



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



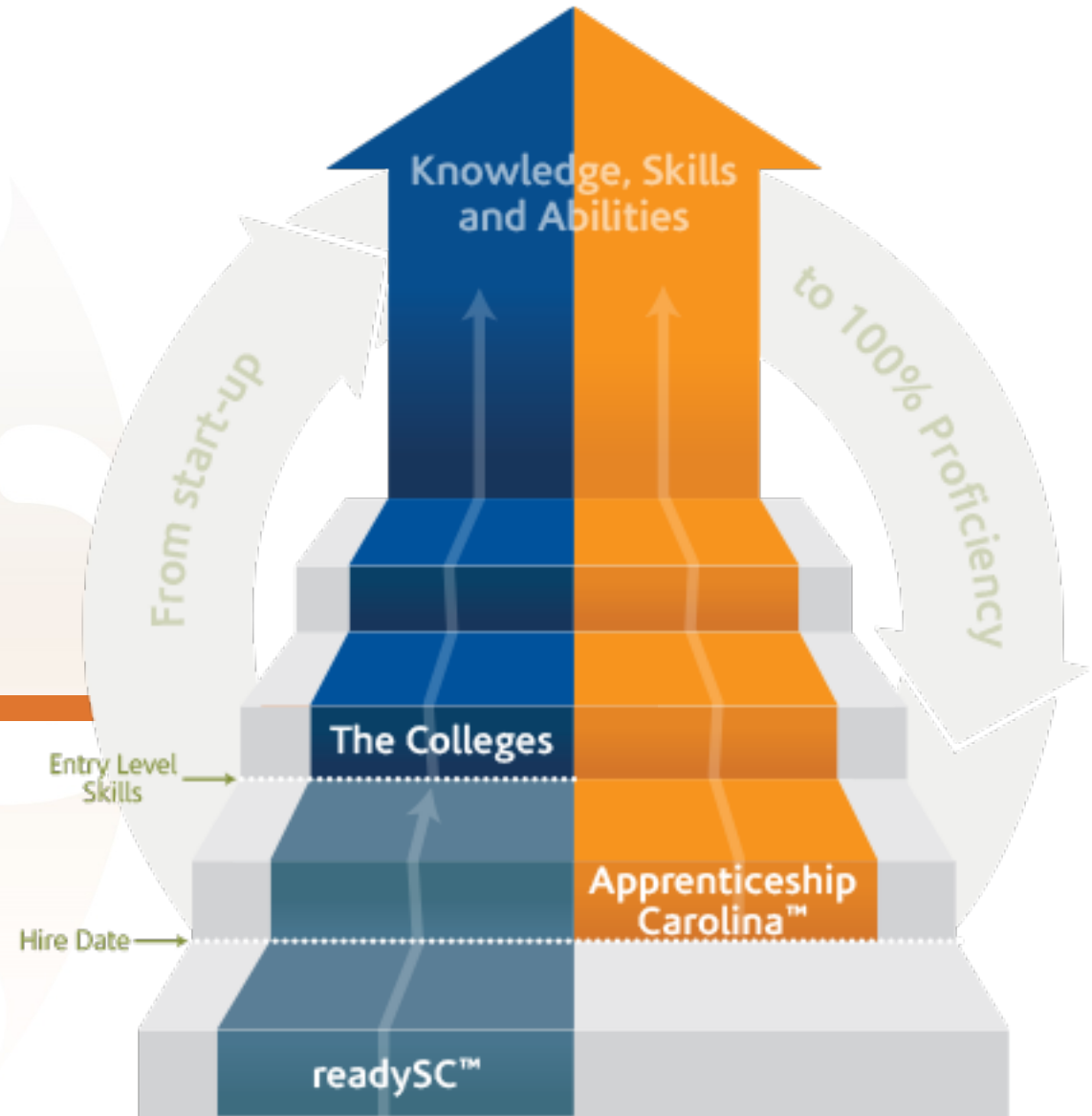


SC TECHNICAL COLLEGE SYSTEM

Organizational Structure

South Carolina

Comprehensive Solution



APPRENTICESHIP CAROLINA: PHENOMENAL GROWTH



31,292
apprentices



992
programs



204
programs



TARGETED INDUSTRY CLUSTERS

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.



