

Faculty Work-Based Learning

The challenge teachers face: to prepare students to solve problems we have never seen, using technologies that have not been invented, for jobs that have not yet been created.

Do you want to gain recognition as a leader in your field?
Do you want to bring increased funding to your program?

The Chancellor's Advisory Committee for Work-Based Learning and Employment Services urges you to consider participating in faculty work-based learning! In 1998, 40,000 instructors and faculty benefited from work-based learning programs nationwide. Faculty work-based learning programs have allowed instructors across disciplines to observe and participate in industry, in order to enhance classroom education. Faculty work-based learning programs have enabled faculty to:

- define practical application in the subjects that they are teaching,
- become and/or stay current with industry trends,
- obtain information that would keep curriculum timely,
- receive grants to enhance existing programs,
- and gain recognition as a leader in his or her respective field.

The structure of a faculty work-based learning program is flexible, based on the needs of each college. It may be a school-wide one-day event or a field experience lasting several days. The following section highlights successful programs and funding sources for which our committee has received information:

Successful Faculty Work-Based Models

One day events:

- *Napa County Schools*, sponsored by the Napa County Business Education Partnership Teachers in the Workplace: A district-wide one-day event covered by a block of substitute teachers.

Instructors selected an interest area, then job-shadowed a business person for a day to get a first hand perspective on the skills and knowledge students will need to begin their careers. The instructors focused on SCANS competencies, levels of proficiency required and how technology is used and information disseminated in that job setting. They gathered information about the education and training requirements, career ladder and salary schedule for positions. Resource allocation, delivery of professional development options, the role of teamwork within the organization and the employee evaluation system was also examined. Instructors completed a SCANS assessment, which allowed them to compare

and contrast the competencies on the job site with those taught and formally evaluated in the classroom. In addition, they developed lesson plans focusing on workplace application that were shared throughout the district. For more information, contact: Barbara Nemko, Superintendent, Tel: (707) 253-6810. www.napanet.net/education/ncoe

- *Orange County Business-Education Partnership Conference*, in cooperation with the Orange County Private Industry Council, Orange County Department of Education, Automobile Club of Southern California, Hilton Beach Front Resort, Textron, Odetics, Compression, Orange County Transportation Authority, Orange County Performing Arts Center, Boeing, Beckman, John Wayne Airport, Times Orange County, Orange County Teachers Federal Credit Union.

570 faculty members attended the Teacher Field Trip Day to Industry. Eight businesses contributed in excess of seventy scholarships to cover faculty registration fees and the expense of substitute teachers. The day began with a kick off conference at a local hotel. Faculty were then assigned to different school buses, according to the business cluster they selected prior to the event. (There were a total of twenty-seven host businesses, divided into clusters, from which to choose). In the afternoon, the faculty reconvened at the hotel for a debriefing. Sixty-six presenters, representing major corporations, education, small businesses and students/former students, spoke at the afternoon conference. In addition, thirty-five companies came as exhibitors and twenty-four raffle prizes were donated by the participating businesses.

Comments reflected the value of such an event: "It opened my eyes to see how much industry has changed." "It is so much better to see and experience what is happening, rather than just being told about it." "All teachers should have the opportunity to visit business sites." "I thoroughly enjoyed hearing about changes in the workplace and about education plans for students at all levels." "...help them learn how to infuse 'life skills' and 'employability skills' in to the curriculum." "Teachers could brainstorm some wonderful lessons and activities." "Excellent networking and reality check." "It was refreshing to be able to practice what we preach." For more information, contact: Susan Coleman, Coordinator Work-Based Learning Grant, Orange Coast College, Tel: (714) 432-5628.

Extended programs:

- *Cabrillo College*, in cooperation with Santa Cruz Operations, County Office of Santa Cruz and Olsten Staffing Services.

Faculty from all disciplines participated, to extend their knowledge beyond theory alone. There were both public and private industry externships. Each teacher had a specific job goal and project outlined once the assignment had been chosen. They maintained progress reports covering thirty to thirty-six hours over a two or three week time span. Each received a stipend of \$850 - \$900 funded through grants. They ran the program through Tech Prep and re-designed portions of

existing curriculum as a result. Instructors working with Olsten Staffing Services were able to sit in on interviews, accompany staff on client visits, perform software testing, and participate in each step of applicant processing and orientation. For more information, contact: Angele Farrell, Kelly Services, (858) 404-9800 or farream@kellyservices.com.

