Notes from the September 16, 2015 meeting of the Work Based Learning sub-group at the DGI "DVC/Solano Mid-Region Sub-Regional" meeting:

We began with introductions and with each participant sharing work their district, school, or college was doing related to work based learning/work experience. For example, Todd Farr from DVC described their College Central system where employers can post opportunities and students can post their resumes. There was discussion as well of other online platforms such as Launchpath and Business U.

Several of the participants described having industry advisory committees and there was some discussion around the possibility that perhaps there might be sub-regional industry-specific advisory councils that served both the colleges and K-12.

Rona Zollinger from Martinez shared work done with students at the continuation school that was supported by county mental health funds.

Melissa Sackett from Alhambra HS shared the need to prepare students and to include soft skills and other competencies in the curriculum.

Damian Scott from Alhambra and others spoke of having a "one off" approach that only involved a few students. All agreed that there was a need for a WBL system. All also agreed on the need for marketing the value of WBL to all constituencies.

Tamara Prosise, DGI Grant Coordinator also shared that the Consortium was supporting two WBL Coordinators to support the regional WBL work. One is currently in place.

We then proceeded to discuss each of the strategies related to Objective 3: Work-Based Learning and Employer Engagement, especially strategies related to potential sub-regional activities.

Strategy 1: Create and align WBL polices and procedures across the region
Sub-regional: 1.1 Identify range and scope of needs for WBL activities.
> Tamara shared that this falls in the scope of work for the regional WBL Coordinators.
> An action step would be: To work with the DGI WBL Coordinator to identify Needs for WBL activities
> A related step discussed was: To systemize WBL (possibilities include a WBL Continuum or other approaches to common WBL experiences and expectations adopted throughout the sub-region or region; agreed upon strategy for employer engagement, perhaps with the WBL Coordinator as point person.

Strategy 2: Develop, define and coordinate regional and local WBL systems and operations

Sub-regional WDB assists schools and teachers to leverage /connect with WBL activities

Possible action steps discussed included:

* Create a shared sub-regional data-base of WBL/work experience opportunities

* Establish a point of contact (perhaps the DGI Work-Based Learning Coordinator) for employer engagement, matching students with opportunities, etc.

* Define WBL/work experience roles and responsibilities

Also discussed were perceived challenges of going to scale and examples of high schools and colleges where all or many of the students participated in WBL/work experience as part of their program of study. Examples shared included Healdsburg High School's Junior Internship program (embedded n school day – once a week for 5/6 weeks; Dozier-Libbey Senior Project, internships tied to academic classes in community colleges, etc.)

Transportation for students was raised as an issue. Legal concerns were raised as an issue.

3. Develop and monitor the WBL strategies to assess impact of interventions

Sub-regional: 3.1 Conduct a baseline assessment of current practices, processes and tools related to WBL and EE

This baseline assessment activity was discussed briefly and primarily seen as the work of the WBL coordinators and/or perhaps the work of the DVC/Solano Sub-regional group.

We also discussed the need to learn more about tools used to assess the quality of WBL/work experience placements and experiences.
Cynthia Garcia from Solano College shared the challenge that most of the assessments used were still on paper and not systemized. Others agreed.

Possible action step: Work with the DGI WBL Coordinator to conduct a baseline assessment of current practices, processes, and tools related to WBL and EE.

Possible action step: Research and disseminate best practice examples of tools for assessing the quality of work based learning/work experience placements and of student performance/learning in WBL/work experience placements.

Patricia Clark from CCASN/UC Berkeley (DGI Professional Development/ Technical Assistance Team) also shared that she has been working on a compilation of Resources for WBL and Work Experience and has gathered samples of best practices, processes, and tools from both high schools and colleges throughout the country (plus a few international resources). This compilation will be shared.

4. Develop marketing and communications plans
Consortium: 4.1 Implement marketing plans for employers, teachers, counselors, parents, and students.
Sub-regional: There was no sub-regional action/activity included under this strategy.
In our discussion, it was agreed that this was a need. It was also agreed that this was primarily a Consortium or regional function.

We discussed the possibility of doing something with through the 1070 partnership or in partnership with other Bay Area Consortia.

5. Provide professional development activities for teachers/counselors for 21st century skills and career-development
Sub-regional: There was no sub-regional action/activity include under this strategy.

We began, but did not finish a discussion of some of the WBL/work experience Professional development needs.

All agreed that opportunities to learn from and share our own WBL/work experience best practices were valuable.   Possible action step: Provide opportunities for DGI participants to learn form and share our own WBL/work experience best practices, especially those related to the development of 21st century skills and career development.

We also agreed to the need to continue support for collaborative PD for secondary and postsecondary counselors.

 We also discussed the need to learn more about strategies for connecting classroom learning and workplace learning. This could engage both secondary and college faculty. One resource shared was the new Employability Skills Framework that was developed as part of the Support for States Employability Standards in CTE and Adult Education project. Employability skills are general skills that are necessary for success in the labor market at all employment levels and in all sectors. These skills, which may be taught through the education and workforce development systems, fall into three broad categories:

Applied Knowledge: Effective Relationships, and Workplace Skills.   See
http://www.cte.ed.gov/employabilityskills/index.php/framework/index

Integrating Employability Skills: A Framework for All Educators. Building off of the Employability Skills Framework,

http://www.gtlcenter.org/technical-assistance/professional-llearning-modules/interating-employability-skills-framework-all-educators
Center on Great Teachers & Leaders at American Institutes for Research

This interactive module – a collection PowerPoint slides, handouts, sample agenda, and a facilitator's guide – provides the following activities:
• Introduces participants to the Employability Skills Framework and explains why it is important for all students
• Connects the Employability Skills Framework with other education initiatives
• Provides strategies to prioritize employability skills at the state, employer, district, and individual teacher levels
• Shows participants how to train teachers to integrate employability skills into lesson plans

There was also some discussion of PBL PD. Could involving students In career-related/themed PBL that included employer consultants and employer panels as judges/assessors of student work provide effective WBL?

