assessment.
Work-Based Learning is... Social Capital Building	
In-Depth Relationships	Students are able to have sustained interactions with industry professionals and form lasting relationships through means such as mentoring.
Broad, Diverse Networking	Students are presented with a wide variety of opportunities to network with diverse industry professionals.
Relationship Maintenance	Relationship maintenance after the work-based learning experience is facilitated through contact information sharing and reconnection opportunities.

Work-Based Learning is...Career Preparatory	
Career Alignment	Students are placed in work-based learning opportunities aligned with their career goals.
Classroom Integration	Work-based learning is aligned to curriculum and instruction, including academic content.
Resume and Work Product Development	The experience culminates in the development of content relevant to the student's future employment and/or postsecondary education, such as a portfolio of work products, professional online presence, letter of recommendation, and/or attainment of a credential of value.
Reflection	Structured opportunities are given to students to reflect on their work-based learning experience, including what they accomplished, what they learned about themselves, how their future academic and career plans have been affected by their experience, and how the work-based learning opportunity could be improved for future students.
Career Preparation and Planning	Students are given career and postsecondary guidance and counseling related to their career path.
Work-Based Learning is...Collaboratively Managed	
Student Voice and Choice	The student has informed voice and choice regarding the placement, operation, and evaluation of the work-based learning experience.
Employer Voice and Choice	The employer has informed voice and choice regarding the establishment, operation, and evaluation of the work-based learning experience.
Instructor Site Visits	The work-based learning instructor regularly visits (in-person and virtually) the work site to ensure the needs of both the student and the employer are being met.
Personnel Training, Equipping, and Engagement	All relevant personnel are fully trained, equipped, and engaged in the establishment, operation, and evaluation of the work-based learning experience, including employers, counselors, administrators, coordinators, and instructors.
Needs Assessment	Assess work-based learning needs related to the topics in this framework at least every two years in consultation with instructors, students, employer representatives, and other relevant stakeholders.

Establishing Work-Based Learning Roles and Responsibilities

If your work-based learning reaches full capacity and potential, then it must be the product of a diverse group of staff and stakeholders. Below is an abbreviated outline of some of the roles and responsibilities that can contribute to vibrant and successful work-based learning.

Role	Responsibility
CTE Administrator	<p>Main function: work-based learning strategy and infrastructure development</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Oversight of work-based learning integration into CTE courses and programs of study • Strengthen strategic relationships to improve work-based learning delivery • Funding/staffing/resourcing work-based learning initiatives • Quality assurance • Compliance with State, Federal, and local policy and laws • Student safety, insurance, and liability oversight • Ensure adequate work-based learning staffing and professional development • As required, collect and report work-based learning data to FDOE [Fla. Admin. Code R. 6A-23.0042(4)(e)] • Conduct work-based learning needs assessment biannually [Fla. Admin. Code R. 6A-23.0042(4)(d)]

Role	Responsibility
<p>Work-Based Learning Coordinator</p>	<p>Main function: business relations development and technical assistance</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Employer recruitment • Orient employers to work-based learning [Fla. Admin. Code R. 6A-23.0042(4)(a)3.] • Provide technical assistance to education and business partners on work-based learning rules, regulations, reporting requirements, accommodations for students with disabilities, and best practices. • Maintain information on work-based learning employers and available opportunities • Serve as a liaison between regional business/industry and appropriate education personnel to develop and improve relationships to foster work-based learning opportunities. • Work-based learning data analysis for needs assessment and planning, including for equitable access to work-based learning for all special populations and subgroups • Work-based learning documentation, templates, recruitment materials, and resources maintenance • For students that are minors, define and enact employer supervisor background check standards [Fla. Admin. Code R. 6A-23.0042(4)(a)1.] • Ensure students are properly insured to cover injury/illness [Fla. Admin. Code R. 6A-23.0042(4)(a)8.]

Role	Responsibility
<p>Work-Based Learning Instructor</p>	<p>Main function: student placement, supervision, and development</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Identify developmentally appropriate work-based learning opportunities aligned to the student’s career aspirations and program of study • Train students on foundational work-based learning concepts, including, but not limited to, work-based learning opportunity rules, procedures, policies, and professionalism expectations [Fla. Admin. Code R. 6A-23.0042(4)(a)(4)] • Design, maintain, and distribute training agreements [Fla. Admin. Code R. 6A-23.0042(4)(a)(6)] • For minors, notify parents of injury/illness or allegations of harassment/discrimination [Fla. Admin. Code R. 6A-23.0042(4)(a)(2)] • Oversee student completion of a work-based learning reflection [Fla. Admin. Code R. 6A-23.0042(4)(c)] • Regular on-site supervision to ensure safety, accommodations, and skill development • Provide an evaluation instrument to the employer supervisor to assess a student’s acquisition of the employability and technical skills referenced in the training agreement. [Fla. Admin. Code R. 6A-23.0042(4)(a)(7)] • Counsel student on job progress, behavior, attitude, academics, career exploration, career planning, and career preparation • Reinforce work-based learning experiences with related classroom instruction. • Analyze employer and student feedback on work-based learning • Assign final student grade for the work-based learning experience

