

Creating Meaningful Work-Based Learning Opportunities: Lessons from the Field

An AEBG TAP Webinar
June 6, 2018

Ellen Cushing, American Institutes for Research
Eric Pomeroy and Doug Criddle, NCAEC – Sutter County
Dr. Cherise Moore, American Institutes for Research

Frank Gerdeman, ADVANCE Lake Tahoe Community College
Haden Springer, Foundation for California Community Colleges

Plan for the Session

- Welcome/Logistics
- What is Work-Based Learning
- The California Context
- Lessons from the Field
 - Sutter County
 - Lake Tahoe Community College
 - Foundation for California Community Colleges
- Wrap Up and Q & A



Cherise Moore,
AIR



What is AEBG TAP?

- Funded by the AEBG Office
- Sacramento County Office of Education is the grant holder
- Partners
 - AIR – instruction, curriculum, and leadership
 - CASAS – accountability and assessment
 - OTAN – technology integration

AIR for AEBG TAP

AIR will provide technical assistance and professional development events that build the capacity of consortiums to:

- Offer effective instruction in the program areas
- Align curriculum and student services for seamless transitions
- **Support learner college and career readiness**
- **Develop exemplary leaders**

Our Presenters....

Ellen Cushing

– American
Institutes for
Research



Eric Pomeroy

- NCAEC – Sutter
County



Doug Criddle

- NCAEC –
Sutter County

Our Presenters....

Frank
Gerdeman
- ADVANCE – LTAEC
(Lake Tahoe CC)



