



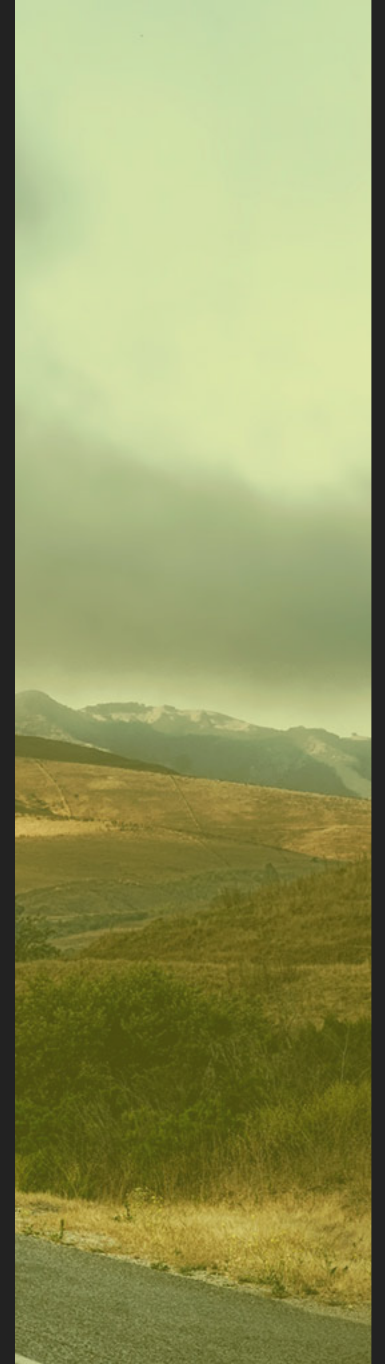
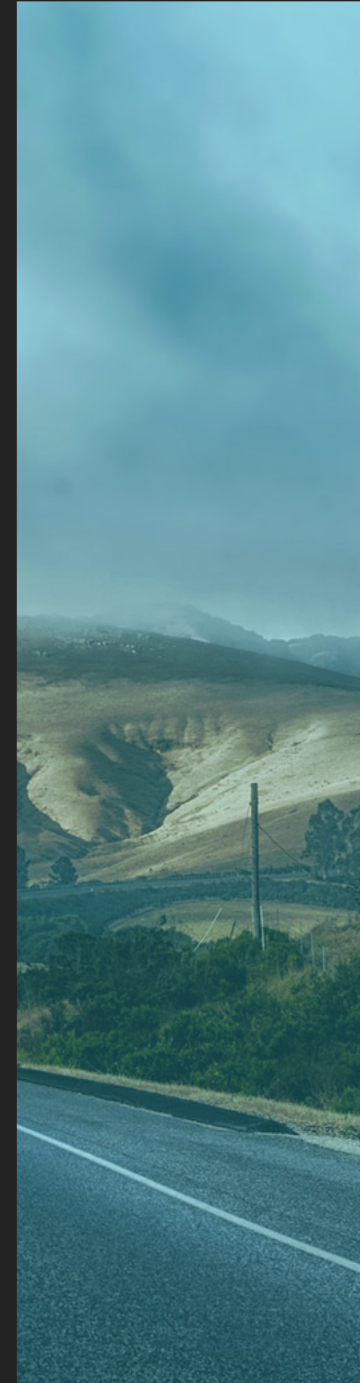
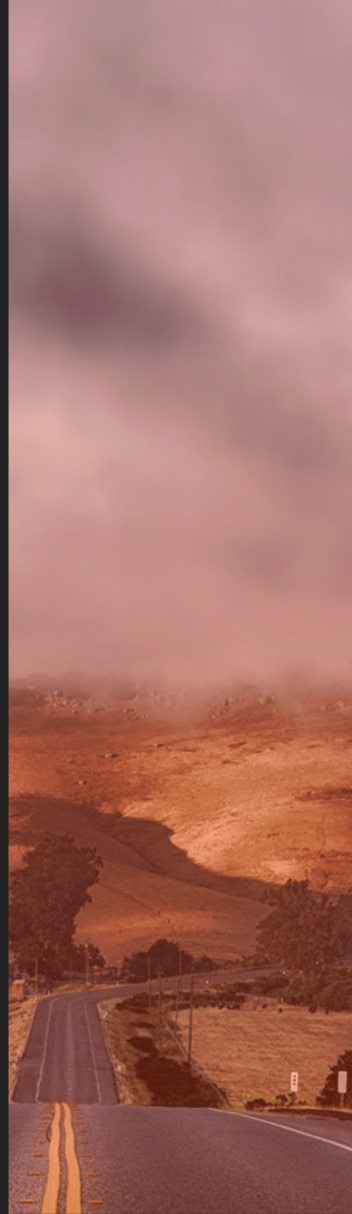
**Building a
Future
That Works**

