

## The Why:

*“CTE ensures a thriving **Colorado economy** by providing relevant and rigorous education that is **connected, responsive and real.**”*

Work-Based Learning (WBL) has always been an integral component of quality Career and Technical Education (CTE) programs. All CTE programs are required to demonstrate WBL opportunities are available for students.

There is tremendous energy about WBL as a talent pipeline development strategy in Colorado. To be in alignment with state and community organizations, and to showcase current efforts, the CTE team decided that the focus the 2017-2018 Road Show on WBL.



The goals of the Road Show were threefold:

1. For the State CTE team to physically travel across Colorado to strengthen our relationships and demonstrate our commitment to supporting educators' efforts locally.
2. To share information about statewide WBL efforts and raise awareness about potential partners.
3. To learn from CTE educators what they are doing now, where they'd like to be going, what barriers stand in their way, and what resources they would find beneficial to support their work.

## The Who, What, Where & When:

The CTE team facilitated seven day-long meetings spread geographically across Colorado. The morning sessions framed up foundational information about CTE, including new initiatives in health science programs, statewide initiatives for WBL, and concluded with a panel focusing on engaging with partners across sectors to accomplish the work. Lunch provided an opportunity for educators to meet with the Program Directors for technical assistance. The afternoon session leveraged design thinking to map the present and future states for WBL activities and included time for discussion of barriers, opportunities, and supports needed.



### By the Numbers:

7 stops  
438 educators  
42 presenters  
30 different organizations

Presenting partners included the Colorado Workforce Development Council, sector partner representatives, the Colorado Department of Labor and Employment, including the state-level apprenticeship coordinator from the Work-Based Learning Unit, representatives from local workforce centers and chambers of commerce, industry associations, intermediary groups, and K-12 and postsecondary educators (See Appendix A for the complete list of participating organizations).

## What we heard & learned:

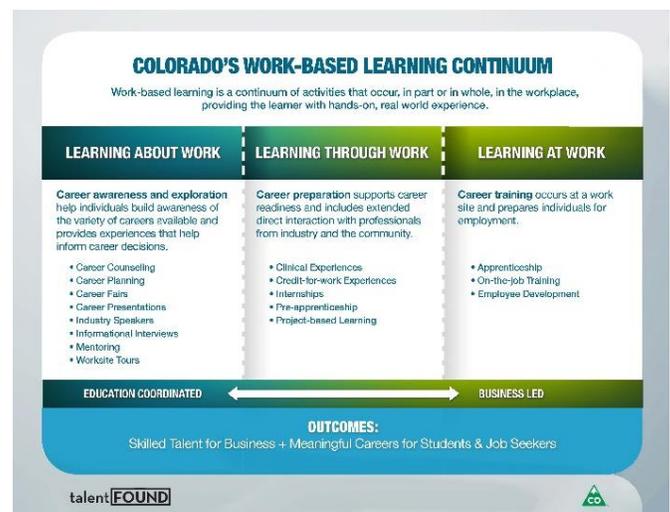
We collected feedback in multiple ways: in the form of human-centered design activities involving sticky notes; breakout session notes; facilitator feedback; and participant survey results. Survey data gathered from six of seven stops yielded a 40.6% survey response rate. The survey included seven scaled responses and six open-ended questions seeking information about the meeting structure and impact, and the tools, resources, information and training they would want moving forward.

Feedback was summarized into the following categories:

- Barrier identification
- Summary of what WBL is happening now
- Promising practices
- Desired future state of WBL
- Tool/resource requests

Educators identified multiple barriers to designing and implementing high-quality WBL opportunities. WBL takes time, money, and people resources. There are logistical challenges including scheduling, contact time, and transportation. There are legal, age, and insurance questions to navigate. Beyond that, WBL takes leadership support, employer buy-in, policy supports, and the availability of opportunities for students. Finally, developing quality, relevant opportunities with equitable access is essential, but is challenging to actualize given the complexity of variables influencing WBL.

