



EDUCATION
FOUNDATION

Powering Work-Based Learning at Scale

Overview of national trends, opportunities, and challenges

NEBHE Board Meeting
Fall 2024

Agenda

- Overview of Strada's vision for work-based learning
- What do we know about internships?
- National trends in scaling work-based learning
- Discussion and Q&A



Overview of Strada's vision for work-based learning

Strada Education Foundation seeks to strengthen the link between post-secondary education and opportunity

Our North Star is to collaborate with learners, educators, employers, and policymakers across the U.S. to bring to life a postsecondary education and training ecosystem that provides equitable pathways to opportunity

1 Clear outcomes

← Strada will focus on increasing equitable access to practices that work: →

2 Quality coaching

3 Affordable postsecondary education/training

4 Work-based learning

5 Employer alignment

Reasons to Attend College?

83.5%

“to be able to **get a better job**” is a *very important reason* to go to college

83.4%

“to **learn more** about things that interest me” is a *very important reason* to go to college

TALENT DISRUPTED

College Graduates, Underemployment,
and the Way Forward

FEBRUARY 2024

Research Question

To what extent does a *terminal* bachelor's degree provide access to a different set of jobs and careers than someone would be able to get with less education?



OPINION

Class of 2024, It's Not in Your Head: The Job Market Is Tough

April 29, 2024



Washington MONTHLY

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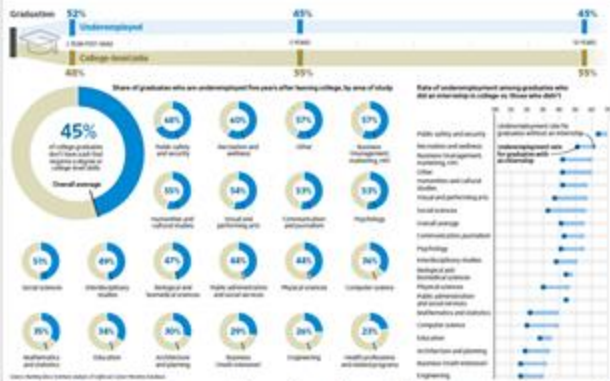
College Guide Politics Monopolized Economy Protecting the Vote Health Care Magazine From the Archives About Kudos Award

HIGHER EDUCATION

The Underemployed College Graduate and How Not to Become One

Choosing the right fields of study, the right school, and getting an internship can all make a big difference.

U.S. NEWS



Half of College Grads Are Underemployed

Their jobs don't use their credentials or skills, study finds, testing implications

By Vanessa Posner, New Column Post

Probably half of college graduates end up in jobs where their degrees aren't needed, and that underemployment has lasting implications for their earnings and career paths.



Alexander Wells, 24, worries that his first job after college won't use his degree. Maxine Graham, 24, couldn't find work for more than a year after college.

and give it the attention it deserves," said Douglas Moran, director of graduate and dual enrollment.

Increasing over one decade, that during college significantly improves the odds of landing a college-level job upon graduation, according to data from the Department of Education. But the research also suggests that the odds of underemployment are higher after college than they are before.

College are recognizing that a highly competitive, non-traditional market requires graduates to have the skills of an entrepreneur, including the ability to sell, market, and network. Many institutions have set up incubators and accelerators to help students who take unpaid internships.

Recently all undergrads at Boston College are being asked to complete an internship, according to the school's director of career development. The school's new career center is expected to be a key factor in the school's success in the future, according to the school's director of career development.

The Shifting White-Collar Job Market

Many college graduates have their resumes sent out to a few companies at a time. They can't find a job that uses their skills and training. They can't find a job that uses their skills and training. They can't find a job that uses their skills and training.

The job market is shifting. The white-collar job market is shifting. The white-collar job market is shifting. The white-collar job market is shifting.

In order to land a job, you need to have the right skills and training. You need to have the right skills and training. You need to have the right skills and training.

Internships are proven to launch students into more successful first jobs

Students who participate in internships are less likely to face underemployment

- **49% lower odds of underemployment for graduates with internships than those without internships**, controlling for gender, race/ethnicity, and institutional characteristics constant
- Especially positive outcomes for **Black graduates**, compared to those without internships
- Consistently lower rates of underemployment **across degree fields for graduates with internships**

