

Delivering Work-Based Learning in Rural Schools

Opportunities and Options

Douglas Gagnon, Douglas Van Dine, Steve Klein, Neal Wolf, Sarah Bird



Who We Are

The Regional Educational Laboratory (REL) Central at Marzano Research serves the applied education research needs of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.

An alliance united by goals to address challenges faced by rural schools including recruitment and retention and achievement gap closure.

Areas of Focus



Teacher
Recruitment
& Retention



Closing
Achievement
Gaps



Delivering Work-Based Learning in Rural Schools

Overview

- Introductions
- What is work-based learning?
- Delivery challenges
- Framework components
- Promising approaches



Today's Presenters

- Steve Klein
 - Director of the Center for School, Family, and Community
- Neal Wolf
 - Agriculture Instructor at Grand River Technical School, Missouri
- Sarah Bird
 - Curriculum, Instruction, and Assessment Director at Boone Central Schools, Nebraska
- *Facilitators:*
 - Douglas Gagnon, Senior Researcher, REL Central
 - Douglas Van Dine, Senior Researcher, REL Central

What Is Work-Based Learning (WBL)?

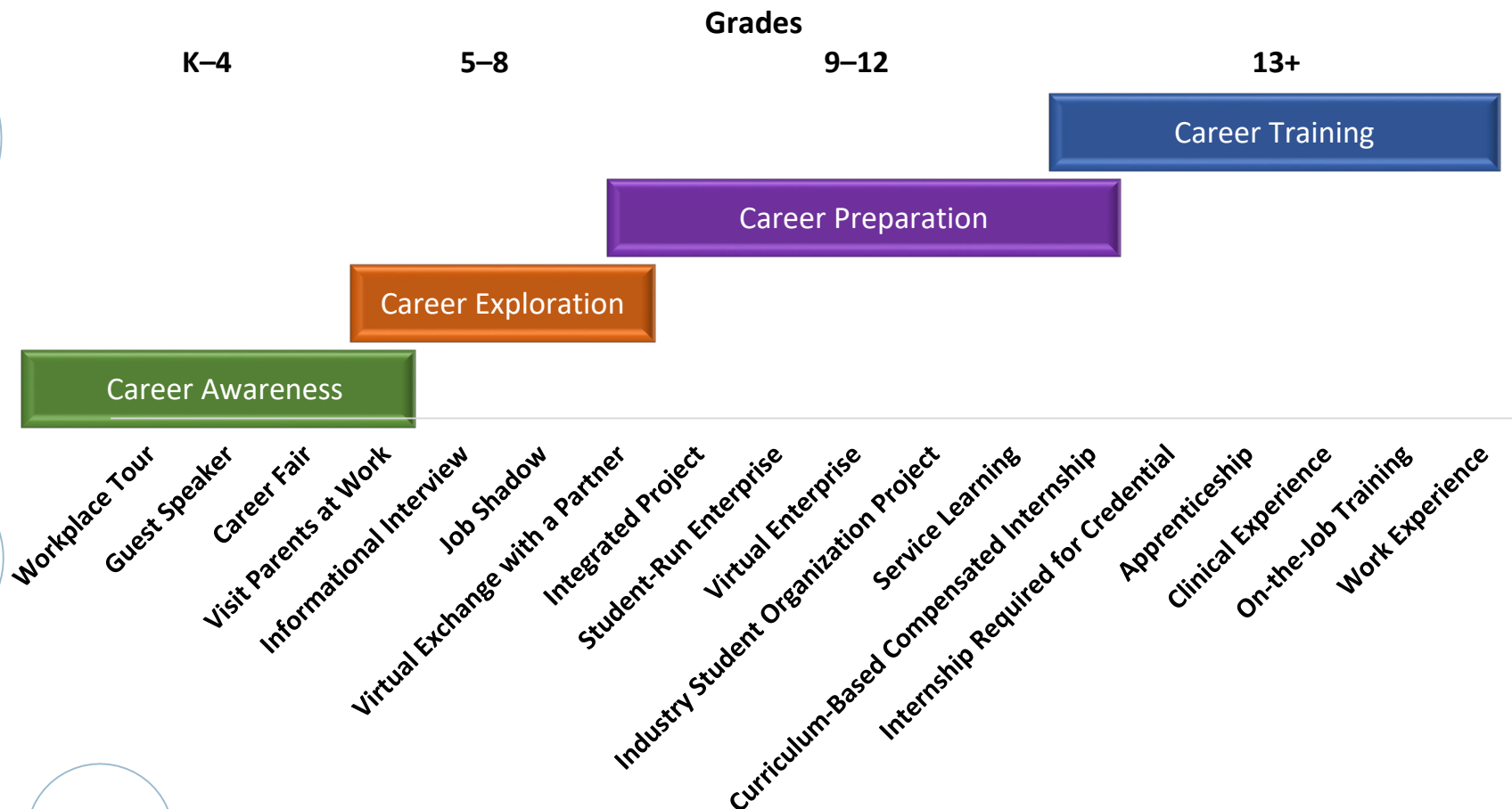
Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field that are aligned to curriculum and instruction (Strengthening Career and Technical Education for the 21st Century Act of 2018).



