

A State Model for Promoting Work-Based Learning

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A “Workforce Moment”



Skills increasingly matter to...

Individuals

Income, economic security and mobility

Firms

Productivity and profits

States

Economic competitiveness and growth

The importance of skills within....

Labor standards and safety

Workplace flexibility reflects the value of workers skills vs. their “seat time”

Labor exchange and employment services

Technology serving job-seekers and employers through skills matching

Education and training opportunities

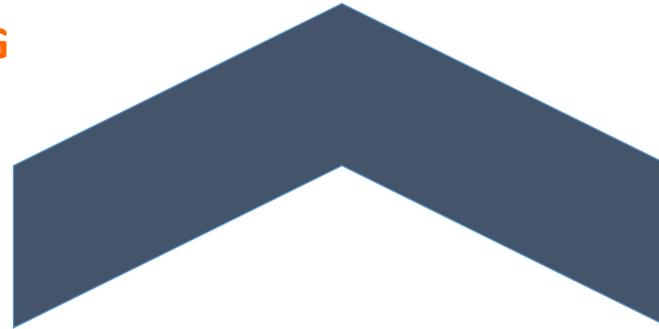
Work-based learning opportunities to bridge the classroom and the workplace

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

Youth Work Experience

Apprenticeship

Off Campus Work Study

Corporate Colleges

Contract Training

On-the-Job Training

Student Friendly

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**

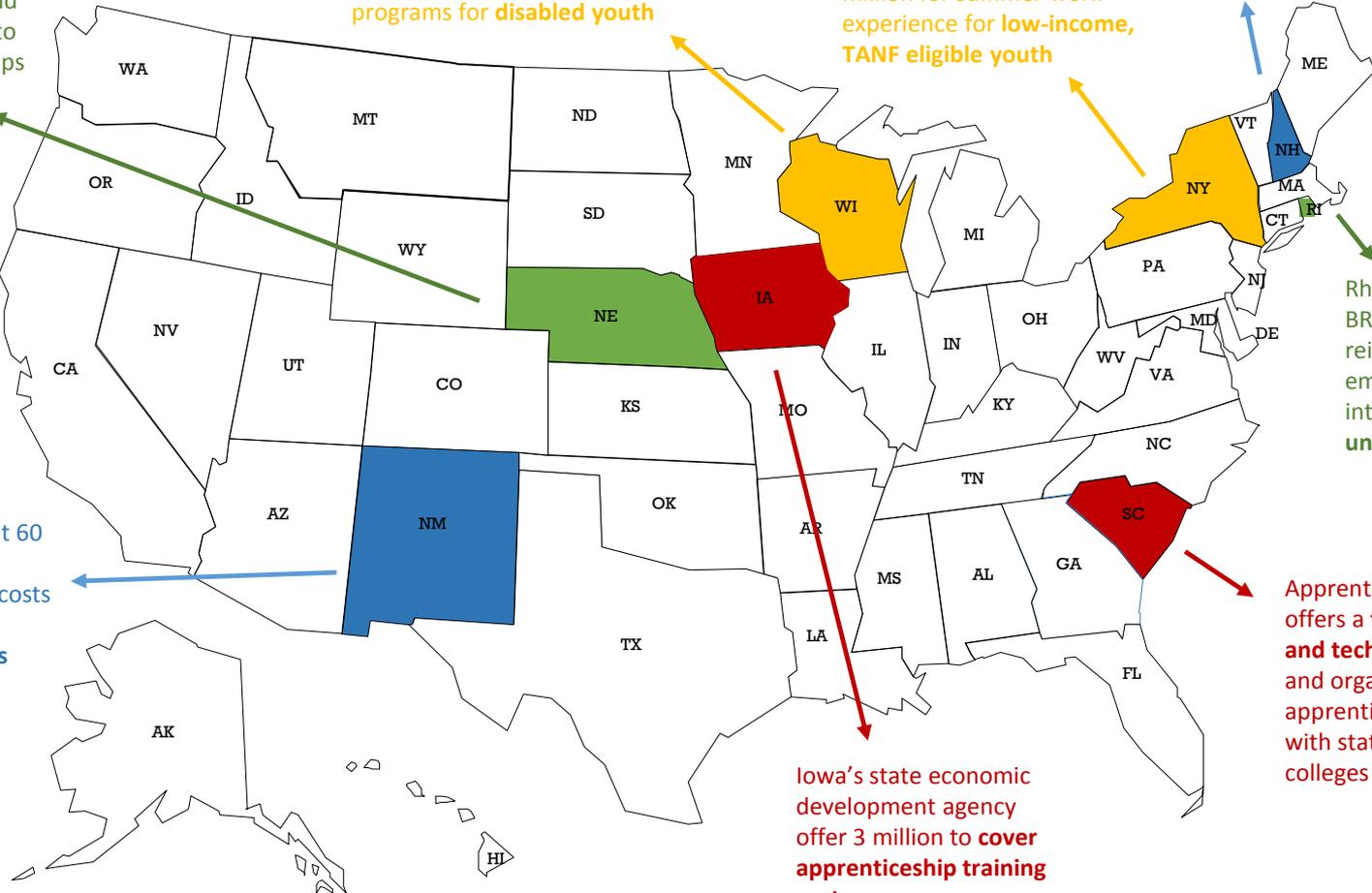
NH Works is an OJT program for the **long-term unemployed** that reimburses employers for 90 percent of wages