**CONSTRUCTION
TECHNOLOGIES**



HEALTHCARE



**TOURISM &
SERVICE
INDUSTRIES**



**ADVANCED
MANUFACTURING**



**ENERGY &
UTILITIES**



**INFORMATION
TECHNOLOGY**



**TRANSPORTATION
DISTRIBUTION &
LOGISTICS**



STATE TAX CREDIT

\$1,000 per apprentice per year
for up to four (4) years



EARN AND LEARN

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.

YOUTH APPRENTICESHIP: BY THE NUMBERS



204 Companies with a registered youth program



37 counties have a registered youth apprenticeship program

CONTACT INFORMATION



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Apprenticeship

RHODE ISLAND

- Expanding Rhode Island's Registered Apprenticeship System
- Creating Non-Traditional Registered Apprenticeship Programs



Healthcare Information Technology Manufacturing Marine Trades

Landscape/Horticulture Childcare Hospitality Transportation



Apprenticeship

RHODE ISLAND



ACCOMPLISHMENTS

49

Active Programs

50

Employers

664

Registered
Apprentices

51%

Target Populations



Apprenticeship
RHODE ISLAND

A WORKFORCE INTERMEDIARY

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

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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



CareerWise Colorado
TOMORROW'S TALENT TODAY

MODERN YOUTH APPRENTICESHIP



BRIDGING THE GAP BETWEEN EDUCATION & CAREER

CareerWise Colorado connects industry and education to create a statewide, modern youth-apprenticeship system.



Apprentices earn a wage while gaining valuable workplace experience, a nationally recognized industry certification and debt-free college credit.



APPRENTICE



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

BUSINESS




EDUCATION



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







HERE'S HOW IT WORKS.

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

	YEAR 1	YEAR 2	YEAR 3
 AT HIGH SCHOOL Core academic courses at school (e.g., math), some community college coursework	~3 days a week	~2 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-skill training curriculum in pathway-specific skills	COLLEGE COURSES AND/OR TECHNICAL TRAINING BASED ON STUDENT GOALS & READINESS The instruction students 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		




SIX CAREER PATHWAYS

and 16 occupations

PATHWAY	<p>ADVANCED MANUFACTURING</p> 	<p>INFORMATION TECHNOLOGY</p> 	<p>FINANCIAL SERVICES</p> 	<p>BUSINESS OPERATIONS</p> 	<p>HEALTHCARE</p> 	<p>EDUCATION (Pilot in 2019)</p> 
SAMPLE OCCUPATIONS	<p>Production technician</p> <p>Quality control inspector</p> <p>Maintenance technician</p> <p>Logistics</p>	<p>Computer Technician</p> <p>Software QA Tester</p> <p>Junior Coder</p>	<p>Accounting Clerk</p> <p>Insurance Services Expert</p> <p>Financial Coordinator</p> <p>Customer Support</p>	<p>Project Coordinator</p> <p>Purchasing Coordinator</p> <p>Operations Specialist</p>	<p>Certified Nursing Assistant (CNA) to Licensed Practical Nurse (LPN)</p>	<p>Paraprofessional to Licensed Teacher</p>
SAMPLE EMPLOYERS	  	    	  	   	  	

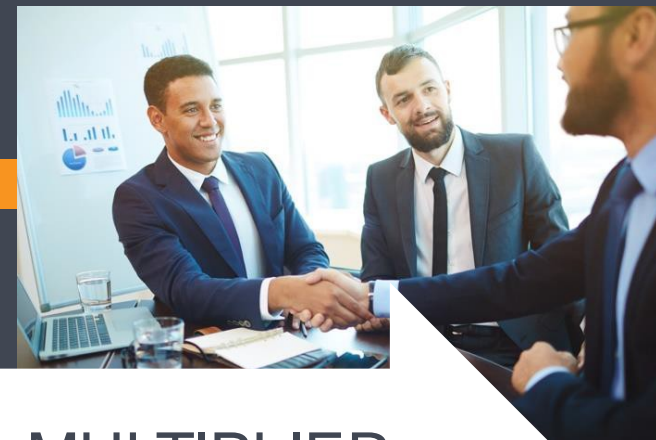


AFTER APPRENTICESHIP

	YEAR 1	YEAR 2	YEAR 3
 AT HIGH SCHOOL Core academic courses at school (e.g., math), some community college coursework	~3 days a week	~2 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-skill 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.		

