

<b>Reporting Guidelines:</b>		
<ul style="list-style-type: none"> <li>• <b>Institutional Reporting:</b> will occur at the sub-category level only and will be entered into Campus Solutions via the established CS SG21 reporting screen(s). Reporting occurs throughout the term and no later than the close of term. Each institution’s IR department should have access to run queries within CS for SG21</li> <li>• <b>Districtwide Reporting to the State:</b> will occur only at the required category level(s) following MIS SG21 reporting guidance. Reporting occurs two weeks after the close of each term.</li> <li>• <b>Definitions and Sub-Category Reporting Guidelines:</b> The activity and definition of the activity should focus on the student experience and the content the student is engaging. The type of person providing the content should not be part of the definition. Delivery method should not be included. Delivery and access to the activity can vary from college to college. It is the tracking of whether or not, and when, a student engages in the activity that matters for SG21). The SG21 tracks student activity and is not for monitoring Employer Engagement.</li> </ul>		
<b>State Reporting</b>	<b>Practitioner Reporting</b>	<b>Definitions for Reporting</b> <i>Original definitions provided by Regional SWP Work-Based Learning and Job Placement Workgroup’s WBL Glossary (Spring 2020)</i>
<i>Required Categories</i>	<i>Sub-Categories</i>	
<b>A</b>	<b>A1</b>	<b>Apprenticeships</b> 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. <i>(California Apprenticeship Coordinators Association)</i>
	<b>A2</b>	<b>Capstone projects</b> Projects involving a process in which students pursue independent research or work on a question or problem of their choice, engage with the scholarly debates in the relevant disciplines, and — with the guidance of faculty and industry mentors — produce a substantial paper or product that reflects a deep understanding of the topic.
	<b>A3</b>	<b>Clinical experiences</b> 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. <i>(Sources: Siemens Clinical Training &amp; Continuing Education; Clinical Training Institute as cited by National Network in Successful Strategies for Employers)</i>
	<b>A4</b>	<b>Cooperative work</b> 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. <i>(Title 5 § 55250.3)</i>

		<b>experience education</b>	<p>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. <i>(Title 5 §55252)</i></p> <p>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. <i>(Title 5 §55252)</i></p>
	<b>A5</b>	<b>Internships (Unpaid)</b>	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. <i>(WestEd, Work-Based Learning in California)</i>
	<b>A6</b>	<b>Internships (Paid)</b>	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. <i>(WestEd, Work-Based Learning in California)</i>
	<b>A7</b>	<b>On-the-job training</b>	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. <i>(Code of Federal Regulations and Workforce Investment Act)</i>
	<b>A8</b>	<b>Research-based and field experiences</b>	Opportunities for students to participate in unpaid and paid research projects (e.g. in sciences, social sciences, media studies) and field experiences (e.g. in environmental sciences) that extend classroom learning. Research-based and field experiences teach skills that are difficult to teach or learn in classrooms (e.g. the importance of calibrating instruments or the importance of safety procedures), demystify and enhance motivation for learning research skills or exploring the natural world, support critical thinking in the collection and use of data, and provide opportunities to apply knowledge learned in the classroom to the real world outside of school.
<b>B</b>	<b>B1</b>	<b>Classroom projects or challenges with</b>	Substantial classroom projects or challenges in which industry representatives provide guidance in design and implementation as well as assessment or feedback. 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

		<b>industry involvement</b>	other constraints make workplace placements difficult. Classroom challenges, sometimes use for formative assessment purposes, may include problems to solve or student competitions juried by employers.
	<b>B2</b>	<b>Informational interviews</b>	Students gather career and industry information from a professional inquiring about the specific aspects of the professional’s position, industry, personal, academic, and career journey.
	<b>B3</b>	<b>Job shadowing (individual)</b>	Opportunities for students to spend time with a worker on the job, observing actual workplace tasks in order to explore a potential career interest. <i>(ERIC Thesaurus)</i> Job shadows may involve applied learning if there is sufficient time and advance preparation with the employer and instructor.
	<b>B4</b>	<b>Mentorships</b>	One-to-one relationship between a student and a more experienced professional 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. <i>(U.S. Congress, Office of Technology Assessment)</i>
	<b>B5</b>	<b>Simulated workplace experience</b>	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. <i>(WestEd, Work-Based Learning in California)</i>
	<b>B6</b>	<b>Service learning</b>	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. <i>(Learn and Serve America National Service Learning Clearinghouse)</i>
	<b>B7</b>	<b>Student-run commercial or social enterprises</b>	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
	<b>B8</b>	<b>Volunteering / Community Service</b>	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.
<b>C</b>	<b>C1</b>	<b>Career fair</b>	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. <i>(UC Berkeley Career Fairs)</i>

	<b>C2</b>	<b>Field trips</b>	An excursion by a group of students to a place away from their school or college environment or an on-campus visit for exposure to an industry-related experience (e.g., culinary students visiting a campus kitchen). A field trip can help spark career interest and provide students with first-hand exposure to relevant industries, workplaces, careers, or specific issues and topics (e.g. industrial design or use of technology), as well as the opportunity to ask questions of personal interest and to interact with field trip hosts.
	<b>C3</b>	<b>Career Speaker</b>	Students learn about careers and industries from speakers on career and industry topics. Topics include career and industry trends, education and training requirements, technical skills, 21st-century employability skills, and the representatives’ personal education and career paths.
	<b>C4</b>	<b>Mock interviews</b>	A simulated job interview providing practice, feedback, exposure to the interview process, and industry hiring expectations.
	<b>C5</b>	<b>Career Readiness</b>	Student participation in activities on developing competencies and skills for entering or advancing in the workforce. Topics may include and are not limited to; resume building, cover letter writing, job searching, networking, personal branding, interviewing, employer follow-up, and negotiations.
	<b>C6</b>	<b>Workplace/ company tours</b>	Visits to real workplaces that provide 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