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**

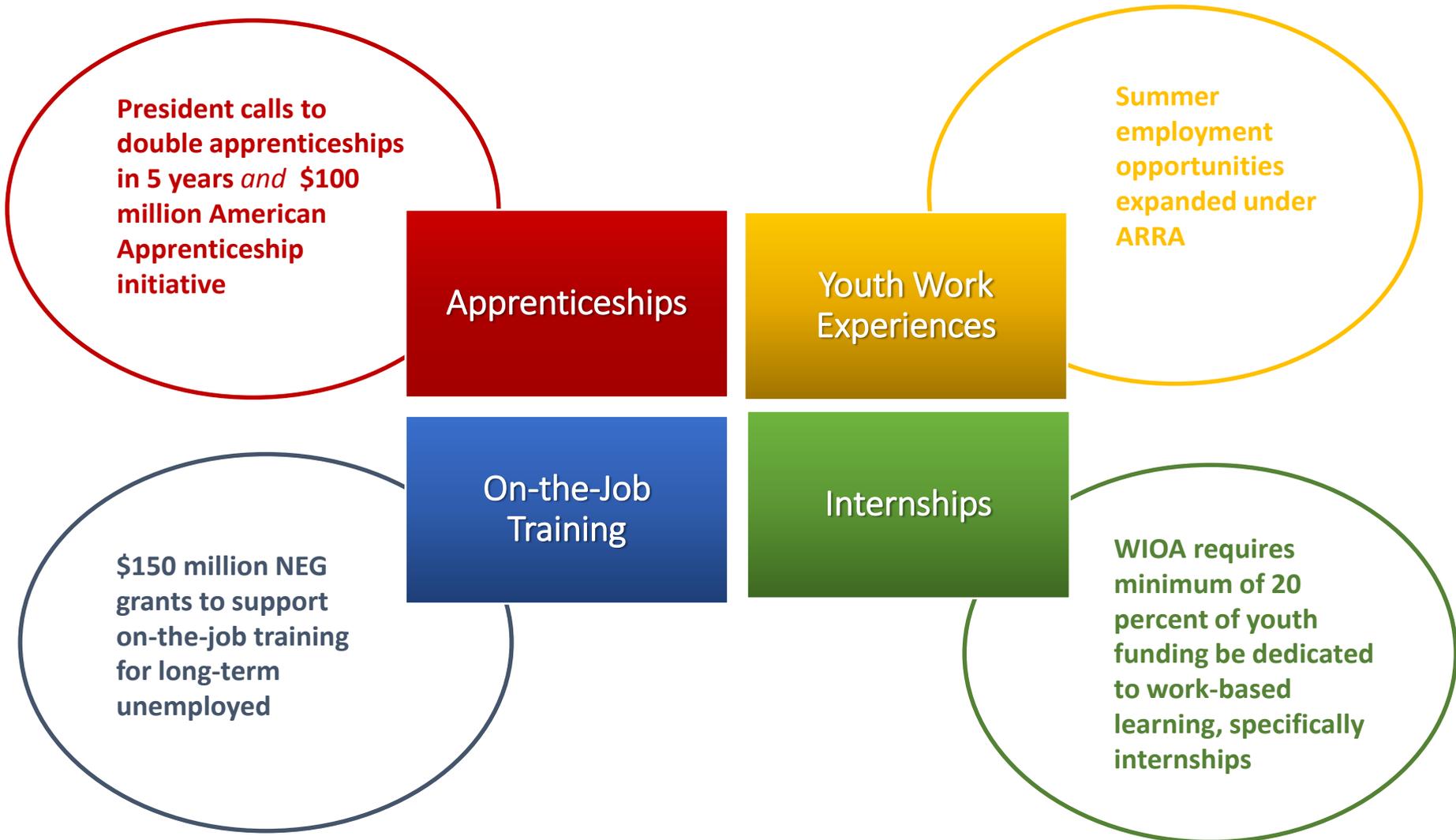
Rhode Island's BRIDGEJOBS program reimburses employers for paid internships for **unemployed youth**