**FACILITATING CONNECTIONS TO WORK
AS AN EQUITY STRATEGY
JFF's Work-Based Learning and
Apprenticeship Approach**

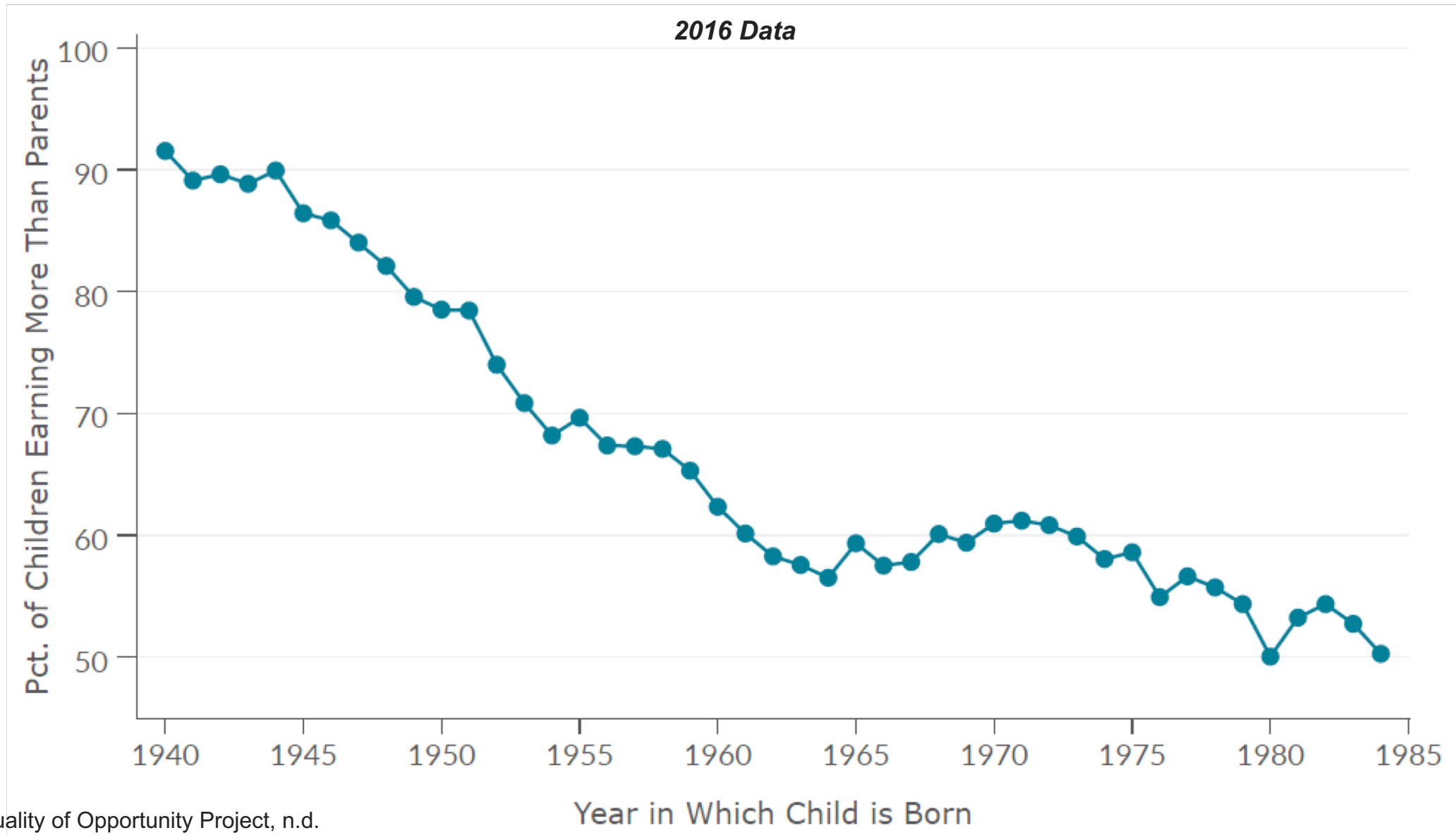
January 31, 2019

WHY WORK-BASED LEARNING MATTERS

*The role of work-based learning as an
equity strategy*



CHILDREN DON'T EARN MORE THAN THEIR PARENTS



CHANGES IN THE INCOME LADDER

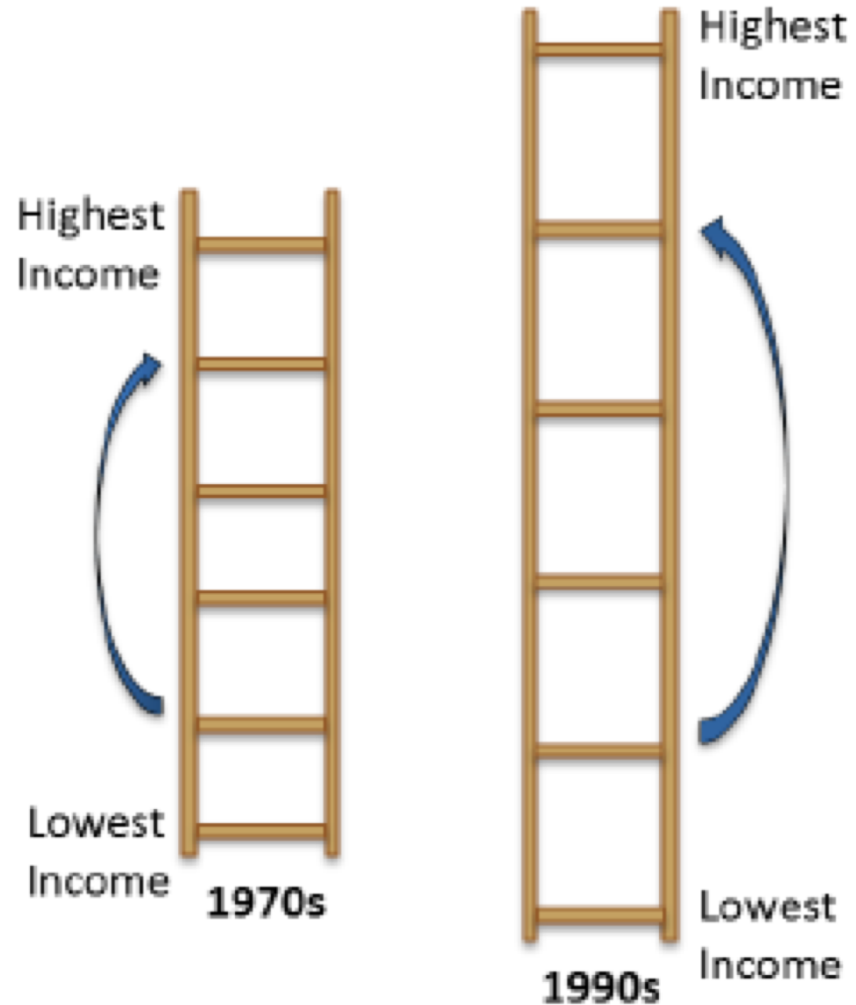
INCREASING IMMOBILITY

