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

The webinar will begin shortly.
Work-Based Learning: Promoting a Well-Rounded Education for All Students

January 10, 2017
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.
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

Recorded webinar

http://www.ccrscenter.org/products-resources/ccrs-center-webinars-events
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
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.
ABOUT JOBS FOR THE FUTURE

- Develop Evidence-Based Innovations
- Build Pathways Systems and Field Capacity
- Advocate for and Influence Policy

ALIGNMENT ACROSS SECONDARY—POSTSECONDARY—WORKFORCE
“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)
WHAT IS WORK-BASED LEARNING (WBL)?

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

OCCURS IN WORKPLACES

HAS MEANINGFUL JOB TASKS

DEVELOPS SKILLS AND KNOWLEDGE

SUPPORTS CAREER ENTRY AND ADVANCEMENT
BENEFITS OF WBL

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
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.
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
7 PRINCIPLES OF EFFECTIVE WBL

1. Support entry and advancement in a career track
   - Provide meaningful job tasks that build career skills and knowledge

2. Offer compensation
   - Identify target skills and how gains will be validated

3. Reward skill development
   - Support college entry, persistence, and completion

4. Provide comprehensive student supports
**WBL THEMES ACROSS THE NETWORK**

**DEFINING SKILLS**

**Employability skills** = career/technical skills and foundational/21st century/“soft” skills

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

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

**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

**PARTNERSHIPS**

**DATA/METRICS**

**WBL FOR ALL**
STATE STRATEGIES FOR WBL

> 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.
MORE STATE STRATEGIES IN WBL

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
All TN WBL Resources are at: https://www.tn.gov/education/topic/work-based-learning
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
TN QUALITY WBL EXPERIENCES

- 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

25
TN QUALITY WBL PROGRAMS

- **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
WBL OUTCOMES

STUDENT SUCCESS

SKILLED WORKFORCE

STRONG ECONOMIES

STATE PARTNERSHIPS & SYSTEMS

WORK-BASED LEARNING SUPPORTS IMPROVED OUTCOMES

PATHWAYS TO PROSPERITY

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!
South Carolina
Work-Based Learning

Kama J. Staton, GCDF
Education Associate
Career Guidance & Work-Based Learning
Foundation

• Education and Economic Development Act of 2005

• 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

• 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

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

• SC Perkins & State Work-Based Learning Expenditures Guidelines
  Perkins federal and state funding allowable expenditures to ensure compliance
# 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

![Work Based Learning Data Entry](image)
Accountability

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

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](https://sccis.intocareers.org/materials/portal/home.html)
- Virtual Job Shadow: Microburst Learning
- Partnership with SC Educational Network
  [http://knowitall.org/subject/career-education](http://knowitall.org/subject/career-education)
- Partnership with SC State Library
  [http://scdiscus.org/job-career-resources](http://scdiscus.org/job-career-resources)
## Success Measure

### PRELIMINARY REPORT

#### Experience Type

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<td>Cooperative Education</td>
<td>1,537</td>
<td>1,465</td>
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<td>Internship</td>
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<td>4,087</td>
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<td>66</td>
<td>74</td>
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<td>School-Based Enterprise</td>
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<td>3,857</td>
<td>3,249</td>
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<td>2,813</td>
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<td>35,514</td>
<td>30,988</td>
<td>35,632</td>
<td>35,274</td>
<td>38,308</td>
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<td>33,490</td>
<td>22,948</td>
<td>33,772</td>
<td>30,534</td>
<td>29,408</td>
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<td>Structured Field Study</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>Youth Apprenticeship</td>
<td>78</td>
<td>75</td>
<td>53</td>
<td>87</td>
<td>50</td>
<td>71</td>
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<td>TOTAL</td>
<td>108,035</td>
<td>103,251</td>
<td>82,950</td>
<td>100,944</td>
<td>104,226</td>
<td>105,665</td>
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#### Shadowing Type

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<td>17,408</td>
<td>17,052</td>
<td>14,766</td>
<td>20,545</td>
<td>23,054</td>
<td>22,978</td>
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<td>Shadowing: Virtual</td>
<td>10,201</td>
<td>12,811</td>
<td>6,850</td>
<td>16,744</td>
<td>18,184</td>
<td>18,053</td>
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<td>TOTAL</td>
<td>27,609</td>
<td>29,863</td>
<td>21,616</td>
<td>37,289</td>
<td>41,238</td>
<td>41,031</td>
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</table>
Questions?

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www.ed.sc.gov
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.
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**
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
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)
GROWTH

Simulated Workplace growth since 2013:

<table>
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<tr>
<th>Areas of Growth</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>% Growth</th>
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<tr>
<td>Number of Pilot Schools</td>
<td>20</td>
<td>42</td>
<td>60</td>
<td>+67%</td>
</tr>
<tr>
<td>Number of Training Classrooms</td>
<td>80</td>
<td>220</td>
<td>502</td>
<td>+84%</td>
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<tr>
<td>Number of Student Participants</td>
<td>2,252</td>
<td>8,863</td>
<td>13,000+</td>
<td>+83%</td>
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<tr>
<td>Drug Testing (Passage Rate)</td>
<td>94%</td>
<td>96%</td>
<td>98.40%</td>
<td>+4.40%</td>
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<tr>
<td>Number of Inspectors</td>
<td>0</td>
<td>90</td>
<td>150</td>
<td>+100%</td>
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<tr>
<td>Number of Classroom Inspections</td>
<td>0</td>
<td>80</td>
<td>200</td>
<td>+100%</td>
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</table>
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
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
Carrick 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
Questions?
Closing
Links to Resources

- West Virginia Simulated Workplace: [www.simulatedworkplace.com](http://www.simulatedworkplace.com)
- College and Career Readiness and Success Center: [www.ccrscenter.org](http://www.ccrscenter.org)
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