



Welcome to Advance CTE's new monthly newsletter - CTEWorks - where you will receive the latest information, resources and tools around key topic areas. Additionally, each month we'll feature a short interview with an Advance CTE staff member on the topic area. You are receiving this newsletter because you have signed up to receive information from [Advance CTE](#).

This month, we are exploring work-based learning opportunities that advance high-quality Career Technical Education (CTE). Work-based learning is pretty broad in definition; it is the opportunity for learners to develop awareness and exposure to different careers, explore different career paths, make connections between classroom learning and programs of study, and demonstrate their skills in an authentic real-world setting.

Work-based learning has the power to make the abstract real for learners, providing the opportunity to apply industry skills in the field and learning directly from practitioners. Work-based learning also has the power of building social and cultural capital for learners that we know is important for career advancement. Learners have the opportunity to build professional networks, find mentors, and learn soft skills like how to show up to work on time, how to interact with colleagues and clients, how one dresses for work or an interview, how to develop a resume, etc. All of this matters when we're thinking about high-quality CTE and equitable career development.

## Resources

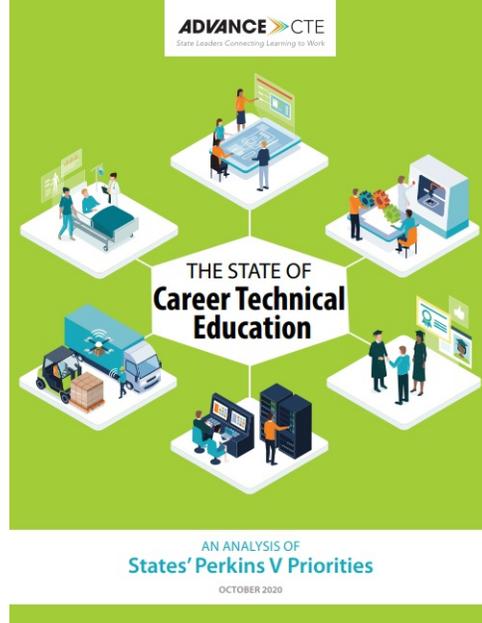
### Advance CTE Resources

- [The State of Career Technical Education: An Analysis of States' Perkins V Priorities](#) examines how states have leveraged the development of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) state plans to commit to quality driven by support for programs of study and the expansion of meaningful work-based learning experiences, credentials of value, and dual enrollment and articulation opportunities.
- [Improving Youth Apprenticeship Data](#)

### **Quality: Challenges and Opportunities**

summarizes the discussions of the Partnership to Advance Youth Apprenticeship's (PAYA) Data Quality Workgroup. Youth apprenticeships can be a meaningful work-based learning experience for learners, yet there are many challenges in gathering accurate and relevant data on youth apprenticeship. This report describes those challenges and the roles that state leaders, local intermediaries, and education and employer partners can play in improving the quality and use of data.

- **Broadening the Path: Design Principles for Middle Grades CTE** lays out a theory of action for middle grades CTE, which includes being grounded in experiential and hands-on learning. In addition, Advance CTE and the Association for Career and Technical Education (ACTE) have developed a **repository of state-level resources** that state and local leaders can leverage as they begin to develop and expand CTE into the middle grades. The repository includes links to resources from all 50 states and Washington, DC, including state middle grades CTE standards, career development guidance and tools, work-based learning and Career Technical Student Organization supports, licensure requirements, state policies and more.



