

## Applicable Rules and Organizations

It can be a challenge to establish, successfully implement, and maintain a quality Work-Based Learning as each school and district must assess their unique needs; although there are essential components of a successful Work-Based Learning program, there is not a single recipe or blanketed approach that ensures a successful program. Challenges may come in a variety of forms including, but not limited to, limited resources or lack of structure and space to support a program. Even though there is not a single blanketed approach for success, consistently following the essential components of a program and focusing on best practices has proven successful in the field; following best practices will help overcome and alleviate the challenges you may face.

A key best practice that consistently provides results for schools is to prioritize time for building relationships and trust with stakeholders in the community. As part of this, it is crucial to dedicate time on a regularly scheduled basis with an intentional focus of creating an environment supportive of Work-Based Learning ideas, initiatives, and planning. Gathering your community leaders is key to a thriving program at your school. This module will discuss the structures of success for Work-Based Learning, the steps to take as you look to implement or enhance your Work-Based Learning Program, and the many related questions that are often brought to the forefront when implementing a Work-Based Learning program.

### Perkins V

Perkins V is the newest version of the Carl D. Perkins Act of 2006; this act ensures focus on and funding for CTE at the federal level. The passage below from [ADVANCE CTE](#) provides a high level summary of the plan and its goals:

“On July 31, 2018, the President signed the Strengthening Career and Technical Education for the 21st Century Act into law. This bill reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and is more commonly referred to as Perkins V.

Perkins V reflects the 100-year federal commitment to Career Technical Education (CTE) by providing federal support for CTE programs and focuses on improving the academic and technical achievement of CTE students, strengthening the connections between secondary and postsecondary education and improving accountability. Perkins V affords states and local communities the opportunity to implement a vision for CTE that uniquely supports the range of educational needs of students — exploration through career

preparation — and balances those student needs with the current and emerging needs of the economy.”

You can find additional high level summary details in the ADVANCE CTE [Perkins V: Strengthening Career and Technical Education for the 21st Century Act](#) one page document.

### **Illinois State Board of Education**

The Illinois State Board of Education serves as the eligible agency responsible for the administration, operation, and supervision of career and technical education programs under the Carl D. Perkins Career and Technical Education Act of 2006. The Illinois State Board of Education distributes Perkins funds to unit and high school districts through the Illinois Education for Employment (EFE) systems.

The State Board of Education works with local EFEs on all things related to Federal Perkins grants, Work-Based Learning, and College and Career Initiatives. This relationship allows regions to play a larger role in the programming that occurs within area school districts that are connected to career training, education programs, recruitment and a host of economic and social factors.

The Illinois State Board of Education has a dedicated [webpage](#) to provide news, updates, and Work-Based Learning resources.

### **Education for Employment Systems (EFEs)**

Education for Employment Systems (EFEs) were developed in the 1980's by the Illinois State Board of Education and the Illinois Legislature to provide leadership for the state's Career and Technical Education (CTE) programs under Perkins Legislative requirements for program development and accountability. The EFE system's primary function is to facilitate the

Work-Based Learning planning and delivery of quality career and technical education to students within the system. The EFE systems efficiently maintain continuity and accessibility of secondary Career and Technical Education (CTE) instruction as well as accountability for the use of both state and federal CTE funds. The systems work collaboratively with postsecondary institutions to create programs to enhance the skill and academic development of students and articulate transitions to post-secondary training programs, employment or both.

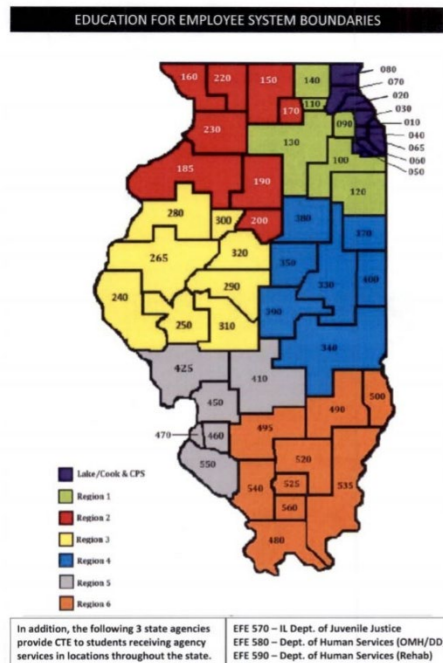
Responsibilities and objectives of the EFE is to:

- provide leadership, support, and technical assistance for K-12 CTE programs

- manage state and federal resources designed to deliver quality CTE programs in an efficient manner
- submit and administer career and technical education related grants and disperse funds and services to member districts
- provide curriculum and program development
- provide staff professional development opportunities for teachers, counselors and administrators
- collect data to provide assistance in the areas of accountability and the development of performance standards
- assist schools with technology and equipment updates
- provide the infrastructure for linking K-12 education with community colleges/universities, business and industry
- provide assistance to CTE “Special Population” students. This includes students who are academically, financially, educationally, or physically disadvantaged
- enable all students to be prepared for employment, continuing education and productive citizenship in today’s global market

As outlined above, one aspect of an EFE Director’s role is to communicate professional development and other opportunities provided by ISBE to teachers and educators on CTE related topics.