Haden Springer
- Foundation for
California
Community College's

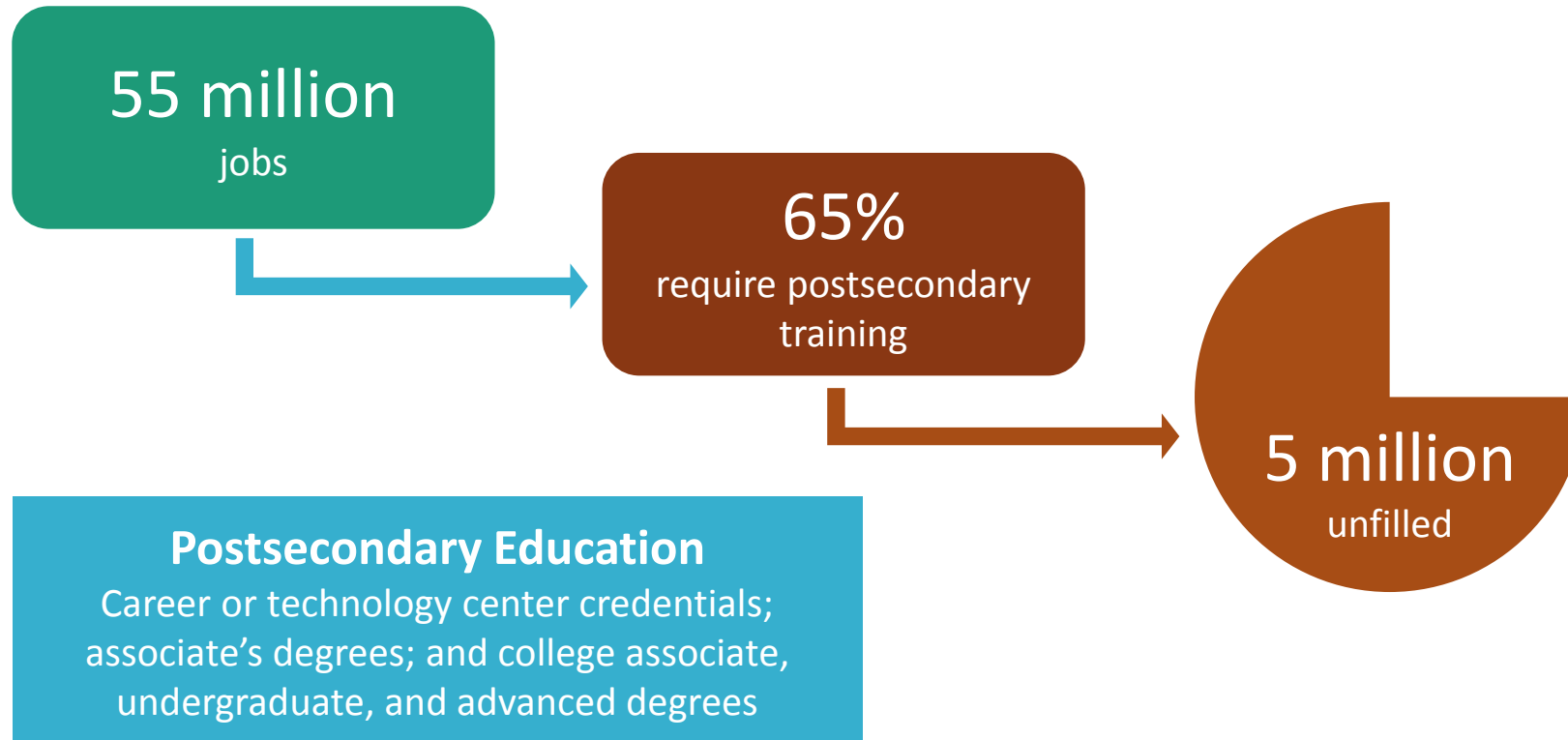


Setting the Context

Ellen Cushing

The New Minimum

2020



Education to Workforce Pipeline

High School Graduation Rates



83%
2014–15 SY



65%
English learners

76% Economically
disadvantaged

Postsecondary Remediation Rates



20%
4-year
institution



52%
2-year
institution

Postsecondary Graduation Rates

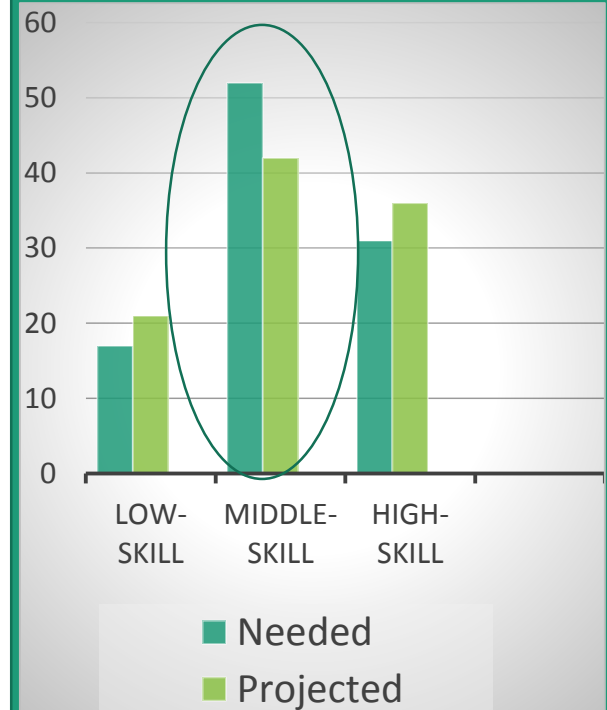


60%
graduate
in 6 years

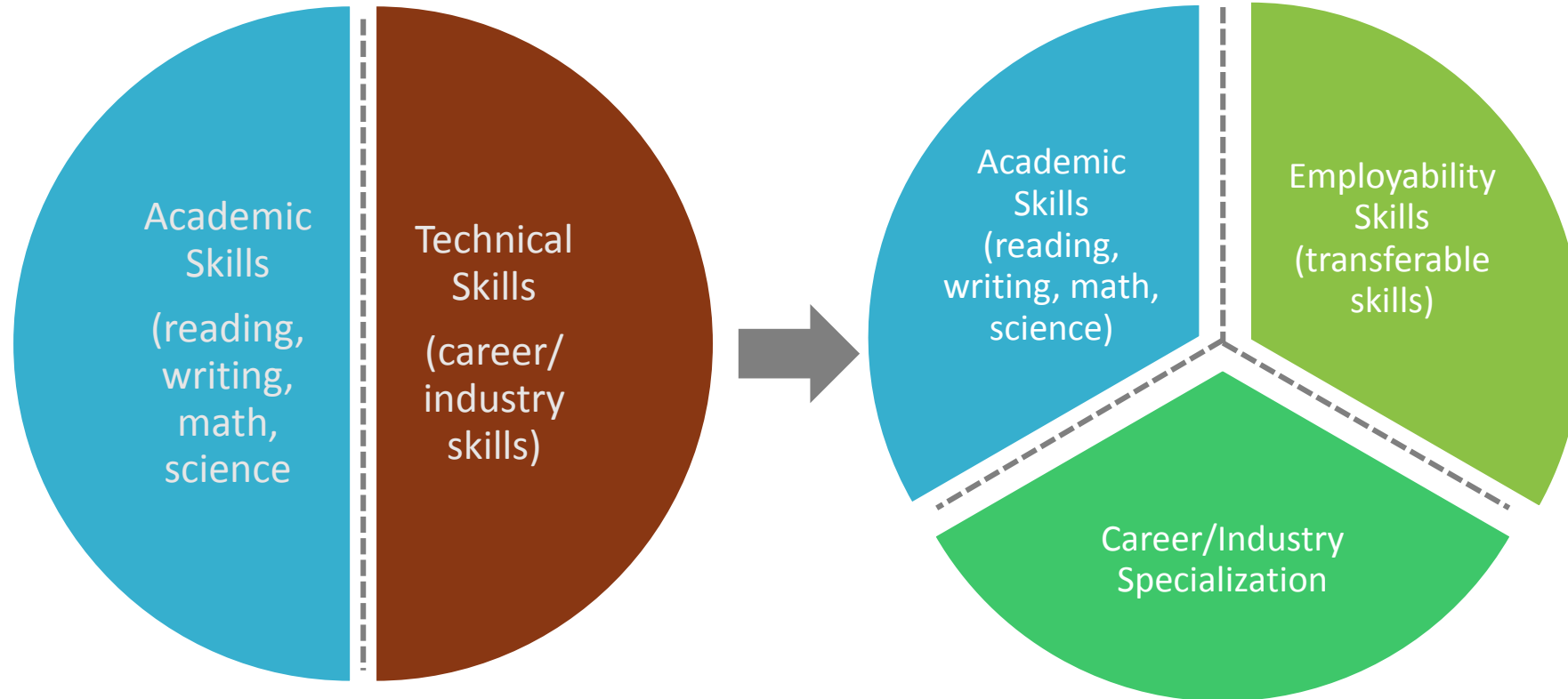
41% African American

54% Hispanic

Workforce Rates



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



Polling Question #1

- Where is your school or organization in implementing quality WBL opportunities for students?
 - Knowledge Development: Learning about WBL continuum and activities
 - Planning: Starting to convene stakeholders to plan WBL opportunities
 - Implementation: Acting on your WBL plan
 - Sustaining: Focusing on monitoring and continuously improving WBL

Indicators of Quality Work-Based Learning

Indicators of Quality Work-Based Learning

- Create a common definition
- Establish measures of work-based learning
- Reflect the needs of businesses
- Support educators and staff

Defining Work-Based Learning

Department of Workforce

Governor's Workforce Board

State Education Agencies

Local Workforce Investment
Boards

Department of Labor

National Organizations

General Public

National Picture: State Definitions of Work-Based Learning

28 Formal Definition

22 workplace experience

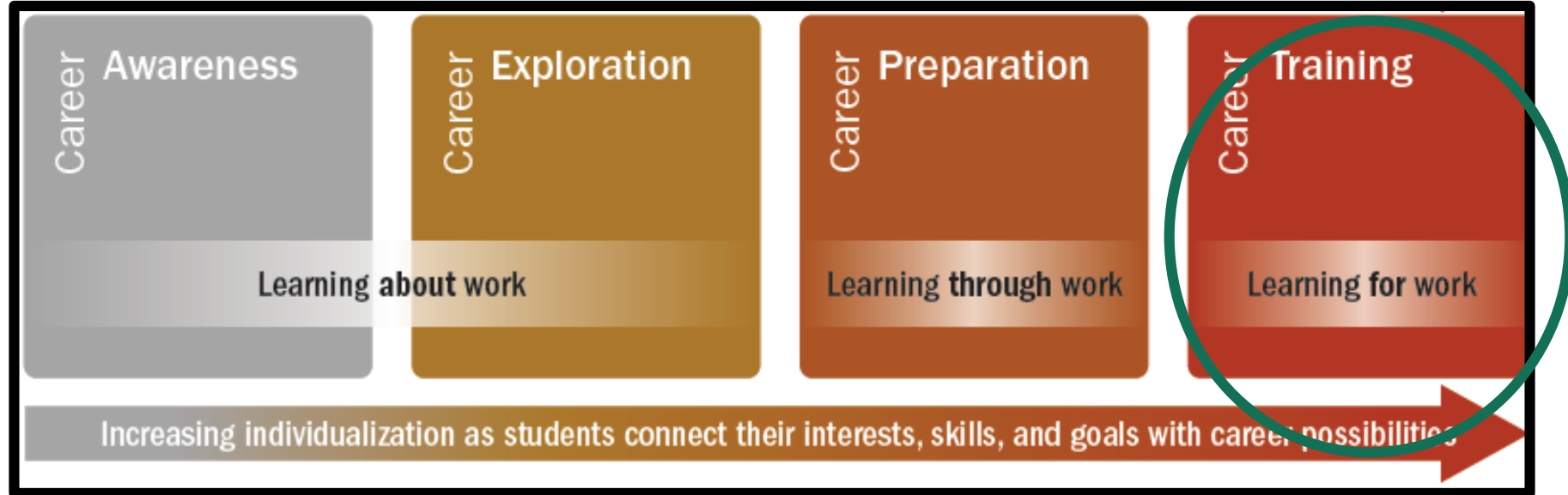
9 professional skill development

16 knowledge or technical skill development

4 connected to a career pathway

4 include payment requirement

Work-Based Learning vs. Pre-Apprenticeship vs. Apprenticeship



Work-Based Learning: sequenced set of activities where students gain increasing exposure to the world of work and are prepared with the knowledge and skills needed for productive careers.

Pre-Apprenticeship: prepare individuals to enter in Registered Apprenticeship programs. Have a documented partnership with Registered Apprenticeship program and expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction.

Apprenticeship: Apprenticeship is structured employment and training designed by employers. Classroom education works hand-in-hand with on-the-job learning and creates an “earn while you learn” path to career success.

California Context: California Department of Education and Department of Industrial Relations

Exploratory Work Experience Education

Provides career guidance through **non-paid observations and experiences at selected sites**. The purpose is to provide students the opportunity to **observe and sample a variety of conditions of work** for ascertaining their interest and suitability for the occupations they are exploring. It includes a **combination of job observations and related classroom instruction**. The student may be required to perform periodic nonpaid work activities while exploring the occupation.

General Work Experience Education

General Work Experience Education enables students to become productive, responsible individuals through **supervised, paid employment experiences**. It is an instructional course, which has as its purpose the **application of the basic skills of reading, writing, and computation**. Students will acquire general and specific occupational skills through a combination of supervised paid employment in any occupational field and related classroom instruction.

Department of Industrial Relations

No formal definition from the State of California Employment Development Department website.

Because it is funded and **driven by industry's needs**, the apprenticeship system provides an effective balance between learning by doing and **theoretical instruction and developing workers with marketable skills**.

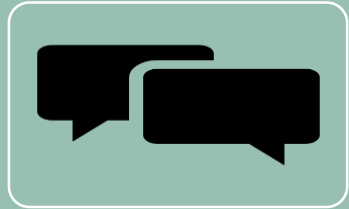
Key Considerations for Creating a Common Definition



Connect with other agencies and departments to review existing definitions



Meet with business and industry to discuss definitions and consider their needs, concerns and expectations in the definition



Communicate the definition with key stakeholders including students, educators, parents, business leaders.

Establish Measures of Work-Based Learning

Measuring Work-Based Learning

What is Measured?

Quality of Student

- Personal Characteristics Development
- Observable Job Tasks
- Mutually Identified Goals
- Application of Academic and Technical Content

Quality of the Experience

- Tasks Provided
- Support Provided

How is It Measured?

- Employer Evaluation
- Performance Rubric
Self-assessment/ Self-Reflection
Worklog
Portfolio

Who Measures It?

