**Work-based Learning Workgroup Meeting Notes**

July 10, 2019

**Current State of Work-based Learning in Oregon**

* Oregon Department of Education does not have a work-based learning definition
  + The data collection system has a definition, but it is not policy
* An approved CTE Program of Study does NOT require a work-based learning experience
* Oregon Perkins V needs assessment found that there is a need for “meaningful work-based learning experiences, such as internships and registered apprenticeships.”

**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.

**Findings from the Needs Assessment**

This chart shows responses to the question "Oregon CTE leaders are developing a vision for CTE in the state. While the following focus areas all have importance for ensuring that CTE meets the needs of all Oregonians going forward, please choose up to four focus areas that will be most impactful." 513 people answered this question. The responses were:
Meaningful work-based learning experiences (such as internships and registered apprenticeships), 63 percent
High-quality teachers, faculty and instructors, 61 percent
Industry-validated programs that respond to labor market needs, 58 percent
High-quality CTE Programs of Study connecting secondary and postsecondary, 55 percent
Full alignment with the workforce development system, STEM education, High School Success (Measure 98) and other K-12
and higher education initiatives, 44 percent
A comprehensive system of career guidance and advisement, 40 percent
A more inclusive system that equitably prepares diverse student populations to succeed in further education and careers, 40 percent
A focus on identifying and incentivizing innovative practices, 17 percent 

This chart shows responses to the question "How much improvement is needed in the following focus areas to ensure that CTE meets the needs of all Oregonians going forward?" 513 people answered this question. The responses were:
Meaningful work-based learning experiences (such as internships and registered apprenticeships), 45 percent "needs significant improvement," 35 percent "needs some improvement," 16 percent "needs little improvement" and 3 percent "needs no improvement"
A comprehensive system of career guidance and advisement, 34 percent "needs significant improvement," 39 percent "needs some improvement," 22 percent "needs little improvement" and 5 percent "needs no improvement"
Industry-validated programs that respond to labor market needs, 33 percent "needs significant improvement," 37 percent "needs some improvement," 26 percent "needs little improvement" and 4 percent "needs no improvement"
Full alignment with the workforce development system, STEM education, High School Success (Measure 98) and other K-12 and higher education initiatives, 30 percent "needs significant improvement," 36 percent "needs some improvement," 27 percent "needs little improvement" and 6 percent "needs no improvement"
A more inclusive system that equitably prepares diverse student populations to succeed in further education and careers, 31 percent "needs significant improvement," 36 percent "needs some improvement," 25 percent "needs little improvement" and 8 percent "needs no improvement"
High-quality CTE Programs of Study connecting secondary and postsecondary, 22 percent "needs significant improvement," 37 percent "needs some improvement," 34 percent "needs little improvement" and 7 percent "needs no improvement"
A focus on identifying and incentivizing innovative practices, 21 percent "needs significant improvement," 39 percent "needs some improvement," 32 percent "needs little improvement" and 8 percent "needs no improvement"
High-quality teachers, faculty and instructors, 23 percent "needs significant improvement," 34 percent "needs some improvement," 33 percent "needs little improvement" and 11 percent "needs no improvement"

This chart shows responses to the question "The following strategies can improve equity and accessibility in CTE programs. Please choose up to four strategies that would be most impactful." 513 people answered this question. The responses were:
Meaningful work-based learning opportunities (such as internships and registered apprenticeships), 66 percent
Unbiased career guidance and advisement based on students’ interests, preferences and abilities, 63 percent
Flexible scheduling of CTE courses or learning experiences, 50 percent
Financial support for students, 45 percent
Accommodations and modifications in facilities, equipment, curriculum, instruction and/or assessment, 33 percent
Inclusive promotion and recruitment materials, 33 percent
Diversity in the teaching workforce, 31 percent
Virtual access to CTE programs or learning experiences, 24 percent
Instruction and materials provided in additional languages, 11 percent
Other (please specify), 8 percent

**Needs Assessment Recommendations**

* Bring together stakeholders in work-based learning to develop common terminology and messaging.
* Define the purposes of work-based learning at different learner levels, and develop weighting for accountability.
* Further recognize work-based learning in POS application, approval and renewal materials and quality rubrics.
* Provide more state guidance on work-based learning, including program examples, templates, professional development and technical assistance.
* Consider piloting innovative models of work-based learning, such as virtual and simulated work-based learning, that can expand access to more students.
* Consider the use of the reserve fund to explore and incentivize work-based learning models.

**Work-based Learning in Perkins V**

* Work-based learning.—The term ‘work-based learning’ means 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.

