WV Simulated Workplace

Instructor

Training Module
Facts Every WV Educator Needs to Know

• Approximately 70% of US jobs don’t require a four-year degree. They do, however, require some form of post secondary training

• Two-Thirds of the fastest-growing occupations over the next decade are in health fields and computers. (DOL-BLS)
Facts Every WV Educator Needs to Know

• Although Engineers are the hardest jobs to fill, number two was machinists/machine operators, followed by skilled trades, technicians, sales representatives, accounting and finance staff, mechanics, IT staff and production operators
Facts Every WV Educator Needs to Know

• 70% of those who finish a two-year technical program or certifications graduate with over 99% job placement

• The average high-tech job pays 78% more than the average non-high-tech
Facts Every WV Educator Needs to Know

CTE offers 88 Career Pathways with 53 Specializations
State and National Certifications
98% Graduation Rate
96% Placement Rate
  54 % in the workforce
  42 % continuing education

BUT ...... ONLY 30% OF WV STUDENTS COMPLETE A CTE PATHWAY
Workforce Dilemma

Student Cohort – 100

• 70% college bound
• After one semester or one year
• Before Graduation
• College Graduates
• ½ of those who graduate are underemployed

30% Workforce with HS Diploma or less
30% drop-out – 60% workforce
10-20% Drop-out – 70-80% workforce
20-30% earn degrees

• Source: National Research Center for Career and Technical Education
• Source: WV Higher Education Policy Commission
Facts Every WV Educator Needs to Know

• Average WV college student loan debt is $26,227.
• WV ranks 17th in the nation in college debt
• 64% of West Virginians has college debt
Facts Every WV Educator Needs to Know

• Business/Industry reports:

“We have openings for technician level jobs in WV but cannot find employees who routinely show up for work, can pass a drug test, and possess a positive work ethic”
So... How Does Education address this Problem?

THROUGH

SIMULATED WORKPLACES

Reality CTE
What is a Simulated Workplace?

• It provides students the opportunity to master the skill sets and attributes necessary for gainful employment.

• It provides an educational environment that emulates the future workplace that answers the often heard question, “Why do I have to learn this?”
What is a Simulated Workplace?

• It provides the student a opportunity to be accountable for his learning, collect evidence of content mastery, and to earn recognition for his/her achievements.

• It puts into place a formal and purposeful relationship between education and business/industry.
Simulated Workplace
Non-negotiable

Companies will...

- Have an initial net worth of $1,000,000
- Use time clocks or some other form of attendance recording process
- Conduct random drug testing of all employees
- Use an application process required for student enrollment/hiring
- Submit Quarterly & Annual reports
- Establish work teams within the business with students rotating across teams
- Develop a Policies and Procedures Manual
- Celebrate the company’s performance at the end of the year
- Utilize a portfolio system for students to document learning, credentials earned, projects completed, etc.
Companies will...

- Be evaluated by outside business and industry partners
- Be rated similar to a Health Department rating

Companies who rate **high** will receive a West Virginia Industry Endorsement (good for two years)

Companies who rate **low** will be placed on a plan of improvement and will be eligible for another visit after corrects have been implemented
What is the Goal of Simulated Workplace?

To change the culture of CTE and create high quality business and industry learning environments.
How does Simulated Workplace change instruction?

Simulated Workplace does not change instruction, it enhances what CTE instructors are already doing well.
What does Simulated Workplace do to enhance instruction?

