



Work-Based Learning, Pre-Apprenticeships, and Apprenticeships

What does Perkins V say?

In Perkins V, Congress acknowledged the importance of closing the skills gap by including work-based learning opportunities as one of the optional program quality indicators, and required states to include a section on work-based learning opportunities in their local applications. Section 134 (b)(6) states that each local application shall contain a description of the **work-based learning opportunities** that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from **employers** to develop or expand work-based learning opportunities for CTE students.

Perkins V now includes the definition of qualified intermediaries, which are critical partners in connecting employers and classrooms. Section 135 (b) states that funds may be available to support programs that plan and carry out elements that support the implementation of career and technical education programs, which may include **partnering with a qualified intermediary** to improve the development of public-private partnerships, systems development, capacity-building, and scalability of the high-quality career and technical education.

What are the questions to consider?

- How do your State Plan and State policies encourage apprenticeships and work-based learning for more students from your state?
 - How does your State define work-based learning?
 - What types of funding and other resources, such as professional development and dedicated staff time, are available for apprenticeships and work-based learning implementation?
 - What guidance for the design, implementation, and continuous improvement of apprenticeship and work-based learning in CTE programs is available to support local implementation?
 - How can more learners have the opportunity to participate in work-based learning?
 - How can apprenticeships and work-based learning be included in a student's individual graduation or career plan?
 - What role and responsibility do business and industry partners have in work-based learning? How might that role be expanded?
 - How does the implementation of federal legislation (Perkins, ESSA, IDEA, WIOA) support work-based learning in your State, school districts, and postsecondary institutions?
 - How is your state measuring and evaluating apprenticeship and work-based learning at the secondary and postsecondary levels?
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Where should I go for more information?

- *Materials to Guide Middle School Students in Career and Apprenticeship Exploration*
by the Department of Labor's Office of Apprenticeships and Scholastic
<http://www.scholastic.com/apprenticeship/>
- *Apprenticeship.gov*
by the Department of Labor
<https://www.apprenticeship.gov/>
- *What is Youth Apprenticeship? Definition and Guiding Principles for High-Quality Programs*
by New America
<https://www.newamerica.org/education-policy/edcentral/youth-apprenticeship-definition-and-guiding-principles/>
- *CTE on the Frontier Connecting Rural Learner with the World of Work*
by Advance CTE
https://cte.careertech.org/sites/default/files/files/resources/CTE_Frontier_World_Work_2017FINAL.pdf