Work-Based Learning: Promoting a Well-Rounded Education for All Students

The webinar will begin shortly.

COLLEGE & CAREER READINESS & SUCCESS Center

at American Institutes for Research

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Work-Based Learning: Promoting a Well-Rounded Education for All Students

January 10, 2017

COLLEGE & CAREER READINESS & SUCCESS Center

at American Institutes for Research

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Mission

The mission of the College and Career Readiness and Success Center (CCRS Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a system of support for states as they implement strategies to improve college and career readiness and eventual success of their students.

CCRS Center

COLLEGE & CAREER READINESS & SUCCESS Center
at American Institutes for Research ■

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AMERICAN INSTITUTES FOR RESEARCH®

www.ccrscenter.org   CCRSCenter@air.org

Who?	What?	How?	Why?
State education agencies (SEAs)	Build SEA capacity to implement college and career readiness policies.	Provide technical assistance, including targeted and intensive support.	Support SEAs to plan for and implement the Every Student Succeeds Act.

The College and Career Readiness and Success Center

- Career readiness
- Postsecondary pipelines
- Data use
- Every Student Succeeds Act (ESSA) implications for college and career readiness
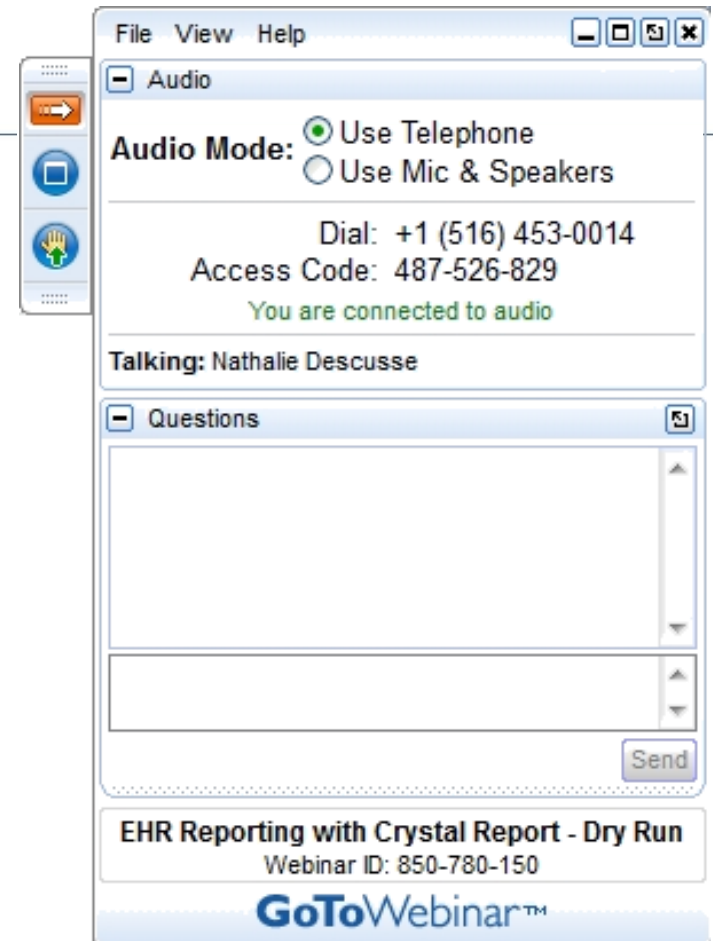
Engaging With Us

Postevent feedback survey $\longrightarrow$

Recorded webinar $\longrightarrow$
http://www.ccrscenter.org/produ
cts-resources/ccrs-center-
webinars-events

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Why the Topic of Work-Based Learning?

ESSA:

- Well-rounded education
- Competitive grants and "pipeline services"
- Title II funds to support professional development around work-based learning strategies

Why the Topic of Work-Based Learning?

