

ACTE Quality CTE Program of Study Framework



Element 11: Work-based Learning

The ACTE Quality CTE Program of Study Framework™ (2018 version) and companion self-evaluation instrument is an evidence-based framework defining high-quality CTE. With more than 90 criteria organized under 12 elements, the Framework captures the full range of activities across a CTE program of study that are essential for quality. Access the complete framework, the self-evaluation instrument and resources that support success within each element at www.acteonline.org/high-quality-cte.

Criteria Under the Work-based Learning Curriculum Element

This element addresses the delivery of a continuum of work-based learning involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as workplace tours, job shadowing, school-based enterprises, internships and apprenticeships.

- a. A full continuum of work-based learning experiences, progressing in intensity, is accessible to every student at some point during the program of study.
- b. Work-based learning experiences are aligned with relevant national, state and/or local standards.
- c. Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills.
- d. Work-based learning experiences are intentionally aligned with each student's education and career goals.
- e. Work-based learning experiences are provided through delivery methods that maximize meaningful interaction with business professionals.
- f. Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, rights and responsibilities, safety, transportation, learning objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students and parents/guardians (as appropriate).
- g. Work-based learning experiences comply with relevant federal, state and local laws and regulations.
- h. Work-based learning experiences are supervised by CTE staff with clearly defined roles.
- i. Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio or presentation.



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Additional Criteria Relevant to Work-based Learning

The Framework criteria are designed to be mutually exclusive to ensure that programs are not doubly rewarded or punished for criteria that they have or have not implemented. However, the following criteria from other elements of the Framework can add relevance to an assessment of progress on the Work-based Learning element.

- *Prepared and Effective Program Staff:* Criteria describing professional development, administrator supports and collaboration opportunities that help staff effectively implement high-quality work-based learning (d, f, g).
- *Access and Equity:* Criteria about eliminating barriers to extended learning experiences, including work-based learning, for all students as well as providing supportive services, such as transportation to worksites (f, g).
- *Facilities, Equipment, Technology and Materials:* A criterion about access to facilities, equipment, technology and materials through partnerships and flexible delivery models, which may include work-based learning (f).
- *Business and Community Partnerships:* A criterion describing partners' roles in identifying, providing and evaluating work-based learning experiences (e).
- *Student Career Development:* Criteria about incorporating extended learning experiences, such as work-based learning, into student education and career plans; providing information on these experiences to students and families; and ensuring career development professionals have up-to-date information about these opportunities (b, d, h).
- *Data and Program Improvement:* A criterion about the use of data for program improvement, which may include data about work-based learning (c).