The image below shows the different EFE Systems across the state. In addition, you can see how EFE Systems are grouped together into larger regions as the colored sections on the map illustrate.



## Workforce Innovation and Opportunity Act

### What is the Workforce Innovation and Opportunity Act (WIOA)?

The Workforce Innovation and Opportunity Act (WIOA) is landmark legislation that is designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers.

WIOA was signed into law on July 22, 2014. It is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

### Improving the Workforce System

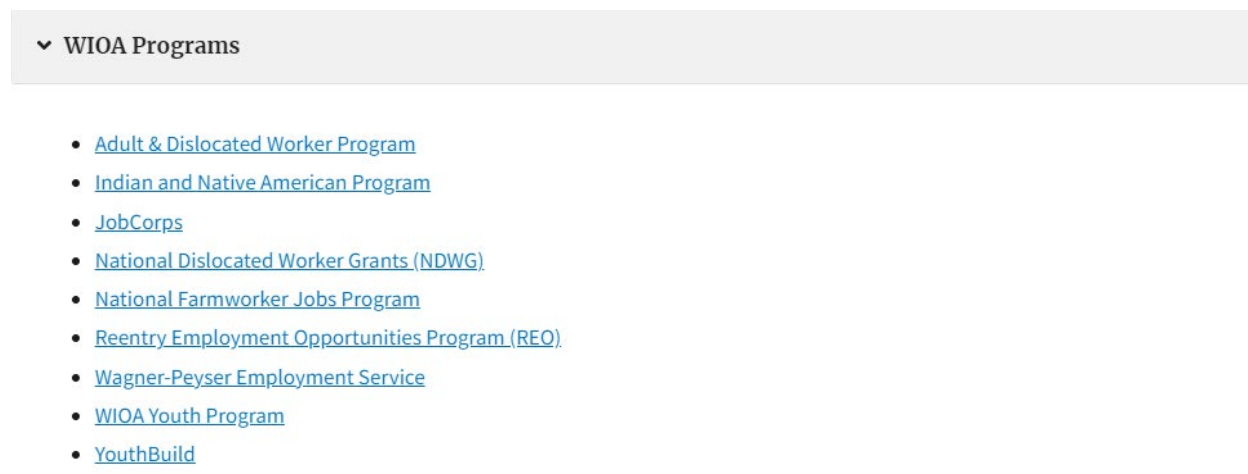
WIOA requires states to strategically align their core workforce development programs to coordinate the needs of both job seekers and employers through combined four-year state plans with greater flexibility than required by previous legislation. Additionally, WIOA promotes accountability and transparency through negotiated performance goals that are publicly available, fosters regional collaboration within states through local workforce areas, and improves the American Job Center system. Later in this module, we will explore working with industry partners to ensure that Work-Based Learning Programs are meeting the needs of employers.

### WIOA Agency Partners

The U.S. Department of Labor (DOL), in coordination with federal partners at the U.S. Departments of Education (ED) and Health and Human Services (HHS), collaborated to provide information and resources for states, local areas, nonprofits and other grantees, and other stakeholders.

### WIOA Workforce Programs

The Employment and Training Administration (ETA) administers core and discretionary programs authorized by WIOA. It also authorizes programs for specific vulnerable populations, including the Job Corps, YouthBuild, Indian and Native American Program, the Reentry Employment Opportunities (REO) program, and Migrant and Seasonal Farmworker programs. The image below shows the WIOA Workforce Programs that are currently listed on the [Department of Labor's WIOA Workforce Program website](#).



As stated on the [Department of Labor's WIOA Workforce Program website](#), these programs provide career and training services to millions of job seekers. These services include job search assistance, workforce preparation, and career development services. Additionally, training services available include both classroom and work-based learning opportunities. In addition to serving individual job seekers, these programs help businesses find the skilled workers they need by referring qualified job seekers, filling job orders, and through tailored work-based learning strategies.

### WIOA Youth Programs and Services

#### **What is a Youth Apprenticeship Program through WIOA?**

Apprenticeship programs for youth between the ages of 16-24 combine academic and technical classroom instruction with work experience through an apprenticeship program.

It provides the foundation for youth to choose among multiple pathways – to enroll in college, begin full-time employment, or a combination.

### Help Middle School Students Discover Apprenticeship

It's not too early for middle school students to start thinking about their future careers and learn how an apprenticeship can serve as a foundation for jumpstarting their careers. The U.S. Department of Labor has collaborated with Scholastic to develop materials to introduce middle school students, parents, and teachers to future careers and apprenticeships. Visit Scholastic's [apprenticeship webpage](#) to download all apprenticeship-related program materials and view profiles of current youth apprentices.



#### [Youth Connections](#)

The Youth Connections Community is an online learning destination for public workforce system staff and partners who serve youth in the Workforce Innovation and Opportunity Act (WIOA) Youth Program.