Role	Responsibility
<p>Employer</p>	<p>Main function: skill development and productivity</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Review, sign, and adhere to a training agreement [Fla. Admin. Code R. 6A-23.0042(5)(a)] • Designate a primary supervisor [Fla. Admin. Code R. 6A-23.0042(5)(b)] • Participate in a work-based learning orientation by the educational institution [Fla. Admin. Code R. 6A-23.0042(5)(c)] • Maintain emergency contact info and contact the instructor and parent/guardian in the event of injury, illness, or allegation of harassment/discrimination [Fla. Admin. Code R. 6A-23.0042(5)(d)] • Offer safety training [Fla. Admin. Code R. 6A-23.0042(5)(e)] • Evaluate the student’s performance using the educational institution’s instrument [Fla. Admin. Code R. 6A-23.0042(5)(f)] • For students that are minors, report workplace injuries, illness, or allegations of harassment or discrimination to student’s parents or legal guardians as soon as possible and within 24 hours to the instructor [Fla. Admin. Code R. 6A-23.0042(5)(g)] • Facilitate the student’s social capital development, as practicable [Fla. Admin. Code R. 6A-23.0042(5)(h)] • Provide instruction and supervision to ensure student development and productivity • Adhere to wage and hour, child labor, and all other federal, state, and local laws pertaining to student employment • Coordinate and communicate with the work-based learning instructor
<p>Student</p>	<p>Main function: skill and career development</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Adhere to the training agreement and with all rules and regulations of the work-based learning site • Be on time and display professional conduct at the worksite • Complete assignments, evaluations, forms, and other activities required by the instructor or employer • Communicate with the instructor and employer to ensure that a safe, effective work/learning environment is maintained
<p>Counselor</p>	<p>Main function: alignment of work-based learning engagement within student college and career plans</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Advise students to participate in work-based learning based on their interest, aptitudes, abilities, and career goals • Explain to students the career value in work-based learning participation • Assist teachers in integrating career exploration, planning, and preparation

Role	Responsibility
Parent(s)/ Guardian(s) of Students that Are Minors	<p>Main function: college and career encouragement and work-based learning transportation</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Be involved and informed about the progress of their student’s work experience program • Provide transportation, as needed and able, to allow the student to work off the school premises • Discuss with the student work challenges • Discuss work-based learning’s relevance to college admissions and career preparation

Recruiting Businesses to Offer Work-Based Learning

Have a strong return on investment (ROI) case for businesses to offer work-based learning.

Here are only a few ROI factors relevant to recruiting businesses to offer work-based learning:

- **More, Cheaper, Faster Human Capital Development:** Businesses that are involved in CTE and work-based learning are able to increase and diversify their recruitment pipeline, lower training costs, and decrease the time for employees to reach full competence.
- **Brand Awareness and Loyalty:** Giving back to the community, education, and to students provides numerous opportunities to gain new customers and increase the commitment of these customers to the business’ brand. Businesses that give back are more favorably perceived by customers and, in some cases, even regulators.
- **Business Networking:** Many businesses find it valuable to be able to meet and learn from other businesses that are involved in opportunities through the educational institution, such as local career fairs, advisory councils, and work-based learning opportunities.
- **Existing Staff Development and Retention:** Employees at the businesses that are involved in various forms of work-based learning are likely to view their involvement in developing students’ careers as intrinsically rewarding and fulfilling. Furthermore, the employees are able to develop additional leadership and training experience valuable to both the employees and the businesses.

- **Financial Assistance:** [§220.198, Fla. Stat.](#) provides tax credits for certain postsecondary internships and [§446.54, Fla. Stat.](#) reimburses workers' compensation insurance premiums for students 18 years old and younger in eligible work-based learning opportunities.

Be ready to explain what your programs are like, what your students are like, and have responses to common questions/misconceptions about topics like liability and insurance.

If you have satisfied work-based learning host employers, capture their testimonials and promote their experiences to other potential work-based learning hosts.

Capture short video interviews or written testimonials from your satisfied work-based learning hosts and share these testimonials through your website, promotional materials, or recruitment outreach. Businesses want to know that other businesses have found investing in students through work-based learning as worthwhile.

Be ready to explain how businesses can get involved in a spectrum of opportunity, what they will be asked to provide, and how you will support their work.

Businesses can be approached with a specific work-based learning request (e.g., to request they consider offering an internship) or businesses can be introduced to the spectrum of work-based learning and asked if they would consider a very low-level commitment to get to know students and educational programs. This type of "foot in the door" approach can yield dividends for years as businesses are progressively more willing to get involved in CTE. Examples of low-commitment opportunities include serving on an advisory council, offering job shadowing, site visits, and presenting as guest speakers.

Take an inventory of what programs lack work-based learning and identify industries, businesses, and contacts aligned with your programmatic work-based learning needs.

Work-based learning should be career-specific and the programs you offer need to drive what businesses you are attempting to recruit. Businesses in industries prioritized by your educational institution can be identified and recruited through

personal relationships, teachers, institutional vendors, advisory board members, parents, secondary/postsecondary partners, CareerSource, your local chamber of commerce, and industry organizations can be key assets for the task of business identification.

Make contact and build relationships.

You will likely need to strike a balance in spreading a wide net of recruitment through low-time investment means that can yield lower volume results (like surveying and emails) and high-time investment means like in-person visits and phone calls that can yield high-quality results. Both of these methods have their place, and experimentation will clarify which should be used and under what circumstances.

Career and Technical Education Graduation Pathway Option

Pursuant to [§1003.4282\(10\), Fla. Stat.](#), Florida high school students may earn a standard high school diploma through the Career and Technical Education (CTE) pathway option. This option involves work-based learning and allows students to complete high school in 18 credit hours, rather than the traditional 24.