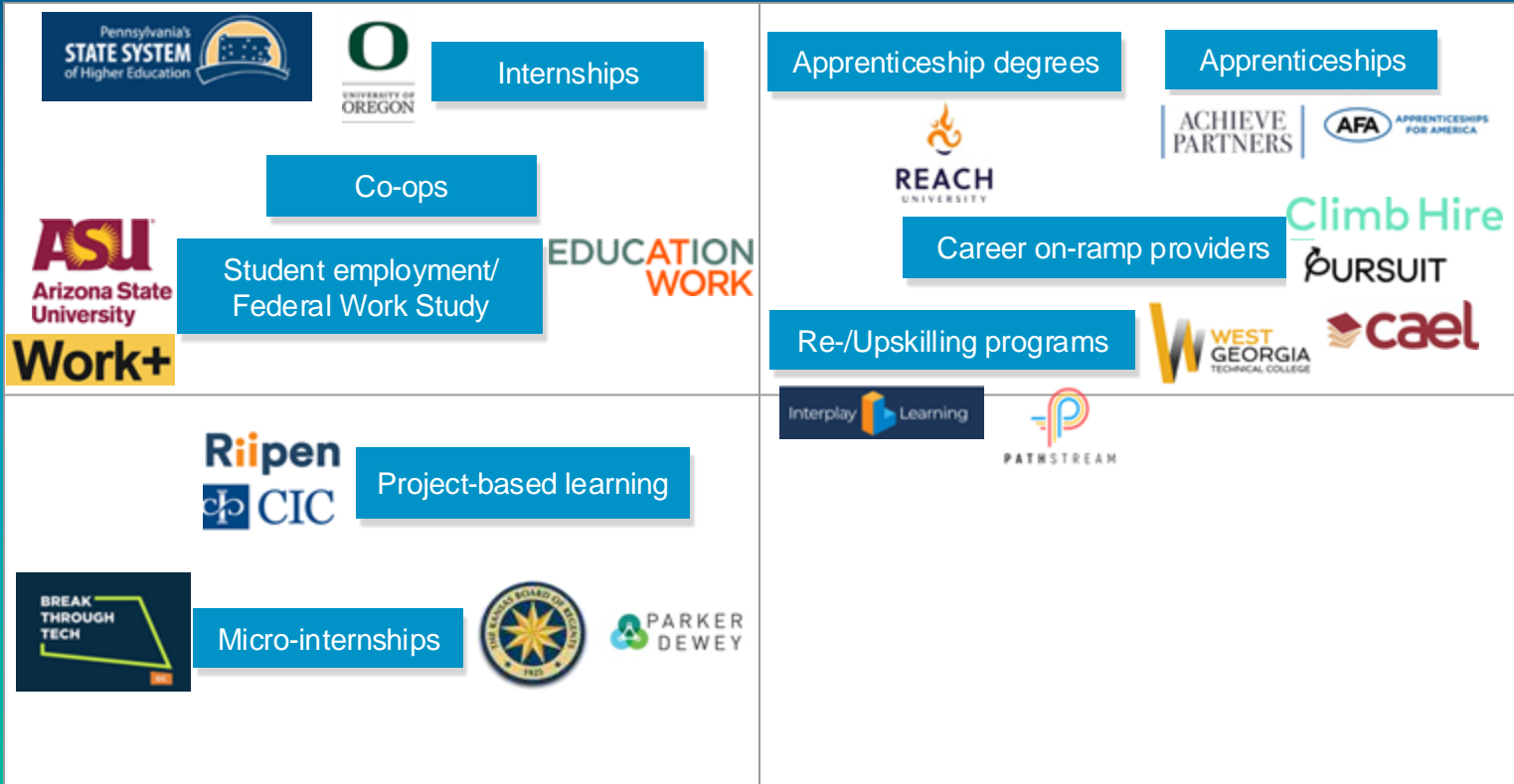


OUR VISION

All learners should have access to work-based learning experiences, including paid internships and apprenticeships, that help connect their education to their career aspirations.