Students
Employers
Teachers
Intermediaries

National Context: State Measures of Work-Based Learning



States Reviewed: 17
Districts Reviewed: 59
Total Resources Reviewed: 109



Employer Evaluation: 30
Rubric: 23
Self-Assessment/ Reflection: 19
Worklog: 7
Portfolios: 5

California Context: Work-Based Learning Measures



C
 Reac
 Ne
 an
 P
 V
 C
 Abilit
 Cap

For Student to Complete:

Student Name: _____
 Home Address: _____
 City: _____ Zip Code: _____
 Phone: _____ Date of Birth: _____
 Age: _____ Grade Level: _____

General Work Experience Program
 Exploratory Work Experience Program
 Vocational Work Experience Education
 Work Permit Issued: Yes No 18+ yrs

For Parent/Guardian to Complete:

Parent/Guardian Name: _____
 Address: _____
 City: _____ Zip Code: _____
 Phone: _____

For Employer to Complete:

Employed by: _____
 Address: _____
 City: _____ Zip Code: _____
 Phone: _____
 Employer's Worker's Comp. _____
 Student Job Title: _____
 Job Duties: _____

As the employment site, we will:

not discriminate on the basis of race, color, national origin, sex, or disability, creed or religion.
 ensuring working conditions do not endanger the health, safety, welfare, or morals of the student.

For Work Experience Teacher Coordinator to Complete:

Student's on-the-job objectives: _____
 (1)

As a student enrolled in the WEE program, I:

will find a job that meets the class guidelines.
 will obtain a work permit for each job held if under 18 years of age.
 will attend weekly classes, submit weekly records of hours worked, provide pay stubs, complete assignments, and follow all the policies of this program.
 understand if I am absent from school for any reason, then I am not allowed to go to work on the day of that absence. I will attend school regularly.
 will inform the WEE teacher coordinator and seek advice BEFORE quitting my job.

As a parent/guardian of a student enrolled in WEE, I:

give permission for the student to be employed.
 give permission for the student to leave school during WEE.
 assume responsibility for the safety and conduct of the student while traveling to and from school, job, and home.
 assume responsibility for the student's supervision while off campus.
 will assist my student in successful completion of this class.

provide adequate equipment, materials, facilities, and accommodations to allow appropriate learning activities.
 provided an itemized statement of deductions with every paycheck.
 complete time sheets and provide student evaluations.
 consult with the WEE coordinator regarding student's performance.
 provide Worker's Compensation Insurance.
 provides adequate adult supervision.
 provide the probability of continuous employment.
 notify the WEE coordinator immediately of any problems or concerns or if the student is terminated or quits.

Work Experience Education Coordinator Will:

review and approve student job sites.
 conduct a minimum of 2 site visits/semester.
 maintain all program/student records per Ed Code

Start Time	End Time	Daily Total
Week Total		

Key Considerations for Measuring Work-Based Learning

How do you balance ensuring quality of measurement without overburdening key partners (e.g. educators, employers, students)?

How will the results be used?

What is the purpose of assessing work-based learning? What is most important to assess?

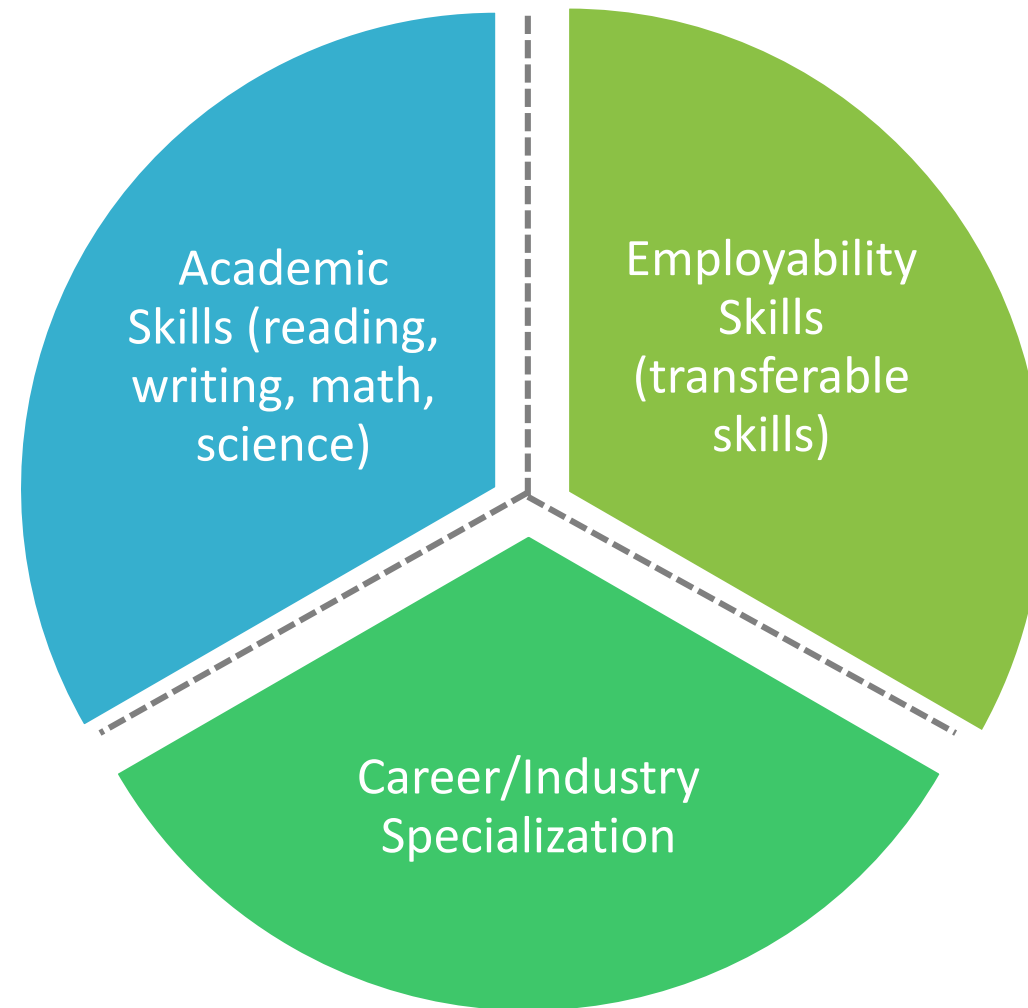
What type of training and support is necessary?