Workforce Innovations and Opportunity Act (WIOA):

- WIOA Title I youth formula funds (20% minimum)
- K–12 and postsecondary collaboration:
    - College and career readiness
    - Aligned with industry needs
- Availability of pre-employment transition services for students with disabilities

Today's Presenters

Charlotte Cahill, PhD, Associate Director, Jobs for the Future

Kama Staton, GCDF, Education Associate, Career Guidance & Work-Based Learning, South Carolina Department of Education

Kathy D'Antoni, PhD, Chief Officer, Division of Career Technical Education, West Virginia Department of Education

Moderator: GeMar Neloms, Senior Technical Assistance Consultant, CCRS Center

Making Work-Based Learning Work

CHARLOTTE CAHILL
ASSOCIATE DIRECTOR, PATHWAYS TO PROSPERITY

JANUARY 10, 2017

PATHWAYS
TO PROSPERITY

OUR MISSION

JFF works to ensure that all young people and workers have the skills and credentials needed to succeed in our economy.

OUR VISION

The promise of education and economic mobility in America is achieved for everyone.
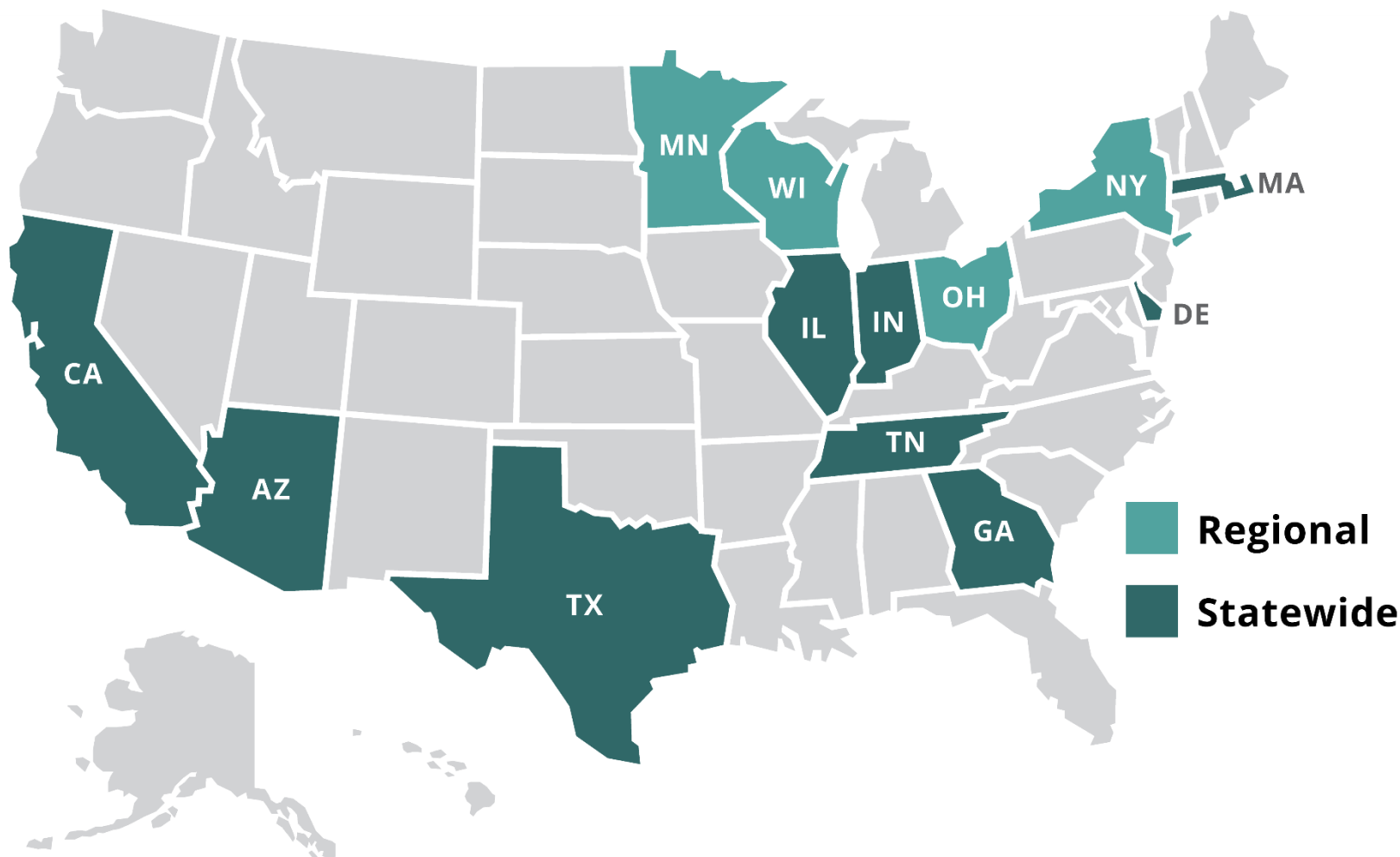

