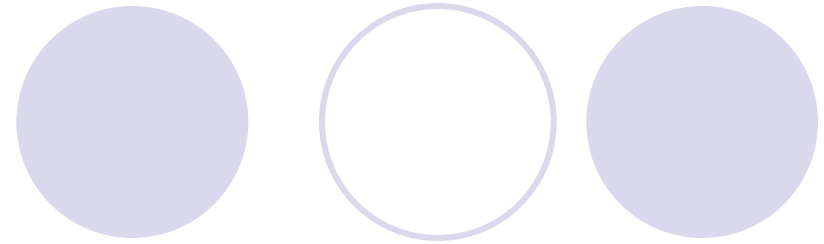
The slide features several decorative circles in a light purple color. One circle is positioned to the left of the subtitle. Another circle is behind the first word of the main title. Two circles are behind the second and third words of the main title. A circle is behind the first word of the subtitle. A circle is behind the last word of the subtitle. A large solid purple circle is on the left side of the slide.

# Structured Learning Experiences

A Collaborative Approach  
Among Educators, Parents,  
Students and the Workplace



**There are some things  
that you just can't learn  
in the classroom**

**The student will  
successfully cross the  
street at the traffic light  
at 80% accuracy**

# Mission Statement



The NJDOE will provide leadership to prepare all students for their role as citizens and for the **career opportunities** of the 21st century.



# Structured Learning Experiences

“Structured learning experience (SLE)” means experiential, supervised, in-depth learning experiences that are designed to offer students the opportunity to more fully explore career interests within one or more of the Career Clusters, as described in N.J.A.C. 6A:8-3.2, Career education and counseling. *NJAC 6A:19-1.2*

# Structured Learning Experiences

- SLEs are designed as rigorous activities that are integrated into the curriculum and that provide students with opportunities to:
  - demonstrate and apply a high level of academic attainment;
  - develop career goals; and
  - develop personal/social goals.

*NJAC 6A:19-1.2*

# Requirements for Structured Learning Experiences

- (b) Each district board of education shall ensure that structured learning experiences for students with disabilities shall include educational programs and services designed to enable them to achieve the structured learning experience objectives in accordance with the student's Individualized Education Program (IEP), pursuant to *N.J.A.C. 6A:14. NJAC 6A:19-4.1*

# Requirements for Structured Learning Experiences

- (c) Each district board of education shall ensure that all structured learning experiences adhere to all applicable State and Federal laws and regulations, including the Fair Labor Standards Act and all applicable State and Federal child labor laws when placing students at a training site. *NJAC 6A:19-4.1*

# Requirements for Structured Learning Experiences

- (e) Transportation of the student to and from the site of the structured learning experience shall be the responsibility of the student, unless otherwise required pursuant to N.J.A.C. 6A:14, Special Education. *NJAC 6A:19-4.1*




# Requirements for Structured Learning Experiences

- Appropriately certified and trained teacher
- Approved worksite or community site
- Identified learning goals for SLE
- Appropriate learning activities at the worksite or community site that support learning goals
- Written agreement between all parties

# Requirements for Structured Learning Experiences

- Written, signed individual student training plan that identifies learning activities as well as prohibitions
- Formative and summative assessment strategies that include employer input
- Identification of assessment results: graded activity, course grade, course credit, etc.
- Regular site supervision (1 x every 10 days)
- Students must age 16 or older to participate



Students who participate in structured learning experiences can benefit by having the opportunity to:

- Identify career interests, skills, and abilities;
- Explore career goals;
- Identify on-the-job support needs;
- Develop employability skills and good work habits;
- Build Self-esteem;

# More Benefits to the student:

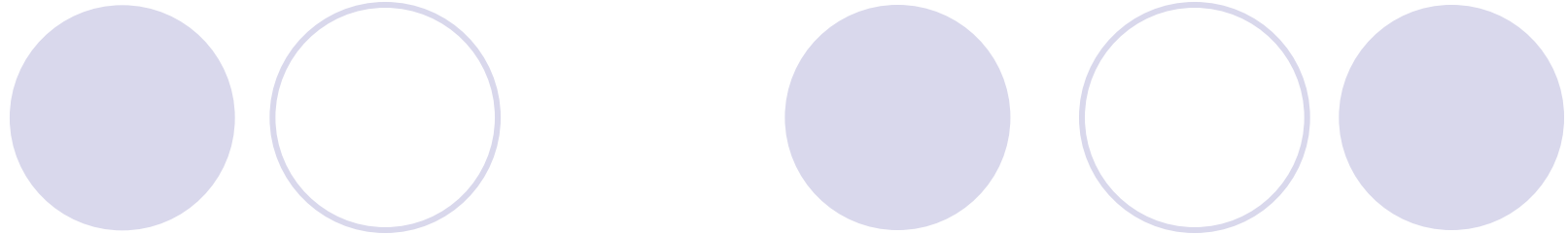
- Gain an understanding of employer expectations;
- Develop an understanding of the link between academics and work;
- Gain work experience, generally connected to a specific job function;
- Develop an understanding of the workplace and the connection between learning and earning; and
- Build a resume.