Growing problem for low-income communities

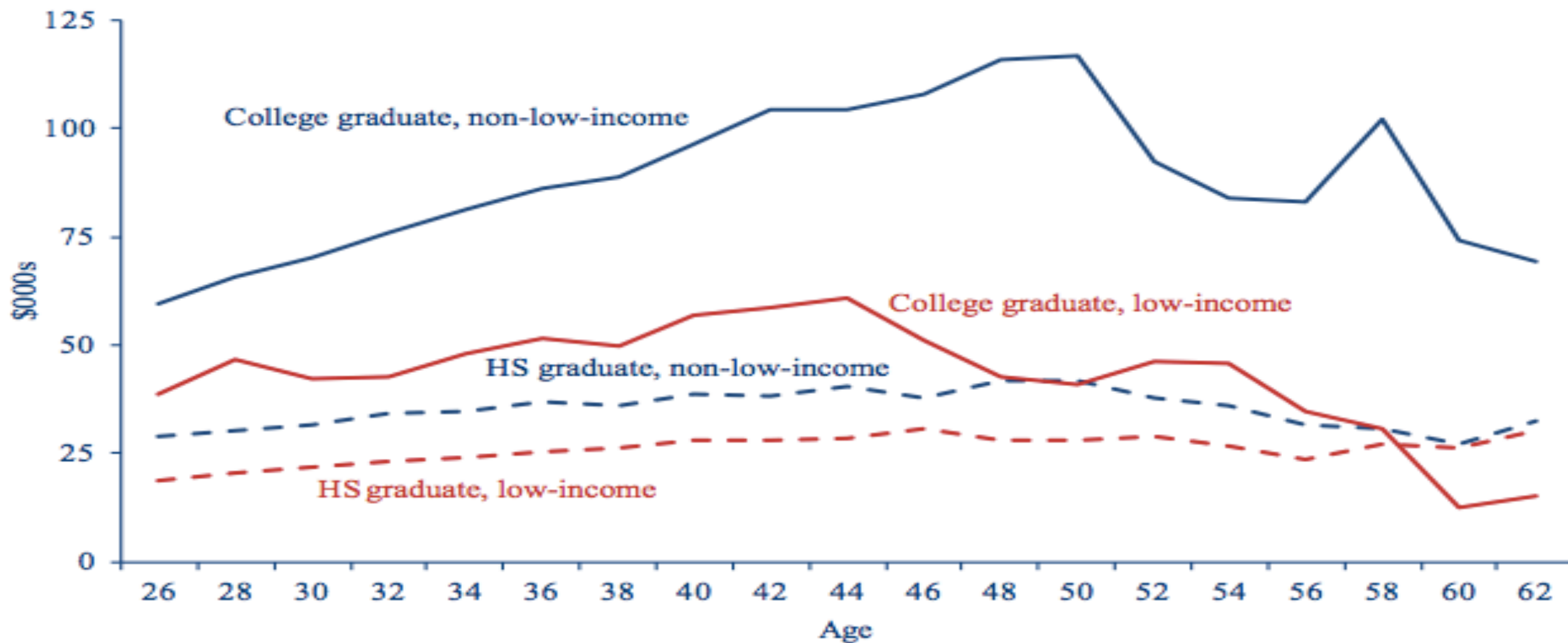
Rungs of the ladder have grown farther apart (income inequality has increased)

...but children's chances of climbing from lower to higher rungs have not changed.

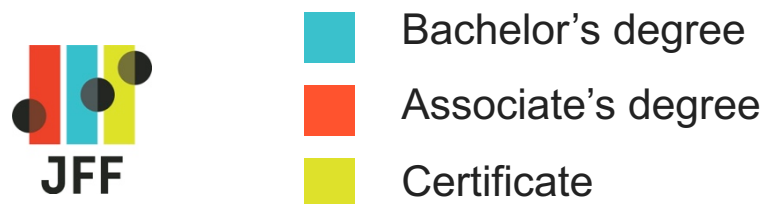
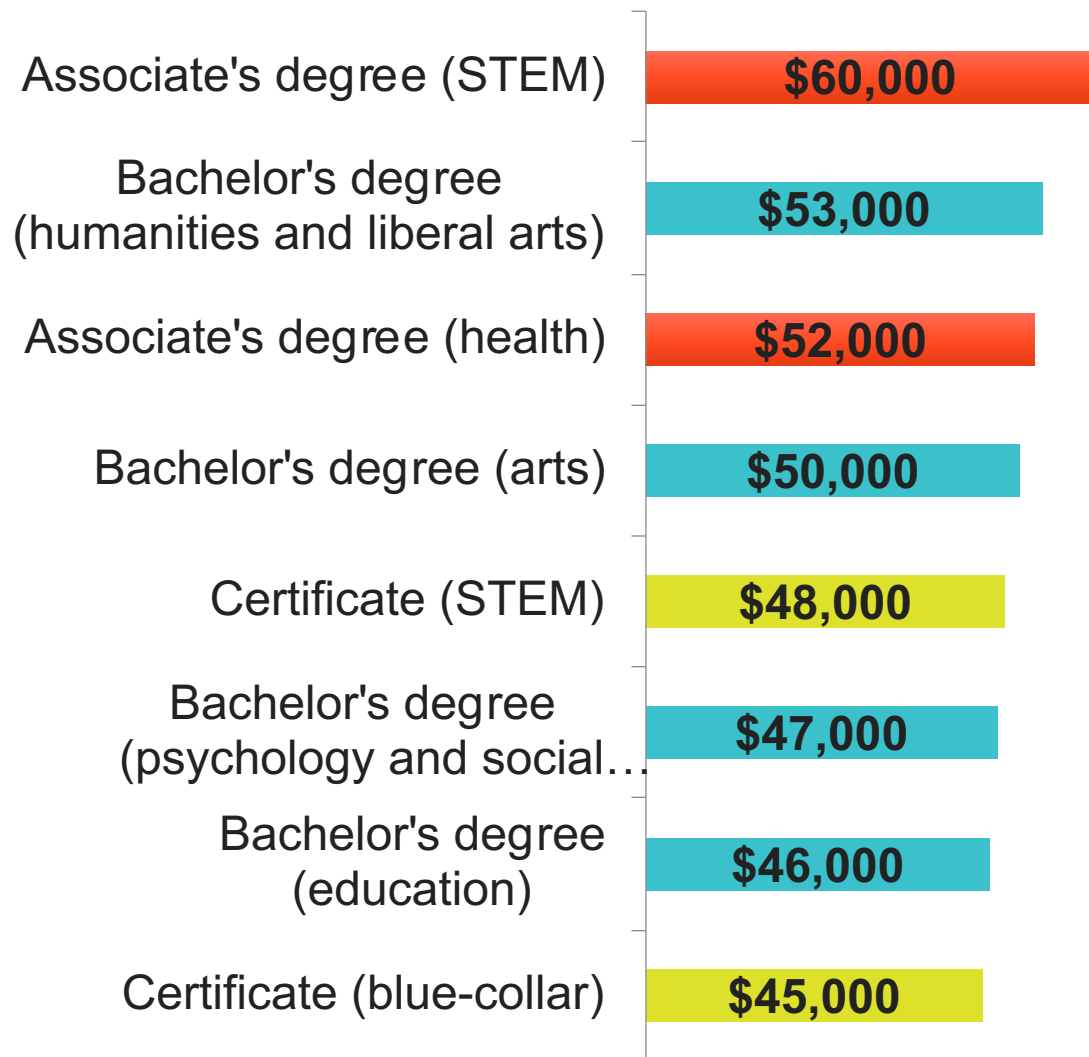
Source: The Equality of Opportunity Project, n.d.