PHOTOGRAPH © 2008 Jerry Davis

JOBS FOR THE FUTURE

PATHWAYS
TO PROSPERITY

Develop Evidence-Based Innovations

Build Pathways Systems and Field Capacity

Advocate for and Influence Policy

ALIGNMENT ACROSS SECONDARY—POSTSECONDARY—WORKFORCE

JOBS FOR THE FUTURE

THE PATHWAYS TO PROSPERITY NETWORK

PATHWAYS
TO PROSPERITY

Legend:
- Regional
- Statewide

States labeled: MN, WI, NY, MA, CA, OH, DE, IL, IN, AZ, TN, GA, TX

JOBS FOR THE FUTURE

"The more powerful and complete the peer world, the more it is detached from pathways toward adulthood...it makes **little sense** to take large numbers of **inexperienced individuals** who are the same age and relative maturity, place them in an **isolated setting**, and ask them to use that particular setting to grow, mature, and gain knowledge and experience."

Robert Halpern, Chair, Research Council at Erikson Institute, *Youth, Education and the Role of Society* (Harvard Education Press, 2013)

JOBS FOR THE FUTURE

WHAT IS WORK-BASED LEARNING (WBL)?

OCCURS IN WORKPLACES

HAS MEANINGFUL JOB TASKS

DEVELOPS SKILLS AND KNOWLEDGE

SUPPORTS CAREER ENTRY AND ADVANCEMENT

CORE PURPOSES

> Exposes participants to the world of work

> Exposes participants to a career field

> Strengthens academic learning

> Enhances professional skills

> Provides a temporary or permanent job

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PATHWAYS
TO PROSPERITY

BENEFITS TO PARTICIPANTS

> Develop professional and career-track skills

> Gain real-world work experience

> Earn postsecondary credentials that match employer expectations and needs

BENEFITS TO EMPLOYERS

> Employees have the information and skills needed to make informed job and long-term career choices

> Reduced turnover

> Greater productivity

> Lower costs

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PATHWAYS
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> Most young people **get little advice about pathways** from education to careers, and about career possibilities.

> Even the most educated parents **don't know about the future labor market**—or even the current one.

> Educators typically **have limited experience of contemporary workplaces.**

> **ALL students are headed for a career**; WBL helps guide them.

JOBS FOR THE FUTURE

A lack of access to WBL limits the career prospects and economic mobility of millions of youth and adults, and prevents them from becoming part of the talent pipeline employers need to spur economic growth.

70% of employers offer some form of WBL to employees

$177 BILLION spent by employers on training annually

58% spent on employees with a B.A. or higher

25% spent on employees with some college (sub-B.A.)

17% spent on employees with a high school diploma or less

JOBS FOR THE FUTURE

PATHWAYS
TO PROSPERITY

Support entry and advancement in a career track

Offer compensation

Reward skill development

Provide comprehensive student supports

Provide meaningful job tasks that build career skills and knowledge

Identify target skills and how gains will be validated

Support college entry, persistence, and completion

PATHWAYS TO PROSPERITY

DEFINING SKILLS → **Employability skills** = career/technical skills <u>and</u> foundational/21st century/"soft" skills

PARTNERSHIPS → **Sector-driven strategies** for business and industry engagement to provide WBL at scale

DATA/METRICS → **Defining quality indicators for WBL** and how to measure WBL at local, regional, and state levels; integrate into state accountability for ESSA

WBL FOR ALL → **Equitable access to WBL** so that schools can deliver on the promise of career readiness; WBL and "experiential learning" for all students, not just CTE

JOBS FOR THE FUTURE

PATHWAYS TO PROSPERITY

> Cultivate highly visible employer champions.

> Support and highlight districts actively involved in career development education and WBL.

> Disseminate effective practices to other districts or regions.

> Align education programs of study with state labor market needs and economic development priorities.

