National Institute on Scaling Work-Based Learning

Pre-Meeting for the NGA Policy Academy Cohorts

Monday April 8th, 2019
Point Clear, Alabama
Welcome

Pre-Meeting for the NGA Policy Academy Cohorts

Monday April 8th
8:30 – 9:30 AM
Welcome

Speakers:

• **Martin Simon**, Interim Director, Economic Opportunity Division, NGA Center for Best Practices

• **Meghan Wills**, Program Director, Economic Opportunity Division, NGA Center for Best Practices

• **Rachael Stephens**, Senior Policy Analyst, Economic Opportunity Division, NGA Center for Best Practices
State Exchange: Best Practices from the Policy Academy Cohorts

Pre-Meeting for the NGA Policy Academy Cohorts

Monday April 8th
9:00 – 10:15 AM
State Exchange: Best Practices from the Policy Academy Cohorts

Moderator:

- Kristin Baddour, Policy Analyst, Economic Opportunity Division, NGA Center for Best Practices
# Table Topics

<table>
<thead>
<tr>
<th>Room</th>
<th>State Presenter</th>
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<tbody>
<tr>
<td>Equity in Work-Based Learning</td>
<td><strong>Nick Moore</strong>, Alabama</td>
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<tr>
<td>The Continuum of Work-Based Learning</td>
<td><strong>Emily Rusca</strong>, Illinois</td>
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<td>Dashboard Development</td>
<td><strong>Caroline Sullivan</strong>, North Carolina</td>
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<tr>
<td>Rural Opportunities</td>
<td><strong>Shannon Lewis</strong>, Montana</td>
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<tr>
<td>Branding and Marketing</td>
<td><strong>Matt Thompson</strong>, Idaho</td>
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You will have the opportunity to go to two facilitated table conversations.

Please split your state teams to maximize conversation opportunities.
State Team Time

Pre-Meeting for the NGA Policy Academy Cohorts

Monday April 8th
10:15 AM – 12:00 PM
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<td>Illinois</td>
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* In a different building- shuttle is provided
Maintaining Momentum: Building on Policy Academy Achievements

Pre-Meeting for the NGA Policy Academy Cohorts

Monday April 8th
1:00 – 2:30 PM
Maintaining Momentum: Building on Policy Academy Achievements

Moderator:
  • John Guerriero, Policy Analyst, Economic Opportunity Division, NGA Center for Best Practices

Speaker:
  • Kimberlee Carlile, Director of Industry and Talent Initiatives, Utah Governor's Office of Economic Development
TALENT READY UTAH

KIMBERLEE CARLILE, DIRECTOR OF TALENT INITIATIVES
GOVERNOR'S OFFICE OF ECONOMIC DEVELOPMENT
# 2016 NGA Policy Academy Working Committee

<table>
<thead>
<tr>
<th>Education</th>
<th>Government</th>
<th>Industry</th>
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<tbody>
<tr>
<td>State Board of Education</td>
<td>Governor's Education Advisor</td>
<td>Salt Lake Chamber</td>
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<tr>
<td>Utah System of Technical Colleges</td>
<td>Governor's Office of Economic Development</td>
<td>Women Tech Council</td>
</tr>
<tr>
<td>Utah System of Higher Education</td>
<td>Department of Workforce Services</td>
<td>DellEMC</td>
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UTAH AEROSPACE PATHWAYS:

Developing the Future Manufacturing Workforce

Targeted strategic outreach events

K – 8th Grade

Engage with student development programs

Skill Center (11-12th)
Traditional High School (9-12th)

Engage with career technical educators

Industry to address company specific development needs

Community/Technical College

Student Development Program

Externship with Industry Partner

Adult Learner Program

4-Year College

Employment

AEROSPACE EMPLOYMENT

Industry

Veterans

Internal Movement

TALENT READY UTAH BUILDING OUR WORKFORCE

TALENTREADYUTAH.COM
NGA Policy Academy on Scaling Work-Based Learning

- Indiana
- Iowa
- Montana
- New Hampshire
- Utah
- Washington
Strategic Planning

• Work-based learning definition
  – Work-Based Learning is a continuum of awareness, exploration, preparation and training activities that combine structured learning and authentic work experiences implemented through an industry and education partnership.