To earn a standard high school diploma through this pathway option, a student must:

- Successfully complete a minimum of 18 credits.
- Have a minimum, cumulative GPA of at least a 2.0 on a 4.0 scale.
- Meet the requirements of:
 - » 4 English credits (including the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score)
 - » 4 Math credits (including the statewide Algebra I EOC assessment, or earn a comparative score)
 - » 3 Science credits
 - » 3 Social studies credits
- Complete two credits in career and technical education. The courses must result in a program completion and an industry certification.
- Complete two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.

Each district school board must incorporate the CTE pathway option into the student progression plan required under [§1008.25, Fla. Stat.](#)

Visit the [CTE Pathway Option page](#) for more information and lists of courses and certifications that meet the CTE Pathway Option requirements.

Work-Based Learning in the Florida Bright Futures Scholarship Program

Starting for the 2022-23 academic year and thereafter, students may conduct at least 30 hours of volunteer service or at least 300 hours of paid work and, upon meeting additional criteria, be recipients of the Florida Gold Seal Vocational Scholars or the Florida Gold Seal CAPE Scholars awards. Meeting the criteria outlined in [§1009.536, Fla. Stat.](#), offers students significant scholarship savings – up to 100 percent of full-time tuition costs for applied technology diplomas, career certificates, or technical degrees. These volunteer or paid hours can be offered through district coursework or dual enrollment. Learn more about the [Florida Bright Futures Scholarship Program here](#).

Insurance and Liability

Lawsuits and liability concerns can rank high amongst employer apprehensions to start or expand work-based learning. Given this, understanding insurance coverages is important not only to ensure that students, employers, and educational institutions are adequately covered in the event of an adverse incident but also to explain to employers in the simplest terms possible how they can reduce liability and increase work-based learning offerings. Insurance and liability are complex topics and decisions about coverage should be made with the aid of your legal counsel, risk management personnel, and insurance carriers.

Work-Based Learning Rule Insurance Requirements

The Work-Based Learning Standards Rule 6A-23.0042(4) states that:

“(a) The educational institution shall establish policies and procedures related to:...8. Ensuring, prior to a student engaging in a work-based learning opportunity, that the student is covered by the employer’s workers’ compensation insurance coverage or has medical insurance coverage for injury or illness related to the work-based learning opportunity.”

The intention of this clause is to ensure that students are covered for unforeseen medical expenses due to the work-based learning opportunity. This type of injury/illness medical coverage can be achieved through a number of types of insurance, including workers’ compensation, accident, health, medical payment, educational

institution self-insurance, or other forms of insurance. As coverage packages vary, consultation with legal counsel and insurance carriers is advised.

Workers' Compensation Insurance

Workers' compensation insurance is coverage purchased by an employer for job-related employee injury/illness expenses, such as medical expenses, lost wages, etc. Workers' compensation insurance is required in Florida for all paid employees, except under an exemption authorized by [Chapter 440](#) and the [Division of Workers' Compensation](#). Proof of coverage can be publicly searched on the Division of Workers' Compensation [Proof of Coverage page](#). Additionally, [§446.54, Fla. Stat.](#) requires that districts and colleges add work-based learning students on to their workers' compensation coverage when the student is 18 years old and younger, unpaid, and providing services like an employee (virtual, simulated, or project-based work-based learning opportunities are exempt). Businesses, districts, and Florida College System institutions can apply to be reimbursed for the expenses associated with workers' compensation insurance premiums associated with eligible work-based learning. Read guidance, view sample application templates, and learn more about this reimbursement fund on the [FDOE Work-Based Learning website](#).

Accident Insurance

Accident insurance is a type of insurance where the policy holder is paid directly in the event of an accident resulting in injury of the insured. Accident insurance does not cover ongoing or out-of-pocket expenses. Instead, it can offer a one-time, fixed payout for various kinds of accident-related injuries.

General Liability Insurance

General liability insurance is a broad type of risk insurance that can be held by the educational institution and/or the employer to cover expenses related to lawsuits or claims of bodily injury, property damage, personal injury, advertising injury, or medical payments. This type of insurance can be relevant both for students being the victim of property damage or bodily harm or when the student acting on behalf of the employer causes property damage or bodily harm to customers, passers-by, or the general public.

Automobile/Vehicle Insurance

Students operating vehicles owned by employers are covered under the employer's automobile insurance policy (§324.021, Fla. Stat.). Care should be taken in permitting

this kind of automobile usage, particularly with trucks and other heavy equipment. In situations where such driving is deemed advisable, employers should verify each student's driver's license and motor vehicle driving record before authorization. Employers should also keep in mind the legal requirements of the commercial driving license, which may place special restrictions on the use of any commercial vehicle over a certain size. [§450.061\(1\)\(g\)](#), Fla. Stat., prohibits 15 years of age or younger from operating motor vehicles for work, with exemptions given to licensed motorscooter operation, and supervised and certified farm tractor operation. [§570.52, C.F.R.](#), declares that operating motor vehicles is hazardous for minors between 16 and 18 years of age, but also provides allowances under specific circumstances for individuals at least 17 years of age.

Crime Insurance

If students are not paid by the employer, they may not be considered insured under a fidelity bond. Therefore, no coverage would exist if students take money or other employer assets. In certain circumstances the fidelity bond may be modified, but it requires agreement of the insurance underwriter and the potential payment of additional premium. Careful consideration should be given to the assignment of students to sensitive job classifications.