Research Behind WBL

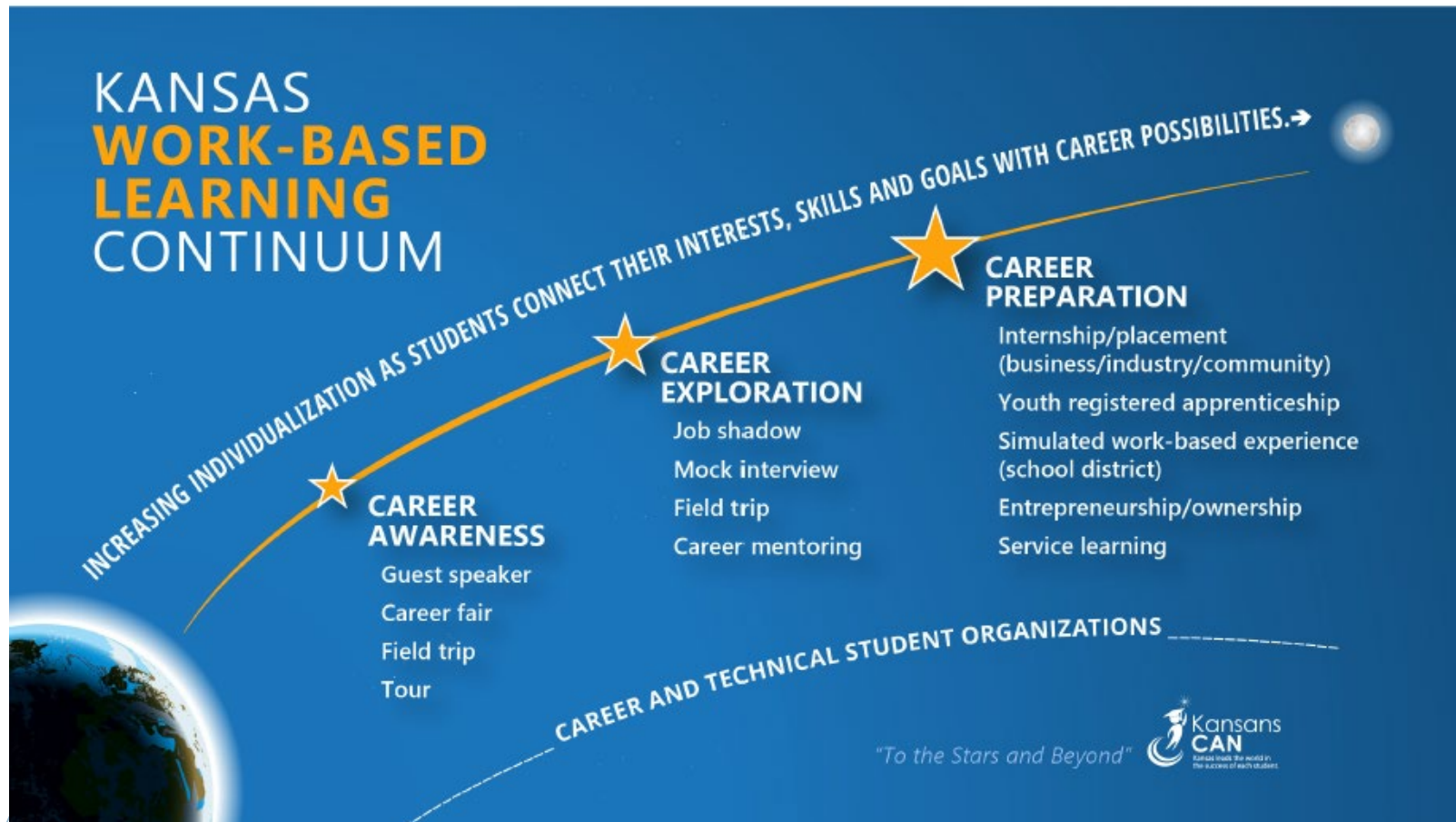
- Research has suggested the following:
 - WBL is associated with increased workplace readiness and motivation (Kenny et al., 2010; Phillips et al., 2002) and with increased attendance and lower dropout rates (Hughes et al., 1999).
 - Successful WBL programs are more likely to be highly structured and integrated with existing curriculum (Brown, 2003) and to allow for communication between instructors, employers, and students to ensure that goals are aligned (Hughes et al., 1999; Organisation for Economic Co-operation and Development, 2010).