# Quality Work-Based Learning Characteristics

- Clear program goals linked to CCCS and integrated academics;
- Clear roles and responsibilities for students, worksite supervisors, mentors, teachers, support personnel, and other partners such as parents;



- Training plans that specify learning goals tailored to individual students with specific outcomes connected to student learning;
- Collaboration among students, schools, and employers;
- On-the-job learning;



- Offer a range of work-based learning opportunities, especially those outside traditional youth employing industries (e.g., fast food);
- Mentor(s) at the worksite;
- Clear expectations and feedback to assess progress toward achieving goals;



# ***Student Responsibility in Work-Based Learning***

- Perform job responsibilities;
- Comply with expectations for job performance, behavior, and social interactions;
- Communicate needs and suggest support strategies ;
- Follow-through on commitments;



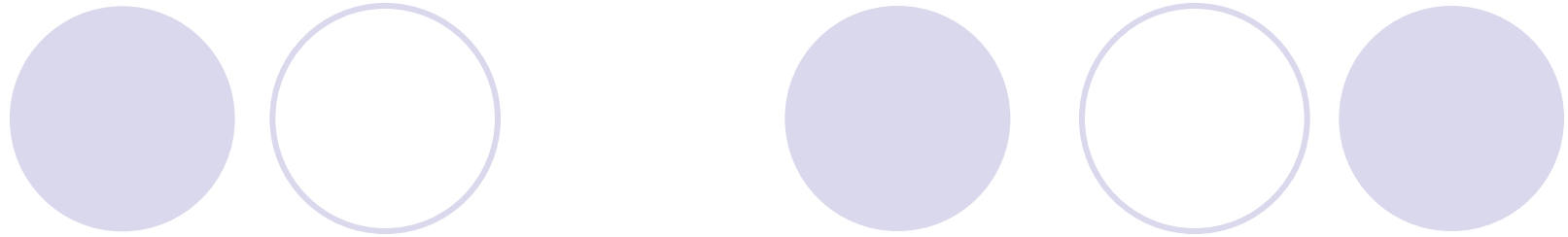


- Adhere to workplace guidelines and procedures;
- Show respect and be responsible;
- Learn as much as possible about the work environment and the job; and
- Reflect on the experience and work towards developing their career goals

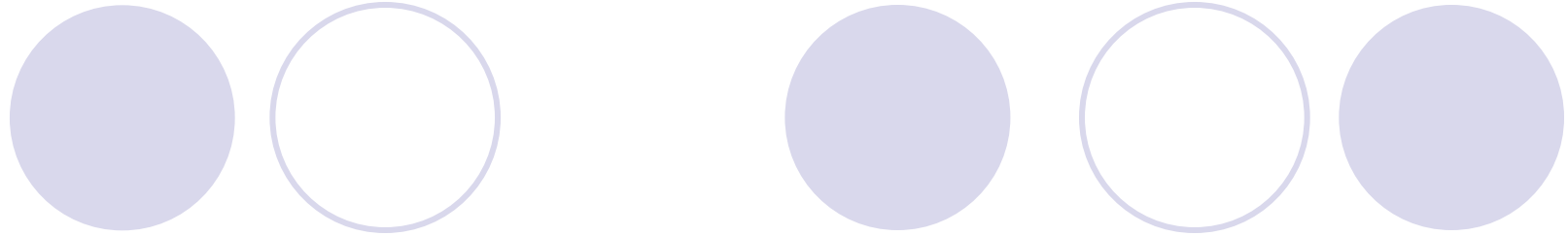


# ***Teacher Responsibility in Work-Based Learning***

- Select and approve the SLE worksite for a student;
- Develop the training plan in collaboration with the employer, classroom teacher and team members;
- When necessary train job coach;
- Orient students to the workplace;



- Orient students to their roles and responsibilities;
- Communicate expectations for job performance, behavior, and social interactions;
- Explain consequences for inappropriate behavior;
- Orient employers to their roles as mentors and supervisors;



- Conduct regular worksite visits to ensure compliance with Child Labor Laws and Regulations;
- Design and coordinate the students' worksite activities to ensure compliance with the students' training plan and facilitate achievement of learning goals;
- Help students communicate their support needs and strategies;