We are testing innovative models across a WBL continuum

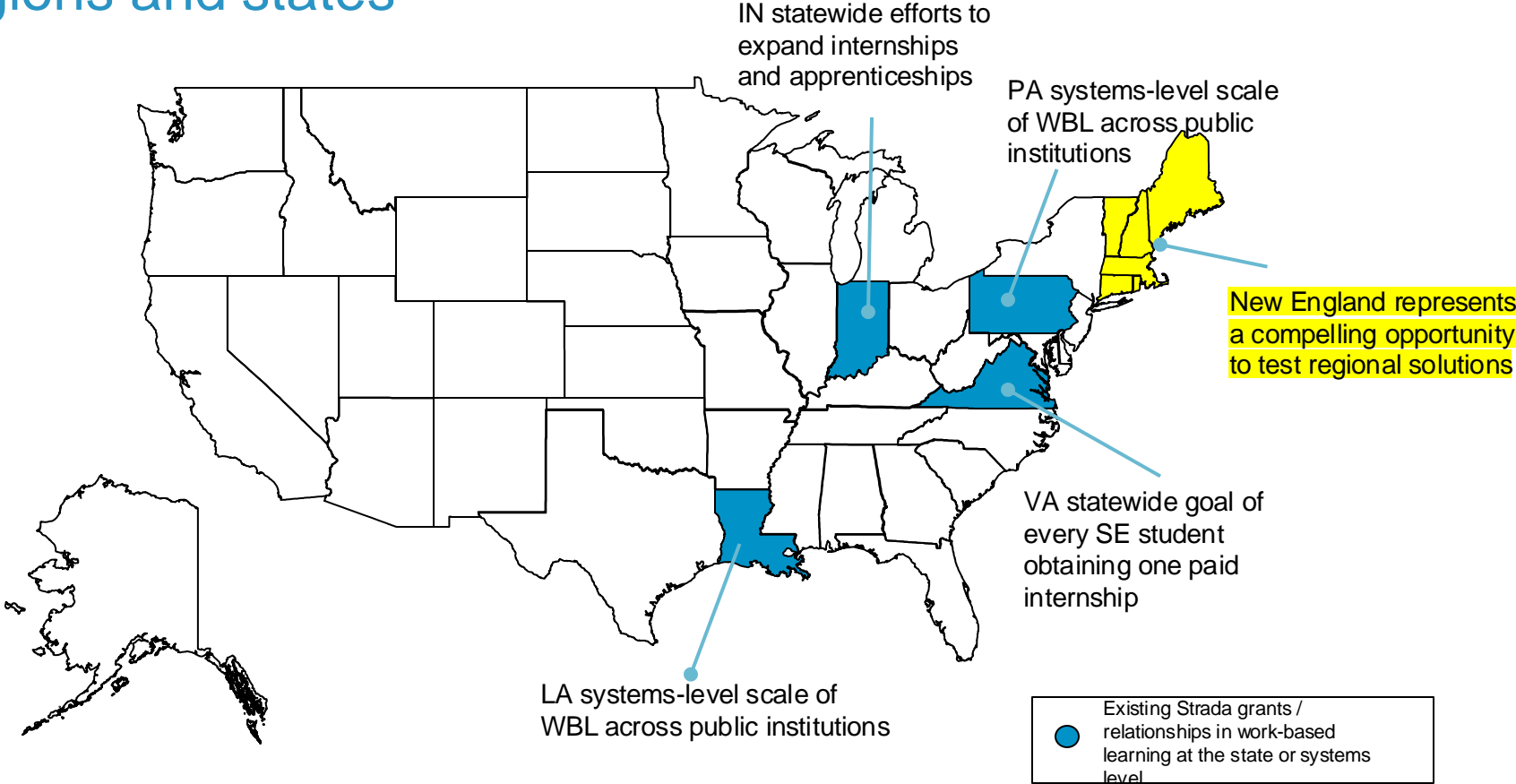
Career Launch / Relaunch



University / College - Student Context

Employer - Worker Context

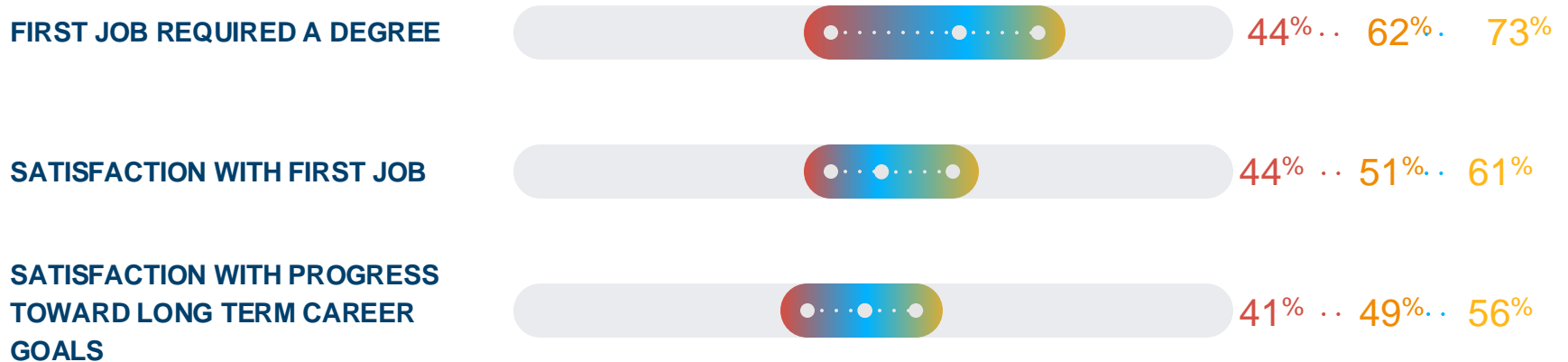
Now we are seeking opportunities to drive systems-wide scale in regions and states



What do we know about internships?