Strategies for Offering Services



Note. Adapted from Work-Based Learning Subcommittee (2012, p. 20).

Strategies for Offering Services



Participant Questions

- *What WBL options do you offer students?*
- *What is the biggest challenge you face in offering WBL to students?*



Goals of WBL

- To apply classroom academic and technical skills
- To develop employability skills
- To learn about career options
- To build relationships
- To observe workplace professionals
- To become aware of postsecondary education and training needs



Delivery Challenges: General

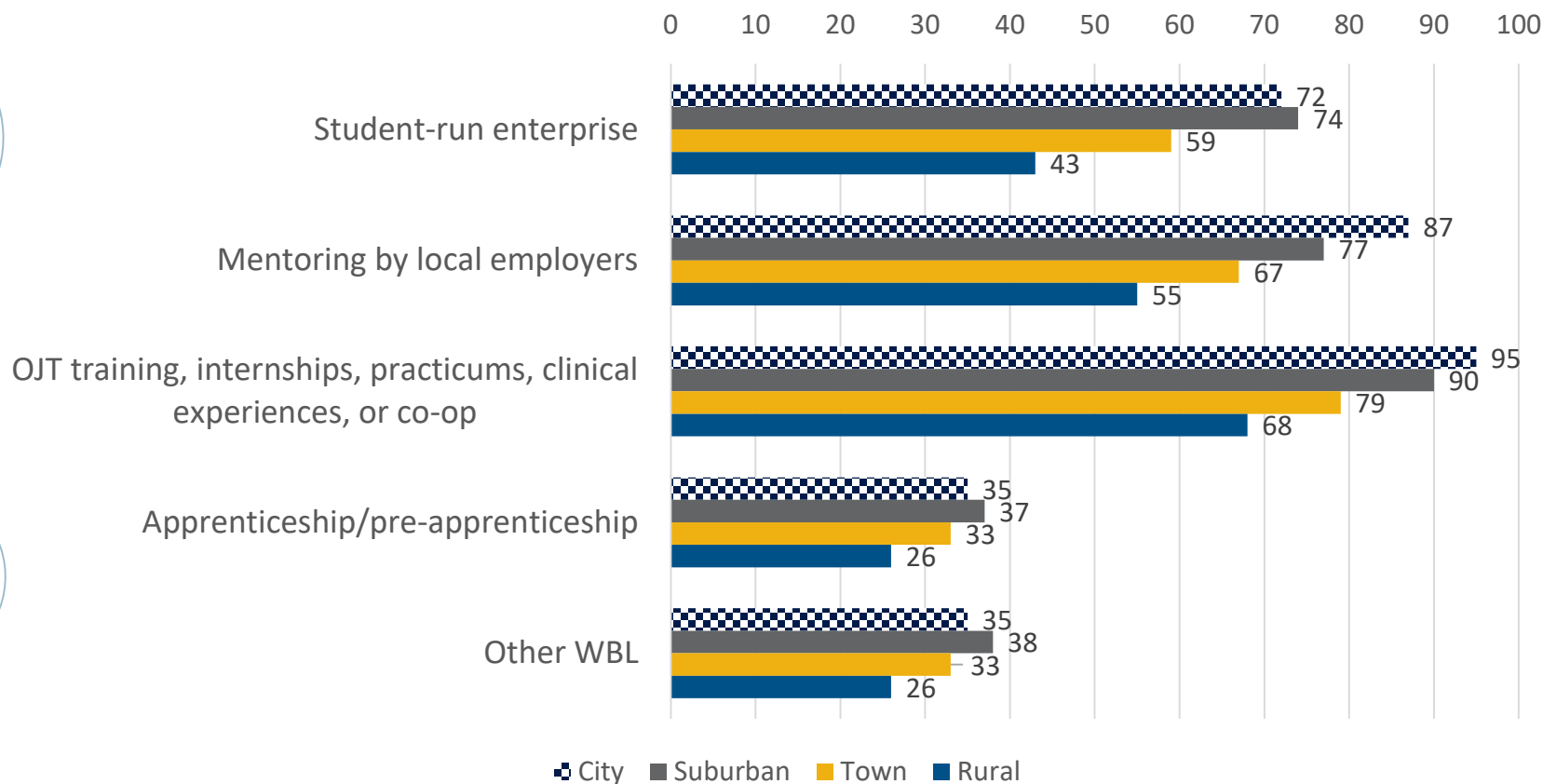
- State or local policies that limit academic credit for activities outside the building
- Transportation costs and busing limitations
- Scheduling constraints
- Liability and safety concerns
- Challenges in establishing employer relationships
- Concerns over student performance