• Branding
  – Silicon Slopes Tech Summit

• Scaling best practices
  – Pathway Programs
Scaling Pathways

Medical Innovations Pathway:

<table>
<thead>
<tr>
<th>Education Partners</th>
<th>Companies</th>
<th>Students/Year</th>
<th>Adult Learners</th>
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<tr>
<td>8</td>
<td>10</td>
<td>50</td>
<td>30</td>
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Diesel Tech Pathways:

<table>
<thead>
<tr>
<th>Education Partners</th>
<th>Companies</th>
<th>Students/Year</th>
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<tbody>
<tr>
<td>14</td>
<td>53</td>
<td>120</td>
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Scaling Pathways

- **Utah Tech Pathways:**

<table>
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<tr>
<th>Education Partners</th>
<th>Companies</th>
<th>Students/Year</th>
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<tbody>
<tr>
<td>11</td>
<td>15</td>
<td>50</td>
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- **AEC Pathways:**

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<tr>
<th>Education Partners</th>
<th>Companies</th>
<th>Students / Year</th>
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<tbody>
<tr>
<td>7</td>
<td>20</td>
<td>40</td>
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TALENT READY UTAH

OUR MISSION:
Focus and optimize the efforts of business partnerships to increase capacity for education that meets workforce needs.

OUR GOALS:
1. Increase the number of employers investing in work-based learning partnerships with education.
2. Develop talent to meet the growing demand leading to high-skill, high-wage jobs in the state.
Funding and Resources

• Strategic Workforce Investment:
  – 27 projects

• Talent Ready Utah Grants:
  – 30 projects
Necessary Partnerships

• Education:
  – CTE
  – Superintendents
  – Commissioners Offices/Board of Education

• Industry:
  – Needs and Champions

• Government/Community:
  – Governor Support
  – Legislature
  – Chambers
  – Trade Organizations
TALENT READY UTAH TIMELINE

The Challenge

Launch

Iron County

Launch

SWI 5 regions

Legislation Passes

Ogden / Weber

Add’l Funding

SWI 6 regions

Grant

SWI 6 regions

SB131

TRU Center

Boeing

Launch

Diesel Tech

Launch

NGA

Launch

Diesel Tech

Launch

5 regions

6 regions

Iron County

SWI

5 regions

Legislation Passes

Ogden / Weber

Add’l Funding

SWI

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5 regions

6 regions

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SWI

5 regions

Legislation Passes

Ogden / Weber

Add’l Funding

SWI

6 regions

Grant

SWI

6 regions

SB131

TRU Center

6 regions
What’s Next

• Pathways

• Utah Works

• Talent Ready Apprenticeship Connection

• Online Platform
THANK YOU

talentreadyutah.com
State Team Time

Pre-Meeting for the NGA Policy Academy Cohorts

Monday April 8th
2:45 – 4:45 PM
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Pre-Meeting Wrap-Up

*Pre-Meeting for the NGA Policy Academy Cohorts*

Monday April 8th

4:45 – 5:15 PM
National Institute on Scaling Work-Based Learning

Tuesday, April 9th – Wednesday, April 10th, 2019
Point Clear, Alabama
Welcome and Overview of Day One

National Institute on Scaling Work-Based Learning

Tuesday April 9th
8:00 – 8:30 PM
Welcome and Overview of Day One

Speakers:

• **Martin Simon**, Interim Director, Economic Opportunity Division, NGA Center for Best Practices

• **Meghan Wills**, Program Director, Economic Opportunity Division, NGA Center for Best Practices

• **Rachael Stephens**, Senior Policy Analyst, Economic Opportunity Division, NGA Center for Best Practices
The National Governors Association

Founding
Founded in 1908, the National Governors Association is the voice of the nation’s governors and one of the most respected public policy organizations in the country. The association’s members are the governors of the 55 states, territories and commonwealths.

What We Do
Through NGA, governors identify priority issues and deal with matters of public policy and governance at the state, national and global levels. Our research arm, NGA Solutions, helps in developing and implementing innovative solutions to public policy challenges. Our advocacy team ensures that states are a strong voice in Washington, D.C. We also provide total consultative services, including management and technical assistance to both new and incumbent governors, their senior executive staff and trusted advisors.
NGA Solutions: The NGA Center for Best Practices

**Services:**
- State Technical Assistance
- Multi-State Policy Academies
- Research & Published Reports

**Policy Areas:**
- **Economic Opportunity**
- Education
- Environment, Energy & Transportation
- Health
- Homeland Security & Public Safety
Economic Opportunity Division Content Areas

- Economic Development
- Human Services
- Postsecondary Education
- Workforce Development
Why Work-Based Learning?