Internship Participation and Post-Completion Outcomes

Those who do participate in a paid internship are more likely to find jobs that require their degree and be satisfied with those jobs and their career progress.



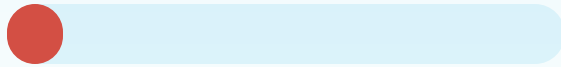
- No Internship
- Unpaid Internship
- Paid Internship

+\$3,096

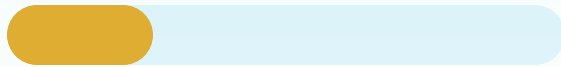
Predicted boost in one-year post-graduation earnings associated with having a **paid internship**, controlling for gender, race/ethnicity, and field of study.

More students want paid internships than available slots

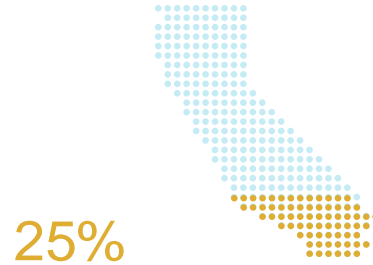
Nationally, only about a quarter of students at four-year institutions and 10 percent of students at two-year institutions participate in a paid internship.



NATIONAL TWO-YEAR: 10%

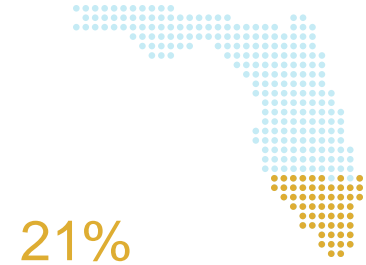


NATIONAL FOUR-YEAR: 26%



25%

CALIFORNIA FOUR-YEAR



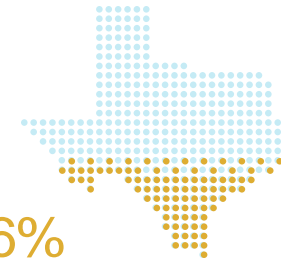
21%

FLORIDA FOUR-YEAR



24%

NEW YORK FOUR-YEAR



26%

TEXAS FOUR-YEAR

Leading

61-100%

Advanced

41-60%

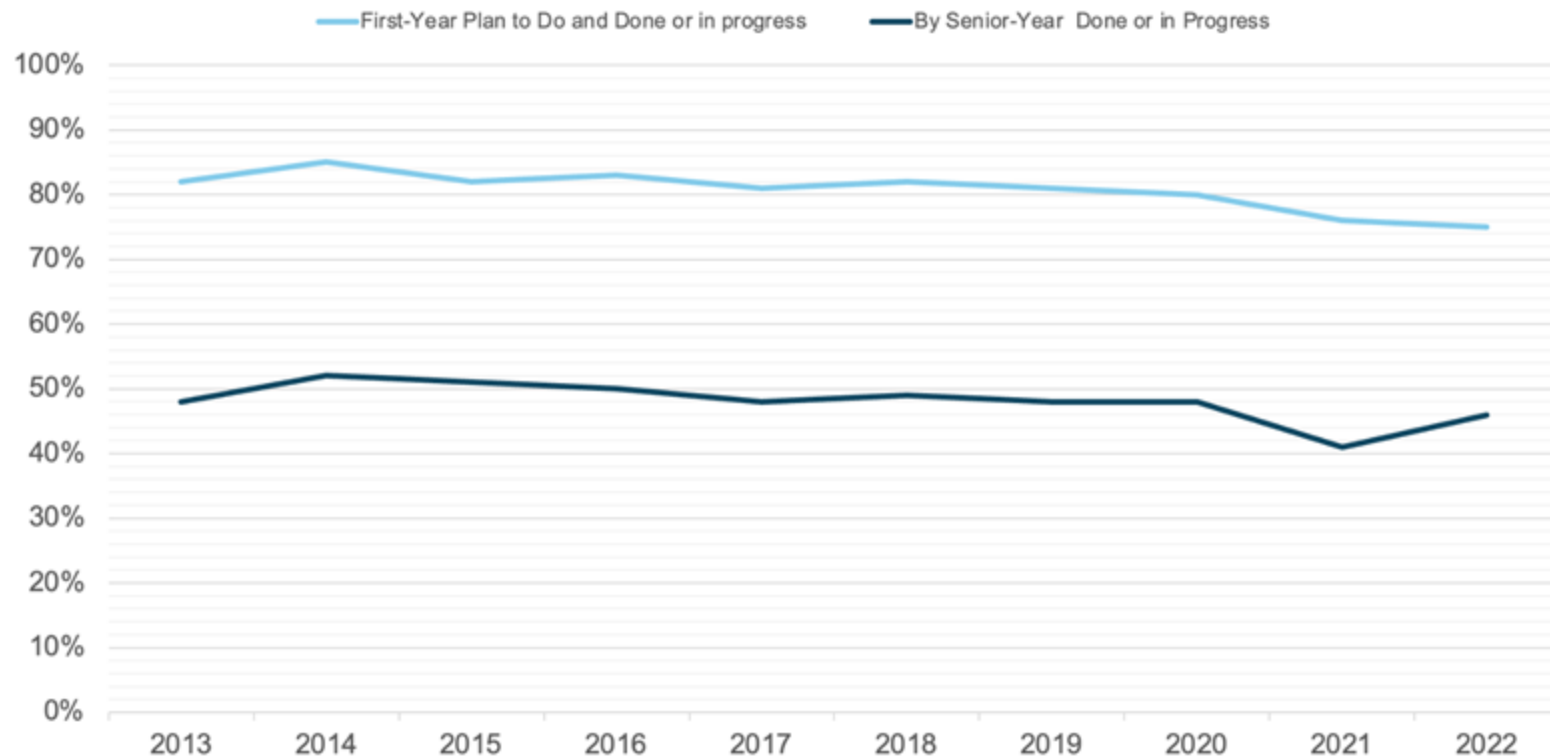
Developing

21-40%

Foundational

0-20%

The participation-interest gap has been consistent

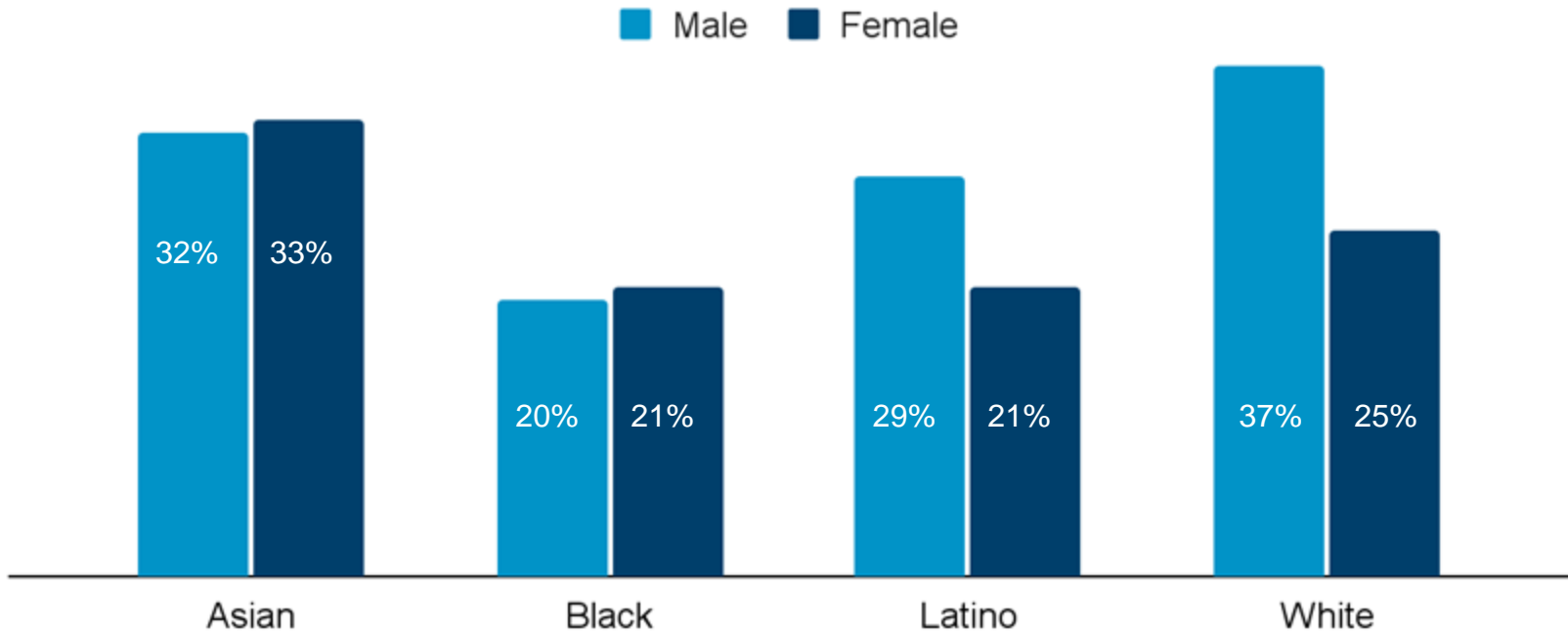


Source: National Survey of Student Engagement (NSSE) 2013-2022.

n= 2013: 115,420; 2014: 164,146; 2015: 138,965; 2016: 138,245; 2017: 138,117; 2018: 129,043; 2019: 133,152; 2020: 152,337; 2021: 89,758; 2022: 108,443.