> Use bully pulpit to emphasize that **ALL young people** (in K–12, community college, 4-year college, and beyond; liberal arts or technical studies) **are headed for a career and that WBL matters.**

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EDUCATION POLICIES

> Expanding learning time

> Credit for WBL

> Inclusion of WBL in career development education

> Endorsements, honors, or "seals" recognizing WBL

> Teacher externships

EMPLOYER POLICIES

> Direct subsidies

> Tax credits

> Training levies

> Vendor contracts

> Exchange employee education or training for opening student internships

TENNESSEE: THREE LEVELS OF SUPPORT FOR HIGH-QUALITY WBL

PATHWAYS
TO PROSPERITY
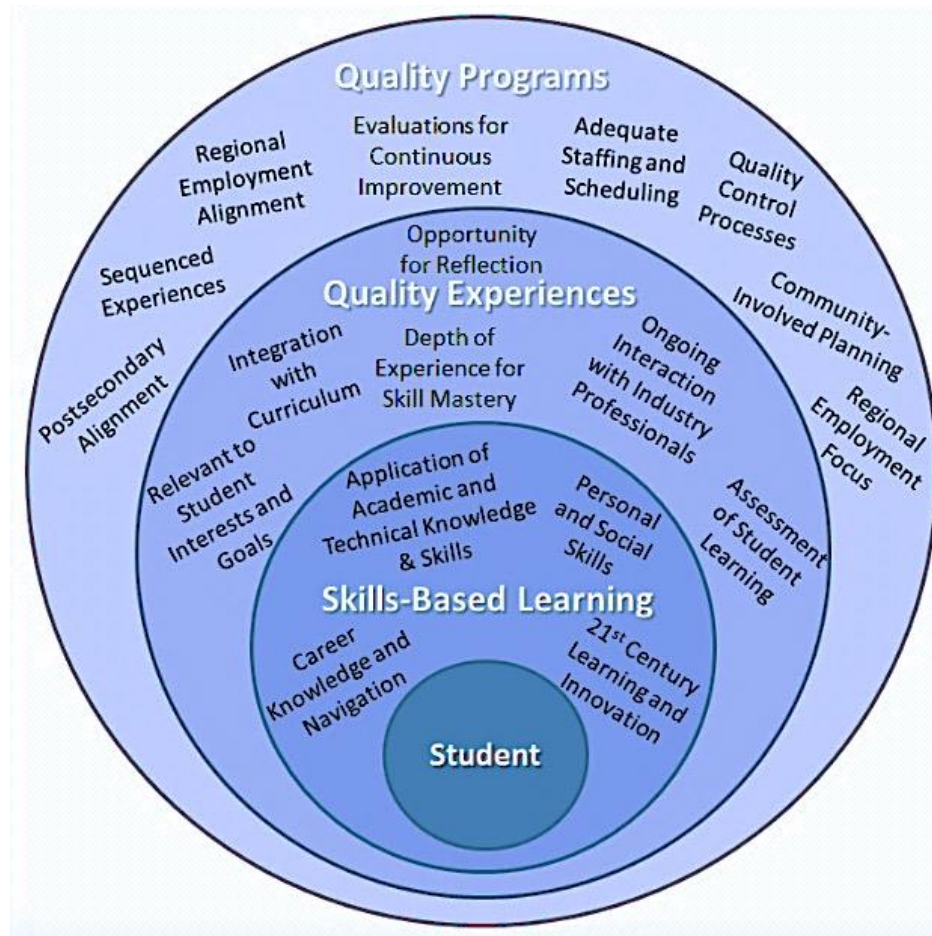
All TN WBL Resources are at: https://www.tn.gov/education/topic/work-based-learning

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Employability skills:

> Application of Academic and Technical Knowledge and Skills

> Career Knowledge and Navigation Skills

> 21st Century Learning and Innovation Skills

> Personal and Social Skills

TENNESSEE DEPARTMENT OF
EDUCATION

The following skills were identified as the most critical employability skills that can be learned through work-based learning. Over 225 participants from all three grand divisions vetted this list at focus groups with the Tennessee Department of Education and included Tennessee administrators, teachers, WBL Coordinators, CTE Directors, and postsecondary and industry partners.