- *National Employer Leadership Council, The Employer Participation Model*

Employers work directly with teachers in project-based learning, serving as mentors and collaborators with teachers and students, developing solutions to real problems and developing new programs within the company. They provide expertise as consultants to student-operated businesses. They also provide externships and sabbaticals for instructors to explore a company, thus enhancing their knowledge of workplace skills and requirements. For more information, visit www.nelc.org or send e-mail to nelc@nelc.org.

- *Summer Fellowship Program, by Industry Initiatives for Science and Math Education (IISME)*

In the first 16 years of the program, over 113 businesses, universities and government laboratories have offered 1,320 summer fellowships to teachers in the seven-county Bay Area. Through these teachers, IISME-related ideas have reached 750,000 students. It provides educators with mentored, paid summer jobs at high technology companies, government agencies and university laboratories. Over 90% of teacher participants each year report that the SFP is one of the best professional development experiences available to them.

"What a powerful staff development activity with Future Connections and Solectron! The experience we had will help us drive our systemic change efforts in both curricular and pedagogical arenas. We already have begun utilizing the concepts of internal and external audits to include more frequent and more detailed feedback from students, teachers, staff, and the community... (This) is a magnificent tool to help those of us in public education understand the environment that most of our learners will inherit as they transition from the four walls of the classroom to the world of work." For more information, contact: Matty Bloom, Executive Director, Industry Initiatives for Science and Math Education (IISME), Phone: 408-496-5340, e-mail: mbloom@iisme.ucsc.edu, website: <http://iisme.ucsc.edu/>

- *Internship Summer*

Internship Summer links business with students and educators to enhance their life and career experiences. Thousands of teachers in California have been participating in externships—opportunities to visit workplaces in every conceivable industry. For educators, Internship Summer provides the chance to see exactly what's new "on the job." Many teachers have gone back to their classrooms with a renewed vigor in their teaching. For more information,

contact: David Rattray, President, UNITE-LA, Tel. (213) 482-3987 or visit <http://www.internsummer.com>.

| Possible Program Funding Sources | | |
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| Where to go: | What to ask for: | Who to contact: |
| Economic Development | Funding or involvement with Regional College's Economic Industry Driven Collaboratives | College's Economic Development Coordinator |
| Assembly Bill 1725 | Faculty Staff Development Funds | College's Faculty and Staff Development Coordinator |
| Flex Calendar | Release Time Opportunities | College's Faculty and Staff Development |
| Local School to Career Partnership | Local Partnership Funds | School to Career Coordinator |
| Tech Prep and Perkins | VTEA Faculty/Staff Development Funds | Local Tech Prep Coordinator or College's Occupational Education Dean |
| Private Industry | Grants and Scholarships | Local Industry or Internet Search: Foundations, Grants |
| <i>NOTE! If you are told that funds are not available, ask if you can be included in the budget for next year. Petition for funds a year in advance!</i> | | |

**Resolution from the Academic Senate,
1999 Fall Plenary Session Executive Committee Report 21.03 F99
Statewide Committee on Workplace Experience.**

Whereas during the past five years students in local high schools have been enrolled in school-to-career educational programs that have incorporated work based activities into their classes, and

Whereas teachers in these feeder schools have been redesigning general education curriculum to include aspects of the world of work, and

Whereas community college faculty have been encouraged to incorporate SCANS (Secretary's Commission on Acquiring Necessary Skills) recommendations into their curriculum,

Therefore be it resolved that the Academic Senate for the California Community Colleges support and promote faculty and student involvement in learning about the evolving world of work.

The Chancellor's Statewide Advisory Committee for Work-based Learning and Employment Services is dedicated to providing cutting edge resources for California's 107 community colleges. Comprised of representatives from industry and education, the Advisory Committee serves: 1) to enhance the relevance of education in the workplace, 2) to encourage access for all segments of the population by avoiding gender bias and considering the needs of special populations in developing and implementing programs, and 3) to provide the California Community Colleges with the necessary expertise and guidance in meeting industry standards and needs in work-based learning and employment service education programs. This committee makes recommendations to the Chancellor's Office regarding state, federal and societal issues and trends which affect community college work-based learning programs and employment services.

If you have feedback about successful work-based learning programs or funding sources, or if you would like additional information, please contact Charles Robbins at: robbins@wco.com, or visit us on the internet at www.calworkplace.org.