Access to paid internships is uneven across race and gender

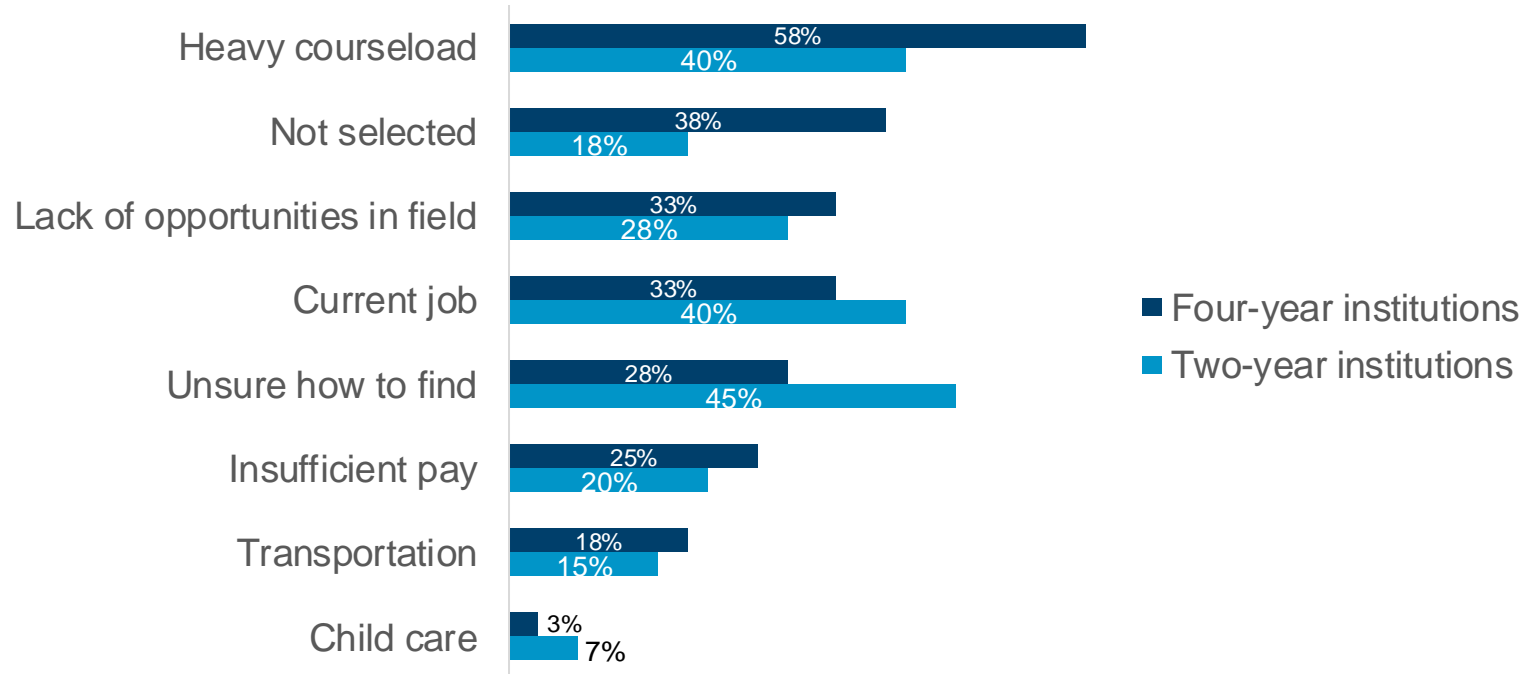


Source: Strada analysis of U.S. Department of Education National Center for Education Statistics, Baccalaureate and Beyond: 2016/2017 (BGB), n=19,490, computation by NCES PowerStats.



Students identify multiple barriers to participation

Reasons for not participating in an internship, among those who were interested



Faculty believe internships are important but may lack the time or knowledge to directly support students

Although 86% of faculty report that it is **important/very important** for students to participate in an internship, only 49% of faculty report that they *encouraged* students to participate in paid internships (chart below).