Employability Skills:

Application of Academic and Technical Knowledge and Skills

☐ LITERACY: Read and comprehend relevant academic and technical texts

☐ MATH: Select and apply relevant mathematical concepts to solve problems and perform expected tasks

☐ INDUSTRY-SPECIFIC TECHNICAL SKILLS: Demonstrate industry-specific technical skills

☐ INDUSTRY-SPECIFIC SAFETY SKILLS: Demonstrate adherence to industry-specific safety regulations

Career Knowledge and Navigation Skills

☐ UNDERSTANDING CAREER PATHS: Plan and navigate education and career paths aligned with personal goals

☐ PLANNING: Develop and implement a personalized student learning plan

☐ REFLECTION: Reflect on experiences through creation of a personal portfolio

21st Century Learning and Innovation Skills

☐ CREATIVITY AND INNOVATION: Think creatively, Work creatively with others, Implement innovations

☐ CRITICAL THINKING & PROBLEM SOLVING: Reason effectively, Make judgments and decisions, Solve problems

☐ COMMUNICATION: Oral and written communications skills appropriate to the context, Listen effectively

☐ COLLABORATION: Exercise flexibility and willingness, Assume shared responsibility, Work with diverse teams

☐ INFORMATION LITERACY: Access and evaluate Information, Manage information accurately and ethically

☐ ICT (Information, Communications and Technology) LITERACY: Use technology effectively and appropriately

Personal and Social Skills

☐ INITIATIVE: Work independently; demonstrate agency, curiosity, and the ability to learn

☐ PROFESSIONALISM, ETHICS, AND INTERPERSONAL SKILLS: Demonstrate reliability, integrity, responsibility, proper etiquette, and ethical behavior

☐ CULTURAL AND GLOBAL COMPETENCE: Exhibit interpersonal and social skills that are respectful of cultural differences

☐ ADAPTABILITY AND FLEXIBILITY: Adapt flexibly to roles and responsibility; work effectively with ambiguity; change course as needed

☐ PRODUCTIVITY: Set goals and priorities and manage time and projects; exhibit punctuality, persistence, and precision and accuracy; complete projects to agreed-upon standards

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PATHWAYS
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> A **purposeful focus** on applied learning in preparation for postsecondary and careers
> **Learning outcomes** as the driver for designing experiences
> **Relevance** to student interests, their plan of study, and learning goals
> **Integration** with curriculum or connection to related instruction
> Sufficient **variety** to provide exposure to multiple career options
> Sufficient **depth** to allow for employability skill development and professional community engagement
> Ongoing **interaction** with professionals from industry and the community
> Close **supervision** from both teachers and employers
> Opportunities for **reflection** and analysis
> **Assessment** of student learning that is aligned with industry-specific expectations
> **Alignment** with postsecondary and career opportunities regionally
> **Documentation of student learning** through the development of artifacts and portfolios

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> **Sequenced experiences** to ensure preparation and "next steps"
> **Coordination** of services among teachers, counselors, and WBL coordinator(s)
> **Partnerships** with postsecondary institutions, apprenticeships, and job-training programs to facilitate successful transitions beyond high school
> Adequate **staffing** of the WBL coordination function
> School **schedules** that enable quality WBL and supervision
> **Communication materials** to inform employers, students, and parents
> **Technology** infrastructure to support placements, orientations, and WBL experiences
> Tools, processes, and documentation for **quality control** and compliance with legal requirements
> **Community-based advisors** involved in program and experience planning and generating opportunities for students
> **A culture** that values and supports WBL across the curriculum for all students
> **Regionally aligned pathways** with community-shared expectations for WBL experiences and learning outcomes
> **Evaluative measures** that facilitate continuous program improvement

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PATHWAYS TO PROSPERITY

STUDENT SUCCESS

SKILLED WORKFORCE

STRONG ECONOMIES

STATE PARTNERSHIPS & SYSTEMS

WORK-BASED LEARNING SUPPORTS IMPROVED OUTCOMES

JOBS FOR THE FUTURE

ONLINE AT WWW.JFF.ORG

> ***Making Work-Based Learning Work***

> JFF's WBL models in action:

