Welcome to the 2020 Virtual Forum for Excellence
Bringing Work Home: A Framework for Virtual Work-Based Learning

Presented by:
Heather Penczak, NIU EdSystems Center
Nikki James, Northeastern University
Carl Schneider, NIU EdSystems Center
Your moderator and tech support for this session will be

Natasha Allan
+ Maile Signorotti
Bringing Work Home: A Framework for Virtual Work-Based Learning

September 24, 2020
• Essential Elements of Work-Based Learning
  • Heather Penczak, Education Systems Center – Northern Illinois University

• Designing for Sustainability & Equity
  • Carl Schneider, Education Systems Center – Northern Illinois University

• I-USE: Practera as a Model for Virtual WBL
  • Nikki James, Northeastern University
Essential Elements of Work-Based Learning
Work-Based Learning Continuum

Definitions: *Illinois Career Pathways Dictionary*
Virtual WBL: Keeping the Focus on the Essential Elements and Outcomes of WBL

- Enhances skills and knowledge in a program of study/career interest area
- Develops Essential Employability Competencies
- Authentic, quality engagement with opportunities to interact and network with industry professionals
What Does Virtual WBL Look Like?

- Increased focus on individual self-reflection and accountability
- Intentional Distance Mentoring (regular check-ins, clear partner guidance)
- Consideration of providing opportunities that address multiple levels of technology access and ability to interact remotely
# Example: Education Pathway Virtual WBL Continuum

<table>
<thead>
<tr>
<th>Career Awareness</th>
<th>Career Exploration</th>
<th>Team-Based Challenge</th>
<th>Career Development Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read books and articles on Education (Level 0+)</td>
<td>Set up phone call(s) with Education professionals (Level 0+)</td>
<td><strong>Project Ideas:</strong></td>
<td>Review previous school year materials and lesson plans to offer and produce suggestions for improvement (Level 0+)</td>
</tr>
<tr>
<td>CareerOneStop Education and Training videos (Level 1+)</td>
<td>Informational interview questions sent via email to gather responses (Level 1+)</td>
<td>Explore solutions to enhance e-learning</td>
<td>Develop online activities to engage students (Level 1+)</td>
</tr>
<tr>
<td>Virtual College Tours (Level 1+)</td>
<td>Organize a panel that represents a variety of roles in Education (Level 2+)</td>
<td>Address equity and access concerns in e-learning</td>
<td>Co-teach classes and support on platform (Level 2+)</td>
</tr>
<tr>
<td>Meet with HS Alumni on Education path (Level 2+)</td>
<td>1-1 Informational Interview via video call (Level 3+)</td>
<td>How to support hands-on engagement when learning at home</td>
<td>Tutoring and mentoring students (Level 3+)</td>
</tr>
</tbody>
</table>

**Project Ideas:**

- Explore solutions to enhance e-learning
- Address equity and access concerns in e-learning
- How to support hands-on engagement when learning at home

- Review previous school year materials and lesson plans to offer and produce suggestions for improvement (Level 0+)
- Develop online activities to engage students (Level 1+)
- Co-teach classes and support on platform (Level 2+)
- Tutoring and mentoring students (Level 3+)
Collaborating with Partners to Develop Virtual WBL

- Regular communication and inventory to match needs and opportunities
- Provide opportunities to engage in feedback/input
- For project-based experiences like Team-based Challenges and Career Development Experiences:
  - Where does a partner need support/assistance right now?
  - What tasks completed previously can be adapted for remote work?
  - Are there consistent tasks that a student could work on independently?
Designing for Sustainability & Equity
An Opportunity to Design for Sustainability & Equity

Virtual work-based learning can address several common barriers for participation, including:

- **Transportation:** increase the number of Participants able to access opportunities in a way that doesn’t require transportation.

- **Distance, size, and type of partner sites:** Participants can engage with Host sites across the state, nation, and even internationally! Virtual WBL also provides the opportunity to engage with Hosts with small teams, or Hosts who don’t have a physical location.

- **Diverse student needs for support and access:** Virtual WBL should be structured to support and address the cognitive, emotional, physical, and sensory needs of Participants to engage in high-quality WBL. Managing Organizations can also be intentional about matching Participants to Host staff that reflect the diverse identities of Participants to better support relationship building and mentoring.
Expanding Access to WBL through Virtual Opportunities

Now more than ever, employers are eager to **diversify** their workforce and **address systemic injustice** in their companies.

One important way employers can contribute to a more equitable United States is looking at **hiring, training, and retaining** diverse job applicants, including opportunity youth and adult learners.
Employer and Partner Engagement

What entices employers to hire and support historically-underserved populations?

According to Fast Company, ‘A study by Gallup in 2016 found that when opportunity youth are hired for entry-level positions, the payoff has been tremendous: Once they land at a company, they tend to become highly engaged—and fiercely loyal—employees.

Year Up says that the data it has been able to collect from the 300 employers in its national network (mostly in technology, finance, and healthcare) reveal a consistent pattern: Younger workers stay in their first job for about 18 months on average. But for opportunity youth, the figure is more than twice as long—40 to 45 months.

