Mid-Career Apprenticeship Programs

National Institute on Scaling Work-Based Learning

Wednesday, April 10th, 2019
Point Clear, Alabama
8:30-9:30 AM
Speakers

• Moderator:
  • John Guerriero, Policy Analyst, Economic Opportunity Division, NGA Center for Best Practices

• Speakers:
  • Carla Whitlock, Senior Apprenticeship Consultant, Apprenticeship Carolina
  • Amy Weinstein, Employer Liaison, Building Futures Rhode Island
THE NEW EVOLUTION OF APPRENTICESHIP
Enhanced Skills Development for a Better South Carolina
South Carolina

Comprehensive Solution
APPRENTICESHIP CAROLINA: PHENOMENAL GROWTH

31,292 apprentices
36x growth

992 programs
11x growth

204 programs
42x growth

YOUTH
Over 1,000 occupations can be part of an apprenticeship program. Innovative outreach into targeted industry clusters has made South Carolina a national model for its broad range of programs.
STATE TAX CREDIT

$1,000 per apprentice per year for up to four (4) years
Youth Apprenticeship provides South Carolina high school students the unique opportunity to earn while they learn. By combining high school curriculum with critical on the job training at a local business, students can pull in a pay check while earning a national credential at the same time as their high school diploma.
204 Companies with a registered youth program

37 counties have a registered youth apprenticeship program
CARLA WHITLOCK
Senior Apprenticeship Consultant
803.397.0278 (c)
whitlockc@sctechsystem.edu
Expanding Rhode Island’s Registered Apprenticeship System

Creating Non-Traditional Registered Apprenticeship Programs
Accomplishments to Date

Active Programs: 49
Employers: 50
Registered Apprentices: 664
Target Populations: 51%
EMPLOYER OUTREACH
Collaborate with Education, Community & State Partners for Success

TECHNICAL ASSISTANCE
Design, Register, Implement RA Programs

SYSTEM UPGRADE
Improve State Apprenticeship Agency Processes

FUNDS TO SUPPORT SUCCESS
Access Non-Trade Apprenticeship Incentives
Questions?
Youth Apprenticeship Programs

Wednesday, April 10th, 2019
Point Clear, Alabama
8:30-9:30 AM
Speakers

Moderator:
  • Kimberly Hauge, Senior Policy Analyst, Economic Opportunity Division, NGA Center for Best Practices

Speakers:
  • Jessica Englert, Office of the Governor of North Carolina
  • Ryan Gensler, Director, National Partnerships, CareerWise Colorado
MODERN YOUTH APPRENTICESHIP
Apprentices earn a wage while gaining valuable workplace experience, a nationally recognized industry certification and debt-free college credit.

Industry benefits from tangible financial ROI as it makes the shift from being consumers of talent to producers of talent.

K-12 and higher education institutions improve student outcomes with increased student engagement and attendance, graduation rates and college-credit attainment.

CareerWise Colorado connects industry and education to create a statewide, modern youth-apprenticeship system.
HERE’S HOW IT WORKS.

CAREERWISE APPRENTICES SPLIT TIME BETWEEN SCHOOL, TRAINING CENTERS, AND WORK ON A SCHEDULE THAT WORKS FOR STUDENTS AND BUSINESSES

<table>
<thead>
<tr>
<th></th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AT HIGH SCHOOL</strong></td>
<td>~3 days a week</td>
<td>~2 days a week</td>
<td>NA</td>
</tr>
<tr>
<td>Core academic courses at</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>school (e.g., math), some</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>community college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>coursework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ON-THE-JOB</strong></td>
<td>12 - 16 hours a week</td>
<td>20 - 24 hours a week</td>
<td>32-40 hours a week</td>
</tr>
<tr>
<td>On-the-job training, in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>form of occupation,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rotation or projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AT TRAINING CENTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi-skill training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>curriculum in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pathway-specific skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COLLEGE COURSES AND/OR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TECHNICAL TRAINING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BASED ON STUDENT GOALS &amp; READINESS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instruction students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>receive provides them with debt-free college credit and the knowledge they need for nationally-recognized industry certification. Typically, courses are taken in the second half of the apprenticeship</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SIX CAREER PATHWAYS