DEGREES DON'T HOLD THE SAME VALUE FOR EVERYONE



Source: Bartik and Hershbein, 2016



INFLUENCE OF COLLEGE MAJOR ON EARNINGS

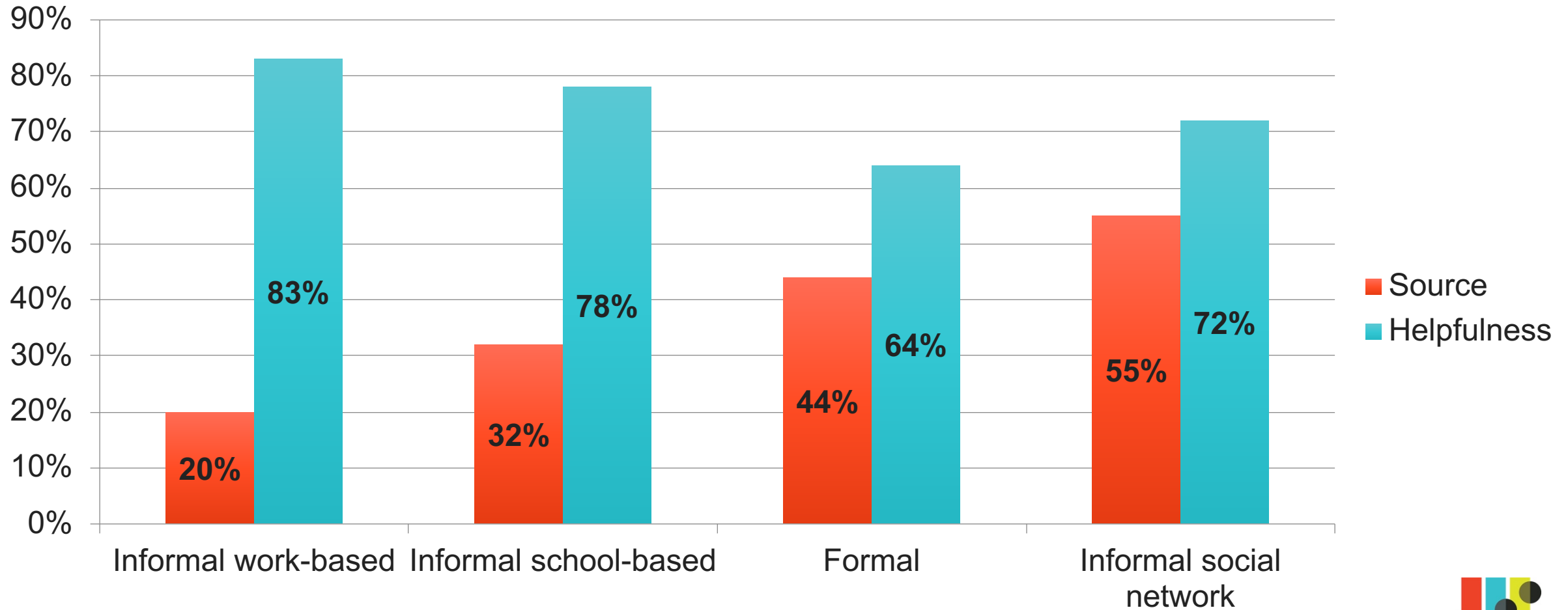
MAJORS MATTER

Comparison of median earnings by education level and field of study

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/>

MISMATCH BETWEEN SOURCE AND HELPFULNESS

GETTING ADVICE ABOUT COLLEGE MAJORS



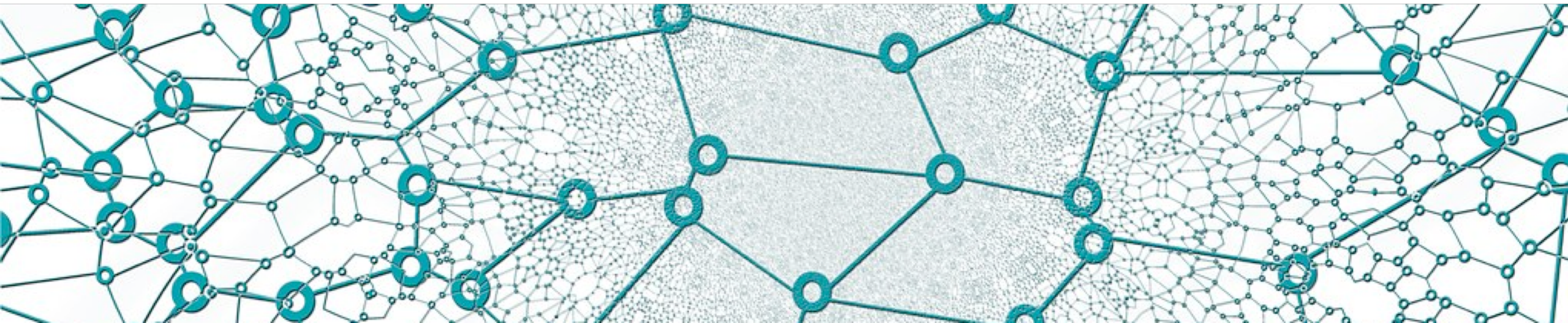
Source: Gallup, Inc. (2017). Major Influence: Where Students Get Valued Advice on What to Study in College.