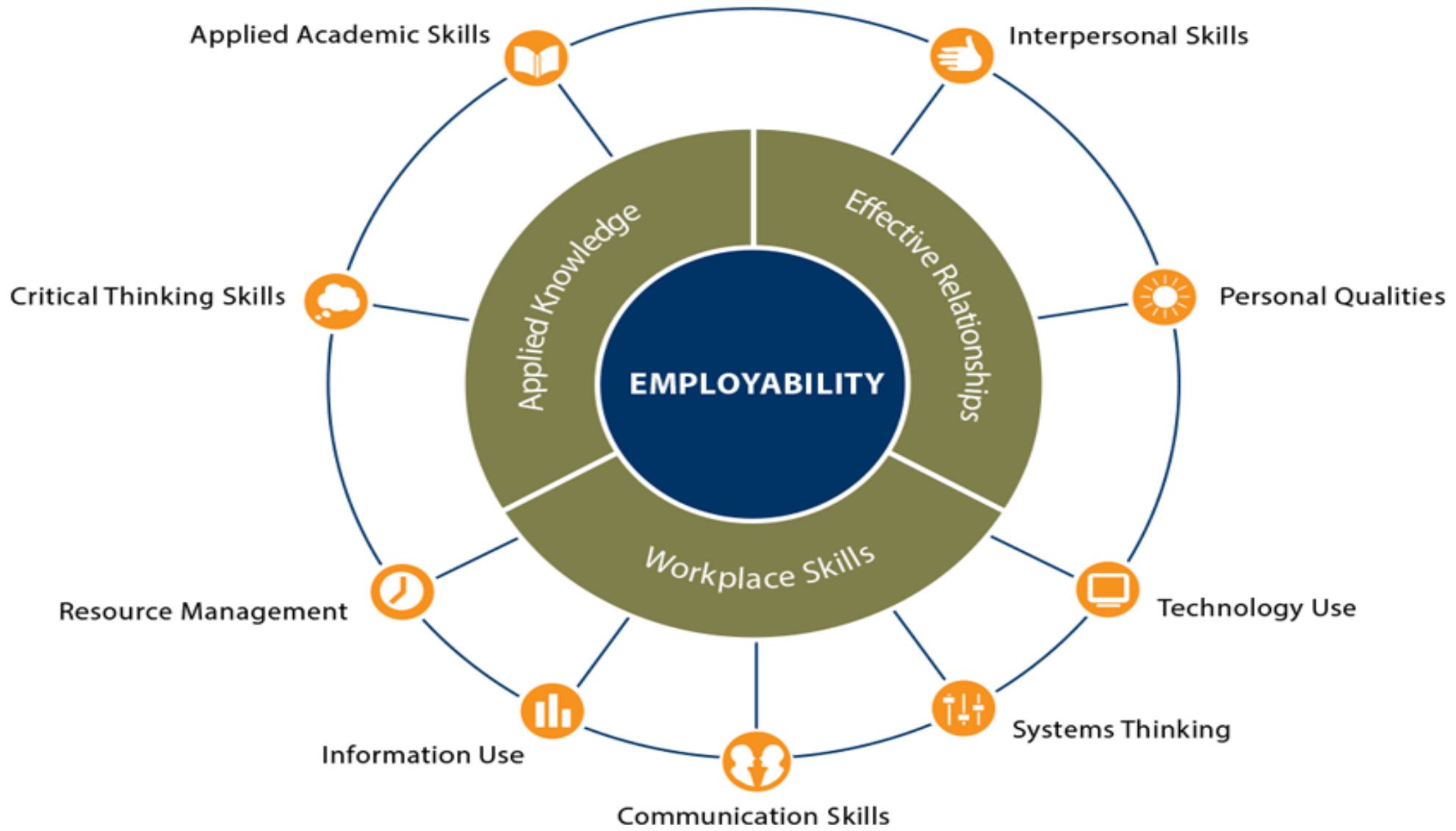
Polling Question #2

How are you coordinating across stakeholders to ensure a consistent definition of work-based learning?

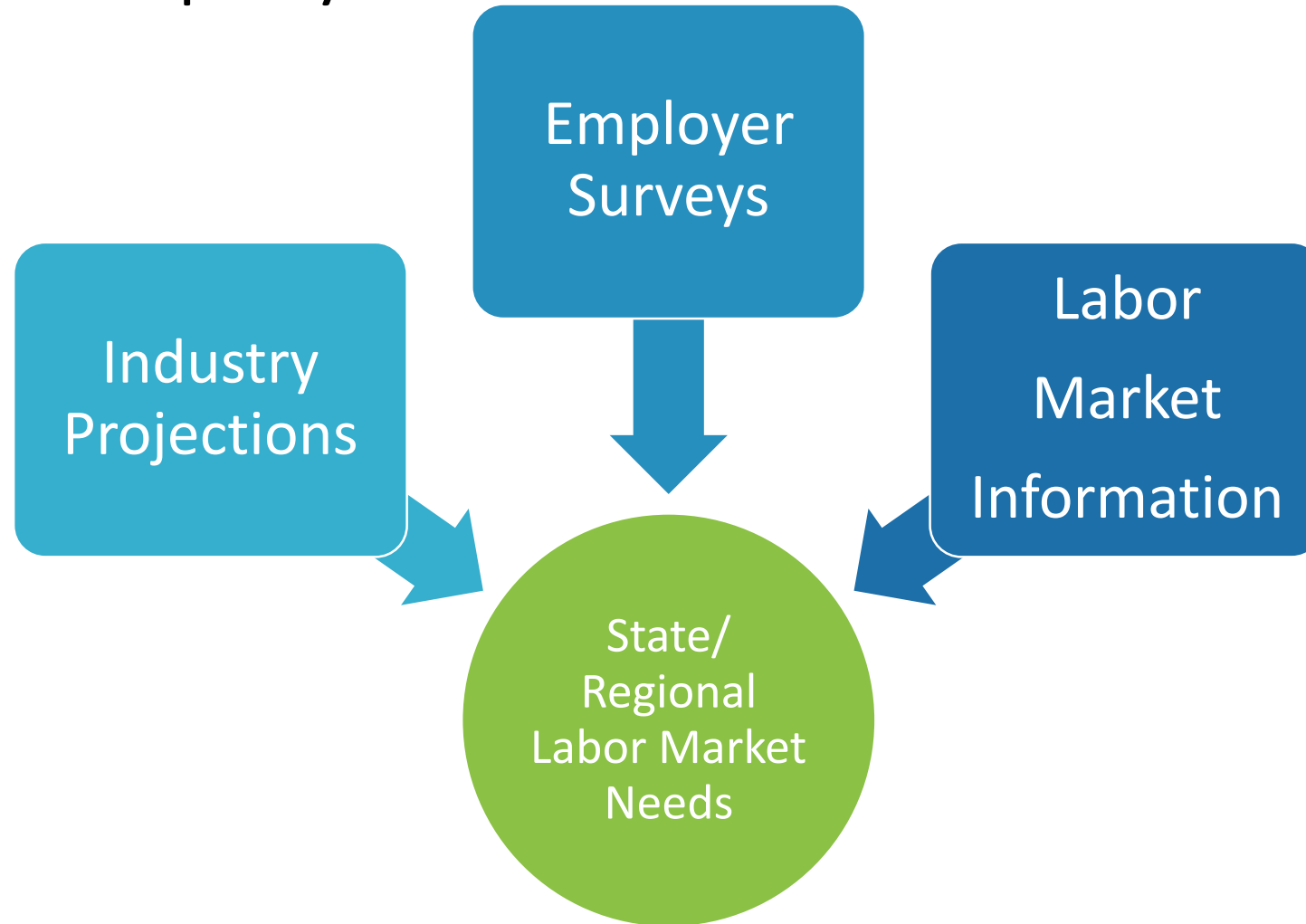
Reflect the Needs of Businesses

Reflect Employer Needs





Reflect Employer Needs



California Context: Emerging and Priority Industries

Reinforcing Iron and Rebar Workers	2014 - 2024	3,800	6,000	2,200	57.9
Brickmasons and Blockmasons	2014 - 2024	5,500	8,600	3,100	56.4
Stonemasons	2014 - 2024	1,900	2,900	1,000	52.6
Roofers	2014 - 2024	16,400	24,400	8,000	48.8
Web Developers	2014 - 2024	24,200	35,900	11,700	48.3
Helpers, Brickmasons and Tile Setters	2014 - 2024	3,100	4,600	1,500	48.4
Insulation Workers, Mechanical	2014 - 2024	1,300	1,900	600	46.2
Statisticians	2014 - 2024	4,000	5,800	1,800	45.0
Solar Photovoltaic Installers	2014 - 2024	2,900	4,200	1,300	44.8
Cartographers and Photogrammetrists	2014 - 2024	1,800	2,600	800	44.4

Energy, Construction & Utilities

Advanced Transportation and
Renewables

Agriculture, Water and Environmental
Technologies

Information &
Communication Technologies
(ICT)/ Digital Media

Advanced Manufacturing

Small Business

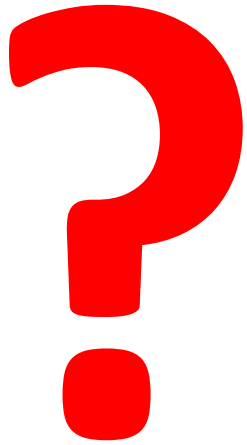
Life Sciences/ Biotech

Global Trade & Logistics

Health

Retail/ Hospitality/ Tourism

Key Considerations for Reflecting Business Needs



- **What are the emerging industries in your state and in your region?**
- **What are industries looking for in talent?**
- **How can you limit the burden on business and industry?**
- **How can you integrate the development of these knowledge and skills in your coursework and work-based learning experiences?**
- **What industries are your students interested in pursuing?**
- **How can you begin identifying work-based learning opportunities that align with student interests?**