OPTION MULTIPLIER

Student signs on
as a full-time
EMPLOYEE



Student continues
EDUCATION
with 2- or 4-year degree

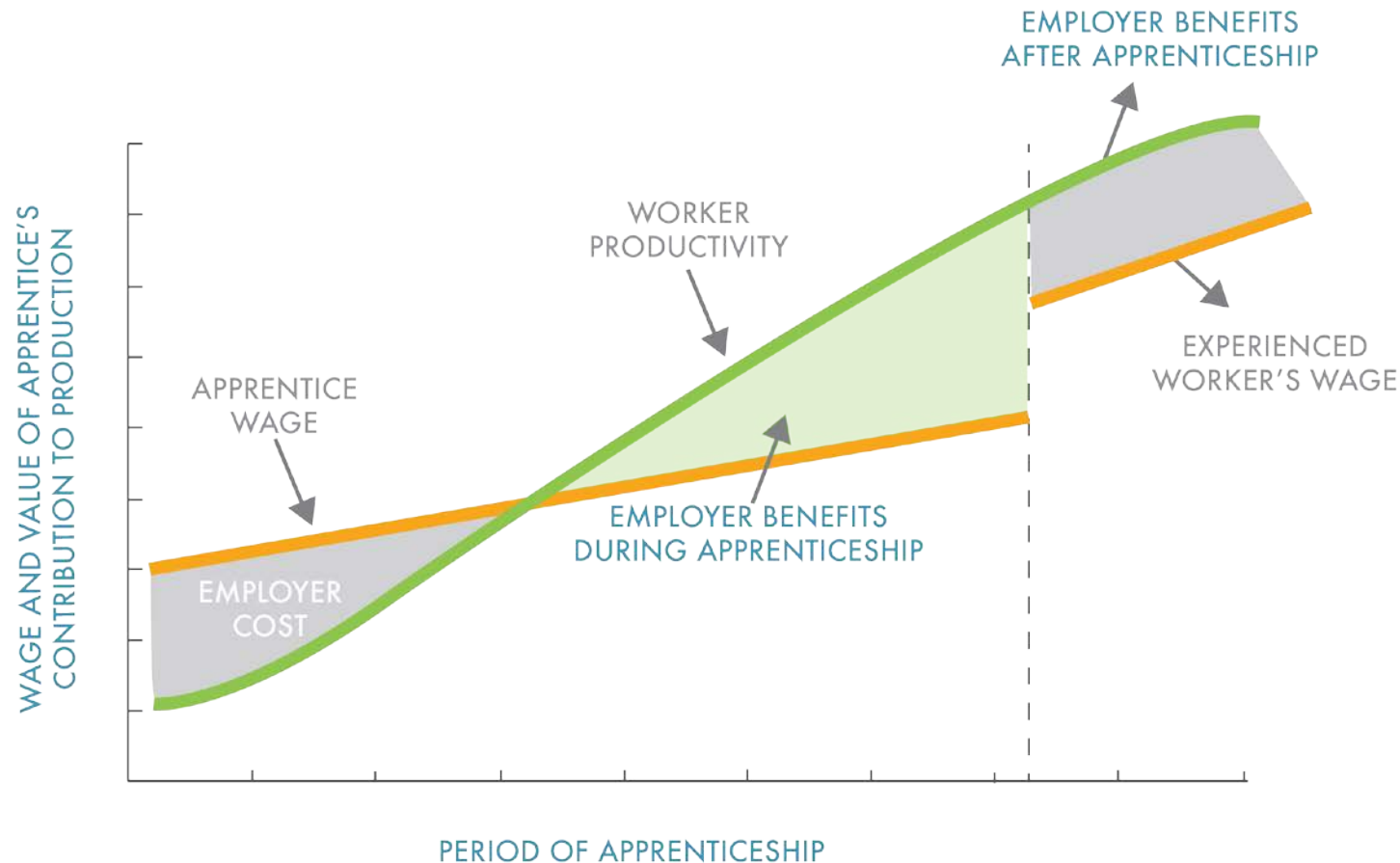
...or
Both!



