ADVISORY COUNCIL ON

WORK-BASED LEARNING
WINTER 2018 FINAL REPORT

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Executive Summary

Virginia recognizes that work-based learning is a critical strategy to prepare students for 21st century jobs and to support career pathways that lead to meaningful postsecondary experiences and employment. Further, it is evident that a high quality public education system, one that includes multiple paths towards college and career with internships, externships and credentialing, is foundational to the economic success of our communities and our Commonwealth.

During the 2016 legislative session, Virginia adopted legislation to require the Board of Education to develop the Profile of a Virginia Graduate, which ultimately articulated the skills and competencies the state expects all high school graduates to have, in addition to rich and rigorous content knowledge. The explicit purpose of this action was to enable schools at the K-12 level to better prepare students for their future and equip them to succeed in the workforce and contribute to thriving communities. While participation in work-based learning is not required for all students under the new graduation requirements, they are strongly encouraged as they provide valuable and highly relevant opportunities that should be available to all students.

The Work-based Learning Advisory Council was convened at the request of the Secretary of Education, Atif Qarni, and the Governor's Chief Workforce Advisor, Megan Healy during the summer of 2018. They brought together a diverse group of stakeholders and subject matter experts to make practical recommendations about how schools and employers can develop the infrastructure necessary to advance these opportunities for all students in the Commonwealth, regardless of where they reside, the school they attend, or the career pathway they choose.

Over the course of five months, the Advisory Council met three times and heard several presentations on local and national exemplars, the research behind work-based learning, and opportunities for program development throughout the commonwealth. The Advisory Council divided into four subgroups, each tasked with developing recommendations for a different age and grade level. These subgroups were Career Exploration in the Early Years, Pre-professional & Workforce Training, Work-based Learning in 11th & 12th grades, and Work-based learning Program & Grant Development. Three common themes emerged from these final recommendations:
- Work-Based Learning Integration into Standards of Learning and Best Practices in the Classroom
- Staffing Needs at the Local Level and State Level
- Opportunities for Students/Teachers & Business/Industry.

This report includes a summary of their final recommendations, and the appendices include detailed meeting minutes and discussions amongst committee members about advancing work-based learning for all students in the Commonwealth.

Recommendations Matrix

	Integration of the 5 C's into Classroom Experiences	Creating more WBL Opportunities
I. Foundational Skills and Career Exploration in the Early Years (K-8th Grade)	**A)** The state should embed the 5 C's and work-based learning content, vocabulary into all standards of learning. **B)** Local divisions and teachers should incorporate the 5C's into the daily curriculum and instruction of all students. **C)** Whenever possible, local divisions should assess students with performance assessments to foster skills related to the 5 C's. **D)** Local divisions should pilot and encourage students to demonstrate skills related to the 5 C's through a cumulative performance-based measure (i.e. capstone project) before the conclusion of their 8th grade year.	**E)** Local divisions should proactively work to build and maintain relationships between schools and regional industry experts to ensure alignment of school offerings and workplace opportunities **F)** Local divisions should provide opportunities for students to complete a mock interview **G)** Local divisions should ensure that all students are provided opportunities for workplace simulation at the middle school level **H)** A joint task force of educators and employers should review the required Career Investigations Course to ensure it is relevant, modern, and exposing students to a variety of career options and work based learning opportunities through in-school instruction and practical experiences. **I)** The state should provide a grant funding opportunity to offset costs associated with regional career exposure activities.
II. Professional Training Needs and Supports (K-12)	**J)** VDOE and local divisions should offer professional learning opportunities for teachers to embed 5 C's in content delivery **K)** VDOE and local divisions should offer professional learning opportunities on high quality performance assessments	**L)** The state should fund both a state level WBL coordinator at VDOE and a WBL coordinator every division **M)** VDOE and local divisions should offer professional learning opportunities to improve educator awareness of the continuum of WBL opportunities for all students **N)** VDOE and local divisions should promote and incentivize opportunities for teachers to experience and familiarize themselves with local industries, employers and WBL best practices within those employers **O)** VDOE should catalogue and share successful models of WBL opportunities already occurring in local communities

III. Foundational Skills and Career Exploration in the High School (9th – 12th Grades)	**P)** During the 2019 review of the Economics and Personal Finance Course standards, participants should ensure the course content reflects employer-desired foundational skills; and remove condition for Wise Test to be able to meet credit requirement. **Q)** The Board of Education should provide for students to earn one verified credit for a work-based learning experience, such as an internship, for all students (not just CTE students). Such a course would require a performance-based assessment like a capstone project, defined as "a culminating activity" related to workforce preparation and skill development.	**R)** The Secretary and Chief Workforce Advisor should facilitate the development of regional crosswalks with education (K12 and VCCS) and industry partners to ensure that credentials and K-12 curriculum are aligned with in-demand jobs and employer needs. **S)** VDOE should collect and release data on the number of students participating in WBL activities, and the types of WBL activities engaged in
IV. Recognizing and Incentivizing Best Practices	**T)** VDOE should recognize teachers and school leaders effectively implementing the 5's cs and share best practices to all practitioners.	**U)** The Secretary and Chief Workforce Advisor should develop and implement a program to identify, incentivize, and certify businesses to offer a continuum of work-based learning experiences for students -Business should receive certifications (Bronze, Silver, and Gold) to recognize different types of opportunities they are able to offer (from career fairs to paid apprenticeships) -Technical assistance should be offered to businesses to participate in the program

Advisory Council Members

The Honorable Atif Qarni, *Secretary of Education*

Dr. Megan Healy, *Chief Workforce Development Advisor to the Governor*

Todd Putney, *Co-Chair, VP of Human Resources, Medical Facilities of America, Roanoke*

Robert Graham, *Co-Chair, Superintendent, Radford City Schools*

The Honorable Steve Newman, *President Pro Tempore, Virginia Senate*

The Honorable Matthew James, *Virginia House of Delegates*

Sharon Acuff, *Virginia Department of Education, Career and Technical Education*

Vonya Alleyne, *Vice President for Human Resources, Cox Communications*

Susan Cash, *Director, Lynchburg Regional Governor's STEM Academy*

Bill Ermatinger, *Executive Vice President and Chief Human Resources Officer, Huntington Ingalls*

Douglas Fulton, *Principal, Freedom High School, South Riding*

Dr. Mark Makovec, *Principal, Blair Middle School, Norfolk*

Nat Marshall, *Chair, Virginia Board of Workforce Development*

Jeremy Raley, *Superintendent, Goochland County Public Schools*

Mike Rosser, *Senior Vice President, Global Human Resources, Bank of America*

Travis Staton, *President and CEO of United Way of Southwest Virginia*

Staff

Fran Bradford, Deputy Secretary of Education

Mindy Carlin, Virginia Business Council

Holly Coy, Deputy Secretary of Education

Sara Dunnigan, Deputy Chief Workforce Development Advisor

Appendix II

Patrick Henry Building
1111 East Broad Street, Richmond, VA 23219
July 19, 2018

AGENDA

I.   **Welcome and Introductions**
      Todd Putney, Chair
      Robert Graham, Chair

II.   **Defining the Council's Charge**
      Secretary of Education, Atif Qarni
      Chief Workforce Advisor, Dr. Megan Healy

III. **Context from VDOE**
      Gena Kellar and Sharon Acuff
      a. WBL for all
      b. Existing Career & Technical Education + Work-based Learning Resources
      c. Measuring success

IV.   **National/ Local Exemplars**
      Travis Staton – Ignite program in SWVA
      Jeff Smith – Hampton Academies
      Chandler Vaughan – Student Perspective

V.   **Employer Interest and Capacity in Virginia**
      Deputy Chief Workforce Development Advisor, Sara Dunnigan

MEETING MINUTES

Attendees

Present Council Members: Sharon Acuff, Vonya Alleyne, Fran Bradford, Susan Cash, Sara Dunnigan, Doug Fulton, Robert Graham, Megan Healy, Gena Keller, Atif Qarni, Todd Putney, Mark Makovec, Nat Marshall, Kim McKay, Keith Martin, Michael Rosser, Jeremy Raley

Absent Council Members: Senator Steve Newman, Bill Ermatinger, Matthew James

Staff Attendees: Jack Foley, Meaghan Green, Khenia Haro-Perez, Rose Minor, Felix Schapiro, Chidi Uche

Welcome and Introductions

Todd Putney, Co-Chair & Robert Graham, Co-Chair

10:00 AM – Todd Putney and Robert Graham began council meeting with request for each person attending to introduce themselves.

Defining the Council's Charge

Atif Qarni, Secretary of Education

Dr. Megan Healy, Chief Workforce Advisor

10:15 AM - Atif Qarni began the discussion of defining the Council's charge

Secretary Qarni began by thanking Todd Putney and Robert Graham for taking charge of the committee. He shared that this council is advancing Governor Northam's focus on working to make Virginia the number one state to do business by growing businesses that are here and also attracting businesses to Virginia by having a skilled for workforce.

- Connecting all of the great things that are occurring across the commonwealth to create a policy item that can be taken to the BOE or GA
- Create something that can apply to all students throughout the commonwealth
- Address the gap in middle skill job fields: four key sectors of the economy
- Scale workplace learning programs

The Secretary of Education also suggested that the council hone in on K-12 education and see it not as levels but as phases. He then shared the work of different committees and how this committee's work differs from others.

Dr. Healy again thanked the council members on being part of this council. She sees this as the perfect opportunity to develop our programs.

Dr. Healy explained how she sees the role of this council is how to bring together technical skills and "soft skills" together in K-12 education.

Questions for the committee:

- How do we close the interest gap? "you can't be what you can't see"
- How do we give experiences in the classroom and at businesses
- How do we motivate students to be excited about their career path?

Co-Chair Robert Graham then opened the discussion to hear what council members' thoughts were about workforce learning and the goal of the committee?

- Education and Business have different goals
- Would like to see that we high school and middle school students for the workforce but also see that things begin first in elementary school.
- Students are ready to have an experience rather than another box to check
- What does it look like to succeed?
- Modifying high school experience to be where they are learning in the classroom and learning how to use it in the workforce.
- Keeping up with the changing workforce
- Capstone project
- Foot in the door with the skills we are giving them
- Still going to school when beginning to work the job
- Change the conversation about everyone having to go to college
- Certifications by businesses
- Greater integration between education and workforce and the business setting
- Give students the opportunity to take classes that don't bog them down in high school
    - Keyboarding in 9th grade
    - High school bearing classes in middle schools to allow them to explore in High School

- More options and opportunities in high schools

- Make sure that CTE education programs have the resources to meet the charges that we give them
- CS to increase of resource through grant
- Leadership courses that kids can take to develop the soft skills
- Train educators to create those teachers can help
- What are admissions officers looking for?
  - ➢ Evolution in admissions officers hasn't been communicated to students
- Opportunity to change through expanding dual enrollment courses that are waited to benefit students
- Career tech classes are weighted less than regular
- Breakdown stigma of CTE classes being less than
- What are we branding?
  - ➢ Are we pushing kids to the 4 year degree
- How do we tie the 5 C's to skills training in K-12 experiences
- Build structures to collaborate with businesses
- Early age experiences with content and building skills
- How do we add skills training without running out of time in the school day?
  - ➢ Integrate skills class with content oriented course
  - ➢ Renaming courses
- Changing diploma system from advanced diploma and normal diploma to 1 diploma with endorsements
  - ➢ Out of state companies do not know the difference between the two
- Businesses can find people but it's hard to find the best of those people
- Companies have to step up to offer opportunities to K-12
- Companies can't employ all students but they can bring engineers to talk to those students
- Getting students to feel valuable even if they are not good at standard classes
- Nobody cares about GPA they care about skills and knowing how to do something
- How do we Frame
  - ➢ Not messaging it in a way that shows the purpose is to gain certain skills to get a certain salary. Because school boards and stakeholders will see it as one versus the other, while giving the students the choice to find what they would like to do
- Not sit and get but also engagement
- Idea: Digital Backpack that contains all skills, credentials and certifications that apply to workforce needs
- Where can we have the most influence?
  - ➢ STUDENTS – student experience will change the inertia that goes in the other direction
- Bridging the gap of student experience and workforce needs

  - ➢ Two way dialogue

> ➢ Low employment rate so employers have hard time to find talent, reverse mentorship will allow employers to learn what new generations want to still be in the workforce
> ➢ Students see that CTE jobs as mundane and perceive them to have a negative quality of work experience
>   - True or False
>   - New culture of work ethic?
> - Opportunity for all children in all divisions

Context from Virginia Department of Education

Gena Keller, Assistant Superintendent for Learning

Sharon Acuff, Specialist, Marketing & Related Clusters

Gena Keller, the acting Chief Academic Office at the Department of Education, said that the state is in a good position to change the face of public education. The updated profile of a graduate is a nice on ramp for changes to work place learning and how the 5'Cs are applied in K-12 education. What do we have in leadership institutes in the commonwealth to develop teachers? We have the profile of a Virginia Educator as well as the Profile of VA Education Leaders. Both of these programs contain a thick equity thread within them. The data for the Career and Civic Readiness Indicator in Accountability will begin to be collected in the fall. Reports will not be released until 2021 on where students are with CT and Higher Education courses.

WBL Methods of Instruction

Sharon Acuff shared the current WBL programs and how the Department of Education are seeking to revitalize and make relevant again the programs. The programs must be related to a student's career goals rather than just filling a job based on instructional preparations. The DOE WBL programs enable students to use classroom instruction in the real world.

The three sectors of WBL programs are:

- Career Exploration (6-8)
- Pre- Professional (9-10)
- Career Preparation (11-12)

Dependent on third party?

Current methods of WBL at the DOE currently:

- Job Shadowing- Interview someone who is in industry
- Mentorship- enables the student to learn about the industry and the workplace
- Service Learning – engages the student to participate in community service work
- Introductory Internship – Short term internship
- Extended Internship - Career cluster videos
- Clinical Experience: unpaid for health and medical experience, qualifies student for credit towards graduation
- Cooperative education – Combines classroom instruction with paid employment
- Youth Registered Apprenticeship – HS
- Registered Apprenticeship – Meets needs of approximately 2,000

Barrier to WBL for Schools:

- Funding
- Human Capital, Staff is not there, simulation Madison County Public Schools with no big business. How to make do with less resources.
- Lack of regional businesses

Virginia Career Works:

Brings together state and local partners in developing a workforce to fill the jobs that remain open. The DOE sees this as a possible starting point with Virginia Career Works centers being a one stop location for job / job training placement. Through the new marketing strategy Virginia Career Works will become a household name which focuses on:

- Awareness
- Clarity
- Impact
- Results

Robert Graham then asked how do we make sure our students are ready to take these high-skill, high-paying jobs?

Is there time during the day to do all of this?

- How to fit into a curriculum that ties students' time?
- How does one meet standards and then have the opportunity to do internships?
- How do we make sure that this works for every low-income household?
- Can we integrate within the school setting?

Redesign HS Committee – finish everything before 10th grade so that they can spend time in 11 and 12 to explore.

National/ Local Exemplars

Travis Staton, of the Ignite program in SWVA, began by describing the state of Virginia and SWVA. The region the program serves, contains about 16% of Virginia's population. Even though in 2040 Virginia is forecasted to become the 10th most populous state in the country, the SWVA region continues to decrease in population.

In 2016 and 2017 the United Way Ignite Program began a pilot WBL program in Southwest Virginia. This program uses a "Cradle to Career" model of training.

Pilot Program

- Two Middle Schools and one High Schools
- 2 major focus'
  - Career awareness
    - Educators and industry to bring teachers employers together on what the needs are
    - Regional careers expo for youth
      - 4000 student 2 day 80 major employers
      - Every employer with hands on learning
      - To help them know which careers are available
  - Skills Development
    - Skills to pay the Bills that focus on the soft skills
    - Partnership with VT to take students through simulated financial experience to learn money management
    - Strongest program is work itself
    - Build out internship with help from GO Virginia
    - Credential alignment study to find which are needed
    - Then will work to develop internship programs to match classroom learning with business 11-12 grades
    - Project Based Learning to help employers to create curriculum to bring their needs to the classroom for career awareness and to gain skills that are needed.

Workforce Leaders breakfast

- Expansion on internships kick off
- Sept 26th details

Questions and Comments

- Bring workforce learning to the K-12 classrooms
- How can DOE help?
- What's the progress on a statewide level?
- Fielding calls who are interested in this model

- How do we make it easier and more valuable to do this?
- GO Virginia- Businesses will have access to online platform to post opportunities

Jeff Smith-Academies of Hampton

Jeff Smith, the Superintendent of Hampton Public Schools explained the process of which Hampton City developed the innovative Academies of Hampton.

- Process is as important as product
- Setting up young people for getting them to prepare and market credentials and certifications for work force

Challenge

- 37 percent will require at least some college 54.8 million
- 67% US manufactures experiencing shortage of qualified workers

Solution

- How do we address it according to the data and the needs of the workforce
- Industry specific career pathways for students

The Ford NGL Framework

- Transforming teaching and learning
- Secondary school experience

Decision Making

- Talk with businesses to see what they need and want
- Want businesses to hold them accountable
- Provided them with progress reports
- Strengthened partnership with city council

Academy Model

- Small learning communities
- College and career lens of learning
- Partnerships
- Results
- Fewer suspensions
- Greater attendance
- Higher GPA

Mission: provide career focused small learning communities for a good career

Structure

- Steering committee
- Operating Boards-

- Tactic Teams What should we do and what should we stop doing
- HCS + Business rep

Ford NGL Roadmap (Currently in phase 4)

- 2014-2016: Selected
- 2016-2017 – Curriculum develop success 101 learn about themselves
- 2017-2018 - Full-scale freshman academy with success 101 and career pathways outlined
- 2018-2019 - sophomores graduate in 2021

Local and Regional and Data

- Labor Market Demand nothing without a demonstrated need
- The skills and the credentials that are necessary, Dual enrollment with a need
- Age of Worker by Industry- Leave and return and work part time understanding data
- Labor Market Projections

Academies and Pathways

- 5 pocket academies – 16 academies
- 18 – 44 pathways

Work Based Learning

- 9 Self, Career and industry explorations
- 10 Industry and career explorations
- 11 Career exploration and immersion
- 12Career immersion
    - ➢ 1500 internships not possible
    - ➢ How do we bring that into the classroom
    - ➢ Teachers going out into the business community and bring the knowledge back into the community
    - ➢ Expectations for teachers and the business

    - ➢ Could DOE provide continuing education credit to teachers that participate in the Teacher externship project
    - ➢ Rewriting what they have learned into their curriculum

Final Comments and Points

- School Board – Have full support of board
    - ➢ Repurposed positions
- Think like business community
    - ➢ Executive Principal = CEO
- How does it apple down the line
    - ➢ Elementary – Awareness program what expectations

- ➢ Middle – Exploration
- ➢ High – Opportunity
- ➢ After School Programs – what experiences are needed
- My Future, My Journey Career Exploratory Program

Chandlar Vaughan - Student's Perspective

- Three Circles of Agricultural Education
- Supervised Agricultural Experiences
- Entrepreneurship

Employer Interest and Capacity in Virginia

Sara Dunnigan, Deputy Chief Workforce Development Advisor - Expanding Work-Based Learning opportunities in Virginia

How do businesses help?

Our Goals

- 80,000 will need to participate in work based learning
- Engaging the business community as a partner
- Scale to be statewide

Discover Gather data best practices

- Survey Results of what businesses are currently doing
- Barriers regulation on under 18 participation and no connects with school
- Internal capacity for businesses

Discussion

Adjourn

Appendix III

AGENDA

I. **Welcome and Recap**
   Todd Putney, Chair
   Robert Graham, Chair

II. **STEM Presentation**
   Chuck English, Virginia STEM Coordinator, Science Museum of Virginia
   Tina Manglicmot, Director of STEM, Virginia Department of Education

III. **Define Workgroups**
   Atif Qarni, Secretary of Education
   a. Career Exploration in the Early Years
   b. Pre-professional & Workforce Training
   c. Work-based Learning in 11th & 12th grades
   d. Work-based Learning Program & Grant Development

IV. **Small Group Work & Lunch**

V. **Reconvene & Follow-Up**

MEETING MINUTES

Attendees

Present Council Members: Sharon Acuff, Vonya Alleyne, Susan Cash, Sara Dunnigan, Bill Ermatinger, Doug Fulton, Robert Graham, Megan Healy, Gena Keller, Carole Kihm (for Dr. Mark Makovec), Nat Marshall, Todd Putney, Atif Qarni, Jeremy Raley, Travis Staton

Absent Council Members: Senator Steve Newman, Delegate Kathy Byron, Delegate Steve Landes, Matthew James, Mark Makovec, Kim McKay, Michael Rosser

Staff Attendees: Felix Schapiro, Chidi Uche

Guests: Chuck English, Tina Manglicmont, Mindy Carlin

Welcome and Recap

Todd Putney, Co-Chair

Robert Graham, Co-Chair

10:05 AM - Todd Putney and Robert Graham started the council meeting to include a handful of members who arrived late. Everyone reintroduced themselves. Todd Putney reiterated ground rules for the work group. Robert Graham informed the Council that they will dividing into work groups to begin more substantive work using gathered and presented information.

Travis Staton of United Way briefly re-shared student programming and opportunities in Southwest Virginia. The primary mission of their work being to provide career awareness and skill development for young learners.

STEM Presentation

Chuck English, Virginia STEM Coordinator, of Science Museum of Virginia

Tina Manglicmot, Director of STEM, Virginia Department of Education

10:10 AM – STEM education is often viewed in individual domains. At the Department of Education, however, STEM education is a holistic, K-12 approach to the application of content – science and technology applied to other systems. For example, creating a bridge between engineering class and a geometry or a trade course. Particularly important is inclusion of students of color and girls and engaging them early in grades K-8.

At Science Museum, the focus is to supplement and support what is taking place in school. What does a quality STEM education look like? What does it mean to have STEM-literate populations and communities in Virginia? The advancements in our society demonstrate that STEM skills and knowledge are critical to multiple fields and careers.

Current Models

- Step up to Success in Tennessee – soft skills that help students be successful in college and in career.
- Geothermal Greenhouse & Fish Hatcher – a vocational program where youth were part of the plant and animal care, marketing and sales. The data shows that students did better on exams when engaged in this type of hands-on learning and work.
- Code RVA – Internships: Juniors complete an 8-week unpaid work experience opportunity. Seniors complete an 8 to 16-week paid work experience. There is also a dual credit option with J. Sergeant Reynolds Community College with the potential of earning an associate's degree in computer science.
- Simulated Work Place (SWP) – Madison County Public Schools used West Virginia CTE Model for work-based learning which transforms the classroom into a business workplace model. Learners develop technical and employability skills through authentic work experiences. There are student-led companies who create their own business model, workplace teams, and project-based learning. Students create job portfolios and can enroll in apprenticeships through Germanna Community College. Additionally there are building trades and nursing simulation options. Next steps for this program include expanding beyond CNU, Marketing, and Building Trades. The hope is to have a community liaison to help with internship placements and support programming. Critical to the success of these student is to include business partners who are invested and committed to jobs to students after certifications are received.
- Teacher and student feedback shows that both educators and students are excited about these types of learning experiences.

Group dialogue and discussion:

- What is the cost affiliated with programs like these?
- How do these programs compare to Governor's schools? Can existing public schools provide immersive, quality experiences like these specialty schools?
- Concerns about whether or not these types of schools are/will be inclusive of every student

- Secretary Qarni mentioned Profile of a Graduate and the new High School Redesign is an opportunity for expanding great options for programming
- Suggestion to keep in mind students from farther distances by housing individual programing within local schools
- Questions raised about the cost of certification and whether state-mandated fees could be reduced in hopes of building a workforce for the Commonwealth

11:05 AM – Discussion further opened up to all members about work-based learning overall

- Possibility of having someone present from the community college system to make the connection between these opportunities and the K-12 space
- Some apprehension about authentic business engagement; often internship opportunities are offered only to college-aged students
- Age requirements often prevent opportunities in businesses with the school systems

11:30 AM – Co-Chair Todd Putney shared that recommendations are to be completed by October. With that, he reminded members that the group would streamline the process and define some work groups within the K-12 continuum.

Secretary Qarni introduced the smaller, more specific work groups.

- Career Exploration in the early years
- Pre-professional & Workforce Training
- Work-based Learning in 11th and 12th grades
- Work-based Learning Program & Grant Development

Secretary Qarni and Todd Putney spoke briefly about each sub-workgroup and reiterated the charge of our group then members self-selected into areas of interest. Megan Healy reminded members to remove barriers and to think about underserved students first so that we can reach every student in Virginia.

11:45 AM – 12:45 PM – Members participated in their self-selected small groups for a working lunch.

12:45 PM – Todd Putney asked each of the 4 groups to briefly share their vision and ideas.

1. Career exploration in the early years
   a. Daily delivery of WBL content and integration of WBL vocabulary into standards of learning
   b. Build a foundation of career awareness and take the 5 C's into schools
   c. Internal and external opportunities that engage students in innovative learning opportunities in 'STEAM'
   d. Engage teachers in awareness opportunities so they are better prepared to provide robust learning opportunities for students
2. Pre-professional & Workforce Training
   a. Exploratory opportunities to ignite passion in students

b. Identify what students need to have by 8th grade in order to determine whether they are prepared for high school

c. Think about developing a measure which demonstrates readiness. If a measure is created, what standardized measure should we remove from SOL assessments if these critical skills are what students really need?

d. Currently students are not required to take a CTE course. Should we make it a requirement for middle school students to take a course in CTE? What can we do to take K-12 to the business world, getting students into the field?

3. Work-based Learning in 11th & 12th grades

a. Ensure credentials are aligned with what is needed on the job; reduce cost of licensure requirements

b. Personal finance course should be required

c. Provide opportunities for high school teacher externships and perhaps require teacher exposure for recertification to ensure they have workplace knowledge

d. Create a Capstone project into a weighted/credit-bearing opportunity. Define what a 'credit' is in the context of WBL.

4. Grant Program & Development

a. Explore use of Go Virginia, Perkins Funds, Leadership funds (discretionary)

b. Expand group title to look into business engagement

c. Governor could incentivize businesses from the state level if they are an extension of the classroom

d. Creation of a FT work-based learning coordinator at VDOE

e. Idea to require a business partner in order to receive grant funding. Alternatively, have two high schools in different divisions when applying for a grant as a way to expand

Closing

Robert Graham and Todd Putney

Adjourn

Appendix IV

AGENDA

I. **Welcome & Remarks**
Todd Putney, Chair
Robert Graham, Chair

II. **Virginia Community College System Presentation**
Sharon Morrissey, Vice Chancellor for Academic Services & Research
Todd Estes, Director of Career Education Programs & Work-based Learning

III. **Whole Group Discussion to Review Subgroup Recommendations and Identify Priorities**
Todd Putney, Chair
Robert Graham, Chair

IV. **Closing Remarks**
Todd Putney, Chair
Robert Graham, Chair
Dr. Megan Healy, Chief Workforce Development Advisor
Atif Qarni, Secretary of Education

Work-Based Learning Advisory Council - Meeting Three Minutes
Patrick Henry Building
1111 East Broad Street, Richmond, VA 23219
November 5, 2018

MEETING MINUTES

Attendees

Present Council Members: Sharon Acuff, Fran Bradford, Susan Cash, Sara Dunnigan, Doug Fulton, Robert Graham, Megan Healy, Gena Keller, Atif Qarni, Todd Putney, Mark Makovec, Nat Marshal, Delegate Matthew James, Jeremy Raley

Absent Council Members: Senator Steve Newman, Delegate Kathy Byron, Bill Ermatinger, Delegate Steve Landes, Matthew James, Senator Janet Howell

Staff Attendees: Holly Coy, Chidi Uche

Welcome and Introductions

Todd Putney, Co-Chair

Robert Graham, Co-Chair

2:08 PM – Todd Putney and Robert Graham began council meeting with request for each person attending to introduce themselves. He reminded everyone that the goal today is to finalize a set of robust recommendations

Virginia Community College System Presentation

Sharon Morrissey, Vice Chancellor for Academic Services & Research
Todd Estes, Director of Career Education Programs & Work-Based Learning

2:12 PM – Sharon Morrissey began a presentation about dual enrollment opportunities in the community college system and information on current students who are engaged in work-based learning within the VCCS system. Todd Estes also shared data on current courses,

programs, and degree tracks, and how VCCS hopes to evolve to meet the needs of students and demands of industry.

Dual Enrollment trends

- 44,079 students are currently dually enrolled, most of whom in 11th and 12th grades, across the Commonwealth. Almost 19% of student body is a part of VCCS.
- A majority of these students are in "transfer" pathways (about 79%) and about 21% are in career and technical pathways.

Since enrollment numbers are low, there is an opportunity to expand CTE.

- The definition of WBL includes job shadowing, mentorship, service learning, internship, clinical experience, cooperative education, youth apprenticeship, registered apprenticeship opportunities.
- WBL should create real, tangible apprenticeships and opportunities that have WBL embedded into the pathway.
- Dually-enrolled, WBL credit means "coordinated internship, on-site training, or cooperative education". A student who receives academic credit for WBL should be overseen and supervised in a structured way and have the attention of a faculty member as well.
- Current barriers and limiting factors to increasing CTE are employer participation, program development, alignment with curriculum, student interest
- Opportunities for expansion are to engage key industry stakeholders at the system level, provide pathway development support and bring to scale, increase alignment with K12 CTE
- Non-credit WBL opportunities that may not have been highlighted in previous metrics, about 1250 students benefitted from WBL through a VCCS and/or K12 pathway
  - ➢ There is a need for discussion with parents about the skillset that students could learn in CTE – change the mindset from what CTE was to what it is and can be.
- On June 1, 2019, DOE hopes to release a new WBL Guide that will include information, criteria, and exemplars
- Very important to consider is the messaging of CTE, especially as it pertains to why various pathways (to work or to college) are a good idea for different people.
  - ➢ As we think about stigmas, consider rebranding and label the CTE world to something new as to get the student and parent engagement. For example, California just rebranded to "Career Education" because CTE and VoTech all have a negative stigma associated with them.
  - ➢ Industry involvement is important especially to share the numbers about salary and wages.
  - ➢ Ensure immediate labor needs are aligned with messaging

Advisory members discussed:

- How can we bring together resources at the high school and community college level when it comes to exploring pathways to licensure so that we have the workforce to provide these WBL opportunities and securing funding for equipment, for example?
- From the state level, we should highlight the where tech and cybersecurity industry is hiring from out of state
- How does AP vs Dual Enrollment affect transcripts, acceptance rates, passing rates, etc?
- How do we ensure that all schools and divisions have access to diverse pathway options?

Whole Group Discussion to Review Subgroup Recommendations and Identify Priorities

In a previous meeting, the Work-Based Learning Advisory Committee self-selected into four subgroups, each tasked with a different age/grade level to consider: Career Exploration in the Early Years, Pre-professional & Workforce Training, Work-Based Learning in 11th and 12th grades, and Work-Based Learning Program & Grant Development.

The following two themes emerged from these 4 subgroups:

- Work-Based Learning Integration into Standards of Learning and Best Practices in the Classroom
- Opportunities for Students/Teachers & Business/Industry

Adjourn

At 4:55 Todd Putney closed out the meeting thanking members for their participation and commitment to the Advisory Council.