Support Educators and Staff

Effective Professional Learning



Focused



Active



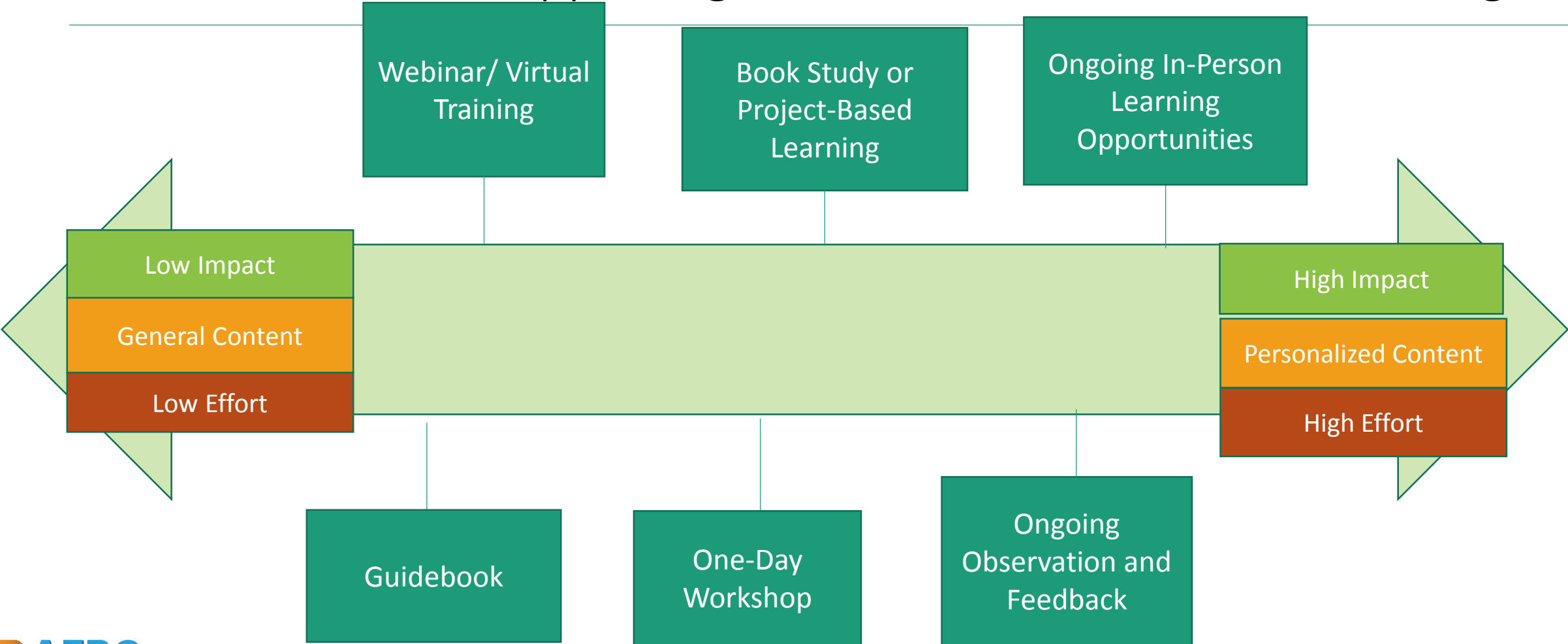
Collaborative



Ongoing, Embedded, and Differentiated

From the Center on Great Teachers and Leaders Professional Learning Module, *Using Teacher Evaluation Data to Inform Professional Learning*

National Context: Supporting Educators in Work-Based Learning



Key Considerations for Supporting Educators

How can you provide educators opportunities to learn about industry needs (e.g. teacher externships)?

What are the biggest topics that educators will need support with?

How can you leverage multiple modes of technical assistance to support educators?

Are there existing professional learning opportunities that can be leveraged?

Polling Question #3

What WBL topic(s) would you like to explore more or have additional information shared?

Lessons from the Field: NCAEC - Sutter County

Eric Pomeroy and Doug Criddle

Sutter County – College and Career Readiness

- All Adult Education students take career assessments and enroll in required Career Planning and Management Course
- All Adult Education students enroll in career pathway program and participate in Work-Based Learning, including an internship

- Relevant technical curriculum
- Rigorous Academics
- Work Based Learning
- Personalized Support Systems

What is Quality Work-Based Learning?

- Focused on college **and** career readiness rather than only career or job readiness
- Sequenced and coordinated rather than stand alone
- Supported by appropriate preparation and follow-up
- Integrated into the career pathway and connected to classroom learning,
- Driven by student outcomes rather than activities
- Aligned with employer, community and partnership needs

Work-Based Learning Continuum

DRAFT

Career Awareness/Exploration Introduction – Learning ABOUT Work	Career Preparation Concentrator – Prepare FOR Work	Career Training Capstone – Learn THROUGH Work
<p>Build awareness of the variety of careers available and explore specific career options based on interests and skills in order to make informed decisions about high school and post-secondary education or training.</p> <p>Experiences might include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Workplace Tours/Field Trips <input type="checkbox"/> Guest Speakers <input type="checkbox"/> Career Interest Assessment <input type="checkbox"/> Informational Interviews <input type="checkbox"/> College and/or Career Fairs <p>Experience Defined by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initial Interaction with labor and industry <input type="checkbox"/> Student led exploration of emerging skills and interests <input type="checkbox"/> Broadens student’s awareness of a wide variety of careers and occupations <input type="checkbox"/> In-depth exploration of specific career paths <p>Career Readiness Learning might include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individualized student learning, college & career plan <input type="checkbox"/> Career interest inventory <input type="checkbox"/> Online career related program <input type="checkbox"/> Job Readiness Skills workshops <p>Sample Student Learning Outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student can articulate the type of postsecondary education and training required in a specific career field as well a <input type="checkbox"/> Student can cite examples of how their own skills & interests relate to this career field or occupation. 	<p>Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education or training.</p> <p>Experiences might include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrated projects <input type="checkbox"/> Student-run enterprises <input type="checkbox"/> Job Shadows <input type="checkbox"/> Career Mentoring – could be in-person or virtually <input type="checkbox"/> Projects with CTSO’s <input type="checkbox"/> Community Service <p>Experience Defined by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct interaction with industry mentors over time <input type="checkbox"/> Application of transferable skills – communication, etc. <input type="checkbox"/> Exposure to how activities have consequences and value outside of the classroom <input type="checkbox"/> Student learning and mentor benefit are equally valued <p>Career Readiness Learning might include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Job Readiness Skills workshops <input type="checkbox"/> Business dress, behavior & etiquette training <input type="checkbox"/> Mock interviews <p>Sample Student Learning Outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student builds effective collaborative working relationships with colleagues and customers. <input type="checkbox"/> Student is able to work with diverse teams, contributing appropriately to the team effort. 	<p>Train for employment and/or postsecondary education in a specific range of occupations</p> <p>Experiences might include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Community Classroom / Work Experience <input type="checkbox"/> Cooperative Vocational Training <input type="checkbox"/> Internship – Paid/Unpaid <input type="checkbox"/> Service Learning <p>Experience Defined by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interaction with mentors over extended period of time <input type="checkbox"/> Development of occupation-specific skills <input type="checkbox"/> Completion of certifications or other requirements for a specific range of occupations <p>Career Readiness Learning might include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Job Readiness skills workshops <input type="checkbox"/> Industry Certification <input type="checkbox"/> Work Ready Certification <p>Sample Student Learning Outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student demonstrates knowledge and skills specific to employment in a specific career pathway. <p>*May also be referred to as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> On-the-job training <input type="checkbox"/> Exploratory Work Experience