Faculty encouraged students to

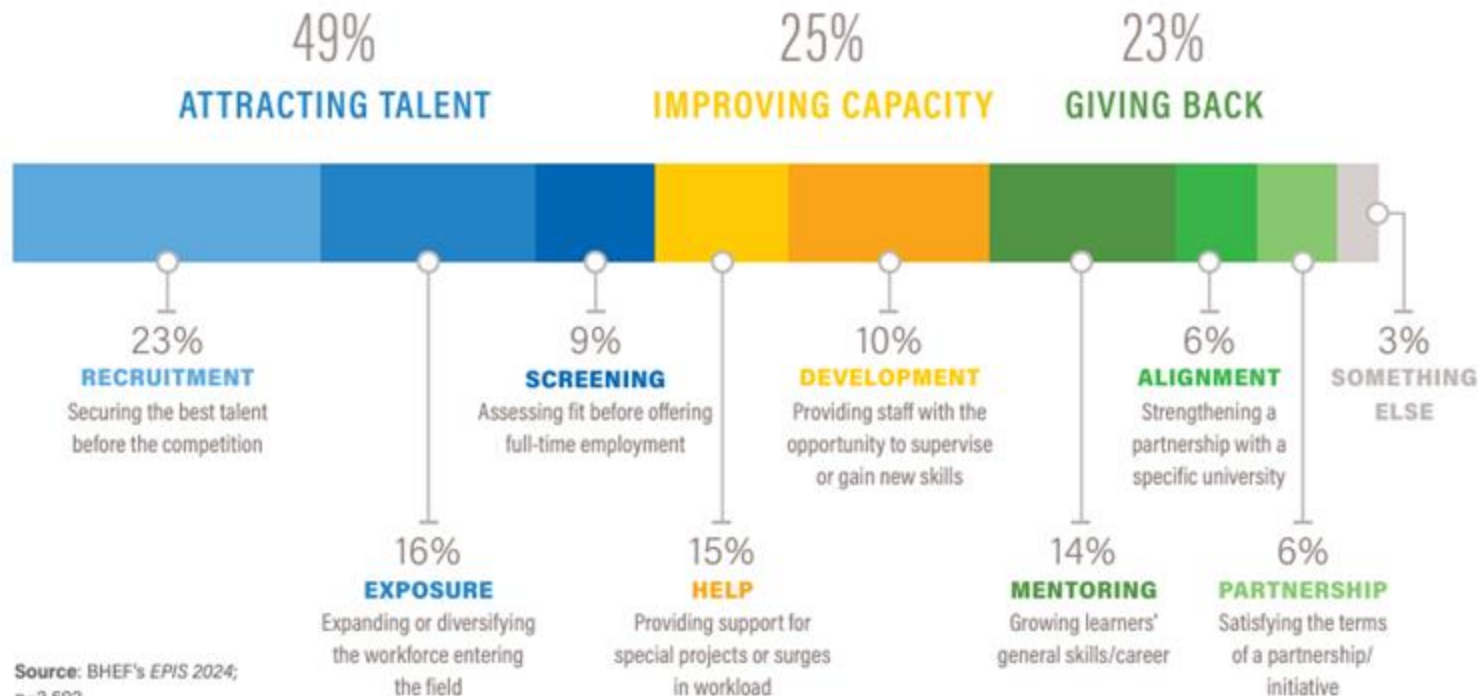


Source: Faculty Survey of Student Engagement (FSSE) Career and Workforce Preparation Module Update 2022, Total Population: N = 2,108



Employers primarily offer internships to build talent pipelines

Percent of employers by primary reason for offering (or potentially offering) internships