Child Labor Laws

Federal Child Labor Laws

The U.S. Department of Labor maintains a website and body of resources on Federal Child Labor Laws at: <https://www.dol.gov/agencies/whd/child-labor>. In particular, the following may be useful from this site:

- [Employer Self Assessment Tool for Child Labor in Grocery Stores](#)
- [Employer Self Assessment Tool for Child Labor in Non-Agriculture](#)
- [Employer Self Assessment Tool for Child Labor in Restaurants](#)

Florida Child Labor Laws

The Department of Business & Professional Regulations (DBPR) maintains a website explaining and providing resources related to Florida's Child Labor Laws at: <http://www.myfloridalicense.com/DBPR/child-labor/>. In particular, the following may be useful from DBPR's Child Labor Laws site:

- **Overview of FL Child Labor Laws**
 - » [Poster](#)
 - » [Brochure](#)
 - » [FAQ](#)
 - » [Statutes](#)
 - » [Rules](#)
 - » [Complaints](#)
- **Educational Guidelines**
 - » [Educators](#)
 - » [Employers](#)
 - » [Parents and Teens](#)
- **Industry-Specific Resources**
 - » [Entertainment Industry](#)
 - » [Prohibited Occupations](#)

Partial Waivers of Child Labor Laws

In accordance with [Fla. Admin. Code R. 61L-2.007](#) and when it is clearly in the best interest of a student, a Florida school district's designee or the Department of Business and Professional Regulation may grant or issue a Partial Waiver of Child Labor Laws. A Partial Waiver must, "specify the restriction(s) waived, and shall be valid for a period specified on the Partial waiver, not to exceed one (1) year. Employers shall keep a copy of any Partial Waiver granted in their file during the entire period of employment for which the Partial Waiver is applicable." [Fla. Admin. Code R. 61L-2.007(1)]

Minors, parents, guardians, chaperones, or employers of minors may request Partial Waivers. Fla. Admin. Code R. 61L-2.007 allows waivers to be issued for reasons such as school status (including receiving work-site tutoring, home schooling, school expulsion, foreign work-study programs, college/career preparation), financial hardship, medical hardship, other hardships, and court orders.

Hazardous Occupations and Hazardous Work Environments for Minors

[§450.061, Fla. Stat.](#), defines occupations that are prohibited for minors to work in. That said, [§450.161, Fla. Stat.](#), provides exceptions for youth vocational training programs given certain criteria are met regarding written agreements, the duration of the activity, supervision, training, and progressive integration of the student.

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.

Worksite 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.](#)

Minimum Wage

On November 3, 2020, Florida voters approved a constitutional amendment to gradually increase the state’s minimum wage each year until reaching \$15.00 per hour in September 2026. On September 30, 2021, Florida’s minimum wage was increased to \$10.00 per hour. Each year, thereafter, Florida’s Minimum Wage will increase by \$1.00 until the Minimum Wage reaches \$15.00 per hour on September 30, 2026.

Effective Date	Florida Minimum Wage
January 1, 2021	\$8.65
September 30, 2021	\$10.00
September 30, 2022	\$11.00
September 30, 2023	\$12.00
September 30, 2024	\$13.00
September 30, 2024	\$14.00
September 30, 2026	\$15.00

Accommodations for Students with Disabilities

It is not only a best practice to ensure that all students, regardless of disability status, have full workplace and educational accommodations and access to all aspects of work-based learning, but it is also the law. The Americans with Disabilities Act (ADA) mandates that individuals with disabilities provided reasonable workplace accommodations at every stage of employment – from interview to conducting work to receiving the benefits of work. The Individuals with Disabilities Education Act (IDEA), likewise, establishes that everyone deserves an education tailored to their ability needs. Both of these landmark pieces of legislation focus on ensuring that everyone has access to opportunities of the same level of quality and that each individual is given the support they need to be successful.

A number of resources are available to ensure all students are fully supported; below is a list of only a few such resources.

- [Florida's Division of Vocational Rehabilitation \(VR\)](#) has access to significant resources and staffing to ensure the workplace success of individuals with disabilities; this includes youth and students with disabilities engaging in work-based learning through their [Transition Youth program](#).
- [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 National Institute for Occupational Safety and Health's (NIOSH) ["Staying Safe at Work"](#) safety curriculum for individuals with intellectual and developmental disabilities.
- 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.

Supervisor Background Checks

Florida Administrative Code Rule 6A-23.0042 requires districts and colleges to set the policies and procedures necessary to determine if the primary employer supervisor

of one or more minors (17 years old and younger) 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.” (§446.0915(4)(a)1., Fla. Stat.) This requirement does not apply to employer supervisors that supervise students 18 years old and above.

The Rule does not define a process (e.g., Level 2 or Level 1 background check), instead it defines a standard. This allows districts and colleges discretion on how to implement these checks, including: Level 2 background check (requires fingerprinting); Level 1 background check; recognition of existing background checks (like for nursing/ education programs); or other background check methodology.

Discretion is also given on timing related to starting new work-based learning opportunities and for students switching supervisors mid-work-based learning opportunity.

In addition, parents, students, and any other party may utilize the free and publicly available [Florida Department of Law Enforcement’s Sexual Offenders and Predators Search](#) or [the United States Department of Justice’s Dru Shodin National Sex Offender Public Website](#).

Example Background Check Policy

Below is non-binding guidance on how the requirements of Rule 6A-23.0042(4)(a)1. can be implemented. The policies expressed below can be adapted to the student safety needs and strategies of the local educational institution.

Who gets background checked:

Only the “primary” employer supervisor gets background checked. If the student is truly split between multiple supervisors, all relevant supervisors get background checked.