Not surprisingly within CTE, there are many examples of WBL happening within Colorado, the majority of which are occurring in the 'Learning About Work' category of the WBL continuum, which includes things like career counseling, career fairs, industry speakers, and worksite tours. In other words, the WBL activities where educators have primary scope for organizing, that are shorter duration, and that can occur virtually or at a school were most frequently shared. Most prevalent in the 'Learning Through Work' category were clinicals and project-based learning, with internships emerging as an area with program expansion. Apprenticeships were present in the districts engaging with CareerWise Colorado.



Looking to the future, educators are interested in expanding WBL opportunities for students, but in equitable and sustainable ways, hence the request for additional support and resources.

## Next steps:

The CTE team reviewed feedback and strategized where to focus WBL efforts in 2018.

In recognition that there are multiple organizations working on WBL from multiple perspectives in Colorado, the CTE team decided to engage and support those efforts while taking a deeper dive into two areas:

1. Creating a landing page for WBL resources
2. Developing tangible resources to support employer engagement

### EMPLOYER ENGAGEMENT SERIES

1. [What Your Partners Want](#)
2. [How to Find Partners](#)
3. [How to Engage & Recruit Partners](#)
4. [Promoting Partnership Opportunities](#)
5. [The Partnership Pyramid](#)
6. [Keeping Partners and Building Stronger Ties](#)
7. [Writing a Partnership MOU](#)
8. [Building a Data-Driven Partnership](#)
9. [Writing an Annual Partnership Report](#)

As a start, three WBL web pages were developed to serve as a central information point for CTE-related WBL information: [overview](#), [resources](#), and [promising practices](#), which includes a google folder for resource-sharing from districts/schools.

For employer engagement, CTE partnered with NC3T, a national consulting organization, to produce a series of nine guides and three case studies which are posted on the [Employer Engagement](#) web page. The guides are designed for the educator audience, beginning with an overview and concluding with a call to action within each guide. For a district or teacher just starting out, the series begins with a ‘what your partners want’ overview. Teams who might be seeking to deepen existing partnerships might choose to start with guide five in the series, ‘the partnership pyramid.’ Callout boxes within the guides as well as the three Colorado-specific case studies profiling different collaborations in Colorado Springs, Cherry Creek, and Mesa County help tie the content to Colorado’s context.

## For more information:

Interested in learning more about CTE? Visit [coloradostateplan.com](http://coloradostateplan.com) or email [cte@cccs.edu](mailto:cte@cccs.edu)

<b>Appendix A: Organizations/Speakers at the Road Show</b>	
<b>CWDC/CDLE/Workforce</b>	<b>K-12 &amp; Postsecondary Education</b>
<ul style="list-style-type: none"> <li>• Adams County Workforce Center</li> <li>• Arapahoe/Douglas Works!</li> <li>• Colorado Department of Labor and Employment, Work-Based Learning Unit</li> <li>• Colorado Workforce Center</li> <li>• Colorado Workforce Development Council (CWDC)</li> <li>• Rural Workforce Consortium</li> <li>• Rural Workforce Consortium SW Workforce Sub Area</li> </ul>	<ul style="list-style-type: none"> <li>• Arapahoe Community College, workforce programs</li> <li>• Cherry Creek School District</li> <li>• Colorado Springs School District 11</li> <li>• Front Range Community College &amp; Region 2 sector partnerships</li> <li>• Moffat School District Morgan Community College &amp; Region 1 sector partnerships</li> <li>• Westminster Public Schools</li> </ul>
<b>Industry</b>	<b>Chambers, Associations and Intermediaries</b>
<ul style="list-style-type: none"> <li>• Associates in Family Medicine</li> <li>• Barry E. Walter Sr. Company</li> <li>• Boecore</li> <li>• Lockheed Martin</li> <li>• The Broadmoor</li> <li>• Southwest Health System</li> <li>• Tri-State Generation and Transmission Association, Inc.</li> </ul>	<ul style="list-style-type: none"> <li>• Adams County Education Consortium (ACEC)</li> <li>• La Junta Economic Development</li> <li>• Parker Chamber of Commerce</li> <li>• Rocky Mountain Chapter Independent Electrical Contractors</li> <li>• Santa Fe Trail BOCES</li> <li>• Southwestern Colorado Area Health Education Center (SWCAHEC)</li> </ul>