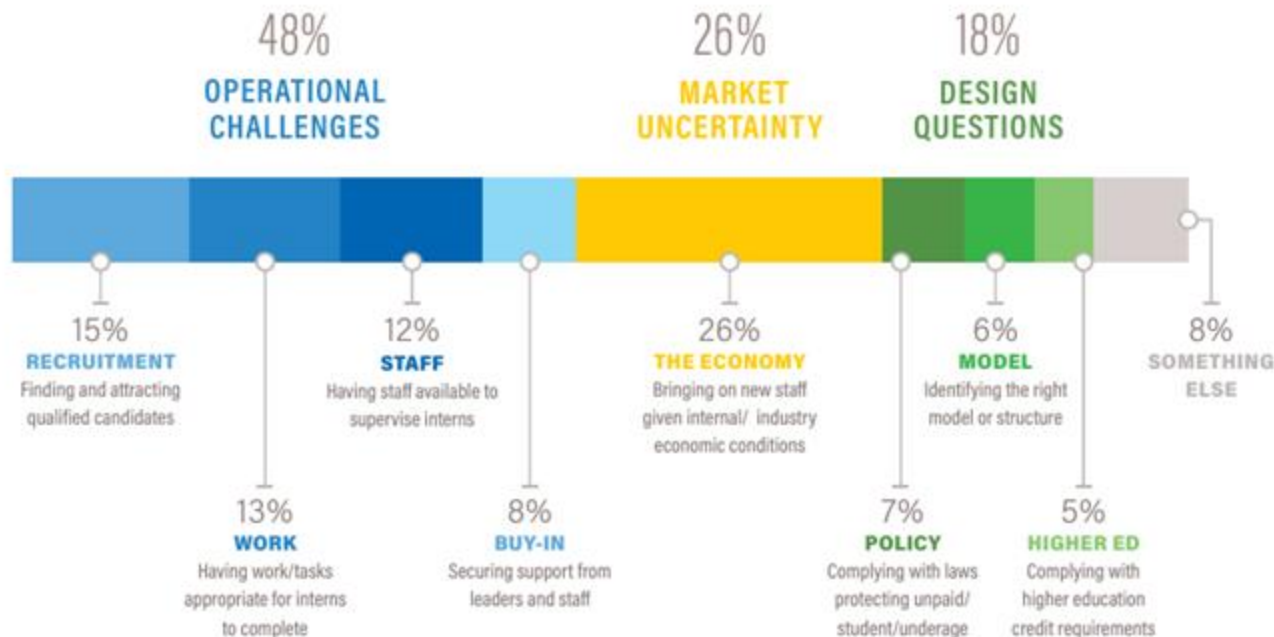


Source: BHEF's EPIS 2024;
n=2,692



But employers struggle with **operational costs** of internships

Percent of employers by primary reason for not offering (or potentially scaling back) internships



Source: BHEF's EPIS 2024; n=2,692



Principles for building quality work-based learning experiences

- ❖ **Pay:** The gold standard is an employer-paid, quality internship or work-based learning experience that is both affordable and accessible to a wide range of students.
- ❖ **Credit:** Ideally, all internships and work-based learning experiences should be for credit and/or embedded into a course and aligned to the student's major and field of study.
- ❖ **Mentorship & coaching:** Students should have supervised, human-supported mentorship and coaching from both the educational institution and the employer that includes guidance, feedback, and career planning.
- ❖ **Skills and competencies:** Internships and work-based learning experiences should provide in-demand, transferable skills and related disciplinary knowledge that connect to a student's education and career goals, as well as their talents and interests.
- ❖ **Equity focus:** Internships and work-based learning experiences should be designed and measured so they are accessible to all interested individuals, regardless of the financial, logistical, and systemic barriers they face.
- ❖ **Employer engagement:** Quality internship and work-based learning opportunities are deeply informed by employer talent needs and necessitate that employers allocate enough time and resources to develop quality experiences. .



National trends in scaling work-based learning

Examples I | Promising practices across the nation



Internships



Description

As part of its careers initiative, the university has committed a goal of providing a paid internship or other applied learning experience for every undergraduate by 2026.



Innovative Practice

William and Mary has successfully leveraged campus, state, and federal funding to support paid internship opportunities across the university.



Co-Op

Northeastern University is a world-renown provider of co-op experiences, delivering seamless transitions between periods of working and learning to students at every level of the institution.

Northeastern University orients its model around co-op advisors, with a ratio of ~1 advisor to 140 students. Advisors are responsible for developing employer-sponsored co-ops for students.



Federal Work Study (FWS)

Work+ aligns campus jobs including FWS jobs with career pathways and skill-building activities, to connect student employment to career development.

This program better integrates work and learning by aligning campus jobs with career pathways using [National Association of Colleges and Employers \(NACE\) competencies](#).



Examples II | Promising practices across the nation



Apprenticeship Degree



Description

To address the national teacher shortage, Reach University offers apprenticeship degrees designed for adults working at least 15 hours per week in a classroom setting.

BREAK
THROUGH
TECH

Micro-internships

BTT's 3-week tech "sprinternship" helps women and students of color gain experience, mentorship, skills, and prove internship readiness to employers

Riipen

Project-based Learning

In partnership with the Council of Independent Colleges, campuses across the country are integrating Riipen's project-based learning model into the curriculum.



Innovative Practice

In the Reach program, candidates continue to earn a salary and half of the learning comes from what learners already do in their full-time job, which counts toward the degree credit hours.

"Sprinternships" are offered over academic breaks to improve access and the program is oriented towards underclassmen as preparation for a competitive summer internship application.

This consortium approach enables small and midsize colleges to integrate technology-enabled work-based learning and learn from one another as they go.



What's ahead in work-based learning?

- Potential expansion of technology-enabled solutions (e.g. Riipen, Folio)
- Utilization of the full spectrum of models to meet different student needs (with increasing focus on working learners)
- More institutional focus on career-aligned campus employment
- Ongoing testing of apprenticeship degrees and stackable pathways
- State resources for intermediary organizations to add capacity
- Increased attention on social capital and durable skills / career competencies focus



Discussion and Q&A



THANK YOU!