COMPANIES ARE PROJECTED TO EARN
POSITIVE ROI
ON APPRENTICE WORK

Swiss firms saw an ROI of **10%** during the training period, and additional ROI once apprentices became full-time employees.

ILLUSTRATIVE WAGES AND PRODUCTIVITY, RELATIVE TO STANDARD FTE



EXPECTED IMPACT

Business

- Pipeline of 21st century workers
- Positive ROI
- Reduction in hiring costs
- Increased retention
- Loyal, engaged employees
- Increased innovation

Apprentice

- Skills and exposure
- Debt-free college credit
- Valued industry credential
- Established professional network
- ~\$30K earnings over course of apprenticeship

CAREERWISE COORDINATES STAKEHOLDERS

TO BUILD A STATEWIDE YOUTH APPRENTICESHIP SYSTEM THAT'S SET UP FOR TOTAL SUCCESS

EMPLOYERS	K - 12 & HIGHER ED	APPRENTICE	NATIONAL, STATE & LOCAL PLAYERS
<ul style="list-style-type: none">▪ 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	<ul style="list-style-type: none">▪ 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	<ul style="list-style-type: none">▪ 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	<ul style="list-style-type: none">▪ 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



PROGRAM PROGRESS



2017

116 ENROLLED APPRENTICES	40 EMPLOYERS
4 PATHWAYS	10 TRAINING PLANS
3 COMMUNITIES	4 SCHOOL DISTRICTS
25 PARTICIPATING SCHOOLS	8 HIGHER ED PARTNERS

2018

240 ENROLLED APPRENTICES	70 EMPLOYERS
5 PATHWAYS	12 TRAINING PLANS
4 COMMUNITIES	7 SCHOOL DISTRICTS
25 PARTICIPATING SCHOOLS	8 HIGHER ED PARTNERS

2019

450
ENROLLED
APPRENTICES

125+
EMPLOYERS

7
PATHWAYS
Adv Mfg, IT, Biz Ops,
Financial Services,
Healthcare, Education,
Culinary Arts

14+
OCCUPATIONAL
TRAINING PLANS

5
COMMUNITIES
Front Range, Western
Slope, Northern Colo.,
Eagle County, Estes
Park

10
SCHOOL
DISTRICTS
Cherry Creek, DPS, Eagle County,
Estes Park, Jeffco, Mesa 51, Poudre,
Thompson, Westminster, Weld RE-4

50
PARTICIPATING
SCHOOLS

9
HIGHER ED
PARTNERS



CareerWise Colorado
MODERN YOUTH APPRENTISHIP

LEARN MORE

www.careerwisecolorado.org

Ryan Gensler

RYAN.GENSLER@CAREERWISECOLORADO.ORG



Questions?



Work-Based Learning and the CTE System

Wednesday, April 10th, 2019

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Speakers

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

LIVE FREE OR DIE

367 1626

11

New
HAMPSHIRE

2017
0941617



I've already completed several college classes for credit and/or have earned industry training hours.

I've attained targeted, career-specific writing, presentation and math 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've earned nationally recognized industry certifications and/or licensure.