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)





THE STRENGTH OF WEAK TIES

HOW NETWORKS WORK

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?

ONE PIECE OF THE PUZZLE

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

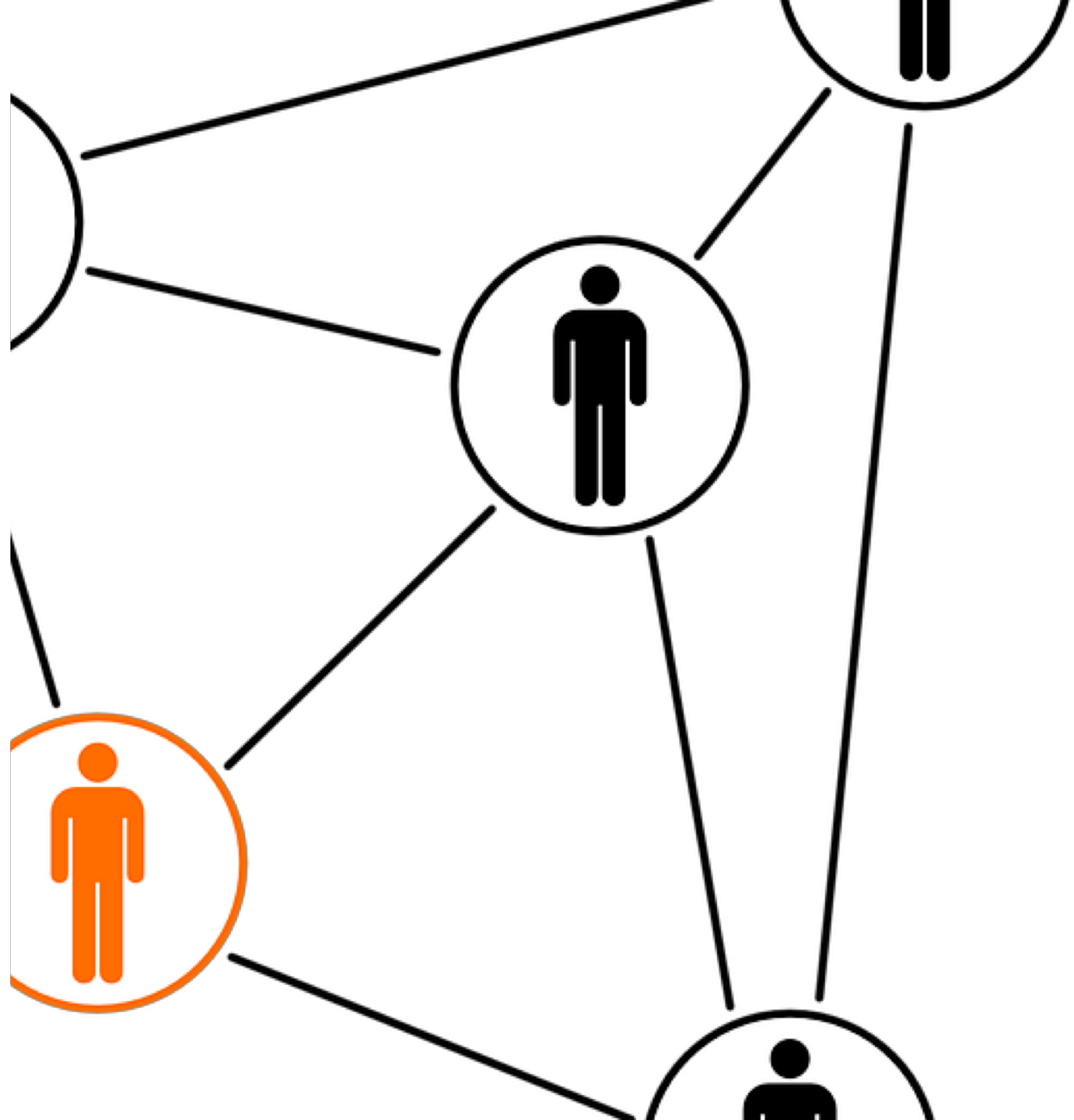
Certain workplaces and professions can be easier to navigate if your background and experiences mirror those of the people in power.




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?