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

Iowa's state economic development agency offer 3 million to **cover apprenticeship training costs**



Growing Interest in Work-based Learning in Federal Policy



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)

Toward an integrated understanding...



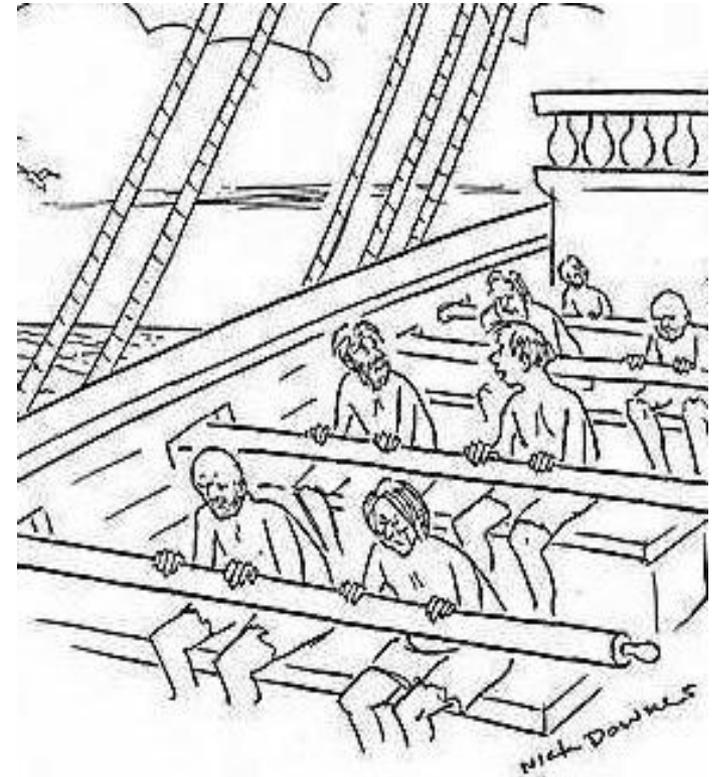
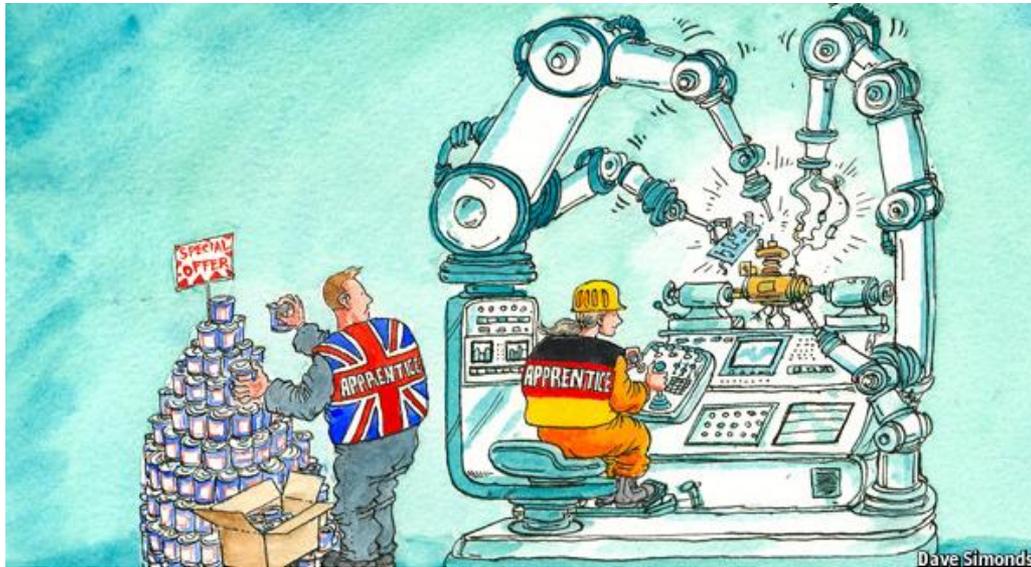
Interest in work-based learning driven by potential to benefit....

