A State Model for Promoting Work-Based Learning

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Brent Parton
Garrett Groves
A “Workforce Moment”

Skills increasingly matter to...

<table>
<thead>
<tr>
<th>Individuals</th>
<th>Firms</th>
<th>States</th>
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</thead>
<tbody>
<tr>
<td>Income, economic security and mobility</td>
<td>Productivity and profits</td>
<td>Economic competitiveness and growth</td>
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Skills and Workforce Development Roles

The importance of skills within...

<table>
<thead>
<tr>
<th>Labor standards and safety</th>
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<tr>
<td>Workplace flexibility reflects the value of workers skills vs. their “seat time”</td>
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<tr>
<th>Labor exchange and employment services</th>
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<tr>
<td>Technology serving job-seekers and employers through skills matching</td>
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<th>Education and training opportunities</th>
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<td>Work-based learning opportunities to bridge the classroom and the workplace</td>
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</table>
Work-based Learning to Bridge Two Worlds

EDUCATION AND TRAINING PROVIDERS:
• Accountable for employment outcomes
• Competition for resources

EMPLOYERS:
• Demand for foundational and technical skills
• Competition for skilled workers

Professional Education
Co-ops
On Campus Work Study
Internships
Working Student Friendly

Apprenticeship
Off Campus Work Study
Corporate Colleges
Contract Training
On-the-Job Training
Student Friendly

Youth Work Experience

Adapted from National Network of Business and Industry Associations, 2014
Support for Work-based Learning

Examples from the States

- Nebraska Internship Program advertises and provides $1.5 million to support paid internships for post-secondary students.

- Wisconsin’s Department of Vocational Rehabilitation offers funding for paid work experience programs for disabled youth.

- New York provides $27.5 million for summer work experience for low-income, TANF eligible youth.

- Nebraska Internship Program advertises and provides $1.5 million to support paid internships for post-secondary students.

- New Mexico’s Job Training Incentive Program is an OJT program that reimburses wages at 60 percent as well as relevant education costs for new or export-oriented companies.

- Rhode Island’s BRIDGEJOBS program reimburses employers for paid internships for unemployed youth.

- Wisconsin’s Department of Vocational Rehabilitation offers funding for paid work experience programs for disabled youth.

- Iowa’s state economic development agency offer 3 million to cover apprenticeship training costs.

- New York provides $27.5 million for summer work experience for low-income, TANF eligible youth.

- New Mexico’s Job Training Incentive Program is an OJT program that reimburses wages at 60 percent as well as relevant education costs for new or export-oriented companies.

- Apprenticeship Carolina offers a tax incentive and technical support and organizing apprenticeship programs with state technical colleges.

- Wyoming Internship Program provides $1 million to support paid internships for post-secondary students.

- New York provides $27.5 million for summer work experience for low-income, TANF eligible youth.

- Rhode Island’s BRIDGEJOBS program reimburses employers for paid internships for unemployed youth.

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Growing Interest in Work-based Learning in Federal Policy

President calls to double apprenticeships in 5 years and $100 million American Apprenticeship initiative

Summer employment opportunities expanded under ARRA

$150 million NEG grants to support on-the-job training for long-term unemployed

WIOA requires minimum of 20 percent of youth funding be dedicated to work-based learning, specifically internships
The Value of Work-based Learning

Apprenticeships

- For program participants an average of $240,037 higher earnings over a career (Reed et al. 2012)
- For employers raised productivity, morale, safety and longevity (Lerman et al., 2009; Gunn and Silva, 2008)
- For states apprenticeship programs experience positive rates of return that exceed social costs (Reed et al., 2012) and those of alternative education and training interventions (Hollenbeck, 2008)

On-the-Job-Training

- Improved earnings for women participants vs stand alone training programs and employment services (Bloom et al., 1997)
- Substantive earnings and retention for unemployed (NBER, 2003)

Youth Work Experience

- Increase work readiness skills for at risk youth (Bellotti 2010; Brandeis Heller School-Curnan 2010)
- Build financial resources, and enhance social networks, and employment-based skills (Painter 2010)
- Work experience leads to increased wealth accumulation over time (Painter 2010)

Internships

- Enhance job relevant skills such as writing, putting abstract concepts into context, problem solving, critical thinking, and rhetorical skills (Olk, 2010)
- More job opportunities than those who did not intern (Rigsby et al, 2013)
- Better academic performance (Knouse, 2013)
Interest in work-based learning driven by potential to benefit....