WORK-BASED LEARNING

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

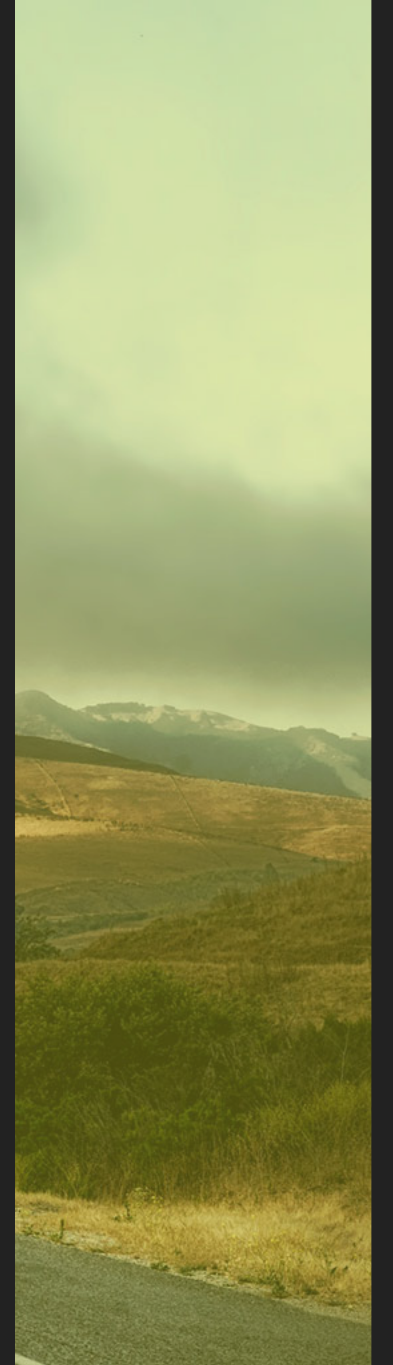
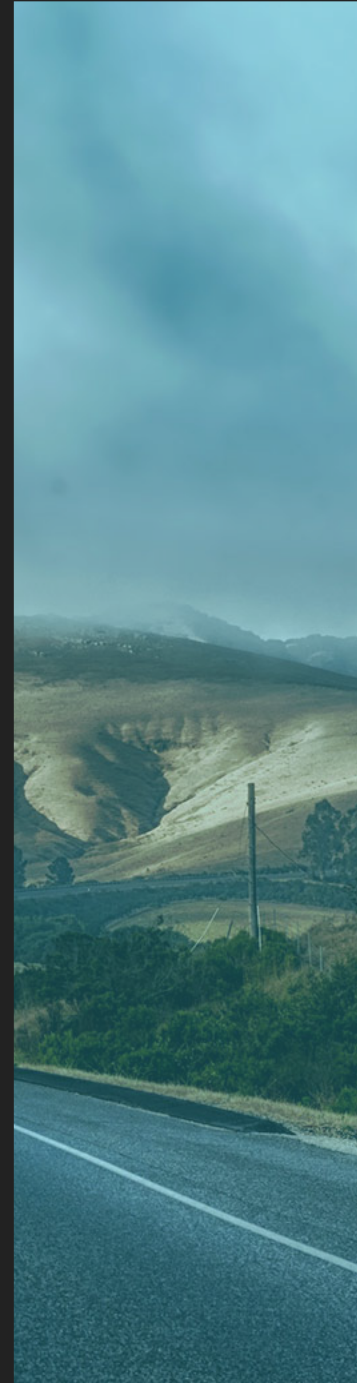
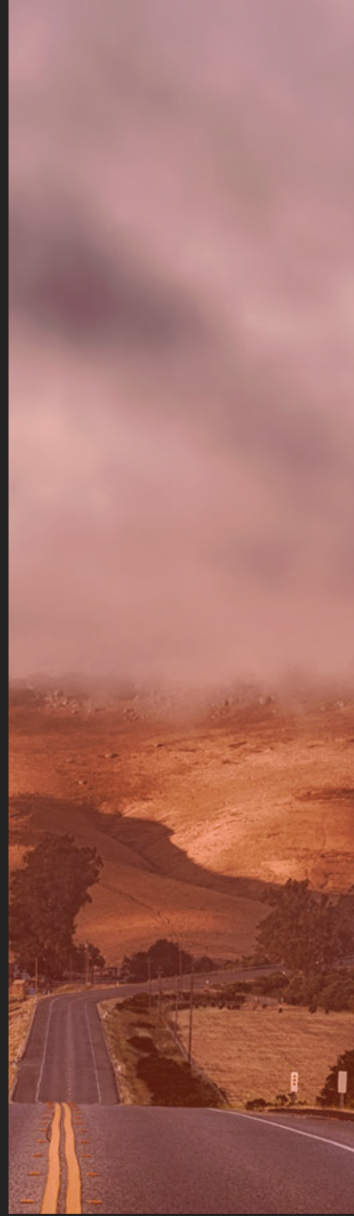
\$177 Billion spent by employers on training annually

58% spent on employees with a BA or higher

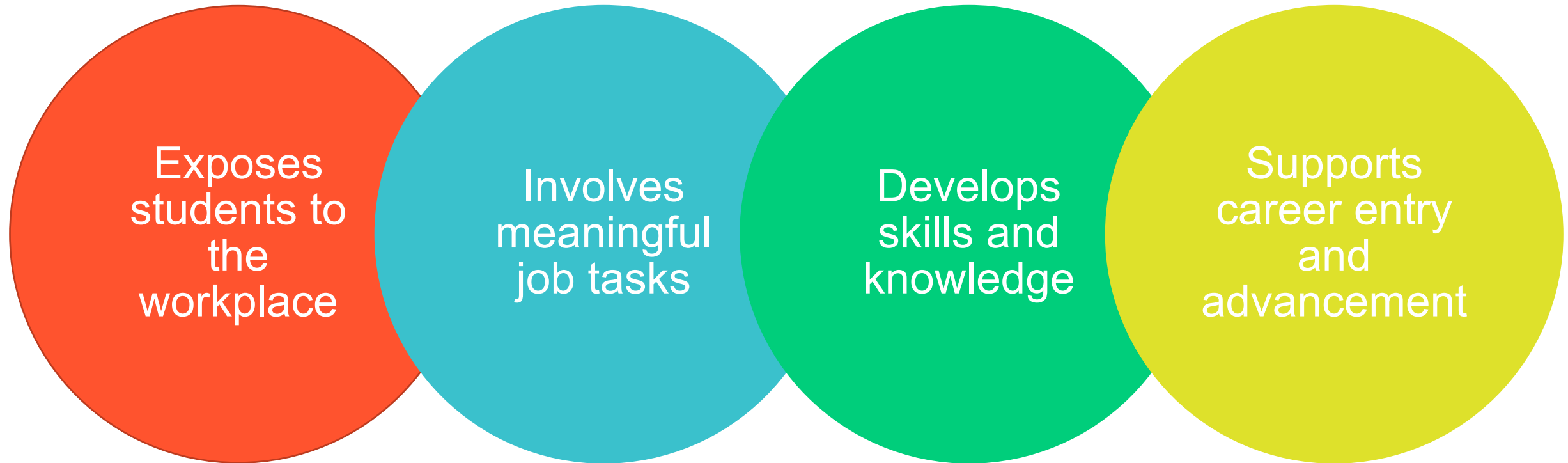
25% spent on employees with some college (sub-BA)

17% spent on employees with a HS diploma or less

DESIGNING FOR EQUITY



DEFINING WORK-BASED LEARNING



WORK-BASED LEARNING OUTCOMES



A vertical list of five teal-colored rectangular boxes, each containing a white outcome. To the left of the boxes is a vertical line with five white circles, each connected to its corresponding box by a thin line. The circles are slightly offset to the left of the boxes.