### Advanced Manufacturing
- Production technician
- Quality control inspector
- Maintenance technician
- Logistics

### Information Technology
- Computer Technician
- Software QA Tester
- Junior Coder

### Financial Services
- Accounting Clerk
- Insurance Services Expert
- Financial Coordinator
- Customer Support

### Business Operations
- Project Coordinator
- Purchasing Coordinator
- Operations Specialist

### Healthcare
- Certified Nursing Assistant (CNA) to Licensed Practical Nurse (LPN)

### Education (Pilot in 2019)
- Paraprofessional to Licensed Teacher

### Sample Employers
- CoorsTek (Amalgamated Copper)
- Alterra Mountain Company
- Pinnacle
- Otter Box
- VIVAGE (Senior Living)
- EKS&H
- Janus
- Colavria Hospitality
- SCL Health
- Home Advisor
- Skillful
- Sava Senior Care
# AFTER APPRENTICESHIP

<table>
<thead>
<tr>
<th></th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
</tr>
</thead>
</table>
| **AT HIGH SCHOOL**
Core academic courses at school (e.g., math), some community college coursework | ~3 days a week | ~7 days a week | NA |
| **ON-THE-JOB**
On-the-job training, in form of occupation, rotation or projects | 12 - 16 hours a week | 20 - 24 hours a week | 32-40 hours a week |
| **AT TRAINING CENTER**
Multi-skilled training curriculum in pathway-specific skills | COLLEGE COURSES BASED ON YOUR GOALS & READINESS
The instruction you receive will provide you debt-free college credit and the knowledge you need for your nationally-recognized industry certification. Typically, courses are taken in the second half of apprenticeship. |

Student signs on as a full-time **EMPLOYEE**

Student continues **EDUCATION** with 2- or 4-year degree

...or Both!
Swiss firms saw an ROI of 10% during the training period, and additional ROI once apprentices became full-time employees.
<table>
<thead>
<tr>
<th><strong>EXPECTED IMPACT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business</strong></td>
</tr>
<tr>
<td>• Pipeline of 21\textsuperscript{st} century workers</td>
</tr>
<tr>
<td>• Positive ROI</td>
</tr>
<tr>
<td>• Reduction in hiring costs</td>
</tr>
<tr>
<td>• Increased retention</td>
</tr>
<tr>
<td>• Loyal, engaged employees</td>
</tr>
<tr>
<td>• Increased innovation</td>
</tr>
<tr>
<td><strong>Apprentice</strong></td>
</tr>
<tr>
<td>• Skills and exposure</td>
</tr>
<tr>
<td>• Debt-free college credit</td>
</tr>
<tr>
<td>• Valued industry credential</td>
</tr>
<tr>
<td>• Established professional network</td>
</tr>
<tr>
<td>• ~$30K earnings over course of apprenticeship</td>
</tr>
</tbody>
</table>
# CareerWise Coordinates Stakeholders to Build a Statewide Youth Apprenticeship System That’s Set Up for Total Success

## Employers
- Recruit participating employers
- Support ID of workforce needs and occupation selection
- Provide HR and interview support
- Support job posting development
- Host online marketplace for apprenticeship applications
- Train supervisors & coaches
- Provide occupation-specific training plans & facilitate process to select training provider(s)
- Provide dedicated relationship manager

## K-12 & Higher Ed
- Provide quality framework and onboarding tools
- Train counselors, teachers and leaders
- Support recruitment & communication plans
- Provide access to career exploration tools & assessments
- Provide resume and cover letter templates
- Support partners with scheduling and budgeting
- Support standards mapping for credit accrual