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<tr>
<th>Individuals</th>
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<tr>
<td>• Higher earnings</td>
<td>• Productivity</td>
<td>• Cost-effective education and training</td>
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<tr>
<td>• Networks for job opportunities</td>
<td>• Employee morale</td>
<td>• Economic and social impacts</td>
</tr>
<tr>
<td>• Relevant skills</td>
<td>• Retention</td>
<td></td>
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<tr>
<td>• Academic achievement</td>
<td>• Pool of candidates</td>
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....but programs vary within and across models
Concerns Over Quality

*Work-based learning…. in name only?*
States Striking the Right Balance

- Flexibility to scale and meet specific industry and/or population needs
- Program quality to realize benefits and value of work based learning
An Integrated Understanding
Work-Based Learning

What are the core elements that may make these models work?

- Apprenticeships
- On-the-Job Training
- Youth Work Experiences
- Internships
An Integrated Understanding
Work-Based Learning

Four Core Elements

- Apprenticeships
- On-the-Job Training
- Youth Work Experiences
- Internships
An Integrated Understanding
Work-Based Learning

Registered Apprenticeship Standards

**Federal Register: 29 CFR Part 29**

1. The program must have an organized, written plan embodying the terms and conditions of employment, training, and supervision of one or more apprentices in an apprenticeable occupation.

2. The program standards must contain provisions that address the employment and training of the apprentice.

Four Core Elements

☐ Agreement
An Integrated Understanding
Work-Based Learning

Registered Apprenticeship Standards

Federal Register: 29 CFR Part 29
3. An outline of the work processes in which the apprentice will receive supervised work experience and training on the job, and the allocation of the approximate amount of time to be spent in each major process.

Four Core Elements

☐ Agreement

☐ Onsite Work Component
An Integrated Understanding

Work-Based Learning

Registered Apprenticeship Standards

Federal Register: 29 CFR Part 29

4. Provision for organized, related instruction in technical subjects related to the occupation. A minimum of 144 hours for each year of apprenticeship is recommended.
An Integrated Understanding
Work-Based Learning

Registered Apprenticeship Standards

Federal Register: 29 CFR Part 29
6. Periodic review and evaluation of the apprentice’s performance on the job and in related instruction; and the maintenance of appropriate progress records.

An Integrated Understanding
Work-Based Learning

Youth Work Experience Standards

Federal Register: 664.460
(a) Work experiences are planned, structured learning experiences that take place in a workplace for a limited period of time. As provided in WIA section 129(c)(2)(D) and § 664.470, work experiences may be paid or unpaid.”

Four Core Elements

✓ Agreement
✓ Onsite Work Component
✓ Learning Component
☐ Performance Assessment

An Integrated Understanding
Work-Based Learning

Youth Work Experience Standards

Federal Register: 664.450
(a) Follow-up services for youth may include:

1. The leadership development;
2. Regular contact with a youth participant’s employer, including assistance in addressing work-related problems that arise;
3. Career development and further education;
4. Work-related peer support groups;
5. Adult mentoring; and
6. Tracking the progress of youth in employment after training.

Four Core Elements

- Agreement
- Onsite Work Component
- Learning Component
- Performance Assessment

An Integrated Understanding
Work-Based Learning

On-the-Job-Training Standards

WIA Section 101(31):
On-the-job training (OJT) is provided by an employer in the public, private non-profit, or private sector. A contract may be developed between the employer and the local program that provides occupational training for the WIA participant in exchange for the reimbursement of up to 50 percent of the wage rate to compensate for the employer's extraordinary costs.