How the background check is completed:

The primary employer supervisor completes a background check form ideally when the work-based learning opportunity is established but as late as the signing of the training agreement. This form asks for information such as the employer supervisor’s name, social security number, the addresses that he or she has lived at for the last 5

years, an acknowledgement of the background check, a clarification that the offenses being examined pertain to the exclusionary offenses listed in §435.04(2) and (3), and an attestation from the employer supervisor that he or she will notify a designated district/college staff of any arrest 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 while active with the work-based learning program. The district contracts with a criminal background check business to complete the background check, and the district/college covers the expense.

Timing of the background check:

If an employer supervisor overseeing one or more students needs to switch mid-work-based learning opportunities (such as due to turnover), or in the event that a new work-based learning opportunity becomes available, it is allowable for the background check to be pending while students participate in the experience, provided all due diligence is being given to complete the background check.

Frequency of the background check:

A background check only needs to be conducted once, provided the employer supervisor remains in active service with the work-based learning program and/or the employer. If the employer supervisor has gaps in work-based learning activity that are in excess of a year and the employer cannot verify that the employer supervisor remained in continuous employment with the employer, the background check should be repeated.

Attestation of existing background checks:

In the event that the employer supervisor has already undergone a criminal background check as a requirement of licensure, certification, or employment, the employer can sign an attestation that the employer supervisor complies with the requirements of Rule 6A-23.0042(4)(a)(1), F.A.C. This is particularly relevant for healthcare, education, government, and other industries that require criminal background checks for licensure and/or employment.

Overcoming Participation Barriers for the Economically Disadvantaged

Given that work-based learning is an evidence-based practice shown to improve student outcomes, due diligence is warranted to ensure that all students have access to work-based learning and its benefits. Participation limitations related to poverty are present and real across most schools and campuses but can be particularly acute for rural and low-income areas. Below is an abbreviated list of strategies to alleviate some aspects of these access and participation limitations.

Strategies for Transportation Limited Students

- **Busing students to the worksite** – this strategy can work in a variety of circumstances but lends itself most easily to multiple students working at a single worksite.
- **Connecting students with public transportation** – this strategy is most easily accomplished in large, metro areas.
- **Connecting students with work-based learning within walking distance**
- **Providing work-based learning on-campus** (Note: to meet the State’s definition of work-based learning opportunity under §446.0915, Fla. Stat., the activities must be paired with interactions with industry or community professionals, through means such as mentoring, judging or overseeing projects, presenting to a class, getting interviewed by students, and myriad of other forms of involvement.)
 - » **Project-based, virtual, or simulated work-based learning** are activities which address a real-world, industry-focused question or problem and engage students in the in-depth, firsthand tasks required of a given career field. This can entail project-based, virtual, or simulated work-based learning and use the tools of industry, copy the scenarios faced on a worksite, or fully replicate a workplace environment with tools, scenarios, and workplace roles and responsibilities.
 - » **School-based enterprise** is a student-led simulated or actual business that offers goods or services on campus and builds employability, technical, business, and entrepreneurial skills.
 - » **Mentored entrepreneurship** is a student-led, instructor-supervised, entrepreneurial experience of the student’s design that results in measurable outcomes within a predefined, agreed upon set of entrepreneurial standards and is aligned with the student’s program of study. Student work may be conducted on or off campus.

Note: High school students should find their own transportation to work-based learning opportunities as instructors are discouraged from arranging transportation for them.

Strategies for Digital Access Limited Students

Ensuring that students have access to high-speed internet for conducting online work-based learning could involve providing on-campus computer access, loaning devices out for part or all of the duration of the work-based learning opportunity, or helping students get access to public Wi-Fi at convenient locations.

Strategies for Professional Attire Limited Students

Many low socio-economic status students are unable to afford professional clothing that would allow them to have an appearance similar to their coworkers at a work-based learning BL worksite. While both perceptions and customs vary greatly across different career fields, attire limitations can affect the way students are perceived and their ability to advance. Helping students understand affordable options (e.g., resale or consignment) and gain access to donations (e.g., professional attire community clothing closet, gift cards) can make a difference for many students. Likewise, letting the community understand how to donate to this cause – clothing donation criteria, financial/gift card donation means, or donations through online “wish list” gift registries – can magnify student impact.

OPERATING WORK-BASED LEARNING

Training Agreement Development and Execution

The purpose of the training agreement is to ensure that all parties are aware of the expectations and intended outcomes of the work-based learning experience. Florida Admin. Code Rule 6A-23.0042(6) defines the contents and applicable circumstances in which a training agreement needs to be executed for a work-based learning opportunity. An optional and editable training agreement is available on the [FDOE's Work-Based Learning website](#).

When Is a Training Agreement Required?

According to Florida Admin. Code Rule 6A-23.0042(6)(a), a training agreement is required when the work-based learning opportunity is:

- **Multi-day**
- **Overseen by an employer supervisor that is not the instructor**
- **Fully compliant to the definition of a work-based learning opportunity** according to §446.0915, Fla. Stat.