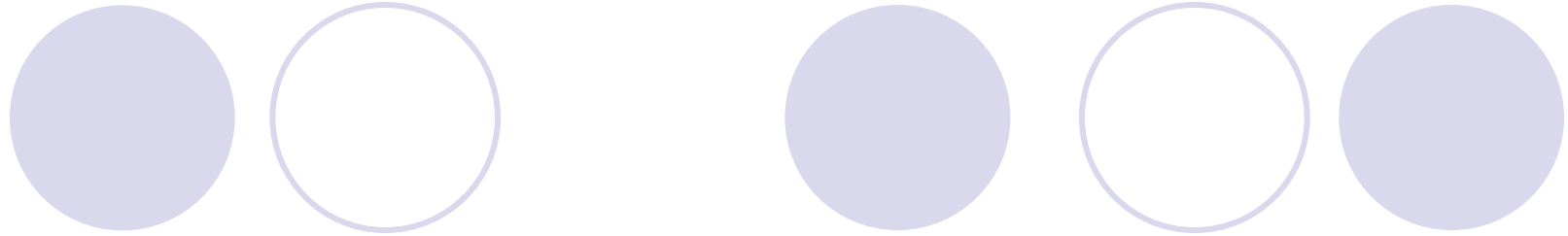


- Help employers capitalize on students' learning styles and identify support strategies;
- Communicate with students and employers on a regular basis; and
- Link work-based learning experiences to classroom learning and academic curriculum.



## ***Employer Responsibility in Work-Based Learning***

- Comply with Child Labor Laws & Regulations;
- Model expectations;
- Give clear, detailed, and repeated directions;
- Communicate expectations for job performance, behavior, and social interactions;
- Explain consequences for inappropriate behavior;



- Identify the best methods of communication for each student;
- Capitalize on each student's learning style and identify support strategies; and
- Discuss progress and improvements in performance with students and SLE teacher.

# ***Parent Responsibility in Preparation for Work-Based Learning***

- Recognize that you are the primary teacher of your children;
- Determine what opportunities your child has at home to practice and learn activities of daily living





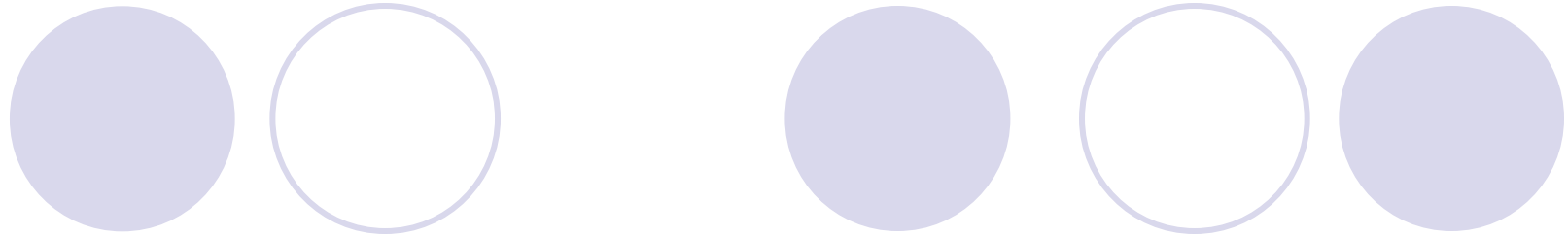
**Development of a student's competence at home helps to prepare for success at work.**

# Teaching functional skills...

- Is the student independent with their personal hygiene & grooming?
- Does the student use their own alarm clock?
- Can the student get ready for school on time?
- Who selects the clothes to wear?



- Who sorts the clothes and does the wash?
- Who folds the wash?
- Who sets the table?
- Who clears the table?
- Who loads the dishwasher?



- Who orders the food when you go out to eat?
- Who pays the bill & calculates the tip?
- Who writes the shopping list?
- Who does the food shopping?
- Who asks the clerk for information?