#### [YouthBuild](#)

The YouthBuild Community is a shared electronic space where grantees can share and review documents, exchange ideas, read and comment on blogs, and much more!



#### [Reentry Employment Opportunities](#)

The Reentry Employment Opportunities offers practitioners new ideas and tools to do the invaluable work of changing lives and renewing futures of formerly incarcerated offenders.



#### [Career Pathways](#)

The Career Pathways Community helps workforce development leaders, practitioners, and policy makers expand state and local career pathways efforts currently underway or being planned.



#### [Summer Jobs](#)

Connecting youth to summer jobs and opportunities can be a year around process.

### Advisory Groups

Advisory boards, in general, have proven effective in schools to enhance partnerships and increase Work-Based Learning opportunities for students. Advisory groups play an important role in developing and enhancing partnerships, providing a discussion forum for community groups to support Work-Based Learning initiatives, and ensure the agreed-upon program is implemented with fidelity. Understanding these principles reinforces the need and importance to form your Work-Based Learning Advisory Board early and to include them in the planning process.

A well-functioning advisory Board will:

- Evaluate the current Work-Based Learning program to determine if it is providing realistic and current preparation and training for students

- Review all features of the program—goals, competencies, curriculum, lesson plans and classroom and lab formats—and evaluate overall program effectiveness
- Identify the most recent educational and employment trends in specific businesses and industries
- Provide advice on the establishment and maintenance of a realistic education program
- Provide advice about curricula content, training techniques, and equipment.
- Provide insight into the types of facilities and equipment currently used in business and industry
- Research and explain technical information
- Inform school personnel of changes in the labor market/internship programs
- Inform the school about business and industry personnel needs
- Act as a change agent to increase the Work-Based Learning program's relevance
- Follow up on recommendations made to Work-Based Learning coordinators, instructors, administrators and the local board of education.
- Identify places for internships and Work-Based Learning experiences
- Recommend policies for internships and Work-Based Learning work programs
- Provide input and support for legislation and corresponding funding at the local, state and federal levels
- Suggest and support local, state and national action regarding Work-Based Learning programs
- Act as a communications link to assist in the development of community understanding of and support for the Work-Based Learning program
- Encourage cooperation and a better understanding of Work-Based Learning programs among employers, students and the general public
- Assist in securing meeting places unique classes, advisory Board meetings, competitive events and special demonstrations
- Recommend resource personnel and guest speakers and instructors for Work-Based Learning programs

## **Chambers of Commerce**

As this module expands on community organizations that have been integral to education initiatives on the national and local level, it is clear that Chambers of Commerce across the United States are better prepared than most organizations to connect businesses, governmental organizations, and nonprofits. With the expansion of Career and Technical Education programming in Illinois paired with the increased focus on College and Career Readiness, it is essential to connect schools and educational institutions to their local Chamber of Commerce.

Some of the activities and support that Chambers of Commerce can provide include:

- Providing networking for small and large businesses
- Lobbying for activities and grants to revitalize local business districts
- Providing free promotion directly to businesses from Chamber communications
- Exclusive advertising perks
- Adding credibility to a business or organization

As Chambers of Commerce take on these responsibilities, they are engaged in conversations with business owners on the needs of small businesses and also the current trends of local businesses. These conversations allow for the Chamber of Commerce to host business meetings, training, and other business focused events to bring about awareness of local issues. Essentially, Chambers of Commerce are a huge communication component between businesses and schools; Chambers can serve as a major resource for both parties.

In addition to the activities previously outlined, Chambers of Commerce may participate in activities that directly relate to and support high school education and learning opportunities for students. Examples of these activities include.

- Mentoring
- Creating Apprenticeship programs
- Internship opportunities
- Work-Based Learning experiences



- Training
- Career exploration activities

School districts may choose to use Perkins dollars and other resources to hire a Work-Based Learning Coordinator who partners with the local Chamber of Commerce as one aspect of their role. Through this partnership, it likely to increase the level of employer engagement and increase opportunities such as:

- Guest speakers
- Mock interviews
- Work site tours
- Job Shadows and Internships

#### *Work-Based Learning and the Use of Chambers of Commerce*

The National Governors Association directly recognizes the use of Chambers of Commerce in programming in high school and postsecondary education models. Governors are uniquely positioned to offer a host of resources through state agencies under control of the governor, launching studies and committees to create state institutional support for Work-Based Learning, and use the office to draw attention to numerous Work-Based Learning initiatives throughout the state.

Chambers of Commerce are starting to work closely with schools to establish mentoring programs for high school students. The work is often related to Business classes, but can also be utilized with arts, sciences and other pathway programs. For example, engineering firms can offer mentoring to engineering pathway students virtually by checking in a few times a month on projects and ideas being discussed in class.

Another example is how art students can mentor with small businesses to offer graphic arts services, or provide feedback on the many types of art mediums. Working with the Chamber of Commerce can offer these students opportunities to see how art and graphic design are commonly used in business, nonprofit, and government roles.