– Showcases different WBLs models that incorporate one or more key principle

– Briefs currently available: IMT apprenticeship, work-based courses

– Briefs coming soon: On-the-job training, internships, and more!
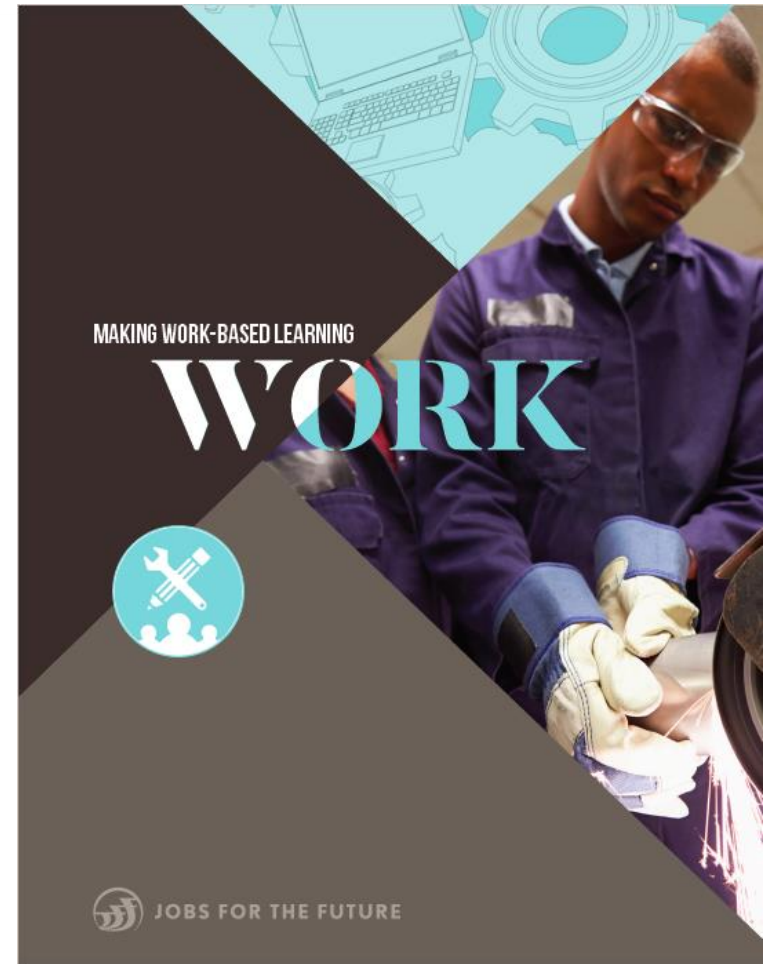
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WWW.JFF.ORG

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QUESTIONS?

South Carolina
Work-Based Learning

Kama J. Staton, GCDF

Education Associate

Career Guidance & Work-Based Learning

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Foundation

- Education and Economic Development Act of 2005
http://www.scstatehouse.gov/sess116_2005-2006/bills/3155.htm

- SC Comprehensive Guidance and Counseling Program Model
  - Guidelines to ensure a consistent framework that addresses the developmental needs of students:
    - PK–12th grade
    - Defines standards and competencies for counselors to address the needs of all students
    - Improves student's knowledge of careers
    - Reinforces academic, employability, and lifelong learning skills

http://ed.sc.gov/instruction/career-and-technology-education/career-guidance/sc-career-guidance-model/

- SC SDE-EIA: XII.A.1—Work-Based Learning Proviso
  - 2016 Proviso Report

Implementation

- **SC Work-Based Learning Implementation Manual**
  - Provided complete overhaul in developing a manual, including:
    - Clear process on implementation
    - State-approved definitions
    - Reporting accountability
    - Professional development and useful resources

http://ed.sc.gov/instruction/career-and-technology-education/career-guidance/work-based-learning/

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Implementation

- **Regional Career Specialist Role**
- Direct bridge between K–12 and business/industry
  - Region's alignment with the state's 12 previous Workforce Investment Act regions
  - Educators with Global Career Development Facilitator National Certification
  - Collaborate with regionally assigned districts to enhance the level of student career guidance and placement
  - Liaison to business/industry stakeholders

Use of Funds

- SC CATE Local Plan/Funding

  Annual submission from each local education agency providing a description of activities on how each will spend Perkins federal and state funds

  http://ed.sc.gov/instruction/career-and-technology-education/cate-administration/cate-local-plan/

- SC Perkins & State Work-Based Learning Expenditures Guidelines

  Perkins federal and state funding allowable expenditures to ensure compliance

  http://ed.sc.gov/instruction/career-and-technology-education/cate-administration/cate-local-plan/finance-section/

Accountability

- Required to report all WBL experiences in Student Information Management System (PowerSchool)

- Sole page in PowerSchool dedicated to capturing WBL experiences and career assessment data

Accountability

- Required Reporting: WBL experiences tied to SC High School Report Card; reported in percentages

http://ed.sc.gov/data/report-cards/state-report-cards/2016/

Statewide Collaboration

- Communication between state agencies and business is a must!