Draft – WBL: An Instructional Strategy 013117

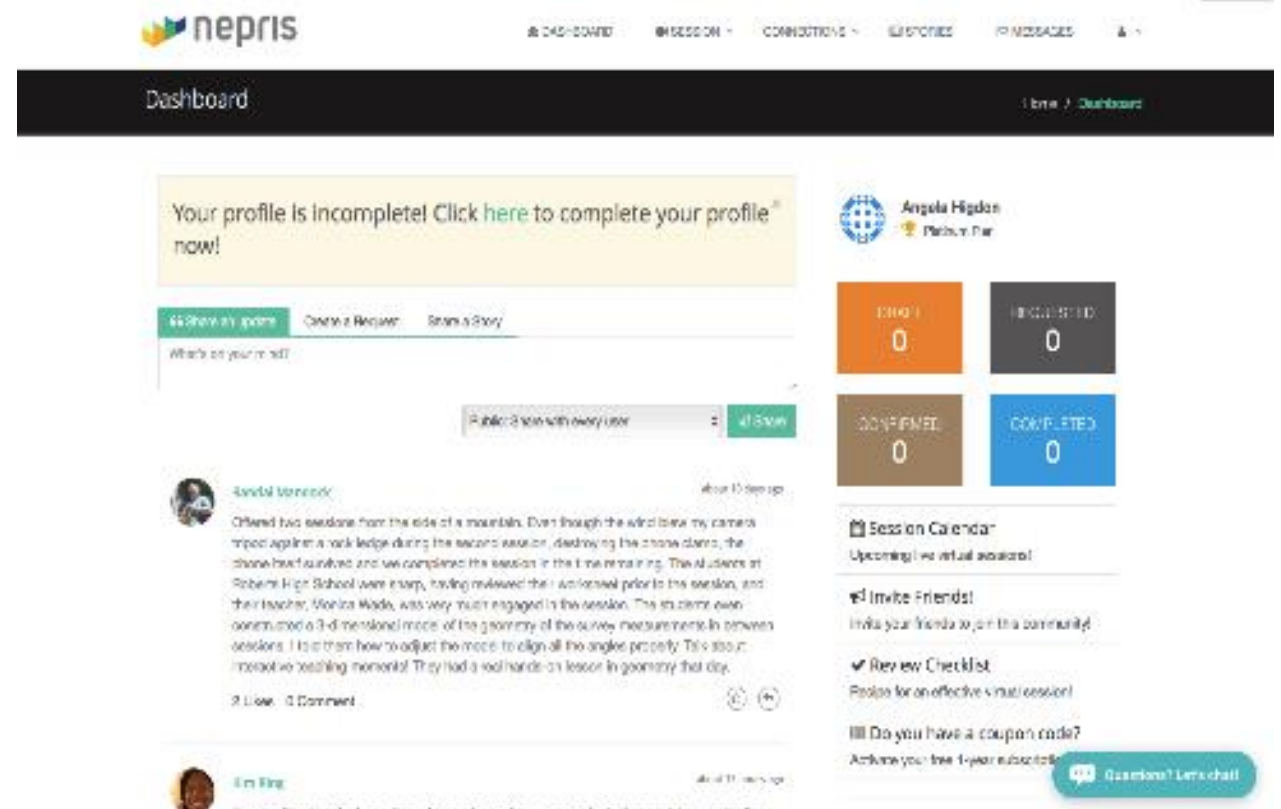
This WBL Continuum was designed for CTE teachers to help identify WBL opportunities for each level of their CTE pathway.

Tools to bring WBL into your classroom

Nepris – www.nepris.com



The Nepris website homepage features a large grid of small video thumbnails showing various industry professionals. Overlaid on this grid is the text: "CONNECTING INDUSTRY PROFESSIONALS TO EVERY CLASSROOM!". Below the grid, a quote reads: "We make it easy for teachers to invite industry professionals virtually into the classroom to bring real world relevance to learning." Further down, the text says "Real World Delivered to the Classroom." and includes a "Sign up now" button. At the bottom, three icons represent: "Connecting industry to every classroom", "Helping companies expand education outreach", and "Providing the technology to your community".



The Nepris user dashboard shows a navigation bar with "Dashboard" selected. A prominent yellow banner states: "Your profile is incomplete! Click here to complete your profile now!". Below this are buttons for "Show my profile", "Create a Review", and "Start a Story". A dropdown menu is set to "Public: Visible with every user" with a "Show" button. A post by "Ronald Mennick" is visible, dated "about 10 days ago", with "2 Likes" and "0 Comment". On the right, a user profile for "Angela Higdon" is shown with statistics: "0 CHAT", "0 REQUESTED", "0 CONFIRMED", and "0 COMPLETED". Below these are sections for "Session Calendar", "Invite Friends!", "Review Checklist", and "Do you have a coupon code?". A "Questions? Let's chat" button is at the bottom right.

Tools to bring WBL into your classroom

California WBL Manual – www.wblcalifornia.org

Job Shadows

Grade Level: 9-12
 Format: 1 Partner to 1 Student or Small Group
 Length: 140 min. 2-hour

Visit a Job Shadow

Definition: A job shadow, a career exploration activity, is an organized visit to a workplace for no less than three hours and no more than 40 hours in one semester, trimester, or summer school session. Students may participate in a job shadow a maximum of up to 40 hours in any semester, intersession, or summer school session if the principal of the school in which the public or credit education institution is responsible for the pupil's participation in a career technical education program. [View the PDF](#)

Description: Students gain "insightful" perspectives through the activity of job shadowing. Students, as well as attending teachers and other appropriate staff, will be able to provide students with a variety of career and work development, and connections and observe how employees apply their skills. Work will be done partner to one student or small group.

	Preparation	During Activity	Follow-Up
Student	Gain an overview of preparation and protocol questions. Students complete individual preparation, job shadowing, learn how to document professional and personal observations. Teachers and students review in-class and online professional course.	Observe and document work skills and protocols while working in a professional environment. Participate in an interview with the employer.	Students reflect on experience through a rubric designed and/or developed by the student. Student writes a reflection letter to the employer.
Teacher	Provide job shadowing through a professional course. Develop a professional and personal observation protocol. Develop a professional and personal observation protocol. Develop a professional and personal observation protocol. Develop a professional and personal observation protocol.	Provide a professional and personal observation protocol. Provide a professional and personal observation protocol. Provide a professional and personal observation protocol.	Provide a professional and personal observation protocol. Provide a professional and personal observation protocol. Provide a professional and personal observation protocol.

[Return Job Shadow One-Page WBL Manual on Job Shadowing](#)

Case Study - Introduction to Industrial Careers

- Reversed engineered education process to provide the current hands- on knowledge and skills from employers to students.
- Employers indicated that existing students lacked the following knowledge and skills :
 - Shop Math
 - Technical reading
 - Essential soft skills /mock interviewing
 - Understanding of job work ethics
- After successful completion of course, students will have earned the following:
 - Career Readiness Certification (soft skills academy)
 - SP-2 Safety Certification (OSHA 10 Aligned Safety cert. in one of the following: automotive, construction, or welding

Case Study - Introduction to Industrial Careers

- California approved CPR Certification course
- California approved AED Certification Course
- Final Course completion Certification
- Outcomes
- Increase in math scores (CASAS Learning Gains +10.3 points inc.
- Increase in reading scores (CASAS Learning Gains+ 5.9 points inc.
- Increase in confidence though Soft Skills modeling
- Increase in job knowledge and work ethics
- 60% student job placement within employer partnership group with pay.
- 100% of Students SUCCESSFULLY OBTAINED GUARANTEE JOB INTERVIEWS

Your turn...

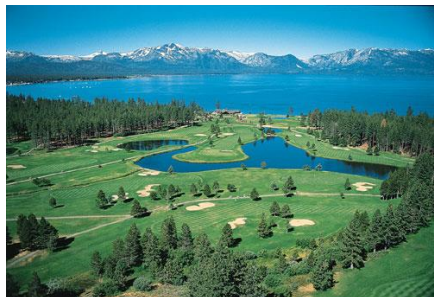


Questions or comments?

Lessons from the Field: ADVANCE – LTAEC Lake Tahoe Community College

Frank Gerdeman

Work-Based Learning in Tahoe



For Credit – Lake Tahoe CC



- ▶ General Student Population – including Incarcerated Student Program
- ▶ Targeted Populations *through* AEBG
- ▶ Adults with Disabilities (also partner with Department of Rehabilitation)
- ▶ “Dual enrollment” for adult learners working in an adult diploma program (EDCOE)
- ▶ AEBG Transition Navigator provides additional services and supports (critical)

Innovative Opportunities



- ▶ Meaningful Industry Partners and Work/Advisory Groups
Employers as “co-owners”
- ▶ WIOA Title I Services and Opportunities
Currently with County partner but moves “in-house” with ADVANCE as direct provider on July 1
- ▶ State-Wide Partnerships
New World of Work - 21C Skills
California Conservation Corps – Culinary Boot Camp

Apprenticeships

- ▶ \$500,000 for pre-apprenticeship received, additional \$461,000 req
- ▶ Finalizing with Department of Industrial Relations (DAS)
- ▶ 16 Properties signed on as Sponsoring Houses (more coming)
- ▶ LTCC will provided RSI (200+ hours per year in our model)
- ▶ Targeted cohort start in January 2019
- ▶ *Potential* for work-based college content credit (e.g. Culinary 102 or other core coursework – still conceptual)



Your turn...



Questions or comments?