Simulated Workplace is a new way of documenting student knowledge within an authentic work setting, while replicating proper business and industry processes and procedures.
Simulated Workplace Environment
Environment Expectations:

This checklist is a tool to ensure CTE programs are properly equipped and maintained to meet the standards of the Simulated Workplace

<table>
<thead>
<tr>
<th>Clothing/Protective Gear</th>
<th>Storage and Stacking</th>
</tr>
</thead>
<tbody>
<tr>
<td>- All students are wearing up-to-date safety gear when engaged in projects or instruction requiring it</td>
<td>- All tools have proper storage areas and are organized and easily accessible</td>
</tr>
<tr>
<td>- All students are wearing proper program clothing</td>
<td>- Adequate shelving</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lighting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- No lights out/broken</td>
<td>- Neat &amp; tidy</td>
</tr>
<tr>
<td>- Sufficient lighting in work spaces and classroom</td>
<td>- Segregated or labeled</td>
</tr>
<tr>
<td></td>
<td>- Heavy items on lower level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emergency</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Exits identified with proper signage</td>
<td>- Time clock or documented attendance system</td>
</tr>
<tr>
<td>- Exit doors and equipment unobstructed</td>
<td>- Proper industry signage throughout the classroom and work areas (e.g., hazards, chemicals, safety, etc.)</td>
</tr>
<tr>
<td>- Evacuation plan in place</td>
<td>- Shop sink for washing up (in areas were required)</td>
</tr>
<tr>
<td>- Fire extinguishers in place, clearly marked for type of fire and recently serviced</td>
<td>- All work areas and classroom are clean, organized and free of clutter</td>
</tr>
<tr>
<td>- Have an up-to-date MSDS Notebook for all chemicals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Aid</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Cabinet/box for First Aid supplies properly marked and filled with up-to-date supplies</td>
<td>- Adequate student filing system</td>
</tr>
<tr>
<td>- Eye wash facilities are provided and operational (were appropriate) and properly labeled</td>
<td>- Student/Employee handbook containing all required policies (e.g., created w/ students – first two weeks of school)</td>
</tr>
<tr>
<td></td>
<td>- Quarterly/Annual reports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Machinery</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- All equipment, machines, tools properly maintained and clean</td>
<td>- Project/work order completion records</td>
</tr>
<tr>
<td>- Adequate work space around machines/equipment properly marked</td>
<td></td>
</tr>
<tr>
<td>- Starting and stopping devices within easy reach</td>
<td></td>
</tr>
<tr>
<td>- Proper safety guards on machines/equipment</td>
<td></td>
</tr>
</tbody>
</table>

Refer to Manual: Page 13
How can Simulated Workplace create the foundation and advancement of an engaging learning community?
Simulated Workplace  =  Career Ready Skills

Transition to Employment

Information Management & Communication Tools
Job Specific Knowledge & Industry Credentials
Personal Networks (Employers & Colleagues)
Knowledge Building Tools
Developing “Next Generation” Skill Sets
Top 10 Skills Required for the Next Generation Work Force

Writing –
the capability to produce well written documents and reports; which can be easily interpreted by all company stakeholders

Originality –
the capability to be innovative; empowering creative thinking can change the world once more

Resilience –
the capability to adapt to changes effortlessly

Knowledgeable of group dynamics –
the capability to cultivate solutions utilizing group member thoughts, regardless of personal feelings or opinions

Persuasion –
the capability to communicate concepts efficiently and effectively

Leadership –
the capability to lead by example; the go getters of the organization

Applied math and statistics –
the capability to analyze and interpret results quickly and accurately

Collaboration –
the capability to work within a team setting

Encasing and solving open-ended problems –
the capability to use one’s ingenuity to analyze and generate solutions swiftly and accurately

Self-improvement –
the capability to keep up with global changes and demands by taking the initiative to improve knowledge, skills and experiences

W.O.R.K.P.L.A.C.E.S.
Student Opportunities:

*Students will...*

- apply for jobs within the company
- become employees and earn money for the company
- become more accountable for their impact on the company’s success
- be assessed by instructors as well as business/industry teams
Educating Parents

Dear Parent/Guardian:

Your child has enrolled in the Career and Technical Education program and will be gaining authentic work experience through the new Simulated Workplace initiative. During their classroom experience, your child will be treated like an employee at a company. This learning includes the importance of employee work ethics, safety, professionalism, teamwork, and customer service. Most teen-aged workers soon will be involved in the working world. Unfortunately, not all graduates are prepared for this daunting task. Therefore, our goal and vision is to give your child a true understanding of the workplace experience by holding them accountable for their choices and actions just as they would be held accountable in the workplace.

