Regional
Work-Based Learning SG21 Forum

Friday, September 18, 2020
9:00am - 11:30am

Welcome and Introductions

Thanks in advance for your participation today!

Please answer polls:

- How familiar are you with Work-Based Learning?

- How much do you know about data element SG21?

WBL SG21 Forum Goal

The goal of the forum is to discuss how we might develop a more consistent approach in reporting and tracking Work-Based Learning activities across colleges by:

- Develop a common understanding of the minimum requirements for SG21

- Share what colleges are doing and/or planning in regards to capturing WBL

- Develop a set of recommended approaches that can be used to capture WBL and implement in the academic year 2020-2021

Agenda

9:00 am	Welcome, Introductions and Forum Goals - 10 min
9:10 am	Work-Based Learning (WBL) - 5 min
9:15 am	WBL SG21 - 10 min
9:25 am	WBL Glossary - 10 min
9:35 am	Questions & Challenges - 15 min
9:50 am	Break - 10 min
10:00 am	Breakout Discussion - 60 min
11:00 am	Breakout report out - 20 min
11:20 am	Wrap up, next steps & closing - 10 min

Work-Based Learning (WBL)

Maci Gerber

Work-Based Learning Coordinator,

Cuyamaca College

COMMUNITY COLLEGES
SAN DIEGO & IMPERIAL COUNTIES
CAREER EDUCATION

Applied and **WORK-BASED LEARNING**

Preparing students to succeed academically and thrive in their future careers

WHAT is applied and work-based learning?

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

"In the 21st century, the majority of entry-level jobs require a rich mix of formal postsecondary education along with high-quality work experience."

(Carnevale & Smith, 2018)

Career Awareness and Exploration | Career Preparation | Career Training

HOW does it help students?

Applied and work-based learning can provide students a deeper, more engaging and relevant learning experience in a number of ways:

- Connects academic learning with real-world experiences, making learning relevant
- Enhances student motivation, retention, and academic success
- Supports students in defining career goals
- Gives students practical experience and helps them develop in-demand technical skills, 21st century skills, and career competencies

WHY is WBL important?

WBL fosters deeper engagement

Enables students to:

- learn by doing
- learn skills and concepts in context
- see direct links between what they learn in the classroom and problems in applied settings*

WBL offers students better outcomes

- persistence
- graduation rates
- employment rates
- better outcomes for underserved populations**

* California Department of Education, 2010; Holzer & Lerman, (2014)

** Rodriguez, J., Fox, H., & McCambly, H. (2016). *Work-Based Learning as a Pathway to Postsecondary and Career Success.* Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.

Stage 1: Career Awareness & Exploration

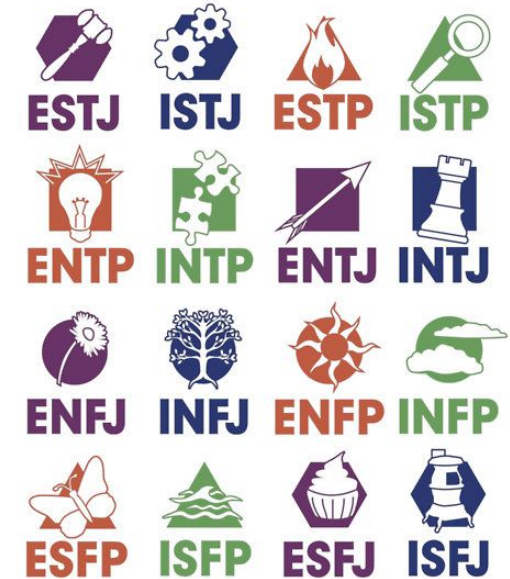STRONG Interest Inventory

Career Research

MBTI Assessment

Stage 1: Career Awareness & Exploration

Informational
Interviewing
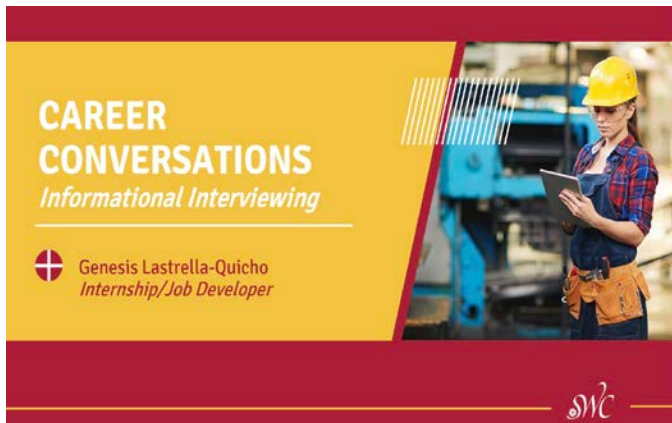
Career Fairs &
Guest Speakers

CAREER
CONVERSATIONS
Informational Interviewing

Genesis Lastrella-Quicho
Internship/Job Developer

Career Panels

Stage 2: Career Preparation

Resume & Cover Letter Workshops
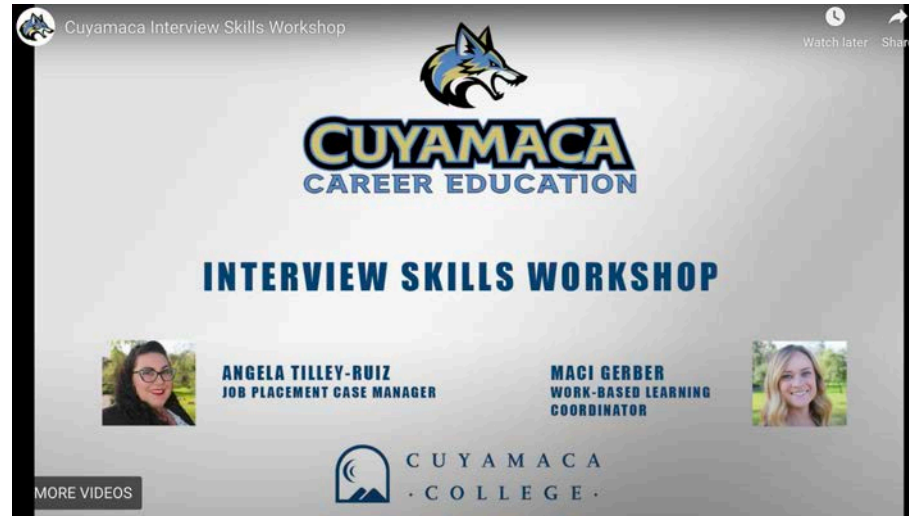
Interview Preparation

21st Century Professional Skills

Stage 2: Career Preparation

Job Shadowing & Mentorship

Partnering with Local Business to Solve Real-World Challenges

Volunteering & Service Learning

COMMUNITY COLLEGES
SAN DIEGO & IMPERIAL COUNTIES
CAREER EDUCATION
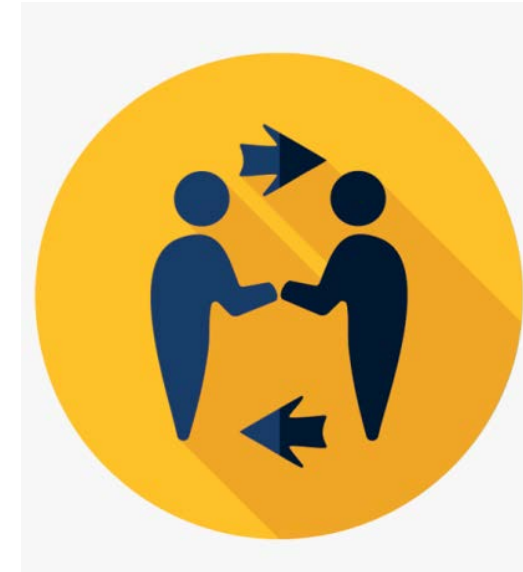
Stage 3: Career Training

Internships

On-The-Job Training

YOUR MONEY MATTERS
JOB TRAINING PROGRAM LEADS TO WINEMAKING CAREERS

Apprenticeships
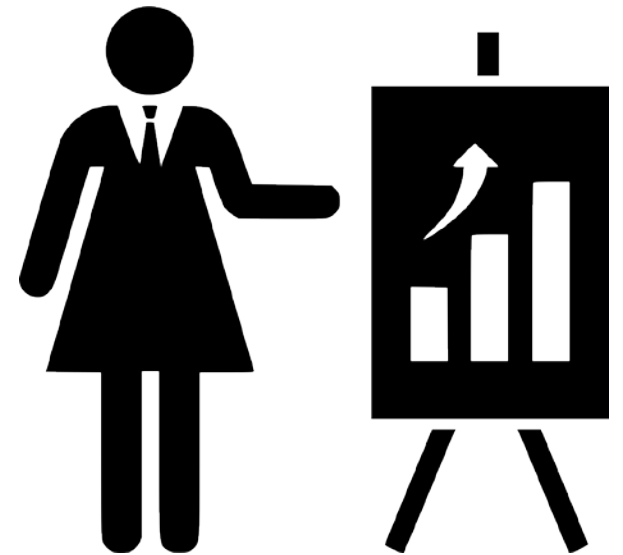
WBL SG21 Forum

WBL SG21

Lisa Trescott

Research Analyst, MiraCosta College

WBL SG21 Forum

WHAT IS MIS?

- MIS stands for **Management Information System**
- MIS is the Chancellor's Office system for collecting data from all CA community colleges
  - **Timeline:** Submitted at the end of every term
  - **Standardized:** Every college prepares data the same way
    - **21 Files** are compiled
    - **Data Element Dictionary** defines the variables that need to be submitted for each file

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WHAT IS MIS?

Two Pertinent Files:

- **SG:** Special Populations Elements
  - **SG21:** Student Work-based Learning Status

- **XB:** Section Data Elements
  - **XB09:** Section Work-based Learning Activities

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Why do we report SG21 & XB09?

SG21 is **student-level** data

XB09 is **course section-level** data

SG21

This element indicates whether the student participated in specific types of work-based learning during the reporting term.

Code	Meaning
A	Participated in work-based learning preparing the student for employment in a specific range of occupations, such as **internships, work experience, and capstone projects.**
B	Participated in work-based learning allowing the student to apply learning through practical experience and interaction with professionals from industry and the community outside of school, such as **job shadows, service learning, class projects or challenges, and mentorships.**
C	Participated in work-based learning allowing the student to build awareness of the variety of careers available, begin identifying areas of interest, and explore career options, such as **guest speakers, company tours, field trips, career fairs, and mock interviews.**
N	Did not participate in work-based learning
U	Unknown

XB09

This element indicates the presence of Work-Based earning Activities in the course section.

MIS defines work-based learning as course-linked learning experiences that are **outside of the classroom** and include an employer or community connections. Work-based learning could include any of the following activities:
- pre-apprenticeships
- job shadowing
- mentorship
- internship
- clinical experience
- work-study programs
- informational interviews
- attendance at trade shows
- field experience
- community service learning

Activities that are fundamentally within the classroom would not be included. These excluded activities might involve project-based learning, school-based enterprises, virtual enterprises, or classroom speakers.

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XB09

Code	Meaning
W	Section includes work-based learning activities
N	Section does not include work-based learning activities
X	Unknown

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WBL Glossary

Nichol Roe

Associate Dean, Workforce Development and Extended Studies Palomar College

Strong Workforce Program – Work-Based Learning and Job Placement Workgroup
Glossary of Applied and Work-Based Learning Opportunities

CCC MIS Data Element	Opportunities	Definitions
A Student participated in work-based learning **preparing the student for employment** in a specific range of occupations, such as: • internships • work experience • capstone projects **(Continuum: Career Preparation and Training)**	**Apprenticeships**	Experiences for students in one or more crafts or trades that combine classroom and on-the-job training. Students learn and practice all phases of the trade or occupation in real-world applications. "Registered Apprenticeship" is a training strategy that pays wages to apprentices during the term of their apprenticeship. These wages are a portion of the skilled wage rate that increases throughout the training program in accordance with a predetermined union negotiated wage scale. (California Apprenticeship Coordinators Association)
	Capstone projects	Projects involving a process in which students pursue independent research or work on a question or problem of their choice, engage with the scholarly debates in the relevant disciplines, and — with the guidance of faculty and industry mentors — produce a substantial paper or product that reflects a deep understanding of the topic.
	Clinical experiences	Clinical training combines classroom learning with supervised hands-on immersion experiences in specific fields, mostly in industries that involve human services. In health fields, clinical training is founded on actual observation and lab instruction and/or treatment of patients, as distinguished from theoretical or experimental training. The training is usually highly specialized and includes coursework specific to performing functions and tasks in an actual workplace. (Sources: Siemens Clinical Training & Continuing Education; Clinical Training Institute as cited by National Network in Successful Strategies for Employers)
	Cooperative work experience education	The employment of students in part-time jobs selected and approved as having educational value for the students employed therein and coordinated by college employees. (Title 5 § 55250.3) (a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals. Student's jobs need not be directly related to their educational goals. (Title 5 §55252) (b) Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal. (Title 5 §55252) https://extranet.cccco.edu/Portals/1/AA/Credit/2015/2015_07CI_CoopWorkExperience.pdf
	Internships (Unpaid)	Sustained work-based learning experiences designed to enrich and expand classroom learning, showing students how their learning is applied in the world outside of school, and offering access to tools, equipment, facilities, and expertise that are generally not available at school. Learning objectives are specified and student performance is assessed. In unpaid internships, learning takes precedence over production. (WestEd, Work-Based Learning in California)
	Internships (Paid)	Sustained work-based learning experiences designed to enrich and expand classroom learning, showing students how their learning is applied in the world outside of school, and offering access to tools, equipment, facilities, and expertise that are generally not available at school. Learning objectives are specified and student performance is assessed. In paid internships students are required to meet the employers' expectations for productive work; these expectations, however, unlike in regular jobs, are discussed in advance with the employer and crafted to ensure that they also address the students' learning goals. (WestEd, Work-Based Learning in California)
	On-the-job training	Training by an employer that is provided to a paid participant while engaged in productive work in a job that provides knowledge or skills essential to the full and adequate performance of the job. OJT is generally of limited duration. (Code of Federal Regulations and Workforce Investment Act)
	Research-based and field experiences	Opportunities for students to participate in unpaid and paid research projects (e.g. in sciences, social sciences, media studies) and field experiences (e.g. in environmental sciences) that extend classroom learning. Research-based and field experiences teach skills that are difficult to teach or learn in classrooms (e.g. the importance of calibrating instruments or the importance of safety procedures), demystify and enhance motivation for learning research skills or exploring the natural world, support critical thinking in the collection and use of data, and provide opportunities to apply knowledge learned in the classroom to the real world outside of school.

https://myworkforceconnection.org/wp-content/uploads/2020/05/WBL-Glossary_CC-MIS-version_05.08.20-2.pdf

CCC MIS Data Element	Opportunities	Definitions
B Student participated in work-based learning allowing the student to **apply learning through practical experience and interaction** with professionals from **industry and the community** outside of school, such as: • job shadows • service learning • class projects or challenges • mentorships **(Continuum: Career Exploration and Preparation / Applied Learning)**	**Classroom projects or challenges with industry involvement**	Substantial classroom projects or challenges in which industry representatives provide guidance in design and implementation as well as assessment or feedback. Examples include robotics projects supported by local engineers or construction projects supported by local union representatives. Industry-informed projects can be useful when logistics or other constraints make workplace placements difficult. Classroom challenges, sometimes use for formative assessment purposes, may include problems to solve or student competitions juried by employers.
	Informational interviews with industry professionals	Opportunities for students to make contact with business/industry representatives for telephone or in-person interviews, lasting approximately 15 minutes to an hour, to explore opportunities in a given career area or occupation, the skills and education required for entry and success, the long-term growth potential, and, often, the career path taken by the representative in arriving at his/her current position.
	Job shadowing (individual)	Opportunities for students to spend time with a worker on the job, observing actual workplace tasks in order to explore a potential career interest. (ERIC Thesaurus) Job shadows may involve applied learning if there is sufficient time and advance preparation with the employer and instructor.
	Mentorships with industry professionals	One-to-one relationships between students and more experienced professionals in chosen fields of interest to explore career and related issues. Career mentors foster the student's development by providing challenges, encouragement, guidance, and resources. (U.S. Congress, Office of Technology Assessment)
	Simulated workplace experience	Work-based learning activities that simulate work environments. Examples include automotive or culinary programs in which sustained industry involvement allows student to develop and apply their skills in the context of industry standards and expectations. Simulated experiences may be valuable when experiences in real work settings are not possible, due to logistical or other constraints. (WestEd, Work-Based Learning in California)
	Service learning	A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. (Learn and Serve America National Service Learning Clearinghouse and Mesa College)
	Student-run commercial or social enterprises	Enterprises that produce goods or services for sale or use to people other than the students involved. Examples include student run cafes or video production studios that serve clients and generate revenue. Social enterprises focus on social rather than commercial activity. Examples include community planning projects or energy auditing for local residents.
	Volunteering/ community service	Voluntary service activities that may or may not be connected to classroom curriculum, but which offer opportunities for exploring careers and learning by doing real work.
C Student participated in work-based learning allowing the student to **build awareness of the variety of careers** available, begin **identifying areas of interest**, and **explore career options**, such as: • guest speakers • company tours • field trips • career fairs • mock interviews **(Continuum: Career Awareness)**	**Career fair**	Events in which employers, recruiters, and schools provide information about job and internship opportunities in their companies or organizations. Students may interact informally with employers; in some cases, job interviews are also conducted. (UC Berkeley Career Fairs)
	Field trips	An excursion by a group of students to a place away from their school or college environment or an on-campus visit for exposure to an industry-related experience (e.g., culinary students visiting a campus kitchen). A field trip can help spark career interest and provide students with first-hand exposure to relevant industries, workplaces, careers, or specific issues and topics (e.g. industrial design or use of technology), as well as the opportunity to ask questions of personal interest and to interact with field trip hosts.
	Guest speakers	A person invited to a gathering to give a presentation. Guest speakers provide an opportunity for students to hear firsthand about a particular occupation, the necessary preparation and required knowledge the occupation requires, and other interesting information from a current practitioner in that field. (www.ode.state.or.us/teachlearn/certificates/diploma/guest-speaker.pdf)
	Mock interviews	A simulation of an actual job interview, which provides an opportunity to practice for an interview and receive feedback. A mock interview provides exposure to the interview process and a chance to learn about industry hiring expectations when feedback is provided.
	Industry speakers/ presentations	Opportunities for representatives from industry to discuss careers and trends in their fields, skills required, education required, and their own career paths.
	Workplace/company tours	Visits to real workplaces that provide opportunities for students to learn first-hand about the skills required in various industries or career areas; the career paths taken by those in the field; the tools, materials and equipment used; and the work environment and expectations for performance in various industries.

* This glossary was developed by the SWP Work-Based Learning and Job Placement Workgroup with the understanding that other definitions may be available. Glossary is organized according to the WBL categories listed in the California Community Colleges Management Information Systems (MIS) Data Element (DED# SG21).

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Questions & Challenges - 15 min

Amertah Perman

Dean of Career Education and Workforce Development, SDCCD

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My role and our context

The San Diego Community College District
- San Diego City, Mesa, and Miramar College and San Diego Continuing Education
- District Student Services
- District IT
- District Instructional Services

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Districtwide Approach

Awareness Building
Support and approval to move forward

Listening Tour / Pre-Meeting Prep
Behind the scenes conversations to explore current practices, reporting mechanisms, restrictions, needs, and preferences

Districtwide Meeting
Structured engagement - exploration and discussion by reporting level

A plan and a Process Committee
Guiding document, phased approach, and a structure to collaborate

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TIMELINE		
February - April 2020	- Career Education Deans Discussions - Joint VPI/VPSS awareness building - Innocent Outreach	- False starts - Listening Tour - COVID 19
May 2020	Joint VPI/VPSS meeting	Approval and selection of representatives
June 2020	- Small group discussion - Meeting Planning	Waiting Game / Scheduling
July 2020	Districtwide Meeting	- Confirmation of reporting framework - Development of recommendations - Communication and continued awareness building
August 2020	Joint VPI/VPSS meeting	Presentation and approval of recommendations

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Challenges and Opportunities

- Practitioner needs versus MIS reporting
- Complexity of coding
- Stakeholder management
- Baseline agreements versus highly prescriptive implementation requirements
- Support, Collaboration, and Alignment

10 minute break

ENJOY!

See you back at 10:00 am

Breakout Discussion

1. Course level data collection - who should attend? curriculum, faculty, researchers, MIS reporters, Deans (*facilitated by Zhenya Lindstrom*)

2. Section level data collection – who should attend? faculty, WBL Coordinators, schedulers, researchers, Deans (*facilitated by Ben Gamboa*)

3. Student level data collection (Career and Student Services) – who should attend? (Service learning, Career Services, Internship Coordinator, Business Systems Analyst, MIS reporters, researchers, Job Placement Case Managers, Deans (*facilitated by Nichol Roe*)

4. Student level data collection (Faculty or ad-hoc) – who should attend? faculty, WBL Coordinators, Business Systems Analysts, researchers, Deans (*facilitated by Alex Berry*)

Heather will explain how to enter your breakout # before your name

Breakout Instructions

- Each breakout room facilitator will provide the Google doc link once you enter your breakout room

- Answer discussion questions on Google doc to share what you are doing and brainstorm ways to expand capturing the data across all SG21 codes A,B & C

- The breakout will be 60 minutes and we will bring you back to the main room at the end of the breakout

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Welcome back!

Report Out

1. Course level data collection *(facilitated by Zhenya Lindstrom)*

2. Section level data collection *(facilitated by Ben Gamboa)*

3. Student level data collection (Career and Student Services) *(facilitated by Nichol Roe)*

4. Student level data collection (Faculty or ad-hoc) *(facilitated by Alex Berry)*

- *What are you currently doing on your campus to collect WBL data? Is that process working well?*
- *What are your ideas for how you could collect this data at this level (i.e. course, section, student)?*
- *When collecting this data, what recommendations do you have for categorizing by type (i.e. A, B, C)?*
- *What concerns do you have moving forward? What questions do you still need answered?*

Wrap Up & Next Steps

Regional WBL SG21 Forum materials:
https://myworkforceconnection.org/resources/

Please answer poll:

When would we like to regroup?

Think about implementing practices virtually moving forward

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Thank you !

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