“Because we invest in them, they invest in us,” says Ebony Frelix, senior vice president for philanthropy and engagement at Salesforce.org.
Supporting Historically- Underserved Populations

Whether in-person or virtual, WBL experiences should:

• Make an explicit connection to resources, education and/or employment opportunities to provide options and clear next steps

• Account for barriers that Participants may be experiencing such as:
  • Childcare/family responsibilities
  • Stable, consistent housing
  • Food insecurities

• Go beyond traditional professional development to include other important tools and topics such as:
  • Financial literacy (Ex: college and financial aid support, filing taxes)
Community Models
I-USE: Practera as a Model for Virtual WBL
Broadening Participation in Experiential Learning Opportunities to Enhance Learner Engagement and Develop In-Demand Professional Skills

Vision

To develop a model of experiential learning that opens up access to career exploration and professional skill development for under-represented and non-traditional, adult students

Research Questions

1. What is the impact of deliberate experiential learning on students self-directed learning readiness, self-efficacy beliefs and motivations?
2. How effective are virtual WBL projects at promoting the acquisition of professional skills?
Broadening Participation in Experiential Learning Opportunities to Enhance Learner Engagement and Develop In-Demand Professional Skills

<table>
<thead>
<tr>
<th>Cohorts</th>
<th>Coordinators</th>
<th>Students</th>
<th>Industry Partners</th>
<th>Teams</th>
<th>Current Live Cohorts</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>19</td>
<td>261</td>
<td>43</td>
<td>51</td>
<td>5</td>
</tr>
</tbody>
</table>

Participants Per Semester

Participants Per Partner

Booz | Allen | Hamilton

agilyx | McMillen Jacobs Associates | LearnLaunch | Practera | Credly

USNC-Tech | kaminaric | Chemica | Beagle

This work is supported by the National Science Foundation under award DUE-1725941. However, any opinions, findings, conclusions, and/or recommendations are those of the investigators and do not necessarily reflect the views of the Foundation.
The Virtual Internship Model
What we provide

1. 4 Structured Virtual Internship Designs
2. Reusable Project Template Library
3. Admin Dashboard & Industry Feedback Loop Technology
4. Professional Development
# Structured Virtual Internship Models

<table>
<thead>
<tr>
<th>Opportunities for Feedback &amp; Assessment</th>
<th>INDIVIDUAL</th>
<th>TEAM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 WEEKS</td>
<td>4 WEEKS</td>
</tr>
<tr>
<td>Structured Supervisor Feedback Points</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Self Assessments on Skills</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Peer Assessment on Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill Development Plans</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Reflections</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Learning Content</td>
<td>30 Hours</td>
<td>40 Hours</td>
</tr>
</tbody>
</table>
Highly structured to align expectations and set an operating cadence

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Events</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Welcome to your Virtual Internship</td>
<td>Students invited to enroll, complete platform orientation, Remote working activities</td>
<td>Self-Assessment # 1 + Skill Development Plan</td>
</tr>
<tr>
<td>1</td>
<td>Project Plan</td>
<td>Project Kick-Off Meeting with Supervisor Develop a detailed plan, approach for completing the Project.</td>
<td>Project Plan</td>
</tr>
<tr>
<td>3</td>
<td>Project Investigation</td>
<td>Deep dive into project, conduct research to understand the project.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Project Execution</td>
<td>Project Execution</td>
<td>Status Update # 1</td>
</tr>
<tr>
<td>4</td>
<td>Project Execution</td>
<td>Project Execution</td>
<td>Self-Assessment # 2 Skill Development Plan Revision</td>
</tr>
<tr>
<td>5</td>
<td>Project Report</td>
<td>Create Project Report and put final touches on Project</td>
<td>Status Update # 2</td>
</tr>
<tr>
<td>6</td>
<td>Project Presentation</td>
<td>Create a presentation that presents your project to your supervisor</td>
<td>Project Presentation + Project Report Self-Assessment # 3 + Reflection</td>
</tr>
</tbody>
</table>
Each Virtual Internship is designed to develop 21\textsuperscript{st} Century Skills

<table>
<thead>
<tr>
<th>Foundational Literacies</th>
<th>ICT Literacy</th>
<th>Use ICT tools to manage, execute and communicate work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies</td>
<td>Communication</td>
<td>Use virtual collaboration tools to engage stakeholders and execute a project</td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
<td>Use virtual tools with a cross-functional team to deliver a project</td>
</tr>
<tr>
<td>Character Qualities</td>
<td>Initiative</td>
<td>Exercise internal motivation and self-direction to deliver a work project</td>
</tr>
<tr>
<td></td>
<td>Self Leadership</td>
<td>Integrate self-leadership and project management skills to deliver a work project</td>
</tr>
<tr>
<td></td>
<td>Lifelong Learning</td>
<td>Reflect on work performance and identify improvement points</td>
</tr>
</tbody>
</table>
Reusable Project Templates
Sample Reusable Industry Project Templates

Business and Non-Profits

- **Engagement Analysis**
  Evaluate your organization’s social media strategy

- **Technology Evaluation**
  Evaluate & conduct competitor analysis of a technology product

- **Social Media Coordinator**
  Plan & execute a social media plan for the summer

- **Graphic Design Assistant**
  Evaluate and recommend tools to improve visual appeal of marketing materials

Public Health

- **Technology Quality Assurance**
  Test & report back on user experience of new technology product features.

