

Determining and Measuring the Quality of Work-Based Learning Opportunities in Secondary Family and Consumer Sciences Research Study

Secondary FCS Teacher Survey

Perkins V defines work-based learning (WBL) as “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 in a given career field.” There are all types of work-based learning opportunities that fit this description, such as career fairs, informational interviews, job shadows, internships, apprenticeships, and school-based enterprises, to name a few. This survey is to determine the types of work-based learning (WBL) opportunities you provide in your Family and Consumer Sciences (FCS) program, as well as to consider the quality of WBL opportunities in relation to the criteria under the WBL Element of the research-based [ACTE High-Quality Career and Technical Education Program of Study Framework](#).

This survey will also provide the information needed in developing a two-day focused training in Spring 2021 that will include learning how to develop an effective Work-Based Learning (WBL) Action Plan to ensure the sustainability of these WBL opportunities for years to come.

This survey should not take more than 30 minutes to complete, but you will have as much time as needed. Please complete this survey by **deadline date**.

Part One: Demographic Data

For this section, we will ask you to let us know about your teaching background, as well as if you currently provide WBL opportunities.

1. ESC Region _____
2. School District _____
3. School Name _____
4. Number of years you have been teaching FCS:
 - 0–4
 - 5–12
 - 13–20
 - 21+
5. Grade levels you are teaching this academic year (*select all that apply*):
 - 6
 - 7
 - 8
 - 9
 - 10
 - 11

12

6. Do you currently offer Work-Based Learning (WBL) opportunities to your students?
- Yes
 - No

[If respondent's answer to Q-6 is "yes," proceed to Q-7 via skip logic; If respondent's answer to Q-6 is "no," proceed to Q-8 via skip logic]

7. If yes, how many years have you been offering WBL opportunities to students?
- 0–4
 - 5–12
 - 13+

[After respondent answers Q-7 proceed to Part Two via skip logic]

8. Please let us know what prevents you from offering WBL opportunities to your students (select all that apply):

- Time constraints
- Financial constraints
- Risk management, e.g., legal or policy restrictions
- Logistical constraints, e.g., transportation
- Lack of familiarity with the planning and implementation process
- Lack of support from school administration
- Lack of support from local employers
- Lack of capacity/variety for employers
- Lack of student participation
- Not currently a teaching priority
- Other _____

[After respondent answers Q-8 proceed to Part Four via skip logic]

Part Two: Work-Based Learning Experiences

For this section, work-based learning opportunities include the following key components:

- a) the alignment of classroom and workplace learning;
- b) sustained interactions with industry or community professionals in real workplace settings, to the extent practicable; and/or
- c) simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field.

9. Keeping these components in mind, we would like to know which WBL opportunities you offer to your students. *Please select all that apply.*

- Career/Job Fairs
- Business/Industry Guest Speaker (in-person or virtual)

- Industry Site Visits/Tours (in-person or virtual)
- Informational Interviews (in-person or virtual)
- Job Shadows (in-person or virtual)
- Internships (in-person or virtual)
- Business/Industry Projects – can be a project or challenge that is completed on campus or virtually as part of a business or community partnership
- Apprenticeships
- Practicum and Career Preparation
- Service Learning (in-person or virtual)
- School-Based Enterprises (in-person or virtual)
- Clinical Experience (in-person or virtual)
- Mentorship (in-person or virtual)
- Other _____
- Other _____

10. Please let us know what common challenges you experience in offering quality WBL opportunities to your students (*select all that apply*):

- Time constraints
- Financial constraints
- Risk management, e.g., legal or policy restrictions
- Logistical constraints, e.g., transportation
- Lack of familiarity with the planning and implementation process
- Lack of support from school administration
- Lack of support from local employers
- Lack of capacity/variety for employers
- Lack of student participation
- Not currently a teaching priority
- Other (please specify) _____

11. How do you engage parents in your WBL opportunities? *Please select all that apply.*

- Orientation
- Signed agreement addressing student conduct and expectations
- Signed waiver(s) on safety and liability (in general or more specific to COVID-19)
- Signed permission form for student participation
- Volunteer – employer outreach (recruit employers)
- Volunteer – WBL employer (host/sponsor students)
- I currently do not engage parents
- Other1 (please specify) _____
- Other2 (please specify) _____

Part Three: WBL Quality

[This section will be set up in a Likert-type scale matrix]

For this section, the survey is considering WBL quality based on nine criteria established in the 2018 High-Quality CTE Program of Study Framework developed by the Association for Career and Technical Education (ACTE). Consider the WBL experiences you provide in your FCS

program when completing the scale below. If you have offered more than one WBL experience in your program, consider these experiences collectively as one comprehensive WBL program. Please only consider the WBL experiences that were NOT negatively impacted by COVID-19 challenges.