Individuals	Firms	States
<ul style="list-style-type: none">• Higher earnings• Networks for job opportunities• Relevant skills• Academic achievement	<ul style="list-style-type: none">• Productivity• Employee morale• Retention• Pool of candidates	<ul style="list-style-type: none">• Cost-effective education and training• Economic and social impacts

....but programs vary within and across models

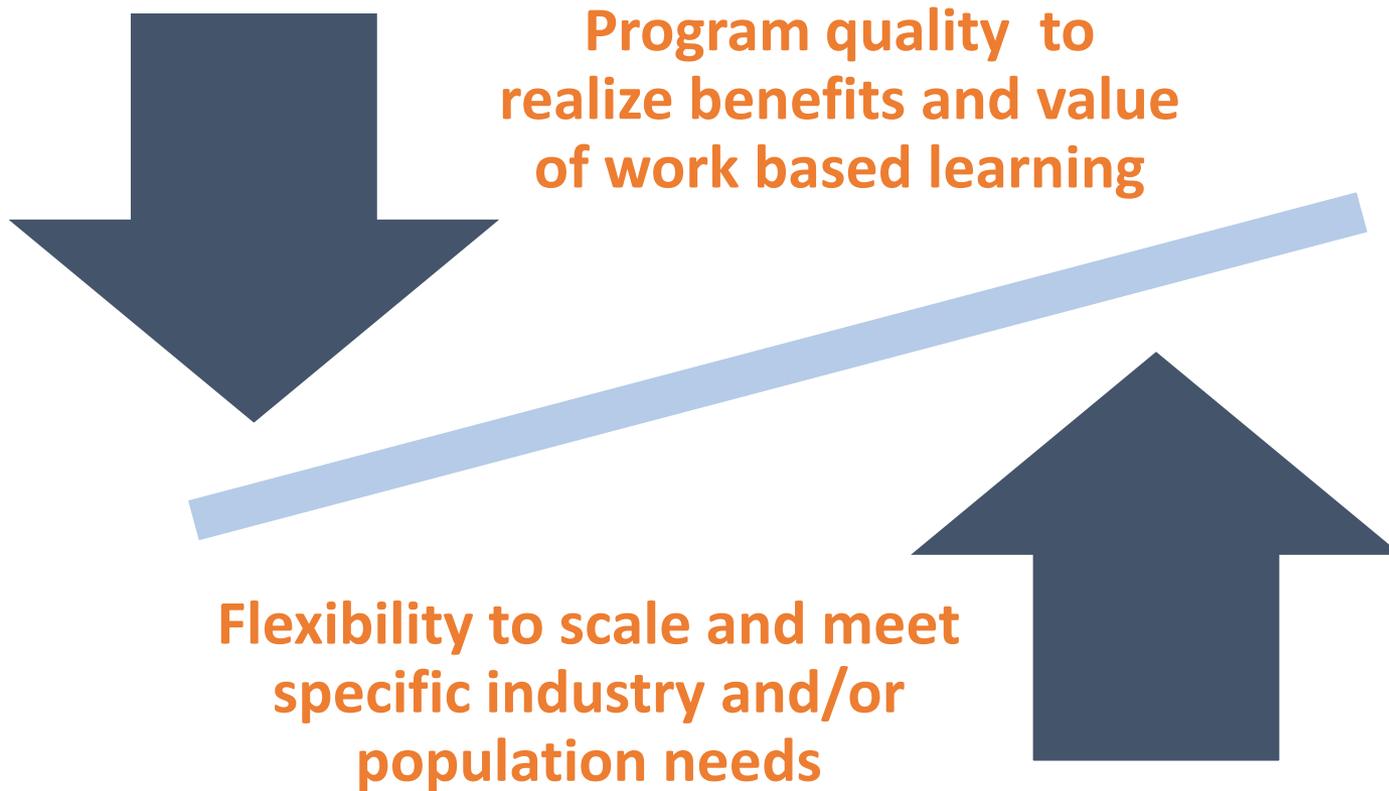
Concerns Over Quality

Work-based learning... in name only?



"Are you in their internship program, as well?"

States Striking the Right Balance



An Integrated Understanding

Work-Based Learning



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

Apprenticeships

Youth Work Experiences

On-the-Job Training

Internships

An Integrated Understanding

Work-Based Learning



Four Core Elements

Apprenticeships

Youth Work
Experiences

On-the-Job
Training

Internships

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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.

Four Core Elements

- Agreement
- Onsite Work Component
- Learning Component

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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.

Four Core Elements

- Agreement
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- Performance Assessment

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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

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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

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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
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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

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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
