Establishing Key Partnerships for Successful Work-Based Learning: Strategies for States and Districts

Designing and Implementing Quality Work-Based Learning: Webinar 2

June 25, 2018
Work-Based Learning Webinar Series

- Integrating Work-Based Learning Into Your College and Career Readiness System (May 29, 2018)
- Establishing Key Partnerships for Successful Work-Based Learning: Strategies for States and Districts (June 25, 2018)
- Data-Driven Decision Making: Assessing and Analyzing Work-Based Learning Implementation (July 2018)
- Ensuring Equity for Work-Based Learning: Supporting Rural Communities (August 2018)

https://docs.google.com/forms/d/e/1FAIpQLSc9_E6wKeaClmXrQQY-opFl6vHWo6Bjq7Z-nMbQ9i8Ns5flEw/viewform
What Is the CCRS Center?

State education agencies (SEAs) and local education agencies (LEAs) build SEA and LEA capacity to implement college and career readiness (CCR) policies. Provide technical assistance, including focused and intensive support.

Who? Build SEA and LEA capacity to implement college and career readiness (CCR) policies. How?

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Engaging With Us

Postevent feedback survey

Recorded webinar
http://www.ccrscenter.org/products-resources/ccrs-center-webinars-events
Today’s Presenters

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CCRS Center

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TN Department of Education

Richard Skipper
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Coffee County High School
Agenda

- Review who the key partners are that can support high quality work-based learning systems
- Discuss the role of key partners in work-based learning efforts
- Share strategies for engaging key partners in work-based learning efforts
Setting the Context
The New Minimum

55 million jobs

65% require postsecondary training

5 million unfilled

Postsecondary education
Career or technology center credentials; associate’s degrees; and college associate, undergraduate, and advanced degrees
Employers cite employability skills as the **most important** skill.

Hart Research Associates, 2015

A lack of employability skills may contribute to a “talent shortage.”

Manpower Group, 2016

Employers’ Perceptions

Difficulty filling jobs that require crosscutting skills like critical thinking, collaboration, and digital literacy
Student Perceptions

45.7% agree that their school helped match careers with their interests/abilities.

48.7% agree that their school helped them understand the steps to take to have the career they want.

Education-to-Workforce Pipeline That Prepares ALL Students With the Necessary Knowledge, Skills, and Abilities

- Academic skills (reading, writing, math, science)
- Technical skills (career/industry skills)
- Employability skills (transferable skills)
- Academic skills (reading, writing, math, science)
- Career/industry specialization
Work-Based Learning

A sequenced set of activities in which students gain increasing exposure to the world of work and are prepared with the knowledge and skills needed for productive careers.
Continuum of WBL Experiences

- Grades K–6: Career Awareness - Learning about work
- Grades 7–10: Career Exploration - Learning through work
- Grades 11–12: Career Preparation - Learning for work

Increasing individualization as students connect their interests, skills, and goals with career possibilities.
New Skills For Youth

Sustainable and successful WBL programs, require engagement with a variety of stakeholders who are deliberately working to share ownership. Lead agencies must engage those from industry not only to generate buy-in but also to reach state goals for transformation.
Polling Question #1

Rate your current level of engagement with partners in regards to WBL on a scale of 1-4:

1. No partner engagement at this time
2. We only engage with the SEA or LEA to support this work
3. We engage with a few partners to support this work
4. We consistently engage multiple partners to support the work
Tennessee
A State-Specific Look Into a Strategic Approach to Engaging Key Partners

COLLEGE & CAREER READINESS & SUCCESS Center
at American Institutes for Research®
Tennessee Work-Based Learning

Tennessee’s Approach to WBL

• Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high-skill careers in Tennessee.

• Students build on classroom-based instruction to develop employability skills that prepare them for success in postsecondary education and future careers.

• Through experiences like internships, apprenticeships, and paid work experience, juniors and seniors (16 years or older) may earn high school credit for capstone WBL experiences.
Tennessee’s Revitalized WBL Model:

Progressive Exposure and Learning

“K to J”

Career Awareness

Industry Awareness

Career Exploration

Career Preparation

Career Training

Credit-bearing/ “Capstone” Experiences

Exploration

Immersion
WBL Policy: Student-Centered

Regional Alignment
- Postsecondary Programs
- Local HR Directors
- Regional Employers
- Local Workforce Investment Agencies

Coordination and Planning
- Intermediaries
- Advisory Board Members
- School Principals
- WBL Coordinator
- District Leadership
- Community Members and Leaders
- Local and Regional Chambers

Student Learning
- Counselor
- Parents and Guardians
- Employer
- Classroom Teachers

Local Accountability and Flexibility

Pathways TN Approach to Regional Alignment

Rigorous Learning Expectations
LEA Context
Discussion Questions

- Key Partners: Who are the key partners needed to support high quality WBL?
- Roles: How do you clearly define the roles for key partners?
- Engagement: What strategies are being used to engage partners in WBL?
- Lessons Learned: What lessons have you learned for your work?
Key Partners

Who Are the Key Partners Needed to Support High-Quality WBL?
Polling Question #2

Which partner is the most crucial to ensure WBL is successful?

- SEA
- LEA/District
- Intermediaries
- Business-Industry/ Workforce Development
- Postsecondary
Who Is at the WBL Table?