Delivery Challenges: Rural

- Limited economic base
- Distance to employers
- Career and technical education (CTE) program options
- Teacher experience and learning



WBL Offerings



Note. Adapted from Gray and Lewis (2018, Table 3).

What Is a Framework?

- **Terminology:** How is WBL defined?
- **Qualifying experiences:** What is participation?
- **Instructional connections:** How are experiences integrated into students' educational program?
- **Fidelity:** How is program quality assured?
- **Measurement:** How are student experiences assessed?

U.S. Department of Education: Work-Based Learning Tool Kit (<https://cte.ed.gov/wbltoolkit/>)



ALIGNMENT OF
CLASSROOM AND
WORKPLACE LEARNING



APPLICATION OF ACADEMIC,
TECHNICAL, AND EMPLOYABILITY
SKILLS IN A WORK SETTING



SUPPORT FROM
CLASSROOM OR
WORKPLACE MENTORS



Work-Based Learning Manual: A How-To Guide for Work-Based Learning (<https://wbl.fhi360.org/>)



INTRODUCTION TO WORK-BASED LEARNING



GUEST SPEAKERS



WORKPLACE TOURS



COLLEGE AND CAREER FAIRS



INFORMATIONAL INTERVIEWS



JOB SHADOWS



INTERNSHIPS



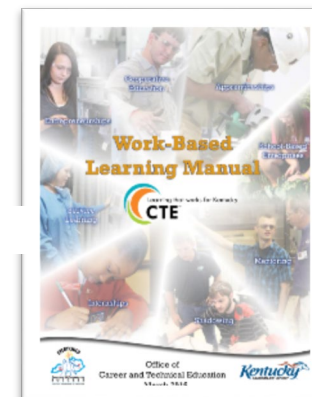
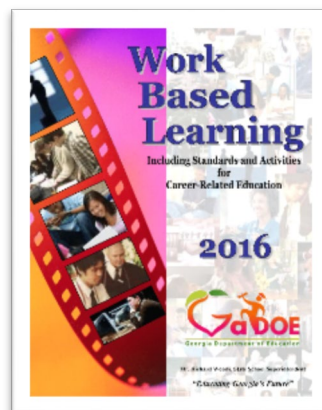
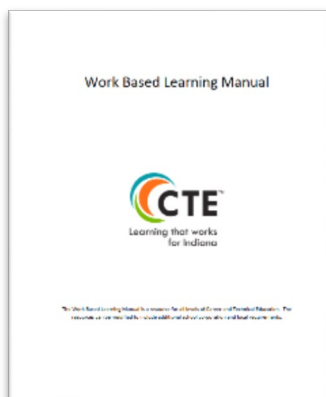
TEACHER WORKPLACE TOURS



TEACHER EXTERNSHIPS

State Frameworks

Nebraska, Indiana, Georgia, and Kentucky are a few state examples.