**Work-based Learning in Oregon: Strengths**

*Brainstorm what is working well about work-based learning in Oregon.*

* Public/private partnerships
* Shift in support from business and industry
* Local Control
  + Local control allows institutions to be responsive to the specific needs of areas.
* “Pockets of Excellence”
  + Nonprofits in OR focus on expanding access and scaling WBL to special populations
* Increased willingness to reexamine BOLI
* Voter and state legislature investments
* Scalability
* Internships

**Parking Lot**

* Local control mandate
* Internships (unpaid) vs paid work experience (federal court guidelines)
* Concerns that WBL is a default equity strategy. It can be an equity strategy, but requires careful thought and design to reach our underserved populations.
* “Are we considering creating a work-based learning manual for the state?”
* Shared place for workgroup to add resources

**Work-based Learning in Oregon: Challenges**

*Brainstorm challenges related to WBL in Oregon.*

* Priority Challenges
  + Transportation (access)
  + Guidelines/Roadmaps for educators and business/industry
  + Statewide communication
  + Industry Engagement
  + Stigma/Recruitment
  + “Paperwork”/Data
* Lack of common manuals and definitions
* Employer engagement at the high school level
* Access, especially for students in rural communities
* Need to better identify and highlight “pockets of success”
* Need professional development/education for industry partners and school counselors
* Employers have liability concerns
* Need to better articulate the return on investment to employers

**Addressing the Challenges**

*For the top three priority challenges (based on a vote), participants answered the following questions:*

1. Are there best practices for addressing this challenge or places in the state that are working through it successfully?
2. Are there policy changes at the state level that could address this challenge statewide?
3. How could additional resources help to address this challenge statewide?
4. How could technical assistance or professional development help to address this challenge statewide?
5. How could business and industry partners help to address this challenge statewide?

Priority Challenge: Industry Engagement

* Create guidelines/handbook
  + Advisory board handbook guidelines/ selection process
* Intentional mentorship programs
* Incentivize employers (tax breaks)
* Technical assistance to industry partners and an evaluation process
* Educate business/industry about opportunities
* Provide quality pay for CTE faculty
* Revisit license requirements for CTE educators (so retirees could serve)
* Pedagogy training for CTE faculty and industry mentors
* Make the process to get involved easier
* Foster shared investment and risk
  + Can Perkins funds be given to business? (vs. industry contributions to education [shared investment])
  + Change the value so that’s a win/win situation
* Consider encore career paths
* Give advisory group model structure
* Understand needs/wants (intentionality to support this)
  + Define the problem
* Recognize that there is a difference between knowing how to perform a skill and knowing how to teach a skill- have the “doers” help to inform educators to advise curriculum and reinforce curriculum with a specific skill or trade

Priority Challenge: Statewide Communication

* Resources:
  + A virtual tool to house regional experiences, partners, industry WBL needs
    - State longitudinal data system
  + State listserv, database of resources
  + State/stakeholder contacts
  + Best practice database w/ option to submit ideas (interactive)
  + State website for CTE/work-based learning opportunity to improve access to info
* Define terms/common language -> streamline
* Improve messaging alignment among CCWD/HECC and ODE
* Foster networks (professional learning networks)
  + Consider businesses’ time (Jan/Feb)
* Stakeholder groups must include “boots on the ground”
* Professional development, info and training
  + Professional learning community for work-based learning that is cross representational

Priority Challenge: Guidelines/Roadmaps for Educators and Business/Industry

* 1. Are there best practices for addressing this challenge or places in the state that are working through it successfully?
  + Career pathways framework (define that to be useful to industry)
  + “Tools” to support the implementation (from other states- Kansas, Washington, etc.)
* 2. Are there policy changes at the state level that could address this challenge statewide?
  + Policy documents to provide risk/liability and reward of work-based learning options
  + Communication to synthesize policy for business related to rules/risk/ BOLI (training)
  + Consistent terminology with components
    - Define internship
    - Define work-based learning
    - Define paid work experience
  + Non-negotiable to flexible framework for local control
  + FTE reimbursable (increase funding/reimburse; categorical funding)
  + Clarify roles
    - Define work-based learning coordinator and requirements or training to become one (state institution for work-based learning)
  + Consistent/simplified statewide work-based learning paperwork (rather than district-specific student/employer paperwork)
  + Consistent crediting for work-based learning
* 3. How could additional resources help to address this challenge statewide?
  + Guided pathways
  + Work Opportunity Tax Credit (WOTC) addition for businesses engaging in work-based learning programs
* 4. How could technical assistance or professional development help to address this challenge statewide?
  + Career readiness planning, communication, engagement, and return on investment to stakeholder
  + Cross representation - think tanks for state-wide strategic plan and innovation based on successful models
  + Professional development for work-based learning coordinators (safety, OSHA, student prep for job shadows, etc.)
  + Common communication visuals for industry outreach
* 5. How could business and industry partners help to address this challenge statewide?
  + Curriculum development and alignment
  + Visual representations to reveal work-based learning options in “the system”
  + Create easily accessible training/material for industry that doesn’t lose them in the process

**Defining Work-based Learning**

* What should the goals be of work-based learning at this level?
* What types of activities help to meet those goals?
* What characteristics help to identify those activities as “high-quality”?