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

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

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

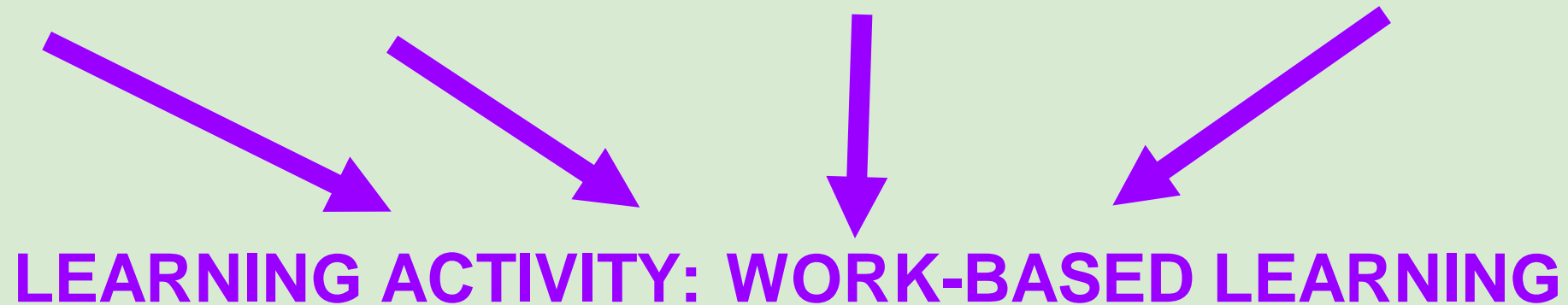
(with Competency and WSP targets)

CTE

ELO's

CAREER DRIVEN-CLASSES

APPRENTICESHIPS



COMPETENCIES and WORK STUDY PRACTICES

Program Competencies

- [Agriculture, Food & Natural Resources](#)
- [Architecture and Construction](#)
- [Arts, Audio Visual Technology and Communications](#)
- [Business, Management and Administration](#)
- [Education and Training](#)
- [Finance](#)
- [Government and Public Administration](#)
- [Health Science](#)
- [Hospitality and Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety & Security](#)
- [Manufacturing](#)
- [Marketing, Sales & Services](#)
- [Science, Technology, Engineering & Mathematics](#)
- [Transportation, Distribution & Logistics](#)

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

http://www.education.nh.gov/career/career/documents/aai_crp_emp.pdf

Writing

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

3. Writing Arguments Competency:

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.

4. Explanatory Writing Competency:

Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for variety of purposes and audiences.

5. Narrative Writing Competency:

Students will demonstrate the ability to effectively apply narrative strategies for variety of purposes and audiences.

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

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**

	4 Exceptional	3 Accomplished	2 Developing	1 Beginner
Description	Demonstrates in-depth inferences and applications. Approach is similar to that of an industry professional.	Understands and can demonstrate what was taught from basic to complex aspects.	Understands and can demonstrate basic aspects.	Understands and can demonstrate <i>partial</i> understanding of basic aspects.
THEORY- Learning takes place in the <u>classroom</u>	I understand: <ul style="list-style-type: none"> <input type="checkbox"/> Costume malfunctions <input type="checkbox"/> Costume designs to match the scope and artistry of a performance. <input type="checkbox"/> Strategies to construct, borrow, rent, and purchase costumes using industry practices. <input type="checkbox"/> Budgets and adjustment needed for costs-related for a reasonable-sized production. 	I understand: <ul style="list-style-type: none"> <input type="checkbox"/> Costumes from various historical periods. <input type="checkbox"/> The needs and specifications of a costume piece based on the script <input type="checkbox"/> Costume budgets 	I understand: <ul style="list-style-type: none"> <input type="checkbox"/> The parameters of costuming. (Stitches, Measurements, Sewing machines) <input type="checkbox"/> The principles of palette and pattern selection. <input type="checkbox"/> The proper organization and storage of costumes and costume pieces. <input type="checkbox"/> The cost of costumes and materials. 	I understand: <ul style="list-style-type: none"> <input type="checkbox"/> Costuming Equipment: Iron, ironing board, steamer, safety pins, bobby pins, needle & thread. <input type="checkbox"/> Sewing Techniques slip stitch, blind stitch, hemming stitch, locked hemming stitch, invisible stitch, herringbone stitch, back stitch, running stitch. <input type="checkbox"/> Measurement Techniques chest/bust, waist, hip, outseam, inseam, neck, sleeve, hat, shoulder to shoulder, nape to waist, nape to floor. <input type="checkbox"/> Sewing Machine Parts Spool, pin, bobbin, bobbin case, bobbin cover, bobbin tension, bobbin winder, button shank plate, foot pedal, handwheel, stitch width dial.