Career and postsecondary readiness

Successful completion of pathway

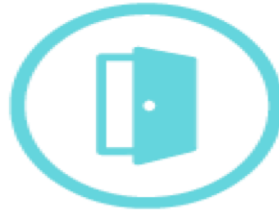
Degree or credential attainment

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



Source: Making Work-Based Learning Work <http://www.jff.org/publications/making-work-based-learning-work>



BENEFITS FOR PARTICIPANTS

APPRENTICESHIP

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

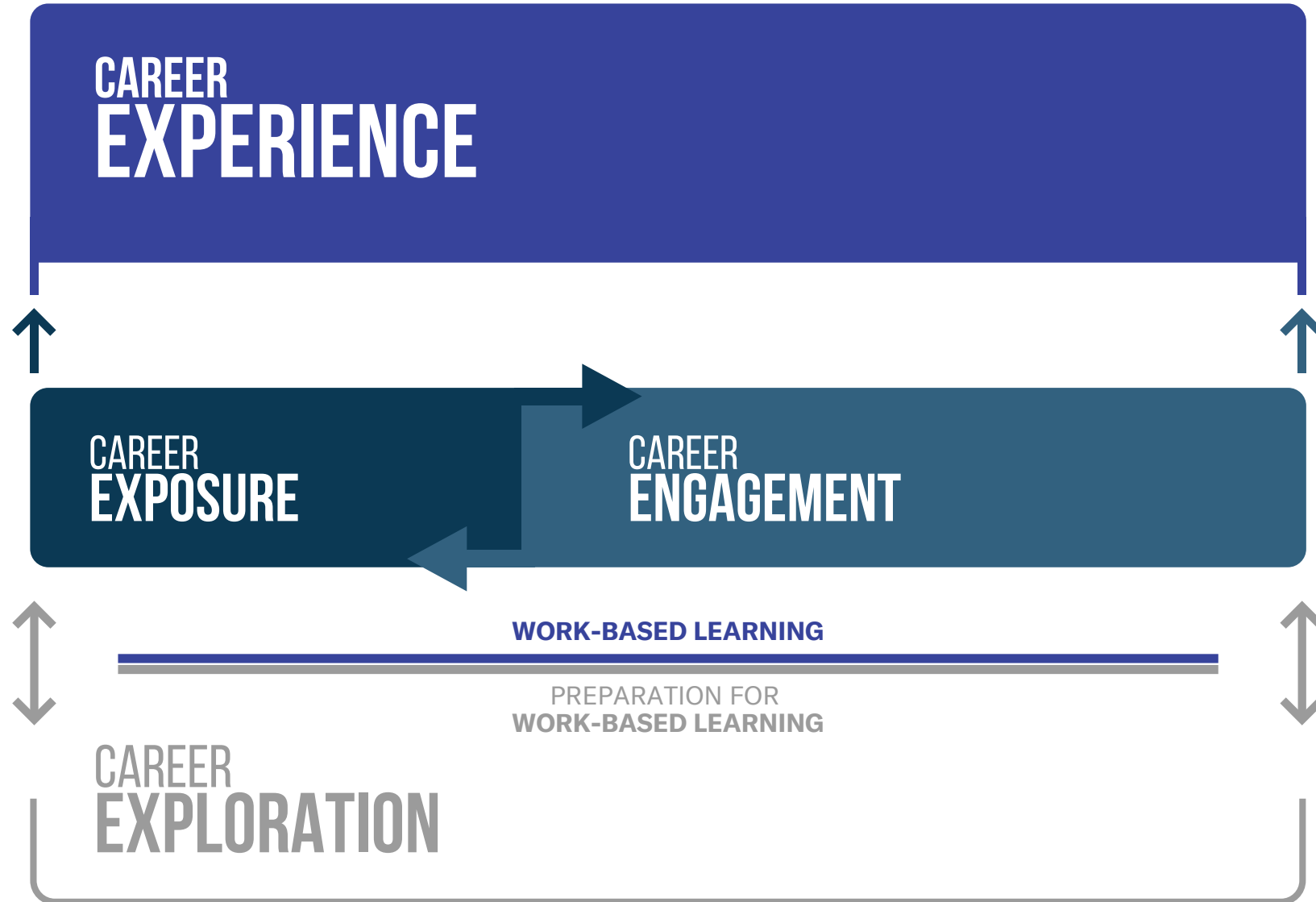


EFFECTIVE DESIGN IS CRITICAL TO SUCCESS

WORK-BASED LEARNING IS...