Businesses struggle to find the skilled workers they need to be competitive in the global economy.

Many individuals lack the training and education necessary to fill these open jobs.
High-Quality Work-Based Learning

Industry-Education Partnership

Structured Learning  Authentic Work Experience

Assessment and Recognition of Skills
## Benefits of Work-Based Learning

<table>
<thead>
<tr>
<th>Participating Young People</th>
<th>Businesses</th>
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<tr>
<td>• Apply content learned in the classroom</td>
<td>• Nurture student interest in careers in their industry</td>
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<tr>
<td>• Explore career options and make informed decisions about education and work</td>
<td>• Build partnership with schools</td>
</tr>
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<td>• Build “soft skills”</td>
<td>• Ensure that education curriculum develops essential skills</td>
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<tr>
<td>• Gain work experience that can launch a career</td>
<td>• Increase employee retention and productivity</td>
</tr>
<tr>
<td>• Interact with and learn from adult mentors</td>
<td>• Audition potential job applicants</td>
</tr>
<tr>
<td></td>
<td>• Develop highly skilled workforce</td>
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States will expand high-quality work-based learning opportunities for youth and young adults to enter middle-skill STEM jobs

- Embed work-based learning into state education and workforce systems
- Increase number of work-based learning programs and participants, deliver positive outcomes to more employers and individuals
- Ensure students and learners on all pathways have access to work-based learning opportunities
Elements of State Systems Change

**Vision & Communication**
Statewide vision for scaling high-quality work-based learning and broad stakeholder support:
- Governor
- Education & workforce systems
- Business & industry

**Data & Measurement**
Data collection & measurement of scale and quality of WBL programs:
- Number of programs and participants
- Outcomes
- Growth over time

**Resources & Policy**
Policies and resources to sustain work-based learning:
- Policy and process changes in state agencies
- New or reallocated funding
Best Practices: Vision & Communication

• Establish a clear vision and measurable goals for work-based learning, with leadership from the governor

• Task a cross-agency leadership team with overseeing progress to vision and goals

• Secure buy-in from key stakeholders at the state and local levels, including employers

• Communicate benefits of work-based learning to students, parents, educators, employers
Best Practices: Data & Measurement

• Focus on data & measurement from the beginning and work with state education/workforce data system experts

• Establish a common statewide definition for work-based learning; collect data across systems based on this definition

• Capture baseline data on scope and quality of existing work-based learning efforts
  • Start with an inventory of programs and measure participation
  • Identify gaps in what data can be gathered
  • Develop metrics to measure quality

• Develop systems and protocols for sharing, gathering, and storing data from multiple agencies and institutions
Best Practices: Resources & Policy

• Build capacity across systems and at local level to implement and sustain expansion of work-based learning
  • Cross-agency task forces, councils, or dedicated committees
  • Dedicated offices housed in or attached to the governor’s office

• Partner with state legislature to implement policy changes
  • New programs, employer incentives
  • Permanent staff, advisory boards
  • Funding for WBL entities to issue sub-grants, support new pilot programs, etc.

• Identify resources beyond pilots/incentive funds to sustain efforts over long term
State Introductions

National Institute on Scaling Work-Based Learning

Tuesday April 9th
8:30 – 9:15 AM
States Participating in the Institute

Knowledge Exchange States
Policy Academy States
Leader States
Other Participating States
State Introductions

One person from each state will introduce themselves and others from their state, and share:

- One area of success in work-based learning;
- One major question or challenge you would like to address or learn about during the Institute.
Achievements and Lessons Learned Through NGA’s Policy Academy on Scaling Work-Based Learning

National Institute on Scaling Work-Based Learning

Tuesday April 9th
9:15 – 10:15 AM
Achievements and Lessons Learned

Speakers

- **David Etzwiler**, Chief Executive Officer, Siemens Foundation
- **Shannon Lewis**, Director, Montana State Workforce Innovation Board
- **Randall Brumfield**, Chief Academic Officer, Idaho State Board of Education
- **John Russ**, Area Manager, Idaho Department of Labor
- **Rachel DeVaughn**, Assistant Executive Director of Work-Based Learning and Special Initiatives, Mississippi Community College Board
NGA Policy Academy on Scaling Work-Based Learning

Montana – Leader State

April 9, 2019
Point Clear, AL

Shannon Lewis
SWIB Director
Montana’s Economy is Growing

Montana’s Personal Income Growth 11th Fastest Among States.

