**Work-based Learning Workgroup**

September 9, 2019

**Workgroup Objectives**

* Develop a common definition of work-based learning and related elements for Oregon, including descriptions of purposes of work-based learning at different learner levels (including middle school, high school and postsecondary).
* Determine if any changes need to be made to the current data collection around work-based learning for high school graduation. If so, develop a proposal for those changes.
* If the accountability workgroup selects work-based learning as the secondary program quality measure, work with that group to provide input into suggested numerator, denominator, measurement approaches and performance target.
* Finalize recommendations for improving work-based learning using the Perkins V state plan.
* Develop suggestions for state technical assistance and professional development related to work-based learning.
* Develop suggestions for engaging more employers around work-based learning.

**Secondary Program Quality Indicator**

* The state team decided that work-based learning will be the secondary CTE program quality indicator

**5S3: Participated in Work-based Learning**

* This particular measure is only for secondary students
* Law text: *The percentage of CTE concentrators graduating from high school having participated in work-based learning.*
* Possible measurement:
  + **Numerator**: Total number of CTE **concentrators** graduating from high school during the reporting year having participated in work-based learning in any year during high school.
  + **Denominator**: Total number of CTE **concentrators** graduating from high school during the reporting year

**Definition of Work-based Learning**

Perkins V Definition of Work-based learning: *"sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction."*

Data System Options for WBL

* Oregon currently collects some data on work-based learning under a category related to graduation and career learning experiences
* What constitutes work-based learning?
* *Work-based Learning*: Structured learning in the workplace provides students an opportunity to apply knowledge and skills in the work environment and gain an understanding of workplace expectations.
  + Does this constitute work-based learning? Majority of participants said yes. (10 yes votes)
* *Clinical Experience/Practicum/Internship*: A structured work experience involving specific, occupational skills and development goals; the awarding of school credit/outcome verification; and the expectation that the student will demonstrate the skills necessary for entry-level employment.
  + Does this constitute work-based learning? Majority of participants said yes (9 yes votes)
* *Service Learning*: Structured experiences in organized community service projects that meet actual community needs, while demonstrating academic and career-related knowledge and skills. Students design service-learning projects collaboratively with community partners.
  + Does this constitute work-based learning? Majority of participants said yes (9 yes, 1 no votes)
* *School-based Enterprise*: A business venture (not a simulation) which is striving for economic viability and operated by students. School-based enterprises are generally directed by a business, which sponsors the enterprise and supervises the student staff.
  + Does this constitute work-based learning? Majority of participants said yes (6 yes, 4 no votes)
  + Discussion:
    - Equity Concern: Some schools may not have the ability to run a school-based enterprise. Why is simulated not a part of that definition?
    - Often, school-based enterprise are a part of a course that students are enrolled in, so it is often CTE curriculum that students are following
    - “Business venture” should be a sustained entity
    - “Being directed by a business ”- This component of definition may not be true in rural communities. Does the definition require this component or can the school-based enterprise be largely student lead?
* *Workplace Simulation/Technology-Based Learning*: Classroom opportunities for observation and participation in a variety of real-world, worksite activities to assist in understanding what it’s like to work in a business, without visiting the actual worksite. Uses a variety of technological tools.
  + Does this constitute work-based learning? Majority of participants said yes (6 yes, 2 no)
  + Discussion:
    - Oregon must establish clear guidelines for this
* *Field-based Investigations*: Classroom opportunities for observation and participation in a variety of real-world, worksite activities to assist in understanding what it’s like to work in a business, without visiting the actual worksite. Uses a variety of technological tools.
  + Does this constitute work-based learning? Majority of participants said yes (8 yes, 2 no)

**Work-based Learning: Other Questions?**

* What other business rules are needed?
* Are there items missing from the survey/data set you think need to be captured?
* As you think about setting targets, what should be considered?
  + Examine how many students who completed high school go into CTE programs vs. preparing for university
  + How many of the CTE providers are “repeat customers?” How many CTE providers are returning so that the program is sustainable?
  + How many industries are there that are represented in CTE programs?
  + Are there sustained business relationships that influence curriculum and instruction?
  + Targets will need to reflect regional differences to take into account access concerns
    - Oregon needs to prioritize building partnerships to expand access

**Discussion Topics**

State Funding and Technical Assistance

* Should approved CTE programs of study require work-based learning experiences?
* What can the state do to scale pockets of success?
* Would a virtual tool to centralize statewide communication and resources be helpful?
* What role might professional learning networks play?
* How can messaging be aligned across learner levels?

Employer Engagement

* Should the state create guidelines or a handbook for business/industry partners on WBL?
  + Need to make clear expectations for employers
  + Important that employers have clear definitions of the individual work-based learning opportunities and the legal ramifications that are tied with each of those opportunities
* How can training be provided to industry mentors?
  + Guideline for employers would be helpful
    - Employer wants to know what is the ask of me? How do employers know if a they are a good fit?
  + There is value in offering training to industry
* How can the value proposition for business and industry be better articulated?
  + Big ask to ask employers to promote the program. Instead, short videos and written materials can be created on best practices and how they work. These materials should be designed and written from the perspective of industry
    - State could create videos or create a template for a video
  + Industry partners care about what are the benefits to their individual organization or to the industry as a whole
* Could required paperwork be streamlined?
  + Is there an opportunity to credential the organization rather than the individual?
  + Oregon could develop paperwork that districts could use for students to streamline paperwork
    - Currently paperwork is not consistent across districts

Equity Issues

* What can be done to address access challenges like transportation?
  + In the past, institutions have worked with local transportation services. Students who have a specific sticker are allowed to get free rides during a program
  + If an industry partner wants to support internships, they may have access to vehicles that can be used
  + Move the workplace to the students
    - Example: mobile robotic labs
* How can quality work-based learning be accomplished in rural areas? What supports are needed?
  + Rural students can participate events that happen in more populated areas
  + The definition of work-based learning needs to take into account the needs of rural learners
    - The definition needs to be broad with clear guidelines

General Discussion

* Alignment to WIOA is a concern

**Next Steps**

* In-person meeting:
  + October 9, 9:00-noon