- Adult education
- K–12 education
- CTE
- Labor/workforce development
- Postsecondary
- Policy makers
- Community
Roles

How Do You Clearly Define the Roles for Key Partners?
Building a Work-Based Learning System: Key Roles and Responsibilities

**Employers and Community Mentors**
- Provide career exploration and work-based learning opportunities to students; support student projects
- Provide learning opportunities to teachers
- Provide input to curriculum
- Participate in other advisory functions
- Advocate for programs that develop needed skills
- Provide financial support and other resources
- Champion high quality programs through various communication channels
- Enlist the support of colleagues

**Teachers**
- Design and implement high quality programs, with WBL sequence aligned to standards and integrated into program of study
- Integrate WBL into projects
- Work with business/community partners
- Participate in teacher externships and model “continuous learning” for students
- Collaborate with district, school-based, and community-based staff providing career-related services
- Identify students’ needs for career counseling and provide referrals as appropriate
- Engage parents

**Students Prepared for College and Career**
- Students receiving a continuum of experiences
- Students meet college and career readiness outcomes

**School District**
- Establish/apply laws, education code, state/district policies, funding guidelines and processes for working directly with business and community
- Technology infrastructure
- Funding
- Evaluation and measurement systems in place
- Work-based Learning coordination staffing
- Tools and materials
- Outreach to large employers
- Professional development

**Parents, Communities, and Other Supporters**
- Ensure that students’ social-emotional and other basic needs are met to enable learning and access to opportunities
- Provide tutoring, personal mentoring, and other kinds of academic support
- Provide opportunities for social integration
- Foster leadership development

TDOE Work-Based Learning Implementation Guide Toolbox: [https://tn.gov/education/article/wbl-toolbox](https://tn.gov/education/article/wbl-toolbox)
WBL Policy: Student Centered

Pathways TN Approach to Regional Alignment

Local Accountability and Flexibility

Rigorous Learning Expectations
Designing a Career Pathways System

A Framework for State Education Agencies

Chapter 1
Identifying and Engaging Key Stakeholders and Defining Goals of the Career Pathways System

FACILITATOR’S GUIDE
FEBRUARY 2016

https://ccrscenter.org/implementation-tools/career-pathways-modules/engaging-stakeholders-and-defining-goals
Engagement

What Strategies Are Being Used to Engage Partners in WBL?
Building a Work-Based Learning (WBL) System

**Support Teachers, Counselors, and Staff on Outcomes Driven WBL**
- Design WBL sequence aligned to standards and integrated into program of study
- Integrate WBL into projects
- Design, implement, evaluate quality WBL experience
  - Provide teacher externships
  - Involve parents
- Provide training how to work with business/community partners

**Identify and Engage Stakeholders**
- Market/recruit partners for a pathway
- Manage partner and student information district/community-wide
- Establish a culture that supports WBL
  - Utilize/establish intermediaries
- Staff, district, community levels to support for WBL

**Students Prepared for College and Career**
Students meet WBL standards
Students receive a continuum of experiences

**Legal/Logistic Nuts and Bolts**
- Establish/apply laws, education code, state/district policies, funding guidelines and processes for working directly with business and community
  - Technology infrastructure
  - Funding
- Evaluation and measurement systems in place

**Support Partners on Outcomes Driven WBL**
- Establish and engage pathway advisory boards
- Training and orientation on how to work with educators
  - Orienting partners to different types of WBL
- Working with partners around student outcomes

TDOE Work-Based Learning Implementation Guide Toolbox: [https://tn.gov/education/article/wbl-toolbox](https://tn.gov/education/article/wbl-toolbox)
Common Language in Tennessee

- Our WBL Policy Guide
- WBL Implementation Guide
- Personalized Learning Packet
- Other resources on our WBL Toolbox containing consistent messages about quality WBL
https://ccrscenter.org/sites/default/files/WorkBasedLearning_StateDefinitions.pdf
Polling Question #3

Which partner is the most challenging to engage in WBL?

- LEA/District Leadership
- Business-Industry/ Workforce Development
- Postsecondary
- Community Organizations
- Policy makers
What Lessons Have You Learned?

What Lessons Learned or Advice Would You Give Other SEAs, LEAs, and Businesses Engaged in WBL?
Questions and Answers
What questions do you have for our presenters?
Resources: CCRS Center Website

https://ccrscenter.org/state-work-based-learning-initiative
Developing a College- and Career-Ready Workforce

https://ccrscenter.org/implementation-tools/developing-college-and-career-ready
A Resource Guide to Engaging Employers

Career Readiness Stakeholder Engagement Tool

Sustainable and successful transformation of state career readiness systems, including but not limited to Career Technical Education (CTE), requires engagement with a variety of stakeholders who are deliberately working to share ownership. Lead agencies must engage those from industry, who may be new to policymaking, not only to generate buy-in but also to reach state goals for transformation.

This tool is based on two connected guides released by the Council of Chief State School Officers (CCSSO) in June and November 2016. These guides list steps for effective stakeholder engagement in relation to state plans for the Every Student Succeeds Act (ESSA) and were developed in consultation with 15 national advocacy and civil rights groups. Through the New Skills for Youth initiative, we have taken those guides and adapted them for a career readiness context. This worksheet will help states that are designing interactions for specific stakeholders, whether they are individuals, communities or organizations. This worksheet will help states initiate, deepen and maintain your engagement with stakeholders throughout the design and transformation of your career readiness systems.

How to Use the Tool

This worksheet is designed to inform your communications efforts but is not designed to serve as your entire strategic communications plan. To use this tool, designate one person on your career readiness cross-sector team to coordinate stakeholder engagement efforts. This person will not necessarily be conducting all stakeholder outreach, but he or she will be in charge of the overall strategy and plan for stakeholders. Then use the list below and/or the stakeholder map to choose an initial stakeholder to engage. The lead can complete this worksheet on his or her own and then share with the broader team or facilitate a conversation with a few team members to complete the worksheet together.

Steps for Effective Stakeholder Engagement:

- Step 1: Clarify your goals
- Step 2: Work with partner organizations and ambassadors to identify and engage your stakeholders
- Step 3: Speak to your audience
- Step 4: Use multiple vehicles

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