Source: Bureau of Economic Analysis (BEA), U.S. Department of Commerce (DOC)
Employment and Labor Force Growing

Employment growing faster than labor force after recession

Source: Local Area Unemployment Statistics
Unemployment Rate Falling

Source: Local Area Unemployment Statistics

Montana Department of LABOR & INDUSTRY

Source: Local Area Unemployment Statistics
Montana is BIG... and RURAL

Source: USDA, Economic Research Service using data from the U.S. Census Bureau.
Montana’s Definition of WBL

Work-based learning is a continuum of activities that engage employers and extend the classroom into the workplace, connecting acquired knowledge and skills to a student’s future employment.
Montana’s Vision for WBL

To scale and enhance high-quality WBL experiences in Montana to:

• Serve Montana’s priority workforce development needs;
• Create sustainable talent development pipelines for Montana’s high-demand industries;
• Foster career (and college) readiness for Montana’s youth and young adults; and
• Ensure alignment of education, government, community, and business resources toward priority employer needs.
# Montana’s WBL Framework

## Clear Work-based Learning Partnership Agreement

A *clear* articulation of the work-based learning partnership between the participant, the educational institution or intermediary organization, and the sponsoring employer. The agreement describes terms and expectations of the experience, including learning objectives aligned with a career pathway, duration, and the financial or educational compensation afforded to the participant.

## Authentic Work Experience Component

Participant engages in an *authentic* work experience that is of value and relevant to the sponsoring employer partner(s) workforce needs. Participant is supervised and mentored in the completion of assigned tasks and projects.

## Structured Learning Component

Participant engages in *structured* learning activities to enrich and enhance knowledge, skills, and abilities. That includes curricula linked to the sponsoring employer’s skills needs and the concepts participants encounter in the workplace.

## Culminating Assessment and Recognition of Skills

The experience culminates in an assessment to gather sponsoring employer feedback and garner formal *recognition* of participants’ learning and acquired skills. A partner educational institution or third party intermediary organization carries out the assessment to ensure that recognition is aligned with the attainment of a credential or progress along a career pathway.
Montana’s WBL Accomplishments

NGA Phase I Accomplishments

• Convened cross-sector stakeholders to define WBL and develop a strategic plan to expand work-based learning;
• Held statewide Governor’s Symposium to share resources and develop statewide capacity to deliver high-quality work-based learning;
• Increased awareness among educators, employers, businesses, students and parents of WBL and experiential learning opportunities and the benefits of WBL; and
• Aligned funding opportunities with expansion of apprenticeship and work-based learning infrastructure.
Montana’s WBL Accomplishments

**NGA Phase II Accomplishments**

- Stakeholders have a common understanding of work-based learning and a shared statewide vision for incorporating high-quality work-based learning into education and workforce training programs.
- Statewide, stakeholders understand the value of work-based learning and are building opportunities for growth and stronger relationships between education, training, and industry partners.
Montana’s Current Work

• Governor Bullock continues to support workforce development initiatives throughout the state, including WBL. He’s convened the Future Ready Cabinet comprised of cabinet members, the Superintendent of Public Instruction, the Adjutant General of Montana’s National Guard, and the Commissioner of Higher Education.

• Work-Based Learning partners are developing a “playbook” for business and industry leaders interested in engaging in WBL.

• Montana is moving forward with a combined plan for WIOA and Perkins V, which will emphasize WBL along with workforce investment and career and technical education.
How Will We Know We’re Successful?