## Apprentice
- Offer informational events and materials
- Provide application sessions, including resume training
- Host online apprenticeship marketplace for apprenticeship applications
- Run professionalism bootcamp
- Provide on the job coaching support
- Offer single point of contact through CareerWise relationship manager
- Track competency achievement through LMS

## National, State & Local Players
- Liaise with state agencies to align system incentives and address barriers
- Identify policy changes required
- Partner with BEL Commission
- Provide community readiness framework and application to support geographic expansion
- Operate a community partnership model for interested communities across the state
- Provide tools and resources to other states interested in work
### 2017

- **Enrolled Apprentices**: 116
- **Employers**: 40
- **Pathways**: 4
- **Training Plans**: 10
- **Communities**: 3
- **School Districts**: 25
- **Participating Schools**: 8
- **Higher Ed Partners**: 4

### 2018

- **Enrolled Apprentices**: 240
- **Employers**: 70
- **Pathways**: 5
- **Training Plans**: 12
- **Communities**: 4
- **School Districts**: 25
- **Participating Schools**: 25
- **Higher Ed Partners**: 8

### 2019

- **Enrolled Apprentices**: 450
- **Employers**: 125+
- **Pathways**: 7
  - Adv Mfg, IT, Biz Ops, Financial Services, Healthcare, Education, Culinary Arts
- **Occupational Training Plans**: 14+
- **Communities**: 5
  - Front Range, Western Slope, Northern Colo., Eagle County, Estes Park
- **School Districts**: 10
  - Cherry Creek, DPS, Eagle County, Estes Park, Jeffco, Mesa S1, Poudre, Thompson, Westminster, Weld RE-4
- **Participating Schools**: 50
- **Higher Ed Partners**: 9
LEARN MORE
www.careerwisecolorado.org

Ryan Gensler
RYAN.GENSLER@CAREERWISECOLORADO.ORG
Questions?
Work-Based Learning and the CTE System

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Moderator:
• *Mike Bartlett*, Senior Policy Analyst, Economic Opportunity Division, NGA Center for Best Practices

Speakers:
• *James Coble*, Coordinator, Career and Technical Education, West Virginia Department of Education
• *Steve Rothenberg*, Concord Regional Technical Center, New Hampshire
WBL and CTE

Steve Rothenberg, CTE Director
Concord (NH) Regional Technical Center
I've already completed several college classes for credit and/or have earned industry training hours.

I've earned nationally recognized industry certifications and/or licensure.

I'm already working in an entry-level position in the industry.

I've attained targeted, career-specific writing, presentation and math skills.

I've learned and have demonstrated employability/workplace-ready professional skills.

I've gained some on-the-job experience through job shadow and internship opportunities that were part of my CRTC Career Pathway program.

I've begun building my professional network and already have industry references.

I have industry-ready technical skills.
COLLEGE AND CAREER READINESS FORMULA

CCR = Proficiency at Competencies + Display of Work-Study Practices (WSP)

---------

AUTHENTIC OPPORTUNITIES TO DEMONSTRATE PROFICIENCY

(with Competency and WSP targets)

CTE   ELO's   CAREER DRIVEN-CLASSES   APPRENTICESHIPS

LEARNING ACTIVITY: WORK-BASED LEARNING
COMPETENCIES and WORK STUDY PRACTICES
Competencies encompass the most enduring learning goals that educators should be consciously teaching and scaffolding so that students graduate equipped with the knowledge and skills they will need to succeed in every area of adult life. Competencies are assessed using a body of evidence over time, and attainment and proficiency are reported on report cards and transcripts. - Sanborn (NH) School District
Teaching and Human Services

Demonstrate the ability to make educationally sound decisions based on research and appropriate content knowledge.

ELA: 2, 3, 4, 5, 6, 7, 8, 9
M:

3. Working with Student Learners

Demonstrate the ability to facilitate learning utilizing wide range of methods, appropriate to meet the needs of diverse learner populations.

ELA: 2, 3, 4, 5, 6, 7, 8, 9
M:

Construction Trades

6. Demonstrate understanding of basic masonry, including foundation layout techniques: setting forms, placing reinforcements, and placing concrete according to construction drawings, specifications, and building codes.

ELA:
M:

7. Demonstrate understanding of the necessary employability and career readiness skills in order to achieve success in today’s workplace.

AAI: 1-9
CRP: 1-13

## Competencies

Competencies encompass the most enduring learning goals that educators should be consciously teaching and scaffolding so that students graduate equipped with the knowledge and skills they will need to succeed in every area of adult life. Competencies are assessed using a body of evidence over time, and attainment and proficiency are reported on report cards and transcripts. - Sanborn (NH) School District

<table>
<thead>
<tr>
<th>Writing</th>
<th>3. <strong>Writing Arguments Competency:</strong> Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. <strong>Explanatory Writing Competency:</strong> Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for variety of purposes and audiences.</td>
</tr>
<tr>
<td></td>
<td>5. <strong>Narrative Writing Competency:</strong> Students will demonstrate the ability to effectively apply narrative strategies for variety of purposes and audiences.</td>
</tr>
</tbody>
</table>

### Anchor Standards for Writing/Literacy
- Text Types and Purposes
- Production and Distribution
- Research to Build and Present Knowledge

### Anchor Standards for Language
- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

### Anchor Standards for Speaking & Listening
- Presentation of Knowledge and Ideas
<table>
<thead>
<tr>
<th>Description</th>
<th>Exceptional</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates in-depth inferences and applications. Approach is similar to</td>
<td>Understands and can demonstrate what was taught from basic to complex aspects.</td>
<td>Understands and can demonstrate basic aspects.</td>
<td>Understands and can demonstrate partial understanding of basic aspects.</td>
<td></td>
</tr>
<tr>
<td>that of an industry professional.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand:</td>
<td>I understand: Costumes from various historical periods.</td>
<td>I understand:</td>
<td>I understand:</td>
<td></td>
</tr>
<tr>
<td>- Costume malfunctions</td>
<td>- The parameters of costuming, (Stitches, Measurements, Sewing machines)</td>
<td>- Costuming Equipment:</td>
<td>- Costuming Equipment:</td>
<td></td>
</tr>
<tr>
<td>- Costume designs to match the scope and artistry of a performance.</td>
<td>- The principles of palette and pattern selection.</td>
<td>- Iron, Ironing board, steamer, safety pins, bobby pins, needle &amp; thread.</td>
<td>- Sewing Techniques</td>
<td></td>
</tr>
<tr>
<td>- Strategies to construct, borrow, rent, and purchase costumes using industry</td>
<td>- The proper organization and storage of costumes and costume pieces.</td>
<td>- slip stitch, blind stitch, hemming stitch, locked hemming stitch, invisible</td>
<td>- Measurement Techniques</td>
<td></td>
</tr>
<tr>
<td>practices.</td>
<td>- The cost of costumes and materials.</td>
<td>stitch, herringbone stitch, back stitch, running stitch.</td>
<td>- chest/bust, waist, hip, outseam, inseam, neck, sleeve, hat, shoulder to</td>
<td></td>
</tr>
<tr>
<td>- Budgets and adjustment needed for costs-related for a reasonable-sized</td>
<td></td>
<td></td>
<td>shoulder, nape to waist, nape to floor.</td>
<td></td>
</tr>
<tr>
<td>production.</td>
<td></td>
<td></td>
<td>- Sewing Machine Parts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Spool, pin, bobbin, bobbin case, bobbin cover, bobbin winder, button</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>shank plate, foot pedal, handwheel, stitch width dial.</td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM- StageCraft  Competency: Understand the processes, techniques and skills of lighting design, sound, COSTUMING, set design, construction, and properties and the implementation to support a variety of performances.

Code: 500502  Performance Indicator: COSTUMING

<table>
<thead>
<tr>
<th>PRACTICE- Transfer of learning takes place in the lab and field</th>
<th>I can-</th>
<th>I can-</th>
<th>I can-</th>
<th>I can-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Create a costume from a pattern or from scratch.</td>
<td>Create a Costume Plot</td>
<td>Repair a torn article of clothing.</td>
<td>Hand sew Basic Stitches.</td>
</tr>
<tr>
<td></td>
<td>Supervise a costume crew.</td>
<td>Operate a sewing machine.</td>
<td>Sketch a costume design for a character.</td>
<td>Take actor measurements for costumes.</td>
</tr>
<tr>
<td></td>
<td>Collaborate with scenic and lighting designers to create and design full costumes for a production.</td>
<td>Participate (successfully) on a costume crew</td>
<td>Research Costumes</td>
<td>Iron and steam costumes</td>
</tr>
<tr>
<td></td>
<td>Receive Technical feedback from directors and other collaborator</td>
<td>Altering a current costume to fit new specifications</td>
<td></td>
<td>Safely store costumes and costume pieces.</td>
</tr>
</tbody>
</table>
### Collaboration

- I go “all out” and fully commit to my team, producing the highest quality output on time.
- I skillfully advocate and compromise, and help others to do the same, to create successful team strategies.
- I strive to bring out the best in all team members.
- I justify my own ideas, and consider the ideas of others in an open and unbiased manner.
- I actively speak, listen and contribute to all team processes including decision making and task completion.
- I fully participate and encourage others.
- I am receptive and positive towards any person I work with, and any role I take on.
- I support the group including the work and efforts of others.
- I respect and consider other people’s ideas and opinions and am willing to compromise.
- I complete my fair share of the team’s work in a timely manner.
- I show basic respect for members of my team.
- I put forth my best possible effort for the group.
- I strive to understand exactly what is expected of me, and if needed accept support to help me to do so.

### Communication

- I comfortably and effectively communicate complex, industry-based, technical ideas and processes using a variety of methods.
- I skillfully engage and connect with others using my own effective communication style.
- I adjust the timing and tone of my communication to meet the needs of my audience.
- I select effective communication methods based on the situation.
- I communicate industry-based technical ideas and processes.
- I utilize numerous communication methods effectively and appropriately.
- I choose words, volume, tone and body language in an appropriate and professional manner.
- I use program-specific technical vocabulary.
- I express a basic understanding of the information I take in.
- I share necessary information via various communication methods.

### Critical Thinking

- I recognize when a problem exists and try to break it down.
- I brainstorm possible solutions.
- I work to solve problems, and if needed accept support to help me to do so.

### Decision Behavior

- I manage my emotions in different situations.
- I follow program rules and expectations, including proper attire and language.
- I am on time and where I am supposed to be.
- I demonstrate respect and care when interacting with customers, clients and guests.

### Full version
MEASURING SUCCESS
<table>
<thead>
<tr>
<th>DOK: DEPTH OF KNOWLEDGE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EXPANDING Score 4.0</th>
<th>In addition to Score 3.0, in-depth insights, solutions, and applications go beyond what was explicitly taught.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructs knowledge/(far) transfer, extends thinking</td>
<td>The student: Constructs knowledge and extends thinking. Do tasks offer opportunities for extended thinking (e.g., drawing upon cross-curricular knowledge; expanding personal or world perspectives; using elaborated communication)?</td>
</tr>
<tr>
<td>?</td>
<td>In addition to score 3.0 performance, exhibits some in-depth insights or applications with partial success = attempts to go beyond what was taught; extends thinking, but was not completely successful</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFICIENT Score 3.0</th>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks require (near) transfer &amp; integration of skills and knowledge</td>
<td>• Uses ...</td>
</tr>
<tr>
<td>• Analyzes ...</td>
<td></td>
</tr>
<tr>
<td>• Supports conclusion about ...</td>
<td></td>
</tr>
<tr>
<td>• Makes deep connections ...</td>
<td></td>
</tr>
</tbody>
</table>

The student exhibits no major misconceptions, no key factual inaccuracies, nor relevant omissions. 

Omissions regarding the basic concepts, as the student: 

Key misconceptions, regarding the integration of more complex ideas and processes.
**DOK: DEPTH OF KNOWLEDGE**

**Poster**
WORK BASED LEARNING = ACTIVITY

EMBEDDED IN:

- CTE
- EXTENDED LEARNING OPPORTUNITIES (ELOs)
- APPRENTICESHIP
- CAREER-DRIVEN COURSES
High Quality ELO Framework
Six Critical Components

ESSENTIAL QUESTIONS FOCUS THE ELO AND DRIVE THE LEARNING

The Essential Question should:
- Motivate and shift students toward ownership of learning.
- Be approachable from many different entry points.
- Be thoughtful, provoking, and philosophical, and not have a simple (or "Google-able") answer.
- Provide a baseline for the student to refine his or her own answer throughout the ELO experience.

ELO PARTNERS OFFER A RICH SOURCE OF KNOWLEDGE AND EXPERIENCE

The ELO Partners involved should:
- Know their roles and responsibilities.
- Have input in all aspects of the ELO experience.
- Include the following individuals:
  - Student(s)
  - ELO Coordinator(s)
  - Mentor Teacher(s)
  - Community Partner(s)
  - Parent/Guardian(s)

THE ASSESSMENT PLAN IS BASED ON COMMON COMPONENTS.

The ELO Assessment Plan should:
- Be based on common components through which students are assessed on the knowledge and skills demonstrated through the ELO:
  - Reflection
  - Research
  - Product
  - Presentation

ELO: Click here to see full brochure
Industry-Education Partnership

Structured Learning  Authentic Work Experience

Assessment and Recognition of Skills

Credit: NGA WBL
DEFINING SIGNIFICANT-LEVEL WORK-BASED LEARNING EXPERIENCES

NGA Work-Based Learning NH Working Group / Established by Governor Sununu

Abstract:
WBL has existed in NH for centuries as a highly effective learning method to prepare a skilled workforce. Quantifying it has recently taken on increased interest as we adopt a more inclusive and robust vision of college and career readiness in order to promote sustained economic growth and competitiveness (65x25, ESSA). As demonstrated in the chart from Iowa below, a major variable for different WBL experiences is intensity and duration. This memo is targeted on establishing the criteria aligned to significant-level WBL experiences so they are better recognized, easily differentiated (from exposure activities), and ultimately more available.

WBL Definition:
Work-based learning is an educational strategy that offers students an opportunity to reinforce and deepen their classroom learning, explore future career fields and demonstrate their skills in an authentic setting.

WBL Continuum Visual:
Checklist of Elements to Quantify Significant-Level WBL Experience:

Workforce Partnership -- involves a workforce partner(s) who:

___ Hosts work-based learning experiences, with personnel to support students, at their site. WBL experiences are based on authentic work experiences outside of school.

___ Adheres to basic safety and learning standards, including site approval by the Department of Labor. Sites require careful review.

___ Provides abbreviated feedback to the student on his/her level of demonstrated workforce readiness while participating in the experience. Ideally this is timed to be impactful including mid-stream.

Objectives for Learning -- involves specific learning targets that are:

___ Structured around one or more established competencies and/or New Hampshire Work-Study Practices (WSP). Clear and measurable learning targets are a vital component of a depthful WBL experience.

___ Embedded in an ELO, CTE program, career-focused class, a class or similar experience. These are the most common vehicles for WBL activities which alone, are not a learning outcome.
Implementation of the Experience -- requires the student:

___ Engaging in workplace readiness training before starting the experience. *Students, especially those starting out for the first time, need to be prepared to acclimate.*

___ Completing scheduled and regular on-site field experiences. *A set number of hours is not defined for WBL but a significant experience does require considerable time and effort invested.*

___ Contributing as part of a collaborative team - along with the school and industry partner(s) - to refine and continuously improve the experience for all involved. *Upkeep is vital.*

Demonstration of Learning, involves the student:

___ Keeping some form of log related to targeted competencies and/or WSPs during the experience. *Students are expected to quantify that learning is taking place throughout the experience.*

___ Doing some form of cumulative presentation and/or report on targeted competencies and/or WSPs at completion. *Students are asked to reflect on, and quantify their personal growth against learning goals.*

___ Engaging in some form of defined meta-reflection (self-awareness) of personal growth during, as well as at the culmination, of the experience. *Navigating this experience could have impacted planning and/or overall readiness for college and career.*

___ Earning recognition (from a transcript entry with credit(s) awarded to industry recognized certificate) to signify successful completion. *Ideally this is a statewide normalized model so success can be universally understood by both the education and industry communities.*
INCLUSIVE STATEWIDE STUDENT RECOGNITION AROUND CAREER PATHWAYS - NEVER DONE BEFORE - ALL NEW!!

- NH SCHOLARS CAREER PATHWAY STRAND (NEW)
- DRIVE to 65
- ESSA COLLEGE and CAREER READINESS (CCR)

Successfully complete one of the following:
- 2-year NH CTE program
- Significant career-driven Extended Learning Opportunity (ELO)
- High school formal (published) multi-tiered career pathway.
- CCSNH Industry Certificate sequence (directly through CCSNH, Early College).

Successfully engaged in a significant-level work-based learning (WBL) experience

Successfully earned one of the following:
- 3 or more college credits (related to student’s career pathway)
- Significant postsecondary hours (related to student’s career pathway)
- Industry recognized certificate valued by employers.

(+ENG, MATH, SS, LAB SCIENCE....)
Rich Paiva, Director of Technical Studies, Milford High School

Up until this summer, Rich was the Career Focus Internship Coordinator for Milford High School. When he started the program, there were only a handful of sporadic extended learning opportunity placements. Now there are more.

Kerrie Alley Violette, ELO Teacher, Sanborn Regional High School

Kerrie has grown the extended learning opportunities program at Sanborn Regional High School from 20 students to almost 80 last year while also implementing a career speakers program. The students, after attending the talks, are required to produce a reflection paper about what they heard. She has also developed a two-week “career pathways” boot camp that students take before beginning their internships. The program has assisted both students with disabilities as well as students attending highly selective programs. The creation of this program has led to Kerrie being asked to attend local and regional events to help other schools develop similar programs.
Tidbits:

- Career Counselors (8) ELO Coordinators (40) and WBL Coordinators (tiny handful). Most in this arena are primarily teachers.
- Significant shift for industry to employee workforce development liaisons over past three years to help WBL.
- Robust industry associations like NHADA auto dealers assoc.
- Embedded WBL in CTE experiences - LNA, EMT
- Career Academies, Hybrid Senior (my center: “CRTC+”) Year consisting of “Early College” at CCSNH and “Significant-Level WBL” experiences.
- [Data collection from DOE](#) framed around ELO’s.
Questions?
Integrating Work-Based Learning into Postsecondary Programs

*National Institute on Scaling Work-Based Learning*

Wednesday April 10th

8:30 – 9:30 AM
Speakers

Moderator:
• *Amanda Winters*, Program Director, Economic Opportunity Division, NGA Center for Best Practices

Speakers:
• *Nina Pande*, Executive Director, Skills for Rhode Island’s Future
• *Rachel DeVaughan*, Assistant Executive Director of Work-based Learning and Special Initiatives, Mississippi Community College Board
• *Mary Rothchild*, Senior System Director, Workforce Development, Minnesota State Colleges and Universities
Questions?