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**

				handwheel, stitch width dial.
PRACTICE- Transfer of learning takes place in the <u>lab and field</u>	I can- <ul style="list-style-type: none"> <input type="checkbox"/> Create a costume from a pattern or from scratch. <input type="checkbox"/> Supervise a costume crew. <input type="checkbox"/> Collaborate with scenic and lighting designers to create and design full costumes for a production. <input type="checkbox"/> Receive Technical feedback from directors and other collaborator 	I can- <ul style="list-style-type: none"> <input type="checkbox"/> Create a Costume Plot <input type="checkbox"/> Operate a sewing machine. <input type="checkbox"/> Participate (successfully) on a costume crew <input type="checkbox"/> Altering a current costume to fit new specifications <input type="checkbox"/> Acquire costumes and materials for use in show 	I can- <ul style="list-style-type: none"> <input type="checkbox"/> Repair a torn article of clothing. <input type="checkbox"/> Sketch a costume design for a character. <input type="checkbox"/> Research Costumes 	I can- <ul style="list-style-type: none"> <input type="checkbox"/> Hand sew Basic Stitches. <input type="checkbox"/> Take actor measurements for costumes. <input type="checkbox"/> Iron and steam costumes <input type="checkbox"/> Safely store costumes and costume pieces.

COLLABORATION

the act of expanding on both team and individual work to produce and create the best possible outcome.

- | | | | |
|---|--|---|--|
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • I support the group including the work and efforts of others. • I respectfully 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. | <ul style="list-style-type: none"> • 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

the act of sharing and processing ideas through a variety of methods, including reading, writing, listening, speaking, drawing and body language.

- | | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • I express a basic understanding of the information I take in. • I share necessary information via various communication methods. |
|---|---|--|---|

- | |
|--|
| <p>ng problems in a logical manner, critical thinking.</p> <ul style="list-style-type: none"> • 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. |
| <p>ng behavior
eve goals and values.</p> <ul style="list-style-type: none"> • 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. |

- | | | |
|--|--|---|
| <p>throughout all my efforts.</p> <ul style="list-style-type: none"> • I engage in self-reflection to adjust and adapt strategies. • I manage my time and resources to create exceptional quality work. • I demonstrate an incredible work ethic. | <ul style="list-style-type: none"> • I provide constructive feedback to others. • I do extra practice and seek quality feedback to strive for excellence. • I have a vision for my future and am working to achieve it. | <p>and professional manner.</p> <ul style="list-style-type: none"> • I begin my work without being prompted. • I use feedback from others to improve my work. • I put in extra time and effort to improve. |
|--|--|---|

[Full version](#)

MEASURING SUCCESS

EXPANDING Score 4.0 Constructs knowledge/(far) transfer, extends thinking	In addition to Score 3.0, in-depth insights, solutions, and/ applications go beyond what was explicitly taught. 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)?	
	? 3.5	In addition to score 3.0 performance, exhibits some in-depth insight or applications with partial success = attempts to go beyond what was taught; extends thinking, but was not completely successful
PROFICIENT Score 3.0 Tasks require (near) transfer & integration of skills and knowledge	The student: <ul style="list-style-type: none"> • Uses ... • Analyzes ... • Supports conclusion about ... • Makes deep connections ... • The student exhibits no major misconceptions, no key factual inaccuracies, nor relevant omissions.	

missions regarding the basic esses, as the student: concepts:

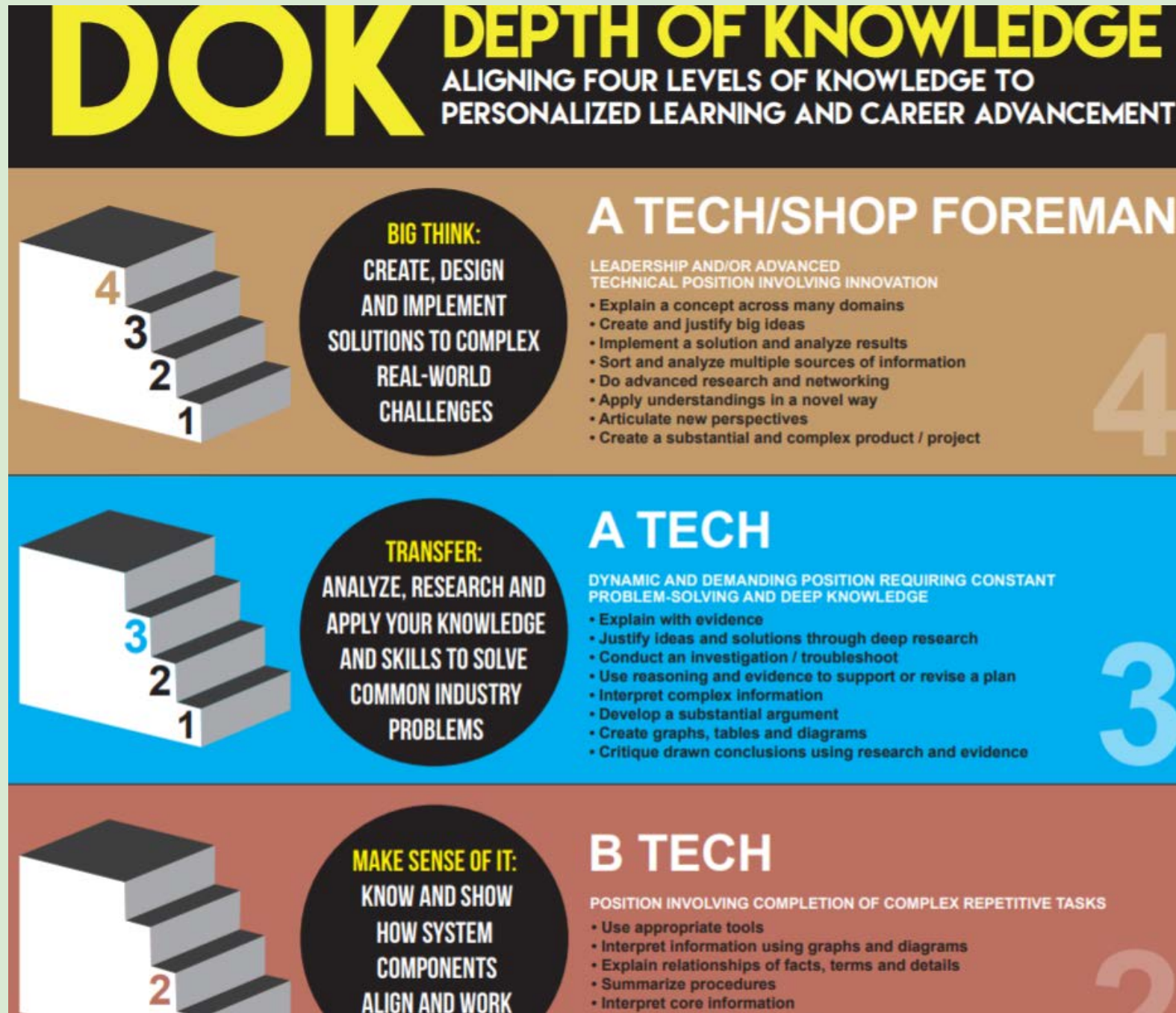
DOK: DEPTH OF KNOWLEDGE

regarding the integration of more complex ideas and processes.

key misconceptions,

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.