- All Montana students will have access to high-quality WBL experiences across the continuum that prepares them for college and/or career.
- Increased engagement from business and industry leaders with local school districts to develop opportunities for students.
Challenges

Data systems that are aligned to measure participation and effectiveness of WBL programs with meaningful data to better understand the gaps and areas for improvement.
POLICY ACADEMY THEMES

- Breaking Down Silos
- Working Collaboratively
- Patience with One Another
POLICY WINS

- Prior Learning Assessment
- Advanced Opportunities
- Lumina Grant
- Senior Project - defined to include work based learning
- Micro-certification/badge definition
- Mastery-Based Learning Expansion
POLICY – STILL TO DO

- Further refinement of Advanced Opportunities
- Making WBL part of the institutionally designated general education credits
MISSISSIPPI WORKS: BUILT TO PREPARE, CONNECT, AND SUSTAIN
A HIGH-QUALITY WORKFORCE FOR ECONOMIC GROWTH

PREPARE
HIGH-PERFORMANCE WORKFORCE

Education is preparation. Whether entering the job market for the first time, filling skills gaps for a career change, or seeking new credentials for new opportunities, Mississippi’s workforce will be prepared at every education level for occupations with higher earning power.

CONNECT
WORKFORCE ON DEMAND

The Workforce on Demand model gives Mississippi businesses a unique advantage by identifying the right labor pool, connecting the pool with jobs, and verifying skills to ensure the right person for the right job is found at the right time.

SUSTAIN
BUSINESS AND INDUSTRY ENGAGEMENT

By aligning workforce strategies, such as apprenticeships, with hiring cycles, Mississippi businesses can capitalize on a precision workforce. This creates a pipeline that channels the state’s high-performance workforce into occupations that fulfill dynamic industry needs.

State Workforce Investment Board
Office of the Governor
Mississippi’s Labor Force is Skilled and Ready to Work

PREPARE

EDUCATION  Early Childhood Academies • K-12 • Community Colleges
          Universities • Complete to Compete • MS Scholars
          MS Tech Masters • Dropout Prevention

TRAINING  MS Apprenticeship Program • MDE Certification Processes
          MS Training Academies • WET Training Fund • WIOA/Smart Start
          and Career Pathways • MS Works Training Fund

AWARENESS  Job Scout • Get on the Grid • Pathways to Possibilities

SUPPORT  Families First• Childcare Voucher System • Rehabilitation Services
          MS Department of Human Services

CONNECT

MS Development Authority • MS Department of Employment Security
          Local Economic Developers • Community College Board
          MS Works App • MS Grad Jobs • MS Tech Jobs

SUSTAIN

MS Manufacturers Association • MS Hospital Association
          North MS Industrial Development Association • MS Concrete Association
          MS Retail and Grocers Association • MS Outdoor Industry Association
          MS Automotive Association

SWIB • State Workforce Investment Board
Office of the Governor

MISSISSIPPI ECONOMY
SCORECARD
January 2019

Unemployment Rate

4.7

Lowest levels in the
history of Mississippi.
Source: US Bureau of Labor Statistics, Unemployment Rate, 2019

Employment

1,221,000

Longest sustained period of employment growth
recorded in the last 20 years, with more than
75,000 individuals added to the labor market
since 2012.

Good Jobs

223,000

Mississippi is ranked #2 in the country for
creating high-paying jobs — equal to or greater
than a 4-year college degree, with an
average salary of $52,000.
Source: Georgetown University, 2019, https:// Georgetown.edu/2019-20
2020/labor-good-jobs-datac

Income Tax

$1.8 billion

Highest recorded in Mississippi history, accounting
for a $400 million increase in collections since 2011.
Source: Mississippi Department of Revenue, 2019

Sales Tax

$2.1 billion

Highest recorded in Mississippi history, accounting
for a $264 million increase in collections since 2011.
Source: Mississippi Department of Revenue, 2020

Data validated by NSPARC. For questions contact:
Dr. Melanie Porter at nsparc@ncms.org, mississippi.umd.edu.
Mississippi’s Definition of Work-Based Learning:

“Work-based learning provides students with authentic work experiences where they apply and develop employability and technical skills that promote success in careers and post-secondary education. Work-Based Learning activities culminate in an assessment and recognition of acquired knowledge and skills.”
Mississippi’s Vision for WBL

To scale and enhance high-quality WBL experiences in MS:

• Identify MS’s targeted WF needs;
• Create sustainable pathways for MS’s high-demand industries; and
• Ensure alignment of PK-16 education, government, community, and business resources toward priority employer needs.
Mississippi’s WBL Accomplishments

• Met with multiple stakeholders to define WBL and start developing a plan for expansion of WBL