**Parents should reinforce the work related requirements of the SLE, such as:**

- **Appropriate dress, grooming**
- **Time management**
- **Social skills**
- **Appropriate communication**
- **Self-advocacy skills**



## **In addition, parents should:**

- Provide students the opportunities to discuss concerns and successes at the worksite
- Provide feedback the SLE teacher



- Parents can model workplace readiness skills for their children
- Use family-friendly network to help develop possible job sites in coordination with the SLE teacher

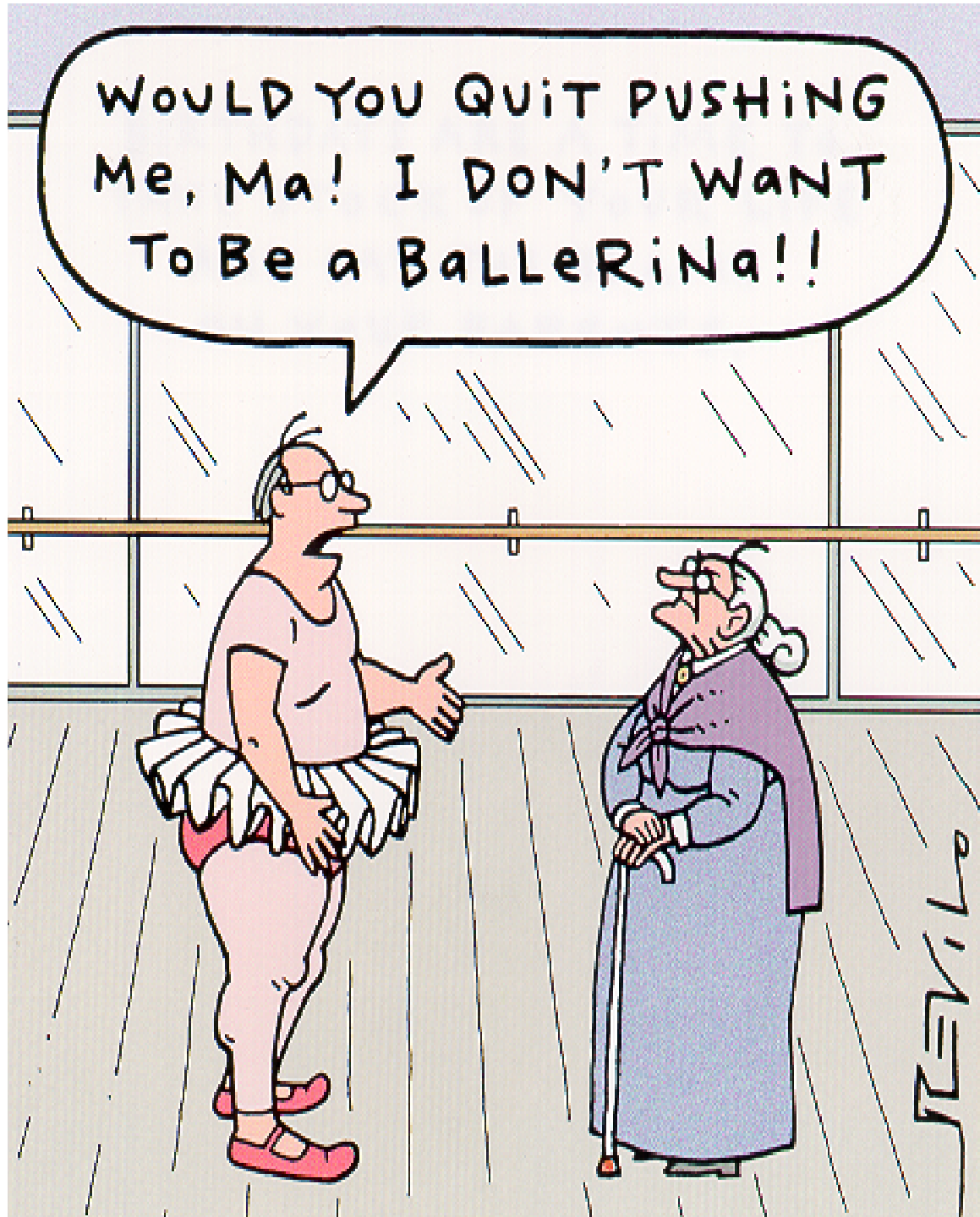


**MOST IMPORTANT...**

Distinguish between what  
you want for your child  
and what your child  
wants



WOULD YOU QUIT PUSHING  
ME, MA! I DON'T WANT  
TO BE A BALLERINA!!





**If we as parents do  
everything for our  
children we are  
teaching...**

# Learned Helplessness



# In Conclusion...



Structured learning experience (SLE) means experiential, supervised, in-depth learning experiences that are designed to offer students the opportunity to more fully explore career interests



**Is an SLE right for your child?**

If you think your child could benefit from a Structured Learning Experience, discuss the possibility at your child's next IEP meeting.

**Resources for SLEs may be found  
on:**

<http://www.nj.gov/education/voc/>



## Developed & Presented by:

- Anne Freeman, Education Program Development Specialist, Office of Career and Technical Education &
- Bob Haugh, Transition Coordinator, Office of Special Education Programs