Instances where no training agreement is needed when the opportunity is:

- **Single-day**
- **Entirely overseen by the instructor**, include on-campus paid student work (e.g., instances where the student is working for a school providing A/V, cafeteria, maintenance, and other forms of services.) or off-campus opportunities fully supervised by the instructor (e.g., service learning or work-based learning conducted at a business where the instructor is an employee)
- **Not compliant with the full definition of work-based learning**, such as mentoring, job shadowing, worksite tours, and other types of activities that are not first-hand engagement in the tasks of a career field

Contents of a Training Agreement

According to Fla. Admin. Code R. 6A-23.0042(6)(b), a training agreement should include:

- **Contact Information**
 - » The student's legal name, educational institution, telephone number, and email address.
 - » The student's emergency contact information and, if the student is age 17 years or younger, contact information for his or her parent or legal guardian. Contact information must include, at a minimum, the contact's name, telephone number, email address, and relationship to the student.
 - » The instructor's legal name, telephone number, and e-mail address.
 - » The employer's legal name, address, telephone number, and federal tax identification number.
 - » The employer supervisor's legal name, title, telephone number, and e-mail address.
- **Description of the Work-based Learning Opportunity**
 - » The start and end dates of the work-based learning opportunity.
 - » The number of hours to be worked per week by the student and the student's work schedule, if available.
 - » Whether the work-based learning opportunity is paid or unpaid.
 - » A description of the work-based learning opportunity, including, but not limited to, the student's specific job responsibilities.
- **Learning Outcomes and Assessment Methodology**
 - » The employability and technical skills to be learned by the student during the work-based learning opportunity.
 - » How the student's performance will be assessed by the employer supervisor and instructor.

- **Dated Signatures**

- » The dated signatures (handwritten or electronic) of the employer supervisor; instructor; student; in the case of a student age 17 years or younger, a parent or legal guardian; and any other designee of the educational institution or the employer.

Developing a Training Agreement

Work-based learning administrators should strive towards ensuring that the voice and choice of employers and students are heard and used to inform every aspect of how the opportunity is run. Training agreements are no exception. Both the employer and the student should be integral parts of the formation of the training agreement and other aspects of the nature of the opportunity, including helping decide aspects of the:

- Skill goals
- Job responsibilities
- Social capital development opportunities
- Reflection opportunities
- Assessment means and timing
- Career exploration, planning, and preparation opportunities

Training Agreement Copy Distribution and Maintenance

Ensure that copies of the training agreement are distributed to the student, the employer supervisor, the instructor, the parent (if the student is 17 years old or younger), and any other relevant educational institution or employer staff. Rule 6A-23.0042(4)(a)6., Fla. Stat., gives authority to districts and Florida College System institutions to develop document maintenance policies and procedures.

Orienting Students to Work-Based Learning

Many students have never had a job or even volunteered prior to participating in work-based learning. Given this and given that establishing clear expectations increases the likelihood of positive outcomes for both the student and the employer, orienting students to the policies, procedures, and expectations is indispensable. Fla. Admin. Code R. 6A-23.0042(4)(a)4. requires that educational institutions set the policies and procedures related to “orienting a student to foundational work-based learning concepts, including, but not limited to, work-based learning opportunity rules, procedures, policies, and professionalism expectations.”

How to Orient Students

The nature and formality level of a work-based learning orientation can and should vary greatly. The depth and complexity will vary across opportunity types, occupation/industry area, and the age of the student. Orienting students to the foundations of work-based learning is required by Fla. Admin. Code R. 6A-23.0042(4)(a)4. Options for meeting this requirement include but are not limited to:

- **Reviewing and discussing the training agreement**
- **Pre-work-based learning training** – this can range from one or more lessons/discussions on professionalism to full courses or credentials on the topic, such as [Florida Ready to Work](#) and [OSHA 10/30](#).

Key Student Orientation Content

When preparing students for work-based learning, below is an incomplete list of topics to cover:

- **Procedures**
 - » If applicable, applying to and interviewing for the work-based learning opportunity
 - » Training agreement, in particular the skill goals
 - » Workplace safety
 - » Assessment – the timing and methodology for assessing progress towards mastery of the skills referenced in the training agreement
 - » Reflection – how the student will report on their experience, including what they accomplished, what they learned, how their career and college plans have changed, and how future work-based learning could be improved
 - » Career exploration – how the student will “explore multiple aspects of an industry” [§446.0915(2)(c), Fla. Stat.] and “Link to next steps in career planning and preparation in a student’s chosen career pathway.” [§446.0915(2)(g), Fla. Stat.]
 - » Work documentation – how the student’s work hours or deliverables will be documented
- **Policies**
 - » Reporting of injury, illness, harassment, or discrimination to the employer and instructor
 - » Rights to receive reasonable work accommodations
 - » Accountability and dismissal for performance or behavior
- **Professionalism Expectations**
 - » Attire

- » Punctuality
- » Communication – verbal and written
- » Teamwork
- » Much more can be found on Employability Skills at the [Perkins Collaborative Resource Network's Employability Skill Framework](#)

Orienting Employers to Work-Based Learning

Topics beneficial to discuss with the employer include:

- The rules, policies, procedures, and employer obligations relating to work-based learning opportunities
- If applicable, student application and interview
- Training agreement
- Designating an employer supervisor
- Reporting of injury, illness, harassment, or discrimination
 - » Fla. Admin. Code R. 6A-23.0042(5)(g) requires that employers must report injuries, illness, or allegations of harassment or discrimination to the parents or legal guardians of minors as soon as possible and also report to instructors of minors within 24 hours.
- Accommodations rights and resources
- Workplace safety
- Student assessment means and methods
- Supporting student social capital development
- Supporting student career exploration, planning, and preparation
- Program evaluation and management

Instructor Site Visits

Site visits play an important role in the collaborative management of a work-based learning opportunity and are occasions to ensure each of the below aspects are proceeding in accordance with the training agreement and in the best interests of all parties involved. Site visits should ensure:

- Student safety
- Accommodations – ensuring that students know they have the right to self-advocate and to brainstorm accommodation options
- Supervisor support and collaboration
- Formative assessment and coaching
- Student reflection
- Career exploration, planning, and preparation

The frequency and nature of the site visits will vary considerably across work-based learning opportunity type, duration of the opportunity, and age of the student involved.

Student Social Capital Development

“Social capital” is the interpersonal relationships that a person has that have socio-economic value. Said more colloquially, “It isn’t just **what** you know. It is **who** you know.” Providing ample opportunity and facilitation of social capital development opportunities is fundamental to ensuring that students get the most out of work-based learning.

Methods for Student Social Capital Development

Types of opportunities that students can develop relationships with industry professionals:

- **Mentoring** – sustained, one-on-one interactions – can be a mix of in-person, virtual, and correspondence.
- **Job shadowing** – short-term, one-on-one interactions on the worksite for a student to observe an employee at work.
- **Informational interviews** – students are given opportunity to ask questions to industry experts.
- **Advisory board meeting participation** – students can serve on or visit program advisory board meetings.
- **Guest presentation** – industry professionals can visit a classroom and present.
- **Worksite tour** – students can visit parts of a worksite and be introduced to employees.
- **Career and Technical Student Organization (CTSO)** - student participation in CTSOs can significantly develop interpersonal relationships with other students and industry professionals.
- **Career/job fair participation** – finding ways of maximizing the number of students and employers that participate will maximize the number of potential relationships developed.
- **Mock interview** – students are given opportunity to practice job interview skills with industry professionals asking questions.
- **Project judging and facilitation** – invite industry professionals to help guide and judge industry projects.
- **Round robin style discussions** – multiple industry professionals visit tables of students to answer questions and converse. Once a set time has elapsed, then the industry professionals rotate which table they are conversing with.

- **Micro-internship** – this work-based learning method is like a typical internship but shorter, allowing for the possibility of multiple micro-internships to take place within a semester.

Maintenance of Relationships

The durability of the relationships students form during work-based learning can have a direct impact on whether those relationships improve the student's career outcomes or not. Meaning, finding ways to sustain relationships can be just as important as initiating those relationships. That said, it needs to be ensured that the student is in control of if and how much these relationships are maintained. Social capital sustainment strategies:

- **Exchange student/employer contact information**
- **Provide letter of recommendation templates and encourage their use**
- **Encourage/require the student to develop an online professional profile** (e.g., LinkedIn) and encourage employers to provide online student recommendations and endorsements
- **Create reunion opportunities** – these could be formal or informal ways of bringing together past students and supervisors through career/job fairs, CTSOs, advisory board meetings, or other industry/educational events
- **Create online networking groups on social media** and encourage participation

Student Assessment and Coaching

Fla. Admin. Code R. 6A-23.0042(4)(a)7., F.A.C., requires that educational institutions provide “an evaluation instrument to the employer supervisor to assess a student’s acquisition of the employability and technical skills referenced in the training agreement.” This assessment can be used for formative and/or summative assessment purposes and touch upon broad employability skills relevant to all career fields as well as occupationally-specific technical skills. A template for this type of assessment can be found on the [FDOE’s Work-Based Learning website](#).

Formative and Summative Assessment

- **Formative Assessment** refers to an assessment that takes place while the student’s learning outcomes are being ‘formed.’ The purpose of this type of assessment is to give feedback to the student and provide customized learning opportunities based on their formative assessment performance so that their performance improves.

- **Summative Assessment** refers to an assessment that takes place at the end of a semester, program, or work-based learning opportunity to give a final evaluation of their learning and skill, often for a final grade.

Assessment Methods

There are many ways of assessing a student's performance, such as:

- Work observation
- Student work product/portfolio
- Student presentation
- Student interview
- Written assessment
- Multiple choice assessment

These types of assessments are often best done with the help of a rubric that provides open-ended feedback, a checklist of criteria, and/or scores the student on a Likert-style scale.

Coaching Based on Performance

Quality coaching can make all the difference in turning around underperformance. Coaching/feedback tips:

- **Be specific** about what was and/or was not performed
- **Be timely** – give feedback as contemporaneous to the behavior as possible
- Focus on facts, not interpretations – avoid attributing motivations to the student's actions
- **Be balanced** – recognize both the student's strengths and areas of potential growth, though not necessarily all at once
- **Allow a two-way conversation** – listen to the student's perspective and help meet their support needs
- **Positively attribute only** – while you should never make statements that tie a negative behavior to the student's character (e.g., "You show up late because you are lazy."), it can build self esteem and confidence to attribute positive behavior to character (e.g., "The way you handled that task shows that you are a hard worker and inventive!")
- **Contextualize feedback** – explain why the desired behavior matters – within the context of the business/organization, the student's future career, and the work-based learning opportunity's training agreement goals

Reflection and Career Planning within Work-Based Learning

For many students, work-based learning can trigger significant changes in their career perceptions and aspirations. Work-based learning may be a student's first inside exposure to the world of work and cause a shift in how they see themselves in a career or galvanize for a student a new career path forward. This openness and searching outlook that can come with work-based learning should be met with counseling, guidance, data, and relevant information to inform the decision making of the student. Below are a few ways of supporting the student's career exploration, planning, and preparation.