• Working closely to identify challenges, barriers, and opportunities to expand WBL among our many stakeholders

• Governor Bryant continues to support workforce development throughout MS, including WBL

• Held a Governor’s Workforce Summit in January
Governor’s Workforce Summit

• Summit Goal – highlight workforce solutions for leaders in the business community

• Speaker Panels focusing on Preparing, Connecting, and Sustaining the workforce in Mississippi including topics such as Education and Workforce Development

• Local Workforce Development Area Booths with WIOA Core Partner Agencies

• Mississippi Works job matching system available for registration and job listings
Next Steps

- Regional Workforce Summits in each Local Workforce Development Area
- Revise the Secondary Career Experience Definition and Program Guide to reflect changes in Perkins V and WIOIA
Preparing the Future Workforce: The Promise of Work-Based Learning

National Institute on Scaling Work-Based Learning

Tuesday April 9th
10:30 – 11:30 AM
Preparation the Future Workforce:
The Promise of Work Based Learning

Moderator:
• *Rachael Stephens*, Senior Policy Analyst, Economic Opportunity Division, NGA Center for Best Practices

Speakers:
• *Debbie Hughes*, Senior Strategist, Entangled Solutions
• *Beth Townsend*, Director, Iowa Workforce Development
STATE COLLABORATIVE CONSORTIUM TO UNDERSTAND AND SUPPORT THE ON-DEMAND WORKFORCE

OBJECTIVE: Support state efforts to understand and respond to emergent changes in the structure of work and the economy, specifically the on-demand workforce.

✓ The project is focused both on research and policy development

✓ States are collaborative partners and co-creators with NGA in this endeavor

✓ Project duration: September 2018 to May 2020
OBJECTIVE: Develop and refine actionable ideas on what states can do today to prepare the future workforce, particularly through innovations in workforce and education policy.

- The project is focused on research and creative policy ideation
- States are engaging in conversations with other leading thinkers, researchers, academics, practitioners, tech innovators, and employers
- Project duration: June 2018 through December 2019
Preparing the Future Workforce: The Promise of Work Based Learning

Moderator:
  • Rachael Stephens, Senior Policy Analyst, Economic Opportunity Division, NGA Center for Best Practices

Speakers:
  • Debbie Hughes, Senior Strategist, Entangled Solutions
  • Beth Townsend, Director, Iowa Workforce Development
Bridging the Divide: Linking business workforce needs to work-based learning opportunities

April 2019
As the U.S. transitions to a knowledge economy, our education, workforce development, and employment systems have not kept pace.

A high school diploma now offers a 50% fewer opportunities for finding family sustaining careers versus 30 years ago.

Postsecondary graduation rates have remained stagnant over the same period, with over half of attendees dropping out. For those who manage to complete, 40 percent of graduates will be underemployed, working in jobs that do not require their level of training.

Eighty-nine percent of employers report having difficulty finding people with the requisite skills for job openings and are desperately seeking new ways to fill those gaps.

Unprecedented disconnect in labor market with record high 6.1M open postings, 6.8M currently unemployed and 6.7M more underemployed
Companies are undergoing rapid transformation

<table>
<thead>
<tr>
<th>Technology</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>User and entity big data analytics</td>
<td>85%</td>
</tr>
<tr>
<td>App- and web-enabled markets</td>
<td>75%</td>
</tr>
<tr>
<td>Internet of things</td>
<td>75%</td>
</tr>
<tr>
<td>Machine learning</td>
<td>73%</td>
</tr>
<tr>
<td>Cloud computing</td>
<td>72%</td>
</tr>
<tr>
<td>Digital trade</td>
<td>59%</td>
</tr>
<tr>
<td>Augmented and virtual reality</td>
<td>58%</td>
</tr>
<tr>
<td>Encryption</td>
<td>54%</td>
</tr>
<tr>
<td>New materials</td>
<td>52%</td>
</tr>
<tr>
<td>Wearable electronics</td>
<td>46%</td>
</tr>
<tr>
<td>Distributed ledger (blockchain)</td>
<td>45%</td>
</tr>
<tr>
<td>3D printing</td>
<td>41%</td>
</tr>
<tr>
<td>Autonomous transport</td>
<td>40%</td>
</tr>
<tr>
<td>Stationary robots</td>
<td>37%</td>
</tr>
<tr>
<td>Quantum computing</td>
<td>36%</td>
</tr>
<tr>
<td>Non-humanoid land robots</td>
<td>33%</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>28%</td>
</tr>
<tr>
<td>Humanoid robots</td>
<td>23%</td>
</tr>
<tr>
<td>Aerial and underwater robots</td>
<td>19%</td>
</tr>
</tbody>
</table>


There are still a number of challenges to becoming digital.

