**Strong Workforce Program – Work-Based Learning and Job Placement Workgroup**

**Glossary of Applied and Work-Based Learning Opportunities**

The following is a glossary to support the completion of the Applied and Work-based Learning Opportunities survey, with the understanding that other definitions may be available.

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| **Applied & WBL Opportunities** | **Definitions** |
| **Workplace tours** | Visits to real workplaces thatprovide opportunities for students to learn first-hand about the skills required in various industries or career areas; the career paths taken by those in the field; the tools, materials and equipment used; and the work environment and expectations for performance in various industries.  |
| **Industry speakers/ presentations** | Opportunities for representatives from industry to discuss careers and trends in their fields, skills required, education required, and their own career paths. |
| **Career fairs** | Events in which employers, recruiters, and schools provide information about job and internship opportunities in their companies or organizations. Students may interact informally with employers; in some cases, job interviews are also conducted. (UC Berkeley Career Fairs) |
| **Informational interviews with industry professionals** | Opportunities for students to make contact with business/industry representatives for telephone or in-person interviews, lasting approximately 15 minutes to an hour, to explore opportunities in a given career area or occupation, the skills and education required for entry and success, the long-term growth potential, and, often, the career path taken by the representative in arriving at his/her current position.  |
| **Job shadowing (individual)** | Opportunities for students to spend time with a worker on the job, observing actual workplace tasks in order to explore a potential career interest. (ERIC Thesaurus) |
| **Mentorships with industry professionals** | One-to-one relationships between students and more experienced professionals in chosen fields of interest to explore career and related issues. Career mentors foster the student’s development by providing challenges, encouragement, guidance, and resources. (U.S. Congress, Office of Technology Assessment) |
| **Student-run commercial or social enterprises** | Enterprises that produce goods or services for sale or use to people other than the students involved. Examples include student run cafes or video production studios that serve clients and generate revenue. Social enterprises focus on social rather than commercial activity. Examples include community planning projects or energy auditing for local residents. Social enterprises differ from traditional service learning in that students may offer their service as a team, much like a consulting firm, in contrast to participating individually in existing activities offered by non-profit organizations or community initiatives. As “social entrepreneurs,” students diagnose problems and propose solutions, and thereby build research and project management skills, as well as content knowledge. Social enterprises may also be called “community-based projects.” (Stern and McCoy, Social Enterprises for Learning) |
| **Classroom projects with industry involvement** | Substantial classroom projects in which industry representatives provide guidance in design and implementation as well as assessment. Examples include robotics projects supported by local engineers or construction projects supported by local union representatives. Industry-informed projects can be useful when logistics or other constraints make workplace placements difficult.  |
| **Service learning** | A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. (Learn and Serve America National Service Learning Clearinghouse and Mesa College) |
| **Internships (Unpaid)** | Sustained work-based learning experiences designed to enrich and expand classroom learning, showing students how their learning is applied in the world outside of school, and offering access to tools, equipment, facilities, and expertise that are generally not available at school. Learning objectives are specified and student performance is assessed. In unpaid internships, learning takes precedence over production. (WestEd, Work-Based Learning in California) |
| **Internships (Paid)** | Sustained work-based learning experiences designed to enrich and expand classroom learning, showing students how their learning is applied in the world outside of school, and offering access to tools, equipment, facilities, and expertise that are generally not available at school. Learning objectives are specified and student performance is assessed. In paid internships students are required to meet the employers’ expectations for productive work; these expectations, however, unlike in regular jobs, are discussed in advance with the employer and crafted to ensure that they also address the students’ learning goals. (WestEd, Work-Based Learning in California) |
| **Apprenticeships** | Experiences for students in one or more crafts or trades that combine classroom and on-the-job training. Students learn and practice all phases of the trade or occupation in real-world applications. “Registered Apprenticeship” is a training strategy that pays wages to apprentices during the term of their apprenticeship. These wages are a portion of the skilled wage rate that increases throughout the training program in accordance with a predetermined union negotiated wage scale. (California Apprenticeship Coordinators Association) |
| **Clinical experiences**  | Clinical training combines classroom learning with supervised hands-on immersion experiences in specific fields, mostly in industries that involve human services. In health fields, clinical training is founded on actual observation and lab instruction and/or treatment of patients, as distinguished from theoretical or experimental training. The training is usually highly specialized and includes coursework specific to performing functions and tasks in an actual workplace. (Sources: Siemens Clinical Training & Continuing Education; Clinical Training Institute as cited by National Network in Successful Strategies for Employers) |
| **On-the-job training**  | Training by an employer that is provided to a paid participant while engaged in productive work in a job that provides knowledge or skills essential to the full and adequate performance of the job. OJT is generally of limited duration. (Code of Federal Regulations and Workforce Investment Act) |
| **Cooperative work experience education** | The employment of students in part-time jobs selected and approved as having educational value for the students employed therein and coordinated by college employees. (Title 5 § 55250.3)(a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals. Student’s jobs need not be directly related to their educational goals. (Title 5 §55252) (b) Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal. (Title 5 §55252) https://extranet.cccco.edu/Portals/1/AA/Credit/2015/2015\_07CI\_CoopWorkExperience.pdf |
| **Volunteering/****community service** | Voluntary service activities that may or may not be connected to classroom curriculum, but which offer opportunities for exploring careers and learning by doing real work.  |
| **Simulated workplace experience** | Work-based learning activities that simulate work environments. Examples include automotive or culinary programs in which sustained industry involvement allows student to develop and apply their skills in the context of industry standards and expectations. Simulated experiences may be valuable when experiences in real work settings are not possible, due to logistical or other constraints. (WestEd, Work-Based Learning in California) |