- **Work-Based Learning Reflection**
 - » Fla. Admin. Code R. 6A-23.0042 states that work-based learning reflection, which is required for work-based learning students to conduct under §446.0915(2)(f), Fla. Stat., should include:
 - What the student accomplished during the work-based learning opportunity that is potentially valued by future employers;
 - What the student learned about himself or herself and the industry in which he or she worked;
 - How the student's future academic and career plans have been affected by their experience; and
 - How the work-based learning opportunity could be improved for future students.
 - » These reflections should be in writing (accommodations, instructor assistance, and voice to text permitted), constitute a part of the student's grade or criteria to pass the course, and be discussed as a part of career planning and preparation, and work-based learning program evaluation.
 - » An optional and editable work-based learning reflection template is available on the [FDOE's Work-Based Learning website](#).
- **Career Exploration within Work-Based Learning**
 - » §446.0915(2)(c), Fla. Stat., requires that students "Explore multiple aspects of an industry." Which aspects of the industry are most relevant will depend on the particular industry, but could include technical and occupation-specific skills, the use of technology, labor and community issues, health and safety issues, environmental issues, finance, management, and opportunities for education and advancement.
 - » Exploration can take place through discussions, informational interviews with industry professionals, projects, tours, research, and other experiences.

- **Career Planning within Work-Based Learning**
 - » Ascertain from the student what interests, personal aptitudes, and values were exposed by the work-based learning experience. Based on that feedback, help the student explore occupations associated with those interests, aptitudes, and values. Next, help the student plan next steps on training and credentialing aligned with that career path.
- **Career Preparation within Work-Based Learning**
 - » **Work Portfolio Development** – encourage or require that the student aggregate various work products associated with the work-based learning opportunity to demonstrate to potential employers their skill and work value.
 - » **Resume Development** – encourage or require students to develop professional resumes using a template.
 - » **Letters of Recommendation** – encourage or require students to obtain letters of recommendation from their supervisor or other coworker.
 - » **Online Professional Profile Development** – encourage or require that students develop a professional online profile and begin to ask for endorsements and public recommendations.

Reporting Injuries, Illness, and Allegations of Harassment and Discrimination

Work-Based Learning Standards Fla. Admin. Code R. 6A-23.0042 has two injury, illness, or allegations of harassment and discrimination reporting requirements listed below. These requirements only apply to students that are minors (17 years of age or younger) and not to students that are adults.

- **Educational Institution Reporting Requirement**
 - » Fla. Admin. Code R. 6A-23.0042(4)(a)2.: “In the case of a student younger than eighteen (18) years of age, notifying the student’s parent or legal guardian if there is an injury or illness, or allegation of harassment or discrimination involving the student related to the work-based learning opportunity.”
- **Employers Reporting Requirement**
 - » Fla. Admin. Code R. 6A-23.0042(5)(g): “If the student is younger than eighteen (18) years of age, in the event of a workplace injury or illness, or allegation of harassment or discrimination, a representative of the employer must contact the student’s parent or legal guardian as soon as possible, and the student’s instructor within twenty-four (24) hours, to report the incident.”

The emphasis on these reporting requirements is to ensure timely communication with parents and instructors of minors to ensure student safety and support.

Credit for Prior or Existing Work-Based Learning

Students may contact their educational institution seeking to have either prior work or their work they are currently engaging in recognized as credit bearing. This practice, if done with fidelity to state, institutional, and accrediting body requirements, can accelerate a student's time to completion. While educational institutions are encouraged to enact their own local policies on this topic, educational institutions are advised to meet §446.0915, Fla. Stat. requirements by having the student complete a work-based learning reflection and demonstrate some evidence of satisfactory work performance.

Paid Work Eligibility

Only U.S. citizens and lawfully authorized aliens are allowed to be gainfully employed in the U.S. Private employers can verify a person's employment eligibility through the [E-Verify system](#) or collect and maintain the documentation necessary for the [Form I-9](#) for at least three years after the student's initial date of employment.

EVALUATING WORK-BASED LEARNING

Post-Work-Based Learning Satisfaction Surveying

After a work-based learning opportunity has taken place, surveying employers and students can provide valuable feedback on how to improve the future implementation of work-based learning.

This type of valuable feedback can be elicited in a number of ways, including through in-person conversations, phone calls, emails, or surveys. In-person discussions can yield the most detailed type of feedback, though offering a survey for anonymous response can sometimes elicit more honest feedback. That said, it should be kept in mind that anonymous survey response rates can sometimes be low and may not always be representative of the entire participant population.

The FDOE has drafted example surveys – one for students and one for employers – to measure satisfaction that are available at the [FDOE Work-Based Learning website](#). In addition, use student feedback for each student's work-based learning Reflection, as Fla. Admin. Code R. 6A-23.0042(4)(c)4., requires that these reflections include "How

the work-based learning opportunity could be improved for future students.” Use this open-ended feedback to evaluate and improve future work-based learning.

Work-Based Learning Needs Assessment

Fla. Admin. Code R. 6A-23.0042(4)(d), F.A.C., requires that districts and colleges offering work-based learning conduct a needs assessment of work-based learning at least once every two years. The frequency intentionally aligns with the biannual Perkins Comprehensive Local Needs Assessment, and it is expected that these local needs assessment processes will be integrated.

“The educational institution shall conduct a work-based learning needs assessment at least every two years in consultation with instructors, students, employer representatives, and other relevant stakeholders. These assessments must identify areas of potential improvement related to the locally offered work-based learning opportunities’ safety, accessibility, student skill development, student social capital development, student career preparation, and the collaborative management of the work-based learning opportunities.” - Fla. Admin. Code R. 6A-23.0042(4)(d).

The needs assessment sections described in Fla. Admin. R. 6A-23.0042 intentionally align with the sections of Florida’s Work-Based Learning Quality Framework and this framework has a built-in self-assessment that can be used to guide the needs assessment process. View the Work-Based Learning Quality Framework & Needs Assessment at the [FDOE Work-Based Learning website](#).

DOCUMENT VERSION HISTORY

Date	Version	Summary of Edits Made
6/10/2022	1.0	Originally published version.

Endnotes

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