The Simulated Workplace initiative has been designed in partnership with various West Virginia businesses and industries. During the development of this new format, our program’s standards, safety measures, protocols, and certifications have been aligned to business and industry. Throughout the year, your child will be required to clock in and out, complete random drug testing, attend classes regularly, and conduct themselves in a professional manner, as well as comply with all program developed policies and procedures. If, at any time during participation (Program Name), your child is unable to abide by these policies and procedures, then your child may be given disciplinary action or receive disciplinary action.

Within the Simulated Workplace environment, your child will experience various roles within the program. From project leader, team member, administrative support, safety member, and/or quality control member. In addition to these roles, your child will be exposed to a variety of hands-on projects and activities, as well as reading, writing, and math components. As your child successfully completes each individual component of the Simulated Workplace, they will be building a work-ready knowledge and obtaining certifications.

I appreciate your willingness to allow your child to participate in the Simulated Workplace initiative. If you have any concerns or questions, please contact me.

Sincerely,

Instructor's Name
Program Name
School Name
Phone Number or Email Address

Parent/Guardian Name (Printed) ____________________________________________

Parent/Guardian Signature: _____________________________________________

Date Signed ___________ (File a copy in student file)

Refer to Manual: Page 25
Structures & Protocols
Structures & Protocols:

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Established Timelines:

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>January – May (Prior Year)</td>
<td>Hire a workforce</td>
</tr>
<tr>
<td>First month of school</td>
<td>Establish a company name, develop the business (including – organizational chart, job descriptions, teams, filing and documentation systems), community partnerships, services and/or products to be produced, training plan, policies and procedures</td>
</tr>
<tr>
<td>Every six/nine weeks</td>
<td>Rotate students through various jobs/roles within the company (document these job/role changes in the student files)</td>
</tr>
<tr>
<td>September – May</td>
<td>Complete projects (document these completions in the student files)</td>
</tr>
<tr>
<td>Every nine weeks</td>
<td>Submit quarterly reports to WVDE</td>
</tr>
<tr>
<td>May</td>
<td>Submit annual report to WVDE and have a celebration event for employees.</td>
</tr>
</tbody>
</table>
Instructor Guidelines:

Starting a business is no easy task; however, all successful businesses have one thing in common – “attention to detail”. The following guide will assist instructors and students in developing a Simulated Workplace.

1. **Hire a workforce**
   a. Student Application (Pages 17 – 18)
   b. Student Interview (Pages 19 – 21)

2. **Establish a company name and register it with WVDE through the Simulated Workplace website**

3. **Instructors and students develop their business processes** (Appendix A: Page 57)
   b. Organizational chart (Page 65)
      i. Teams (Pages 65)
      ii. Job descriptions (Pages 66 – 70)
      iii. Student record keeping/filing system (Page 71)
      iv. Policy Handbook (Pages 73 – 99)
      v. Employee Evaluation (Pages 99 – 102)
   c. Projects to be completed (Defined STEM, Tooling U, and others as approved)
   d. Community partnerships (if applicable) (Page 103)
   e. Trainings and activities (e.g., safety, computer tutoring, etc.) (Pages 104 – 105)

4. **Financial plan for the company**
   a. All Simulated Workplace companies have a starting value of one million dollars
      i. Money is earned/deducted through four main matrices
         1. Financial
         2. Business Processes
         3. Learning & Growth
         4. Customer
   b. Submit Quarterly and Annual reports
First Two Weeks:

Week 1

1. Explain what the Simulated Workplace is all about and how it will impact them.
2. Have students complete the application and interview process.
   a. (This will typically be done prior to enrollment)
3. Send home Parent/Guardian letter. (see program protocols)
4. Develop a company name and register it with WVDE CTE.
5. Begin developing your company business structure with students.
   a. Include:
      i. Policy and Procedure Manual (see Appendix A for templates)
      ii. Organization Structure Chart
      iii. Job Descriptions
      iv. Teams
      v. Process and protocols for student record keeping/filing system
      vi. Protocols for documenting and tracking projects, safety, community partnerships, trainings, and certifications/skills completions