Sources. Georgia Department of Education (2016); Indiana Department of Education (2018); Kentucky Department of Education, Office of Career and Technical Education (2015); Nebraska Department of Education (n.d.).

Questions?



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COLORADO KANSAS MISSOURI NEBRASKA NORTH DAKOTA SOUTH DAKOTA WYOMING

Litton Agri-Science Learning Center



Census	Population	%±
1950	8,694	8.5%
1960	9,236	6.2%
1970	9,519	3.1%
1980	9,089	-4.5%
1990	8,804	-3.1%
2000	8,968	1.9%
2010	9,515	6.1%
Est. 2016	9,714	2.1%



Approx. 200 students,
grades 9–12

Litton Agri-Science Learning Center



This amazing agricultural education facility located in north central Missouri was built and funded primarily through donations from private individuals, local foundations, a local development corporation, and Chillicothe Banks. A display in the Ag Ed building is dedicated to and honors the Litton family.

Our Program Today



- Content area courses – Focus on Project Based Learning (PBL) through agriculture.
- Career readiness course – Property/equipment maintenance and hands-on learning in various other courses.

Student WBL Experiences

- School farm
- Student-run greenhouse
- Property/maintenance course



School Farm



Greenhouse Students: School-Run Greenhouse



Property/Maintenance Students



Challenges

- Supervising multiple groups of students in different locations.
- Developing and implementing appropriate assessments.
- Funding, equipment maintenance.

Lessons Learned

- Give all students opportunities.
- Establish routines early.
- Allow students to fail.

Questions?



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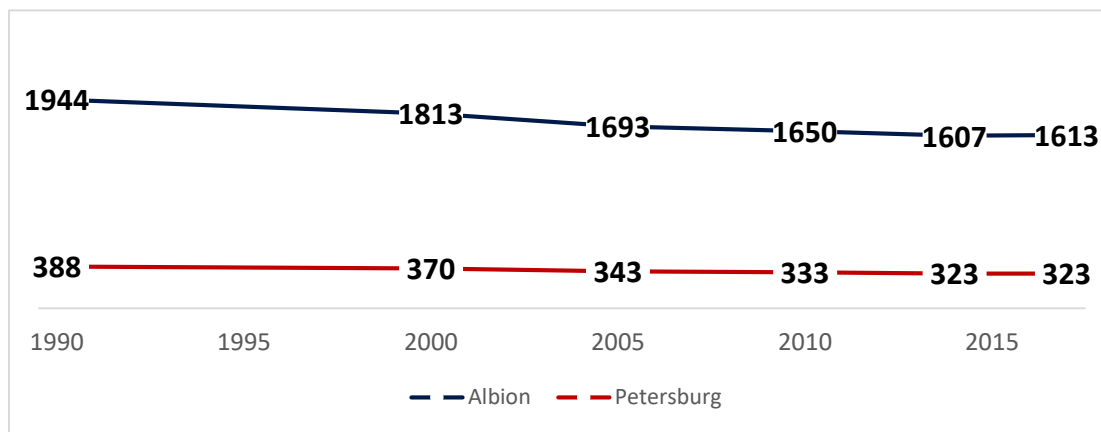
COLORADO KANSAS MISSOURI NEBRASKA NORTH DAKOTA SOUTH DAKOTA WYOMING

Boone Central School District



BOONE
CENTRAL
CARDINALS

Approx. 200 students,
grades 9–12



Source: Population.us (n.d.).

WBL in Boone Central



Our Program Today

- Content area courses – Focus on PBL.
- Career readiness course – Job shadowing and hands-on learning.
- Capstone – Certification, independent project, or internship.



Entrepreneurship Students: Volunteer-Based Theater



Animal Science Students: Research with a Local Feedlot



Agronomy Students: School-Run Greenhouse



Construction Students: In-House Projects



Welding Students: Working Toward Certification



Challenges and Lessons Learned

- Matching students with their interests.
- Balancing needs of employers with needs of students.
- Involving teachers from the beginning.

Questions?



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Closing

- Thank you!
- Availability of webinar materials.
- Stakeholder feedback survey.

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ies.ed.gov/ncee/edlabs/regions/central/index.asp

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