Action Step: Provide opportunities to learn from best practices in WBL/work experience

Action Step: Determine and implement WBL PD that engages both secondary and postsecondary faculty

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Diablo Valley College (DVC) Career and Transfer Services *(sampling from DVC website)*
For Students:
        Explore Careers, Prepare for a Job Search, Find a Job
For Employers:
        Post a Job, Recruit on Campus, Learn More
For Staff/Faculty:
        Learn About Our Services, Inform Students, Find Teaching Resources

Class Visits/Presentations

"Each semester the staff of DVC's Career and Transfer Services are invited to visit classes and special interest groups to present information about all things career, transfer and beyond. Here you will find a list of our current presentation topics as well as a brief description of each. Looking for something different? Please don't hesitate to ask as we are more than willing to customize a presentation to meet the needs of you and your students.

Choosing a Major - A presentation to assist students in deciding what they want to pursue as their career/major. Personality, Interests, Skills, and Values are all discussed as well as next steps and resources.

Transfer 101 - Transfer basics: Everything a student needs to know about transferring to a 4-year school. Topics include the differences between private and public schools, differences between the UC and CSU system, what is covered under General Education, and what a student should consider what choosing their transfer school.

Resume Writing - Tips on how to format a winning resume.

Interview Skills - Hone your interview skills to answer the tough questions.

Job Search Strategies - Tips on how to use College Central and other online tools to help students find a local job or for career exploration.

Goal Setting - Learn how to set up both short and long term personal and academic goals and actually achieve success.

LinkedIn - Learn not only what LinkedIn is and how to create your profile, but also learn all the tricks and tips to get the most out of this important job search and career exploration tool."

Solano College Career Center
Career and Employment Services is located in Building 400, Room #403. The center offers one-stop services to include career exploration and skills assessment, labor market information and free employment assistance to all Solano College students and alumni in obtaining full or part-time employment on and off campus. Students can research information and resources on occupations, including employment outlooks, education and training requirements, prospective employment, and current salaries. The Center offers computerized career information systems, on-line resume posting and job search as well as up-to-date listings of current employment opportunities.

> For more information or appointments, call the Career and Employment Services Center at 707-864-7124, or visit our online site at
> http://www.collegecentral.com/solano.

Other Resources mentioned include:
Get Focused, Stay Focused curriculum
        http://www.getfocusedstayfocused.org/

ECCCO curriculum
        ECCCO curriculum includes:
        • **College Readiness:** ECCCO informs all students about postsecondary education options and prepares them with the skills and knowledge they need to enroll and succeed in college.
        • **Career Development and Exploration:** Each year students participate in a Career Exploration Visit (CEV) to a local business. These visits introduce students to a variety of work settings.
    * **Internships:** ECCCO builds the capacity of academies to develop high quality internships for every student in the academy.
                (Available at Connectedstudios.org)

                NOTE: Digital Safari at Mount Diablo HS was one of the original ECCCO pilot sites.

        Earn and Learn: Youth Jobs Program
        Workforce Development Board of Contra Costa County in collaboration with the Contra Costa Economic Partnership

        "… an initiative to provide summer jobs, internships and hands-on, real-world learning experiences for young people ages 16 to 21.

        The program pairs businesses like Chevron, Kaiser Permanente, SunPower and others with hundreds of kids seeking opportunities to develop technical, communication, cooperative and critical analysis skills. The youths join a job network at a critical entry point, when capability and potential for identifying a career path are at their peak and may lead to lifelong employment. For businesses, investing in an up-and-coming workforce has down-the-road benefits: when global competition is met with a stable of homegrown talent, the regional workforce is strengthened."
                Source: Article: "Contra Costa: Partnerships through Earn and Learn East Bay helping cultivate a new-generation workforce: - San Jose Mercury News

        Work-Based Learning Continuum (various versions) typically includes:
        Career Awareness – Learning ABOUT Work
        Career Exploration –Learning ABOUT Work

Career Preparation: Practicum and internships – Learning THROUGH Work
Career Training – Learning FOR work

WBL/Work Experience Student Learning Outcomes: (among others)
Collaboration and Teamwork
Communication
Creativity and Innovation
Critical Thinking and Problem Solving
Information Management
Initiative and Self-Direction
Professionalism and Ethics
Quantitative Reasoning
Technology
Workplace Context and Culture

NAF Gold Standards for Internships
Internships are part of a continuum of Work-Based Learning
Internships are compensated (salary, credit, etc.)
Internships are based on identified (student) interests and learning objectives
Internships drive education equity
Internship experiences align with academic learning
Internships produce valuable work that furthers employers' organizational goals
All participants are prepared for, and reflect upon, internship experiences.
Systems are in place to support internship participants throughout the experience
Internships are assessed against identified (student) interests and learning objectives
Internships occur in safe and supportive environments