Four Core Elements

- Agreement
- Onsite Work Component
- Learning Component
- Performance Assessment

An Integrated Understanding
Work-Based Learning

On-the-Job-Training Standards

Federal Register: 663.240:
OJT Eligibility: At a minimum, an individual must receive at least one intensive service, such as development of an individual employment plan with a case manager or individual counseling and career planning, before the individual may receive training services.

Four Core Elements

√ Agreement
√ Onsite Work Component
√ Learning Component
√ Performance Assessment

An Integrated Understanding
Work-Based Learning

Internship Standards

Fair Labor Standards Act:

“The internship should be of a fixed duration, established prior to the outset of the internship.”

Four Core Elements

- Agreement
- Onsite Work Component
- Learning Component
- Performance Assessment

An Integrated Understanding
Work-Based Learning

Internship Standards

Fair Labor Standards Act:

**The Test For Unpaid Interns**
From the six criteria for making this determination:

1. The internship, even though it **includes actual operation of the facilities of the employer**, is similar to training which would be given in an **educational environment**.

Four Core Elements

- ✔ Agreement
- ✔ Onsite Work Component
- ✔ Learning Component
- ❑ Performance Assessment

An Integrated Understanding
Work-Based Learning

Registered Apprenticeship Standards

5. A progressively increasing schedule of wages to be paid to the apprentice consistent with the skill acquired.

7. A numeric ratio of apprentices to journeyworkers consistent with proper supervision, training, safety, and continuity of employment, and applicable provisions in collective bargaining agreements.

12. The granting of advanced standing or credit for demonstrated competency, acquired experience, training, or skills for all applicants equally, with commensurate wages for any progression step so granted.

Enhanced Elements

- Wages
- Mentorship
- Credential

# A Conceptual Model

## Work-Based Learning

<table>
<thead>
<tr>
<th>Four Core Elements</th>
<th>Element Enhancements</th>
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| **1. AGREEMENT**   | • **WAGES**: Participant is paid a wage  
                      • **PRE-ASSESSMENT**: Agreement informed by customized assessment of participant learning objectives/needs |
| Formal articulation of terms (plan, length) and compensation (wage, credit) between participant and employer |
| **2. ONSITE WORK COMPONENT** | • **HIGH-DEMAND INDUSTRY**: Host organization represents a high demand sector/industry with sound career/employment prospects  
                                 • **MENTORSHIP**: Structured mentorship opportunity |
| Participant engages in supervised work of value to host organization |
| **3. LEARNING COMPONENT** | • **CREDENTIAL**: Learning acquired over the course of the experience is certified and/or can be articulated for academic credit  
                              • **COHORT LEARNING**: Learning experience is provided by a professional instructor in an environment with peers |
| Participant engages in structured learning activities to enhance existing knowledge, skills and abilities |
| **4. PERFORMANCE ASSESSMENT** | • **WORK & LEARNING ASSESSMENT**: Employer assessment and feedback is integrated with additional learning outcomes to provide an overall review of the experience  
                                   • **INTERMEDIARY FEEDBACK**: Feedback goes to intermediary that organizes work-base-learning |
| Upon conclusion, employer assesses performance and provides feedback directly to participant |
A Model for Work-Based Learning

Increasing Strategic Importance of Work-Based Learning:

- Business Engagement
- Various Demographic Groups
- Career Pathways
- Sector strategies

Four Core Elements

- Agreement
- Onsite Work Component
- Learning Component
- Performance Assessment
A Model for Work-Based Learning

Next Steps for Interested States

States interested in making the most of their investments in work-based learning will need more information, including:

• **Who Participates**
  What is the current level of business and participant engagement in WBL, and where should these be increased?

• **Who Benefits**
  What are the measurable impacts of WBL, and where are they the greatest?

• **Why is it Working**
  Beyond the core elements, which element enhancements are most important for different populations and industries? How can the use of those enhancements be further supported?

Four Core Elements

- Agreement
- Onsite Work Component
- Learning Component
- Performance Assessment