Essential Question

ELO: [Click here
to see full
brochure](#)



Partners

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:

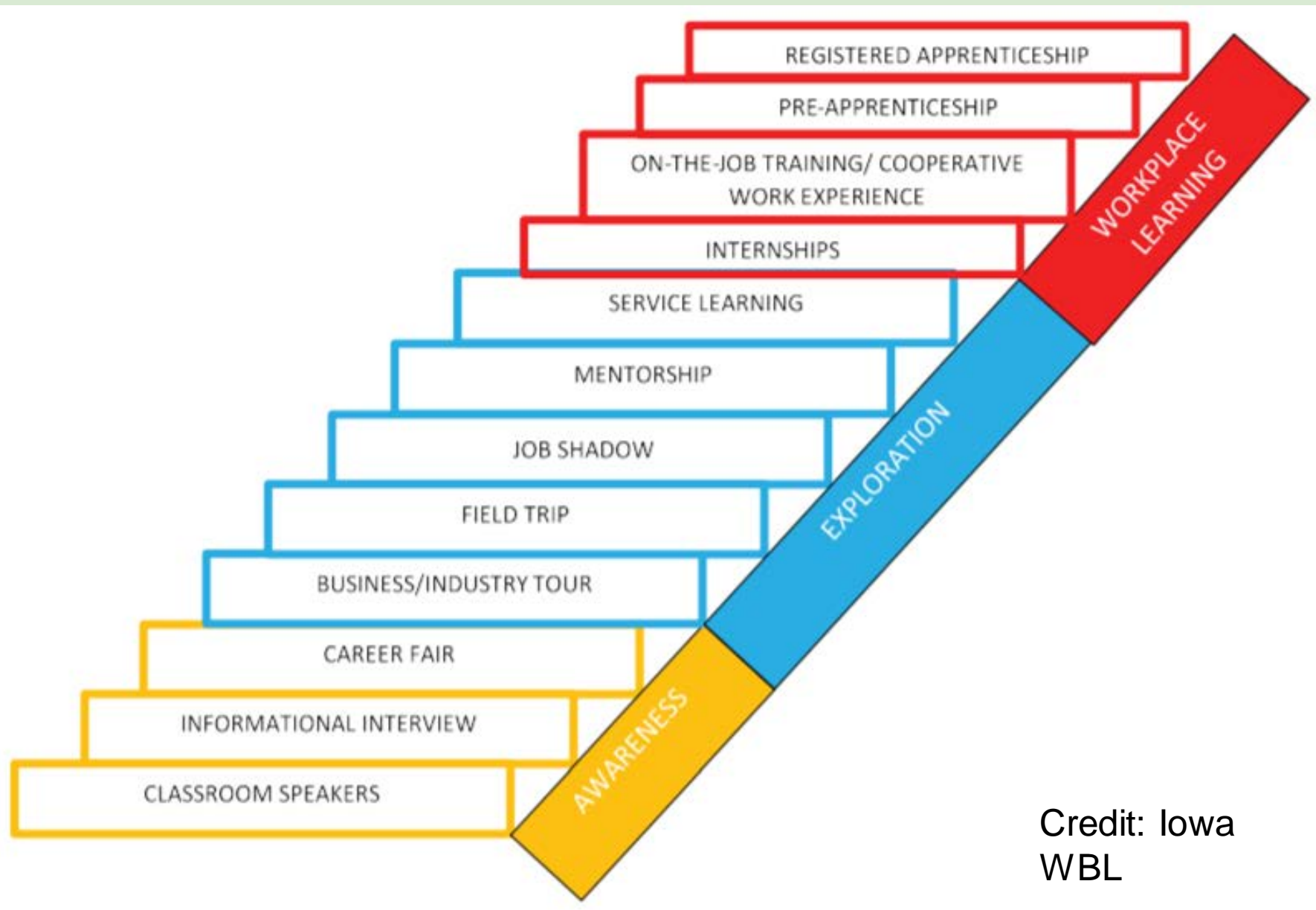
- Be based on common components through which students are assessed on the knowledge and skills demonstrated through the ELO:
 - Reflection
 - Research
 - Product
 - Presentation



Assessment Plan



Credit:
NGA WBL



DEFINING **SIGNIFICANT-LEVEL** WORK-BASED LEARNING EXPERIENCES 2019 04

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.*


[Sample
feedback](#)

[draft
document](#)

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)**

Need to
normalize!?



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.



Recognizing WBL leaders CTE and more [full program](#)

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 DeV Vaughan***, 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?