- CATE driven

- Pockets of excellence—serving rural districts

- Different dynamics require different resources

- SC Career Information System
https://sccis.intocareers.org/materials/portal/home.html

- Virtual Job Shadow: Microburst Learning
http://microburstlearning.com/

- Partnership with SC Educational Network
http://knowitall.org/subject/career-education

- Partnership with SC State Library
http://scdiscus.org/job-career-resources

Success Measure

Experience Type	Total Number of Experiences ALL GRADES					
******* PRELIMINARY REPORT *******						
	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
Cooperative Education	1,537	1,465	1,520	866	742	649
Internship	3,576	4,087	2,941	2,718	3,437	3,422
Mentoring	1,495	3,363	3,547	3,544	3,543	3,008
Registered Apprenticeship	55	57	66	74	78	53
School-Based Enterprise	4,328	3,857	3,249	3,146	2,813	4,194
Service Learning	13,025	21,343	17,638	21,105	27,755	26,552
Shadowing: On-Site	30,033	35,514	30,988	35,632	35,274	38,308
Shadowing: Virtual	32,734	33,490	22,948	33,772	30,534	29,408
Structured Field Study	21,174	N/A	N/A	N/A	N/A	N/A
Youth Apprenticeship	78	75	53	87	50	71
TOTAL	108,035	103,251	82,950	100,944	104,226	105,665

Shadowing Type	Total Number of February Job Shadowing Experiences ALL GRADES					
	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
Shadowing: On-Site	17,408	17,052	14,766	20,545	23,054	22,978
Shadowing: Virtual	10,201	12,811	6,850	16,744	18,184	18,053
TOTAL	27,609	29,863	21,616	37,289	41,238	41,031

Questions?

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WEST VIRGINIA SIMULATED WORKPLACE

CREATING HIGH-QUALITY BUSINESS AND INDUSTRY LEARNING ENVIRONMENTS

SIMULATED WORKPLACE BIG PICTURE

1. Traditional career and technical education (CTE) classrooms transition into simulated companies.

2. Companies are student-led with standard business positions—job foremen, quality control, safety inspector, chief executive officer, information technology specialist, etc.

3. Companies follow standard business practices.

4. Accountability is delivered through business inspections.

WHY SIMULATED WORKPLACE?

The West Virginia Department of Education has worked with a committee of experts in CTE and higher education, in additional to numerous business and industry experts, to design the Simulated Workplace learning environment.

The demand for a more work-ready employee among West Virginia business and industry leaders continues to grow. It is clear in today's workforce that science, technology, engineering, and mathematics (STEM) skills, along with attendance, drug-free, teamwork, and professionalism, are critical skills required to be a work-ready employee. Through the Simulated Workplace initiative, students are immersed within an engaging workplace environment that offers support in addition to rigorous training while developing the necessary skill sets to be a work-ready employee.

SIMULATED WORKPLACE

PURPOSE

Simulated Workplace promotes authentic work-based learning opportunities and environments that result in:

- **SCHOOLWIDE CULTURAL CHANGE**
- **INCREASED STUDENT LEADERSHIP AND ENGAGEMENT**
- **INSTRUCTORS TRANSISTIONING TO FACILITATORS**

SIMULATED WORKPLACE

PROTOCOLS

WV State Policies 2510 & 2520.13

The Simulated Workplace environment is governed by a set of protocols to ensure consistency and quality in the local implementation of the concept.