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

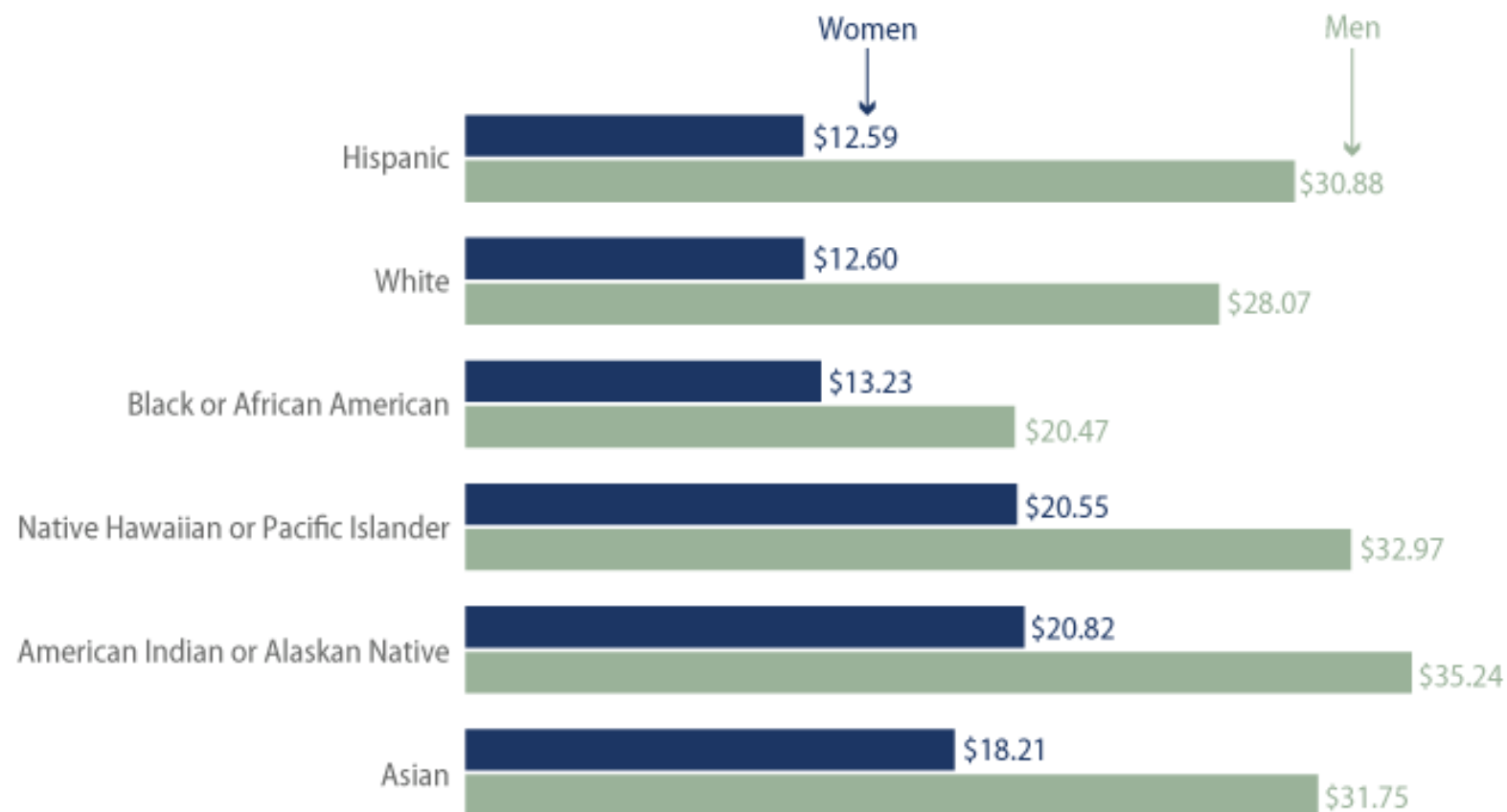
Source: Center for American
Progress, 2018



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 these 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

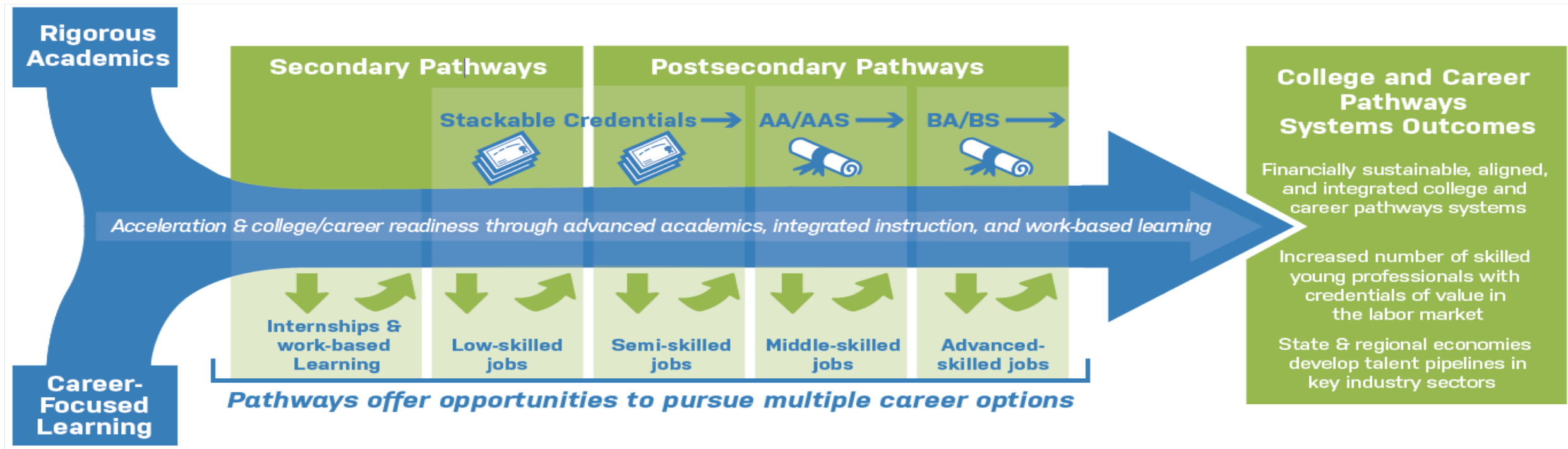




FOCUS ON ADVANCEMENT

ON- AND OFF-RAMPS AT MULTIPLE POINTS ALONG THE PATHWAY

PATHWAYS SYSTEMS CONNECT LEARNING TO CAREERS





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)?

WORK-BASED LEARNING AND PATHWAYS

INTEGRATION STRATEGIES

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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