- **Digital Activities Instructors**
  Provide community and interaction for kids

- **Digital Tutor**
  Help High School, Middle-School & Elementary School Kids catch up on learning they missed

- **Impact Assessment**
  Do an impact assessment of a business initiative (Social Media Analysis, Key Word Searches) and write up a report on the impact of the initiative

- **Data Cleaning/Analysis**
  Data Cleaning and Basics Analysis to assist with business decisions and reporting

- **Public Health Policy**
  Evaluate an existing public health policy and make recommendation of changes in a post COVID context.

- **Public Health Campaign**
  Repurpose an existing Public Health Campaign for a GEN-Z audience
Practera
Practera At-Scale Implementation Successes

• **5 Australian State Governments;** state sponsored student-industry project programs in NSW, Vic, Qld, SA & WA delivered to >10,000 students from >24 Universities and >1200 industry partners

• **NEXT Innovation Accelerator;** in curriculum 12-week industry innovation project delivered in curriculum to 2500 students at 8 Universities over 7 years with Deloitte, CSIRO, Westpac, IAG and other industry partners

• **EY Asian Century program;** in curriculum 12-week industry consulting project delivered in curriculum to 900 students at 4 Universities over 4 years with EY, Lonely Planet, Murray Goulburn, NAB and other industry partners

• **Boston University;** Global Health development online projects since 2016 with NGO’s and University partners in >20 developing countries in Africa, South America and Asia

Awards
“Air Traffic Control” for Admins

Individual / Team Progress →

Alerts Needing Attention →
Track login activity

Monitor self-report surveys

Track team status over time
Intern – Supervisor Feedback Loops

1. Intern submits work for review
2. Supervisor provides feedback
3. Intern Reflects on feedback and develops their skill
Professional Development
Professional Development

1. Implementation coaching and support for administrators
2. Teacher/Coordinator Training
3. Weekly Community of Practice Sessions
4. Implementation Resource Library
Illinois communities are piloting Practera to:

- Ensure equity and expand access to WBL
- Embed WBL within a dual credit course
- Support a Team-based Challenge or Career Development Experience

These communities are supported through professional development opportunities and regular community of practice sessions.
Illinois WBL Innovation Network (I-WIN)

• For employers, educators, and students to leverage innovative models for scaling high-quality work-based learning opportunities in school districts and community colleges across the State through professional development opportunities and regular community of practice sessions

• I-WIN communities will be engaged in conversations on creating sustainable, high-quality virtual models that ultimately provide broader and more equitable access to work-based learning opportunities

• Select communities within I-WIN are participating as pilot sites for implementing Practera, an experiential learning technology that supports Team-based Challenges and Career Development Experiences (free access SY20-21 through the Northeastern University (Boston) research grant project)
Questions?

• For more information about I-WIN or if you are interested in participating as a Practera pilot site please contact Heather Penczak, hpenczak@niu.edu

• Nikki James
  • ni.james@northeastern.edu

• Carl Schneider
  • cschneider5@niu.edu
RESOURCES

• Career Pathways Dictionary
• Career Development Experience Toolkit
• Recommended Technical and Essential Employability Competencies
• EdSystems Posts
  • Bringing Work Home: A Framework for Virtual Work-Based Learning
  • Announcing the Illinois Work-Based Learning Innovation Network (I-WIN)
• Article: Using Technology to Structure and Scaffold Real World Experiential Learning in Distance Education
RESOURCES (cont.)

- “The Early Impact of COVID-19 on Young Adult Workforce Development: Insights from the Field” a JobsFirstNYC Working Paper
- DCEO’s COVID Resources page
- State of Illinois – Workforce Portal to remotely connect employers seeking qualified applicants with job seekers
- JFF Sustaining Apprenticeships and COVID-19 Resource Center
- “What do we know about online internships?” A review of the academic and practitioner literatures – Wisconsin Center for Education Research
- DTE “Work from Anywhere” Summer youth internship program
Thank you for your attendance.

Please be sure to complete the end of session evaluation...
The Impact of COVID and the State’s Response

- Date: Thu, Sep 24, 2020
- Time: 10:30 AM - 11:30 AM
- Venue: Zoom, more coming soon

- Attendees: 58
- Questions: 0

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#Excellence4Equity

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Illinois Center for Professional Support
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Illinois Community College Board
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Engage with us!

Submit your photo to our LIVE Photo Mosaic Wall!

- Text your photo to: (585) 207-6225

Watch the Mosaic Wall come together LIVE on Friday, August 25th 8:30 AM-12:30 PM.

- See Agenda for details.
Thank you to our Sponsors!