PROTOCOL I: STUDENT-LED COMPANIES
PROTOCOL II: APPLICATION/INTERVIEW STRUCTURE
PROTOCOL III: FORMAL ATTENDANCE SYSTEM
PROTOCOL IV: DRUG-FREE WORK ZONES
PROTOCOL V: 5S ENVIRONMENT
PROTOCOL VI: SAFE WORK AREAS
PROTOCOL VII: WORKPLACE TEAMS

PROTOCOL VIII: PROJECT-BASED LEARNING/ STUDENT ENGAGEMENT
PROTOCOL IX: COMPANY NAME & HANDBOOK
PROTOCOL X: COMPANY MEETINGS
PROTOCOL XI: ON-SITE BUSINESS REVIEWS
PROTOCOL XII: ACCOUNTABILITY

SIMULATED WORKPLACE

What Simulated Workplace **IS** and **IS NOT**…

IS NOT…

A Curriculum

- Traditional CTE (instructor-led) environments

- More work on the instructor (*once established*)

- Not a ridged, prescribed instructional model

- 1970s vocational education delivery

IS…

A Culture Change

- Student-led environments

- An opportunity for students to be accountable for their own learning

- An opportunity for instructors to be flexible and creative in delivering an engaging curriculum

- An opportunity for business and industry involvement (inspectors)

SIMULATED WORKPLACE

GROWTH

Simulated Workplace growth since 2013:

Areas of Growth	2013	2014	2015	% Growth
Number of Pilot Schools	20	42	60	+67%
Number of Training Classrooms	80	220	502	+84%
Number of Student Participants	2,252	8,863	13,000+	+83%
Drug Testing (Passage Rate)	94%	96%	98.40%	+4.40%
Number of Inspectors	0	90	150	+100%
Number of Classroom Inspections	0	80	200	+100%

SIMULATED WORKPLACE

NOTABLE ACCOMPLISHMENTS

97% student satisfaction rate

98% of instructors feel students can better relate to real-world problems

97% of Instructors feel students better understand business processes and expectations

Survey conducted by The EdVenture Group, Morgantown, West Virginia, November 2015

National and international visits from: Alabama, Tennessee, North Carolina, Oklahoma, Missouri, Ohio, Kentucky, and Australia

SIMULATED WORKPLACE

TINY HOME INITIATIVE

You are cordially invited to the dedication of tiny homes to families impacted by the June floods.

Please join West Virginia Superintendent of Schools, Dr. Michael Martirano, and Chief Office Career Technical Education, Dr. Kathy D'Antoni for a tour of the tiny homes constructed by career technical students from across the state and an official key ceremony with Governor Earl Ray Tomblin.

Tuesday, December 20, 2016
130th Airlift Wing
West Virginia Air National Guard (Coonskin Drive)

Noon - 2 p.m. - Tour of tiny homes and interviews with students
2 p.m. - Key Ceremony with Governor Earl Ray Tomblin

Tiny homes constructed by:
Cabell County Career Center | Calhoun/Gilmer Career Center
Carver Career Center | Fayette Institute of Technology
James Rumsey Technical Institute | Marion County Career Center
Mingo County High School | Monongalia Technical Center
Nicholas County Career Center | Putnam County Career Center
Spring Valley High School | Wyoming County Career Center

WHAT ARE PEOPLE SAYING?

Simulated Workplace is not preparing me for just the next 4 years—it is preparing me for the next 40 years. Senior Student, MOVTI

I wish Simulated Workplace was around 20 years ago when I started teaching. Nothing prepares students better to enter the workplace. Cliff Motes, Instructor

I feel prepared to take on any job with the leadership skills I've learned in my simulated company. Junior Student, Mingo Central High

My students are more confident in their skillsets because Simulated Workplace has allowed my teachers to create real workplace environments. Hugh Roberts, Principal

Simulated Workplace has allowed me to create a better learning lab and leave a legacy at my school. Senior Student, Spring Valley High

I was able to get a $12-an-hour job while still in school because of my Simulated Workplace portfolio and my safety management position.
Senior Student, Ralph R. Wills CTC

FOR MORE INFORMATION:

VISIT THE SIMULATED WORKPLACE WEBSITE:

[WWW.SIMULATEDWORKPLACE.COM](http://www.simulatedworkplace.com)

Questions?

COLLEGE & CAREER
READINESS & SUCCESS Center
at American Institutes for Research ■

Closing

Links to Resources

- Jobs for the Future: http://www.jff.org/initiatives/pathways-prosperity-network

- South Carolina: http://ed.sc.gov/instruction/career-and-technology-education/career-guidance/work-based-learning/

- West Virginia Simulated Workplace: www.simulatedworkplace.com

- College and Career Readiness and Success Center: www.ccrscenter.org

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