Lessons from the Field: Foundation for California Community College's

Haden Springer

Foundation for California Community Colleges

The Basics

- 20 years of service, reaching all 114 California Community Colleges
- Official Foundation of the Board of Governors and Chancellor's Office
- ***Our Mission: To benefit, support, and enhance the missions of the California Community College system***

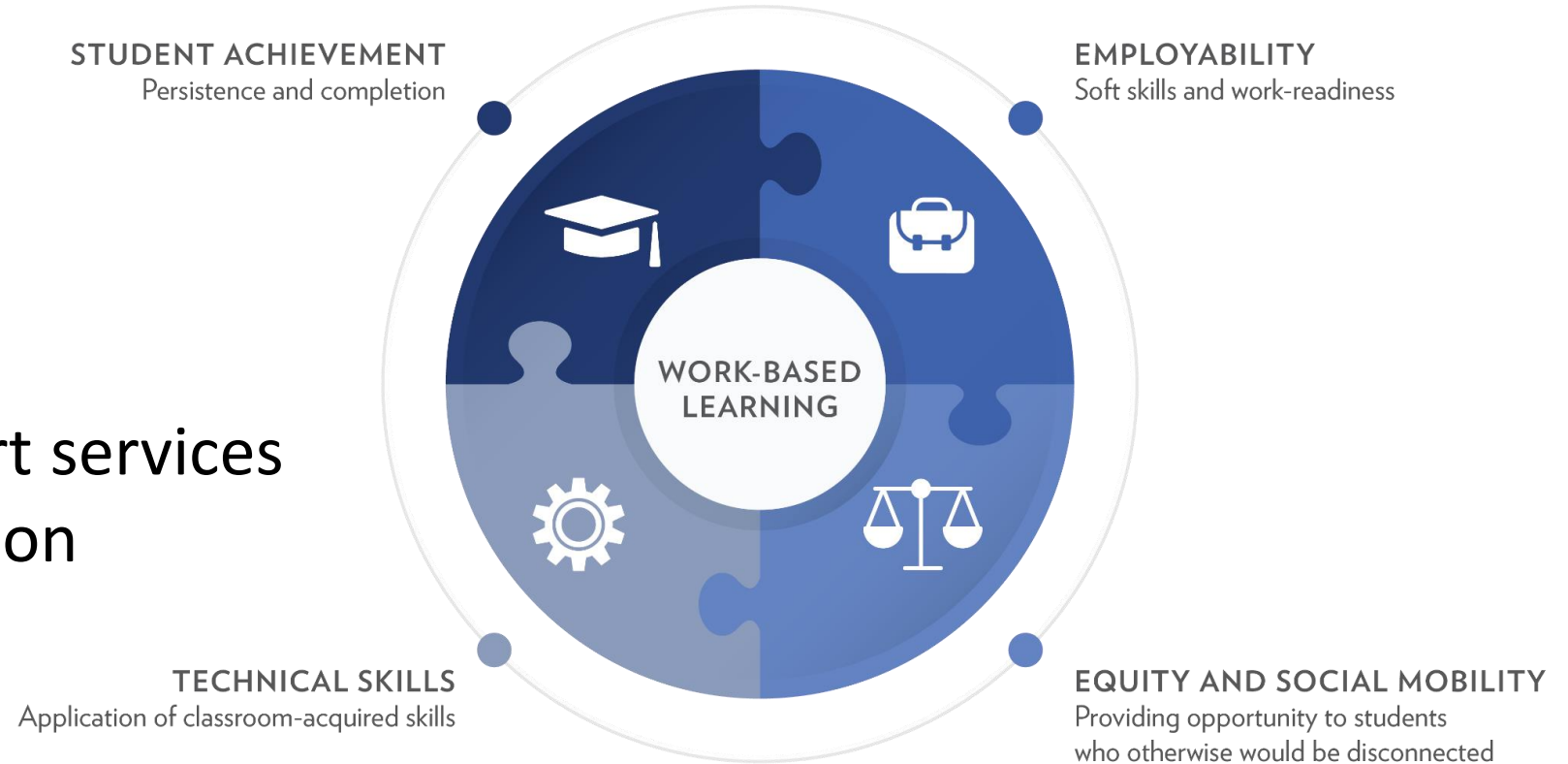
5 Priority Areas:

- Student Success
- Workforce Development
- Equity
- Community Impact
- System Support and Services

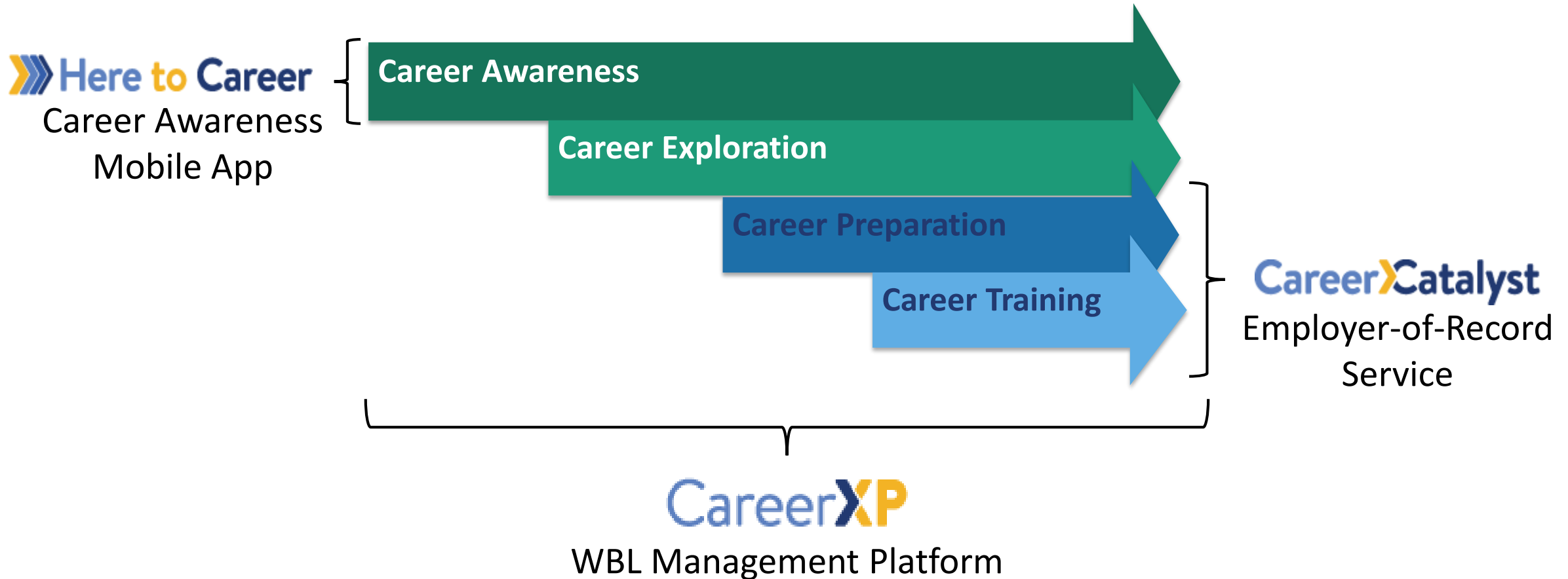
Workforce Development & Work-Based Learning

Service Areas

- Technical assistance
- WBL technologies
- Employment support services
- Partnership facilitation



Operationalizing WBL Facilitation & Management



Elements of a paid work experience program

- Who will provide ongoing oversight of student performance, employer satisfaction, hours worked?

- Are there students ready for the paid work experience?
- Who is responsible for finding the students?

- Are there employer sites to host the experience?
- Who is responsible for securing the sites?

- Is the host employer paying the wages?
- If not, has funding been secured to pay the wages?

- Is the host employer serving as the employer of record?
- If not, what entity will be the employer of record?

- Who will be legally responsible for the contract with the employer of record?



Career Catalyst Impact

In 2017...

- Served 52 clients
- Onboarded over 600 participants
- Participants worked over 120,000 hours
- Participants earned \$1.5M in wages

Effective Examples...