Week 2

1. Assign students to teams and job roles within the teams
   a. Ensure every student receives a copy of their job description and a copy is placed in the student’s file.
2. Complete Tooling U – Intro to OSHA 100 course
   b. All 18 lessons and end of course quiz must be completed to earn the company money.
   c. This class covers the goals and purposes of the Occupational Safety and Health Administration, including its standards, programs, and interactions with employers and employees.
   d. **Remember: Students who complete the entire course, earn profits for the company**
3. Complete pre-assessment on WIN and/or Key Train
4. Complete Work Force enrollment for all students

Refer to Manual: Page 39
Application / Interview

Refer to Manual: Pages 17 - 21
Establish a Company Name:

Each program instructor, along with their employees will create a for the newly developed million dollar company.

Names should be submitted to WVDE no later than Sept. 9th
Example Organizational Chart

Board of Directors
  "LSIC or Craft Committees"

CEO
  "Education Administrators"

Supervisor
  "Program Instructor"

Safety Team Manager
  Enter Employee Name
  "Leads Safety Inspections, Meetings, Trainings, etc."

  Assistant Safety Manager
    Enter Employee Name

  Safety Team Member
    Enter Employee Name

Project Foreman
  Enter Employee Name
  "Leads Projects, keeps timeframes on target, assist others in problem solving"

  Assistant Project Foreman
    Enter Employee Name

  Project Team Member
    Enter Employee Name

Quality Control Manager
  Enter Employee Name
  "Ensures projects are completed correctly with limited downtime"

  Assistant Quality Control Manager
    Enter Employee Name

  Quality Control Team Member
    Enter Employee Name

Information Technology Manager
  Enter Employee Name
  "Assist Supervisor with documentation, filing, and computer entry & maintenance"

  Assistant Information Technology Manager
    Enter Employee Name

  Information Technology Team Member
    Enter Employee Name

Supervisor
  "Program Instructor"

CEO
  "Education Administrators"

Board of Directors
  "LSIC or Craft Committees"
Simulated Workplace Teams:

Why have Simulated Workplace Teams?

Well-developed guidelines for teams within the Simulated Workplace help to increase goal achievement, process efficiency and employee – “student” satisfaction.

“Alone we can do so little; together we can do so much”
– Helen Keller
Job Descriptions:

Project Foreman

Overview
The foreman works under the supervisor – “instructor” in a supervisory capacity. Responsibilities include delegating work assignments, overseeing job performance and inspecting course conditions.

Functions
• Oversees the completion of work assignments by crew members and assists with field decisions regarding job procedures, work standards and equipment use.
• Enforces safe working conditions with all job assignments and is responsible for instructing staff on proper equipment use and work methods.
• Supervises all projects and employees – “students” assigned to the project.
• Manages the building maintenance program and improvement projects.
• Reports all disciplinary problems to the supervisor – “instructor”.
• Opens the classroom/shop and runs operations in accordance with all policies and procedures.

Employment Standards
• Proven leadership capabilities
• Planning, organization and prioritization
• Analytical problem solving
• Management control
• Interpersonal sensitivity
• Understand and follow protocol for the proper lines of communication
• Clear understanding of company – “program” mission and values.
• Ability to work independently and as part of a team.

Job description and responsibilities may be modified only by the supervisor – “instructor”
Record Keeping & Filing System:

At (Company Name) we value work structures and detailed record keeping. (Company Name’s) filing system is both paper and digital.