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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

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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 journeymen 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



Four Core Elements	Element Enhancements
<p>1. <u>AGREEMENT</u> Formal articulation of terms (plan, length) and compensation (wage, credit) between participant and employer</p>	<ul style="list-style-type: none">● <u>WAGES:</u> Participant is paid a wage● <u>PRE-ASSESSMENT:</u> Agreement informed by customized assessment of participant learning objectives/needs
<p>2. <u>ONSITE WORK COMPONENT</u> Participant engages in supervised work of value to host organization</p>	<ul style="list-style-type: none">● <u>HIGH-DEMAND INDUSTRY:</u> Host organization represents a high demand sector/industry with sound career/employment prospects● <u>MENTORSHIP:</u> Structured mentorship opportunity
<p>3. <u>LEARNING COMPONENT</u> Participant engages in structured learning activities to enhance existing knowledge, skills and abilities</p>	<ul style="list-style-type: none">● <u>CREDENTIAL:</u> Learning acquired over the course of the experience is certified and/or can be articulated for academic credit● <u>COHORT LEARNING:</u> Learning experience is provided by a professional instructor in an environment with peers
<p>4. <u>PERFORMANCE ASSESSMENT</u> Upon conclusion, employer assesses performance and provides feedback directly to participant</p>	<ul style="list-style-type: none">● <u>WORK & LEARNING ASSESSMENT:</u> Employer assessment and feedback is integrated with additional learning outcomes to provide an overall review of the experience● <u>INTERMEDIARY FEEDBACK:</u> Feedback goes to intermediary that organizes work-base-learning

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

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