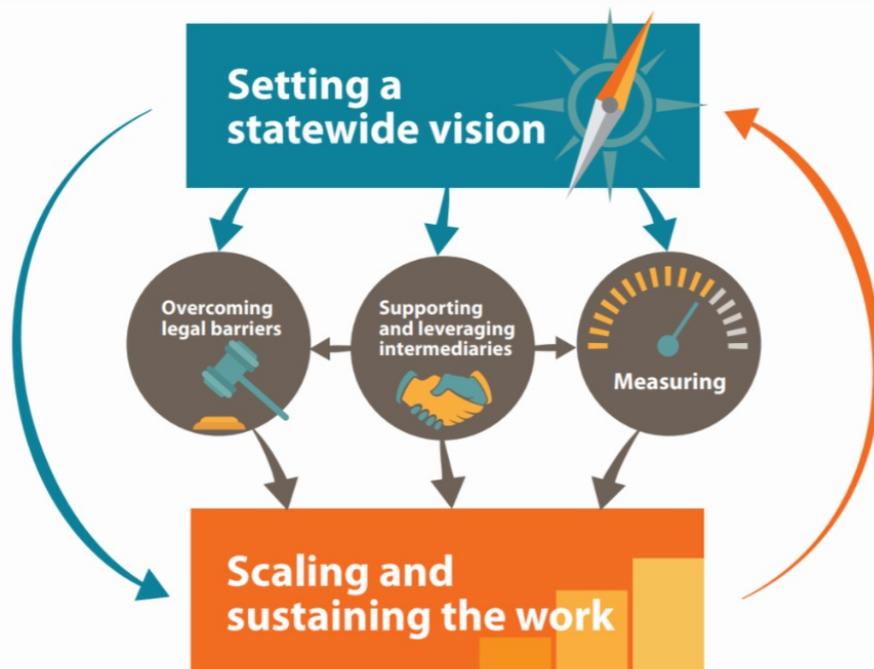
### **Partner Resources:**

- Guide/Tool — NGA — **State Strategies to Scale Work-Based Learning**
- Research/Report — JFF — **Lessons in Leadership and Governance: Structures and Commitments for Scaling Regional College and Career Pathways Systems**
- Research/Report — Institute for Higher Education Policy — **Supporting Success: The Higher Education in Prison Key Performance Indicator Framework**
- Guide/Tool — JFF — **Planning Tool for Building Equitable Pathways**
- Case Study — Urban Institute — **CareerWise: Case Study of a Youth Apprenticeship Intermediary**
- Case Study — Urban Institute — **Iowa High School Apprenticeships: Creating Pathways to Promising Careers**

Visit the Learning that Works Resource Center

## **Connecting the Classroom to Careers**

States must set a clear vision for work-based learning and provide guidance as to how it should be defined, delivered, integrated into existing efforts and made accessible to all students. This **comprehensive guide** builds on research from the "Connecting the Classrooms to Careers" series to help states develop and implement a statewide vision for work-based learning. The guide provides key considerations and guiding questions to walk states through the steps of building and scaling a high-quality work-based learning system, drawing on examples from states to highlight innovative solutions to common challenges.



## State Policies Addressing Work-based Learning

### Colorado

The [SB20-081](#) bill requires the Department of Labor to collaborate with the Department of Education to provide the name and contact information for a designated apprenticeship training contact for each school district and public high school in the Colorado State Apprenticeship Directory, to be updated annually.

### Louisiana

The [HR34](#) bill requests that the state Department of Education, the Louisiana Workforce Commission, and the Board of Regents, in consultation with the Louisiana School Boards Association, prepare a report to evaluate the Jump Start program, providing data surrounding the earning of industry-based credentials, whether students pursue a post-secondary degree, and whether students enter the workforce in the area in which they earned a credential.

## Get to Know Advance CTE!

Meet Brian Robinson, Policy Associate at Advance CTE. This month we asked Brian about the role of work-based learning in high-quality CTE programs. Read a blog with the full interview [here](#).

Q. During the pandemic and distance learning, in what



## innovative ways have states continued to provide work-based learning opportunities for learners?

A. This has been one of the most challenging aspects of CTE during the pandemic - work-based learning. A lot of businesses were closed, businesses nor schools wanted to take on the liability of having a student working during the pandemic, and of course parents did not want their children being exposed either. Many states turned to virtual experiences for work-based learning opportunities on the lower end of the spectrum because those were easier. Work-based learning coordinators in South Carolina created virtual tour videos for learners in place of “field trips”. Many states and local school districts partnered with for-profit companies to create experiences such as live industry chats with industry professionals. In some limited cases students were able to engage in virtual internships. In Miami-Dade, Florida, they turned their summer youth internship program into a virtual experience. Almost 3,000 learners worked in South Florida this summer in a wide range of industries. However, most programs of study are very difficult to deliver virtually and even when you can, there’s the issue of the digital divide that’s been exacerbated by COVID-19 (coronavirus).

Read the full blog [here](#).