The Paper System consists of each employee having a folder, which contains:

- Standards Check off
- Evaluations
- Job Descriptions
- Projects
- Signed Policies
- Safety Records
- Training Records (online and in-person)
- Discipline Referrals

The Digital System consists of each employee having a digital folder on the shop computer, which contains:

- Digital pictures of projects
- Copy of Quarterly/Annual reports
- Writing Samples

Refer to Manual: Page 71
All successful companies function effectively because of their established policies and procedures. Just as in any company, growth and profitability are unachievable unless all employees from the Board of Directors to the Supervisors to the Employees are monitoring and adhering to the policies and procedures.

ALL COMPANIES ARE REQUIRED TO ESTABLISH A POLICY HANDBOOK

Refer to Manual: Pages 73-99
Evaluating Employees

The work of each employee is reviewed on an ongoing basis with the supervisor to provide a systematic means of evaluating performance.
Random Drug Testing

Each site will have a designated Drug Testing Representative

Instructors will submit all employee WVEIS numbers to the building level administrator

WVEIS numbers and site codes will be placed into a data program managed by each school’s selected drug company

Random sampling will be conducted monthly and set up to achieve a 40% testing rate school for the entire year

Students who test positive will be reevaluated by retesting or a medical doctor/lab provided by the school’s selected drug company

Disciplinary action for a second positive will be at the county’s discretion
Various Projects will be made available on the Simulated Workplace website.

Each project will be assigned a Level & Dollar value.

As students complete the projects and work orders, the company begins earning profits.

Please keep in mind, each project and/or work order must be documented in the student files to earn credits for the Simulated Workplace Company.
Community Partnerships:

Working with communities is an important part of a company’s success and development.

By creating partnerships within your Simulated Workplace environment, students will have an additional opportunity to grow and develop tomorrow’s leaders.
Trainings:

Developing employee’s knowledge of procedures and policies to ensure a safer and more productive workforce is essential in creating a successful company.

*Training workshop also allow employees to develop and/or enhance their leadership qualities.*
Financial Plan for the Company:

A Balanced Scorecard is a strategic performance and management framework used to align business activities to the vision and strategy of the organization, improve internal and external communications, and monitor organizational performance against strategic goals.

The Simulated Workplace’s Balanced Scorecard will be used to calculate the Company’s profitability, based on financial, business processes, learning and growth, and customer service.
Company’s Earning Potential:

Refer to Manual: Pages 43-44
Balanced Scorecard Breakdown:

- **Strategy:** creating a workplace setting, focusing on knowledge, disposition and the impact on organization and personal success

- **Areas of Measure:** these areas and sub-categories will be combined to make up each program’s rating

<table>
<thead>
<tr>
<th>Financial:</th>
<th>Business Processes:</th>
<th>Learning &amp; Growth:</th>
<th>Customer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>30%</td>
<td>25%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Earning Dollars:

Examples of Money Making Opportunities beyond the Balanced Scorecard Dollars:

- Projects
- Communication Modules/Projects
- Business/Industry Perception
- Soft-Skills Projects
- Others, as approved by WVDE criteria

Projects and Modules will be broken into three levels – equivalent to difficulty

Level I = $3000 per student completion
Level II = $4000 per student completion
Level III = $5000 per student completion
Quarterly / Annual Reports:

A quarterly/annual report will give a company – “program” important information about its success or needed improvement areas within one document.

<table>
<thead>
<tr>
<th>Report Type</th>
<th>Reporting Period</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarterly</td>
<td>August 1 – October 15</td>
<td>October 20</td>
</tr>
<tr>
<td>Quarterly</td>
<td>October 16 – December 15</td>
<td>December 20</td>
</tr>
<tr>
<td>Quarterly</td>
<td>January 1 – February 28</td>
<td>March 5</td>
</tr>
<tr>
<td>Quarterly</td>
<td>March 1 – April 30</td>
<td>May 5</td>
</tr>
<tr>
<td>Annual</td>
<td>August 1 – May 14</td>
<td>May 15 – June 1</td>
</tr>
</tbody>
</table>

*If a date falls on a Sunday or Holiday, the report is due the next business day.
Simulated Workplace Website:

http://wvde.state.wv.us/simulated-workplace/