If you are uncertain whether or not the criteria were achieved, please select “I do not know”.

	Not Achieved	Minimally Achieved	Moderately Achieved	Substantially Achieved	I Do Not Know
12. A full continuum of work-based learning experiences, progressing in intensity, is accessible to every student at some point during the program of study including:					
Career Awareness - build awareness of the variety of careers available and begin identifying areas of interest	0	1	2	3	4
Career Exploration - explore career options to provide motivation and inform decision-making.	0	1	2	3	4
Career Preparation - apply learning through practical experience and interaction with professionals from industry and the community in order to extend and deepen classroom work and support the development of college- and career-readiness knowledge and skills	0	1	2	3	4
Employment Training - train for employment in a specific field and range of occupations.	0	1	2	3	4
13. WBL experiences are aligned with relevant standards on the following levels:					
National (e.g., National 3.0 FCS Standards)	0	1	2	3	4

State (e.g., TEA TEKS CTE Standards)	0	1	2	3	4
Local Level	0	1	2	3	4
14. WBL experiences develop and reinforce relevant employability knowledge and skills including the following attributes identified by employers in the National Association of Colleges and Employers 2020 Job Outlook:					
Problem-solving skills	0	1	2	3	4
Ability to work in a team	0	1	2	3	4
Strong work ethic	0	1	2	3	4
Analytical/quantitative skills	0	1	2	3	4
Written communication skills	0	1	2	3	4
Leadership	0	1	2	3	4
Verbal communication skills	0	1	2	3	4
Initiative	0	1	2	3	4
Detail-oriented	0	1	2	3	4
Technical skills	0	1	2	3	4
Flexibility/adaptability	0	1	2	3	4
Interpersonal skills (relates well to others)	0	1	2	3	4
Computer skills	0	1	2	3	4

15. WBL experiences are . . .					
developing and reinforcing relevant technical and academic knowledge and skills.	0	1	2	3	4
intentionally aligned with each student's education and career goals (e.g., personal graduation plans, questionnaires/inventories about student interests and goals).	0	1	2	3	4
provided through delivery methods, in person and/or remotely, that maximize meaningful interaction with business professionals.	0	1	2	3	4
supervised by FCS teachers.	0	1	2	3	4
Engaging in reflection and document learning resulting from work-based learning experiences, such as through a portfolio or presentation.	0	1	2	3	4
16. Requirements and procedures for work-based learning experiences are formalized and shared in advance of work-based learning experiences with employers, students, and parents/guardians (as appropriate) including:					
Access	0	1	2	3	4
Selection	0	1	2	3	4
Liability	0	1	2	3	4
Supervision	0	1	2	3	4
Rights and responsibilities	0	1	2	3	4

Safety	0	1	2	3	4
Transportation	0	1	2	3	4
Learning objectives	0	1	2	3	4
Evaluations	0	1	2	3	4
17. WBL experiences comply with relevant laws and regulations at the following levels:					
Federal	0	1	2	3	4
State	0	1	2	3	4
Local	0	1	2	3	4

Part Four: WBL FCS Teacher Training

For this section, we would like to know the answers to the following questions to be sure we provide a focused WBL training that enhances your abilities in providing high-quality WBL experiences for your students.

18. What topics or areas do you believe need to be addressed in the training that will help you the most in providing high-quality WBL experiences for your students?
19. When is the best day to offer this type of training in Spring 2021, whether in-person or virtually?
20. What is the best schedule for providing this WBL professional development training? *Please select all that apply.*
- 2 days (approx. 7-1/2 hours each day)
 - 3 days (approx. 5 hours each day)
 - 4 days (approx. 4 hours each day)
 - 5 days (approx. 3 hours each day)

Feedback Questions:

Thank you so much for taking the time to complete the following questions regarding this online survey instrument. Please answer the following questions:

1. Approximately, how long did it take you to complete the survey?
2. Are the instructions for each section clear and unambiguous?

3. Are survey questions/statements direct and concise?
4. Are the survey questions/statements unbiased?
5. Are there survey questions/statements that would make respondents feel uncomfortable, embarrassed, annoyed, or confused? If so, can these be worded differently to avoid doing so?
6. Are the survey response choices mutually exclusive?
7. Are the survey response choices thorough?
8. Do you have any suggestions regarding the addition or deletion of questions, the clarification of instructions, or improvements in format?

Optional for Amazon Gift Card Drawing: If you would like to participate in the random drawing for one of four Amazon Gift cards, please add your name and email address below. After our deadline date to receive this feedback by August 24th, we will randomly draw the four winners and let you know by email.

Name:

Email Address: