Innovation Webex:
Exploring Work-Based Learning Strategies through the PTECH Model

Ben Carter
Director of Workforce and Innovation

@EducateIN
Agenda

- Introduction
- Overview
- PTECH
- WBL Partnerships
- CELL
- Q & A
Introduction

• Ben Carter, Director of Workforce and Innovation
Overview and Brief Synopsis of Grad Pathways

• **Monthly Innovation Webex**
  • Highlighting innovative public–private partnerships
  • Alignment to Graduation Pathways
  • Work Based Learning experiences such as apprenticeships, on-the-job training, and career preparation activities

• **January 2019**
  • Reaching Potential Through Manufacturing (RPM)
    • Richmond County School System (Augusta, GA)
    • Textron Specialized Vehicles (Augusta, GA)
1 Credits
Earn credits toward a diploma with designation.

- Core 40 - minimum 40 credits
- Academic Honors - minimum 47 credits
- Technical Honors - minimum 47 credits
- General
Learn & Demonstrate Employability Skills

Produce defined outcome(s) based on experience.

- Defined Outcome Options
  - Videos
  - Papers
  - Resume
  - Dual Credit
  - Certifications
  - Portfolio
  - Projects
  - Slideshows
  - Presentation
  - Five Year Goal Plan
  - Reflection of Experience
  - Letters of Recommendation
  - Letter of Employment Verification
  - Postsecondary-related Experiences
  - Co-Curricular Participation
  - Extra-Curricular Participation
  - Locally Defined Outcome
3 Postsecondary-Ready Competencies

Meet *at least one* of these competencies.

- **Honors Diploma**
  academic or technical
- **SAT**
  reading/writing = 480, math = 530
- **ACT**
  english = 18, reading = 22, math = 22, science = 23 (2 out of 4 needed with at least one in English/Reading and one in Math/Science)
- **ASVAB**
  minimum of 31
- **Industry Certification**
  certification from approved DWD list
- **Apprenticeship**
  federally recognized
- **CTE Concentrator**
  C average or higher in at least 2 advanced HS courses in a state-approved CTE Pathway
- **AP/IB/Dual Credit/ Cambridge International/CLEP**
  C average or higher in 3 courses (1 of the 3 courses must be in core content area or all three must be part of a CTE pathway)
- **Locally Created Pathway**
  approved by SBOE
Exploring Work Based Learning Strategies through the P-Tech Model

Stephen T. Casa
Workplace Learning Coordinator
Ulster BOCES
scasa@ulsterboces.org
Steve Casa – Who is he?

- Workplace Learning Coordinator at Ulster BOCES
- Educator since 1990
  - Business and Distributive Education - NYSED
  - Business Professor - State University of NY
- Worked in industry before and in the middle of education career
  - Harris/3M Document Products
  - Lehman Brothers
  - Gruntal & Co.
  - Advest, Inc.
- National Reform Strategist - Career Academies
  - National Academy Foundation
  - National Career Academy Coalition
- Education Reform and Work Based Learning Consultant
- NYS Certified Work Based Learning Coordinator
What is PTECH?

**Pathways in Technology Early College High School**

- Six-year program
- Culminates with an Associate’s degree from a local community college at no cost to the young scholar
- Focus on a program of study
- A six-year connection to your local business partner advisory committee
Hudson Valley Pathways Academy
Global Competencies

Investigate the World
Students investigate the world beyond their immediate environment.

Recognize Perspectives
Students recognize their own and others’ perspectives.

Understand the World through Disciplinary and Interdisciplinary Study

Take Action
Students translate their ideas into appropriate actions to improve conditions.

Communicate Ideas
Students communicate their ideas effectively with diverse audiences.

- Identify an issue, generate questions, and explain its significance.
- Use variety of languages, sources and media to identify and weigh relevant evidence.
- Analyze, integrate, and synthesize evidence to construct coherent responses.
- Develop argument based on compelling evidence and draws defensible conclusions.

- Recognize and express their own perspective and identify influences on that perspective.
- Examine others’ perspectives and identify what influenced them.
- Explain the impact of cultural interactions.
- Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.

- Identify and create opportunities for personal or collaborative action to improve conditions.
- Assess options and plan actions based on evidence and potential for impact.
- Act, personally or collaboratively, in creative and ethical ways to contribute to improvement, and assess impact of actions taken.
- Reflect on capacity to advocate for and contribute to improvement.

- Recognize and express how diverse audiences perceive meaning and how that affects communication.
- Listen to and communicate effectively with diverse people.
- Select and use appropriate technology and media to communicate with diverse audiences.
- Reflect on how effective communication affects understanding and collaboration in an interdependent world.

at HVPA
Water in Our World: Young Scholars Symposium

PBL - Process Based Learning
Standards Based Grading

Appropriately Targeted Feedback

Meaningful Student Reflection
Workplace Learning at HVPA

Work Experiences & Employability Prep

Employability + Relationships = Choices for Students

Industry Specific Courses & Certification

Partner Engagement & Support

Workplace Learning Challenges & Authentic Experiences

Professional Development & Teacher Support

Choices for Students
Work Based Learning: Learn by Doing

Guest Speakers
Extended Classroom
Internships
Workplace Learning Challenges
Workplace Learning at HVPA

• A six-year continuum that scaffolds young scholars experiences by focusing on the needed skills that will make them successful for their 50+ years after high school

• The idea of Workplace Learning at HVPA is one of integration and inclusion.
Workplace Learning at HVPA

• This integration and inclusion is global in nature with each member of the HVPA family fully engaged, throughout each day and throughout their entire HVPA experience.

• We look at Workplace Learning as the driver for the school and work together to integrate it daily.
A Young Scholar with Choices

Awareness:
Through projects and classroom experiences

Demonstration:
Via capstone and internship experiences

Employability:
Through demonstration of mastering employability skills.

Preparation:
Through integration with business partners in relevant settings.

Exploration:
Via research, guest speakers, field trips, etc.
Workplace Learning Challenges

Opening Young Scholars Minds Through Partnerships with Business and Industry

What are they?
- Three - four week authentic experiences for Young Scholars
- Real challenges/problems that are being faced by industry partners
- Opportunities for Young Scholars to engage with adults
- Rigorous and relevant with realistic outcomes
Our Model

- A brief tour of the nuts and bolts of a Workplace Learning Challenge
  - Workplace Learning Challenge Planning Framework
  - WPL Challenge Framework Template
  - WPL Challenge Project Management Template
  - Workplace Learning Standards
  - AMETEK Card
Our Current Challenge

- Viking Industries Packaging Challenge
- Multi Chapter Challenge
- Viking WPL Challenge Framework
- Challenge Document Created by Viking
The Importance of Partner Engagement

In order to succeed, programs need strong and engaged business and industry partners at the table.

Building a Broad Based Coalition of Partners

- Identify a Champion or Champions
- Identify strategic leaders and decision makers
- Develop a core group of partners that will become the individual programs/clusters Advisory Board
- Recruit other partners that will fill out the Network of Support based on need
The Importance of Partner Engagement

Develop Board Structure

**Steering Committee/Executive Board**
- Umbrella board that focus on strategic planning
- Focuses on big picture items and setting policy

**Advisory Board**
- Should be made up of 80-85% business partners and have a significant number of industry specific members
- Focus on operationalizing Steering Committee/Executive Board plans
- Works directly with students and school staff
- Represents the program in the community

**Greater Network of Support**
- Identify other partners who can support the cause by providing workplace learning challenges, mentoring, internships, teacher externships, site visits, guest speakers, etc.
- These would be individuals and companies that cannot make the larger commitment to the Advisory Board
The Importance of Partner Engagement

Create Succession and Sustainability Plan

- Identify and engage other individuals from existing partner organizations to create institutional buy in
- Start 501c3 or work with Community Foundation to develop autonomy, fund development, and scholarship opportunities
- Identify grants and specific funding streams to maintain program momentum such as: Carl Perkins Act, private and corporate foundation grants, etc.
How can you integrate Workplace Learning Challenges into your curriculum?

- Let's discuss how you can make this happen in your community
- Provides leadership that is both cutting-edge and action-oriented
- Serves as the leading catalyst for dynamic, innovative education change to dramatically impact student achievement
- Unites schools, communities, universities, and industry to form collaborations for statewide educational and economic improvement
- Believes in positive, sustainable change that is student-driven and ongoing, supportive relationships

Created in 2001
Prepare – Achieve - Transform
PTECH is Early College
What CELL Does at the State Level

1. Endorses Early College High Schools
2. Partners with Indiana Department of Education and Indiana Commission for Higher Education to develop PTECH resources (ex. rubric)
3. Promotes the model to various local, regional, and state organizations
What CELL Does for Schools...

1. Organizes study visits to PTECH schools
2. Convenes the Indiana PTECH Network
3. Provides PTECH resources
### Get Connected!

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<th>Title</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director of CELL</td>
<td>Janet Boyle</td>
<td><a href="mailto:boylej@uindy.edu">boylej@uindy.edu</a></td>
<td>317-791-5990</td>
</tr>
<tr>
<td>Early College Director</td>
<td>Sandy Hillman</td>
<td><a href="mailto:hillmans@uindy.edu">hillmans@uindy.edu</a></td>
<td>317-788-4923</td>
</tr>
<tr>
<td>EWIN Director</td>
<td>Erin Foster</td>
<td><a href="mailto:fostere@uindy.edu">fostere@uindy.edu</a></td>
<td>317-791-5991</td>
</tr>
<tr>
<td>EWIN Coordinator</td>
<td>Pam Warner</td>
<td><a href="mailto:warnerp@uindy.edu">warnerp@uindy.edu</a></td>
<td>317-791-5927</td>
</tr>
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