WHY WORK-BASED LEARNING MATTERS

The role of work-based learning as an equity strategy
CHILDREN DON’T EARN MORE THAN THEIR PARENTS

2016 Data

Year in Which Child is Born

Pct. of Children Earning More Than Parents

INCREASING IMMOBILITY

Growing problem for low-income communities

Rungs of the ladder have grown farther apart (income inequality has increased) …but children’s chances of climbing from lower to higher rungs have not changed.

DEGREES DON’T HOLD THE SAME VALUE FOR EVERYONE

Source: Bartik and Hershbein, 2016
Comparison of median earnings by education level and field of study

INFLUENCE OF COLLEGE MAJOR ON EARNINGS

Source: Anthony P. Carnevale and Ban Cheah, Five Rules of the College and Career Game, Georgetown University Center on Education and the Workforce, May 2018. https://cew.georgetown.edu/cew-reports/5rules/
GETTING ADVICE ABOUT COLLEGE MAJORS

MISMATCH BETWEEN SOURCE AND HELPFULNESS

<table>
<thead>
<tr>
<th>Source Type</th>
<th>Helpfulness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal work-based</td>
<td>83%</td>
</tr>
<tr>
<td>Informal school-based</td>
<td>78%</td>
</tr>
<tr>
<td>Formal</td>
<td>64%</td>
</tr>
<tr>
<td>Informal social network</td>
<td>72%</td>
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</tbody>
</table>

WHAT IS SOCIAL CAPITAL?

“Resources embedded in one’s social networks, resources that can be accessed or mobilized through ties in the networks” (Lin, 2005)

“The goodwill available to individuals or groups. Its source lies in the structure and content of the actor’s social relations. Its effects flow from the information, influence, and solidarity it makes available to the actor.” (Adler and Kwon, 2002)

“Networks together with shared norms, values and understandings that facilitate cooperation within or among groups” (OECD, 2007)
Granovetter (1973) showed how “influence, information, and mobility opportunities are diffused between groups with different places in the social hierarchy.” He named this phenomenon “the strength (and cohesive power) of weak ties.”
What was your first job?

How did you get it?

What did you learn from it?
SOCIAL CAPITAL AND STUDENT OUTCOMES

Earnings outcomes differ between graduates of color and their white counterparts, even when they have the same credentials.

Empirical evidence shows that implicit bias plays a significant role in how people enter and advance in the labor market.

Certain workplaces and professions can be easier to navigate if your background and experiences mirror those of the people in power.
YES, AND...

Almost everyone has social capital. But not all kinds of social capital are equally useful for entering and navigating the labor market, which is full of systemic and institutional barriers and inequities.
Do students in your state, system, or college have opportunities to participate in work-based learning?

How do students access information about these opportunities?
THE NEED FOR EQUITABLE ACCESS

A lack of access to work-based learning limits the career prospects and economic mobility of millions of youth and adults.

70% of employers offer some form of WBL to employees

$177 Billion spent by employers on training annually

58% spent on employees with a BA or higher

25% spent on employees with some college (sub-BA)

17% spent on employees with a HS diploma or less
DESIGNING FOR EQUITY
DEFINING WORK-BASED LEARNING

- Exposes students to the workplace
- Involves meaningful job tasks
- Develops skills and knowledge
- Supports career entry and advancement
WORK-BASED LEARNING OUTCOMES

Career and postsecondary readiness
Successful completion of pathway
Degree or credential attainment
Career advancement
Self-sufficiency
7 PRINCIPLES FOR EFFECTIVE WORK-BASED LEARNING

- Support entry and advancement in a career track
- Offer compensation
- Reward skill development
- Provide comprehensive student supports
- Provide meaningful job tasks that build career skills and knowledge
- Identify target skills and how gains will be validated
- Support college entry, persistence, and completion

Apprenticeship is a workforce training model that combines paid on-the-job learning and formal classroom instruction to help a worker master the knowledge and skills needed for career success. These programs generally vary in duration, quality, and program requirements, and require no approval by state or federal apprenticeship agencies.

**Wages from day one**
Apprentices are employees who are compensated for their work beginning on day one.

**Wages grow as skills do**
Paychecks are guaranteed to increase as training progresses,

**Increased lifetime earnings**
Apprentices who complete their programs earn about $300,000 more during their careers than non-apprenticeship workers.

**Education and training**
Hands-on training results in improved skills and competencies, and apprentices can earn transferable postsecondary credit.

**Portable credentials**
Apprentices earn nationally recognized, portable credentials.

**A career**
Apprentices are on their way to long-term careers with competitive salaries and little or no educational debt.
EFFECTIVE DESIGN IS CRITICAL TO SUCCESS
WORK-BASED LEARNING IS...

INTENTIONAL  SEQUENTIAL  PURPOSEFUL
JFF’S WORK-BASED LEARNING FRAMEWORK
DIFFERENT STAGES, DIFFERENT PURPOSES

CAREER EXPLORATION
- Industry speakers
- Career fairs
- Interest surveys

CAREER EXPOSURE
- Company tours
- Job shadowing
- Mentoring
- Informational interviews

CAREER ENGAGEMENT
- Internships
- Co-ops
- Pre-apprenticeship
- Service learning

CAREER EXPERIENCE
- Apprenticeship
- On-the-job training
WBL NEEDS EQUITY TO SUPPORT EQUITY

Source: Center for American Progress, 2018

FIGURE 4
Black, white, and Hispanic women make the least among women, and black men make the least among men
Exit wages for individuals exiting apprenticeship programs between fiscal years 2008-2017 by race/ethnicity

Notes: Data only include individuals who are exiting because they completed the apprenticeship program. Racial data includes Hispanic individuals, non-Hispanic individuals, and those that did not disclose their ethnicity. Wage data include apprentices who were incarcerated during their apprenticeship and were not making market wages. Of the data sample, 8.5 percent made less than the federal minimum wage in fiscal year 2008 to fiscal year 2017, indicating that those apprentices were incarcerated.

Source: Authors’ calculation of fiscal year 2008 to fiscal year 2017 data from the U.S. Department of Labor, “Registered Apprenticeship Partners Information Data System (RAPIDS),” data on file with authors.
FOCUS ON ACCESS
PATHWAYS SYSTEMS CONNECT LEARNING TO CAREERS

ON- AND OFF-RAMPS AT MULTIPLE POINTS ALONG THE PATHWAY
Are work-based learning opportunities part of the conversation when designing and mapping out student academic pathways (at either the individual program of study or meta-major level)?
INTEGRATION STRATEGIES

WORK-BASED LEARNING AND PATHWAYS

Define skills

Define **key skills**—academic, technical, and employability—that will be taught and measured over time, in a variety of academic & workplace settings.

Intentionality

**Design structures and systems** to ensure that each work-based learning experience builds upon and extends prior learnings and experiences – it’s a **continuum** not a **checklist**!

Employer engagement

Foster **sector-specific partnerships** that allow business and industry to co-design work-based learning and experiences, at scale.

Metrics

Establish and value “**quality indicators**” for work-based learning that support continuous improvement.
Does your state, system, or college partner with industry/employers to provide on-the-job training, incumbent worker training, or other opportunities that can connect workers with credit-bearing postsecondary programs?

Does the state provide support for employers to offer work-based learning opportunities for students (tax credits, grants/reimbursements to defray costs, etc.)
Is there a funded statewide initiative to grow paid work-based learning opportunities?

Does the state support an explicit role for community colleges in implementation of registered apprenticeships?
THANK YOU!

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