- Community Colleges
 - Saddleback College/NASA Jet Propulsion Lab
 - Chaffey College/U.S. Steel Intech Center
- Workforce System
 - Alliance for Workforce Development/ National Dislocated Worker Grant
- Employer Led
 - US Forest Service
 - Wonderful Company
 - PG&E
- Apprenticeship
 - IQMS Software Manufacturing

SLO Partners, SLOCOE

Identified by
Apprenticeship
Program

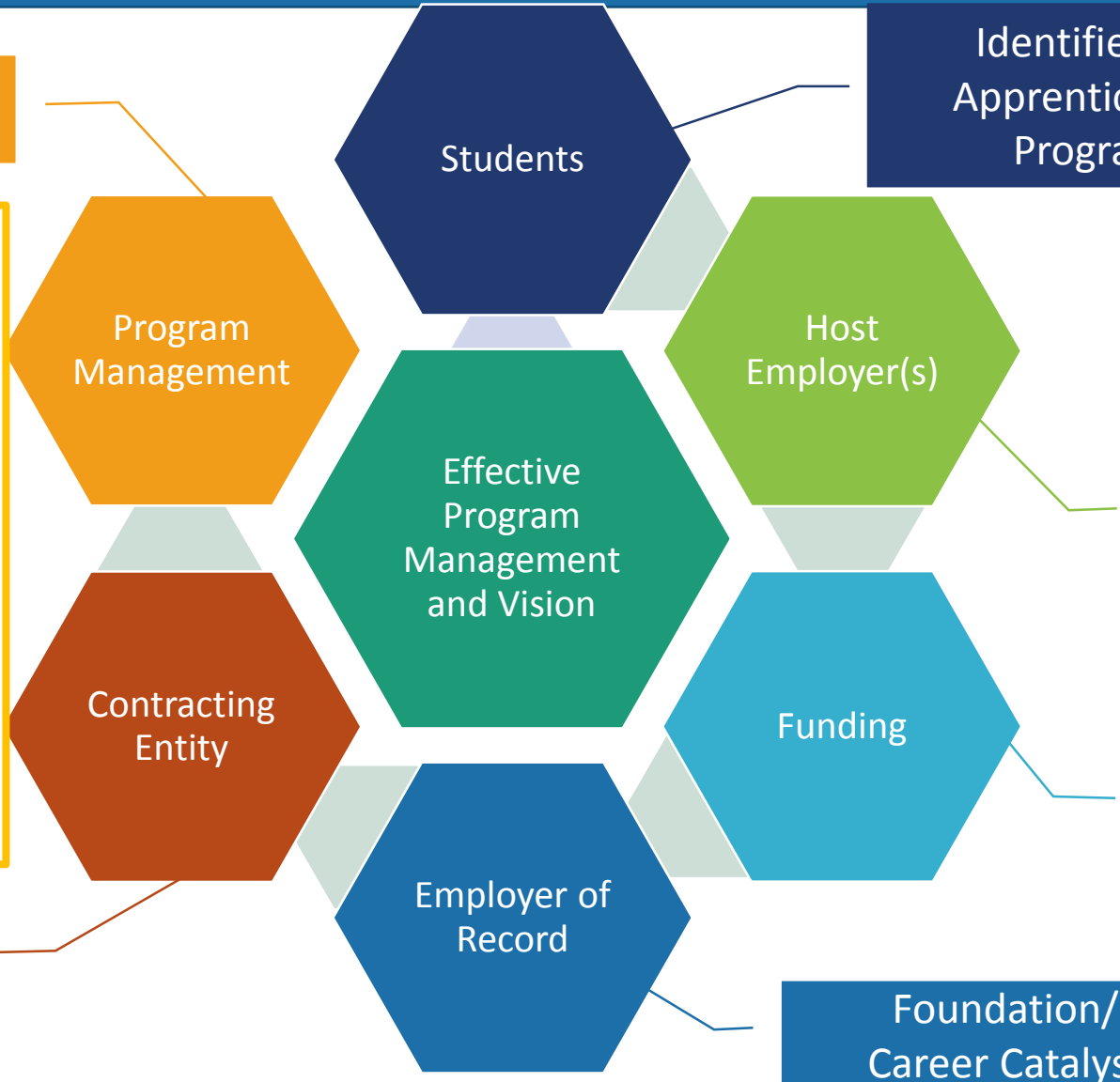
Employer-led: Apprenticeship

Partners: *IQMS, SLO Partners,
SLOCOE*

of Apprentices: *3*

Average Hours/Student: *2,008*

Duration of Project: *1 Year*



IQMS

IQMS (wages)
California
Apprenticeship
Initiative (training)

Foundation/
Career Catalyst

IQMS

Employer-led

Partner: US Forest Service & Feather River College

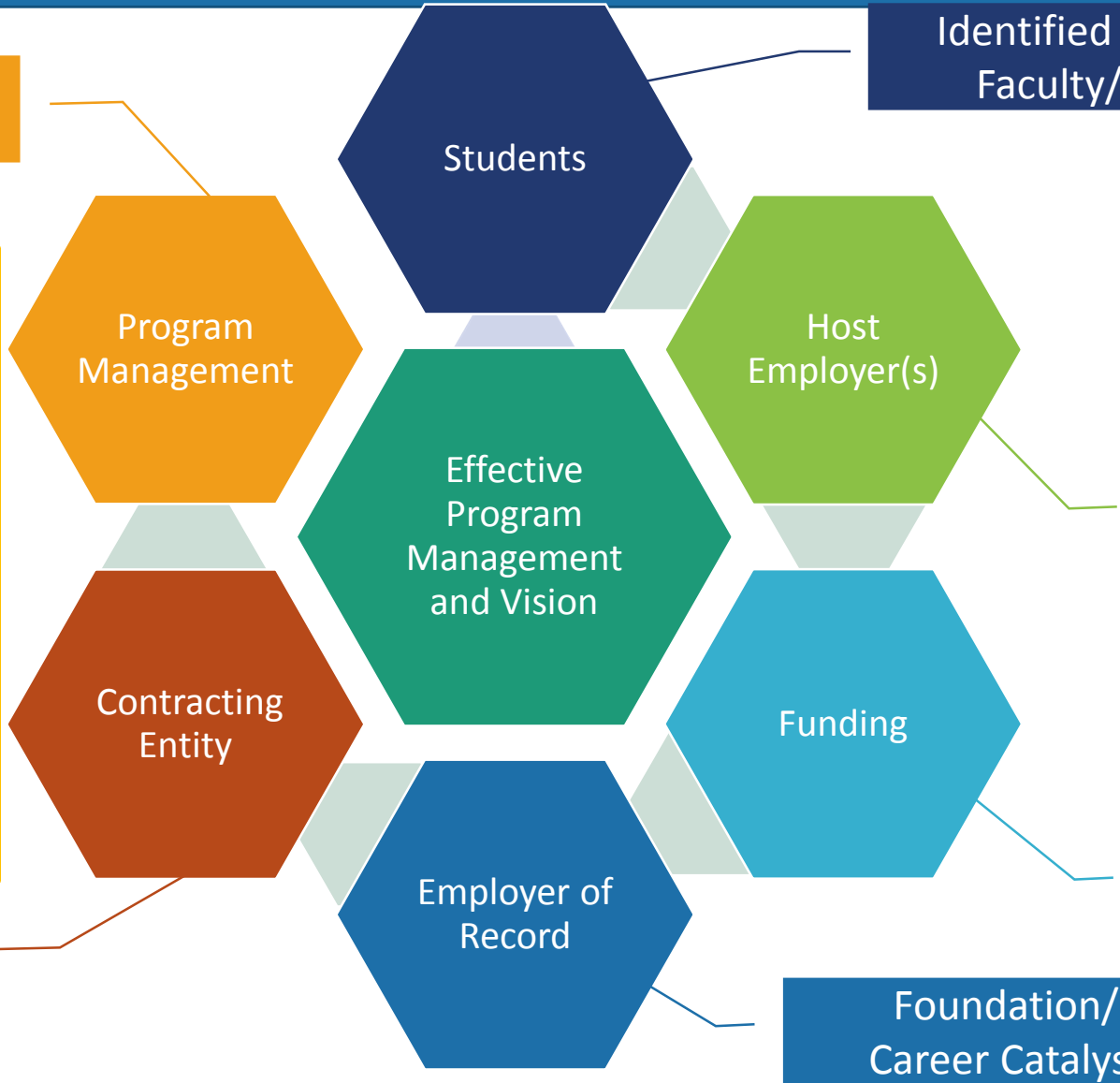
of Students: 40

Average Hours/Student: 378

Duration of Project: 2015-present

FRC and Forest Service Faculty/Staff

Identified by FRC Faculty/Staff



US Forest Service

US Forest Service

Foundation/
Career Catalyst

US Forest Service

Looking forward



“This program is so important and gives Feather River College such an amazing opportunity. Without all of you, we would not be able to do it.”

– FRC & US Forest Service
Internship Program

Your Turn....Questions and Answers

Thank You

Contact information:

Ellen Cushing, AIR
ecushing@air.org

Eric Pomeroy
EricP@sutter.k12.ca.us

Frank Gerdeman, Director
Lake Tahoe Community College
fgerdeman@ltcc.edu

Haden Springer, Manager, Workforce Development
Foundation for California Community Colleges
hspringer@foundationccc.org

Watch for upcoming PD events at <https://caladulted.org/>