Technologies by proportion of companies likely to adopt them by 2022 (projected)
Employers need to reskill at scale

Skills shortages are a problem for companies and industry in the U.S.

Employers’ Hardest to Hire Skills

STEM Skills

- Cybersecurity: 97%
- Data science and analytics: 95%
- Critical thinking and problem solving: 83%
- Design/systems thinking: 79%
- Global perspective: 78%
- Innovation and creativity: 79%
- Cognitive flexibility: 78%
- Cross-disciplinary ability: 74%

% of employers who say these skills problematic to find

The rise of the Data-Driven Decision Makers

Explosive growth in demand for analytics skills
Today’s changing landscape is demanding business people with new skills, not just digital experts or data scientists.

23% Of educators say all graduates will have data science and analytics skills.

69% Of employers say they will prefer job candidates with these skills over ones without.

23% Of educators say all graduates will have data science and analytics skills.

69% Of employers say they will prefer job candidates with these skills over ones without.
## Foundational skills for the digital economy

<table>
<thead>
<tr>
<th>Digital Building Blocks</th>
<th>Business Enablers</th>
<th>Human Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations Skill Area</strong></td>
<td><strong>Total Openings: 2017</strong></td>
<td><strong>Growth: 2012-2017</strong></td>
</tr>
<tr>
<td>Managing data</td>
<td>3,527,740</td>
<td>24%</td>
</tr>
<tr>
<td>Software development</td>
<td>3,326,192</td>
<td>44%</td>
</tr>
<tr>
<td>Computer programming</td>
<td>2,571,728</td>
<td>35%</td>
</tr>
<tr>
<td>Analyzing data</td>
<td>1,320,678</td>
<td>68%</td>
</tr>
<tr>
<td>Digital security &amp; privacy</td>
<td>895,547</td>
<td>75%</td>
</tr>
<tr>
<td><strong>Business process</strong></td>
<td>3,215,648</td>
<td>18%</td>
</tr>
<tr>
<td>Project management</td>
<td>2,354,230</td>
<td>21%</td>
</tr>
<tr>
<td>Digital design</td>
<td>1,427,981</td>
<td>2%</td>
</tr>
<tr>
<td>Communicating data</td>
<td>147,219</td>
<td>323%</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>9,185,978</td>
<td>27%</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>3,666,249</td>
<td>31%</td>
</tr>
<tr>
<td>Collaboration</td>
<td>3,480,175</td>
<td>46%</td>
</tr>
<tr>
<td>Analytical skills</td>
<td>2,395,145</td>
<td>24%</td>
</tr>
<tr>
<td>Creativity</td>
<td>1,217,062</td>
<td>23%</td>
</tr>
</tbody>
</table>
A new blended digital professional is emerging
Skills best learned at work

Core Skills: Definitional skills to each occupation which job seekers need in order to contribute. Best addresses in academic/training settings.

Building Block Skills: Required and relevant across many roles and represent foundational, but not unique skills. Typically best developed on-the-job.

Distinguishing Skills: Allow a job seeker to highlight his or her technical proficiency in the role. Typically best developed through a hybrid of training and on the job.
Both credentials and internships/co-ops

Employers want graduates with work-ready technical skills, critical thinking, problems solving and additional baseline skills developed through traditional academic coursework.

We identified eight skill sets that Liberal Arts graduates can develop through a modest amount of coursework, such as a minor or online training or internships, that **double their job prospects**:

- **IT Networking & Support**
  - + $1,058 premium
  - 66,429 postings

- **Sales**
  - 567,855 postings

- **General Business**
  - + $11,144 premium
  - 577,787 postings

- **Social Media**
  - + $3,424 premium
  - 399,577 postings

- **Data Analysis & Management**
  - + $12,703 premium
  - 136,757 postings

- **Marketing**
  - + $336 premium
  - 359,916 postings

- **Graphic Design**
  - + $9,188 premium
  - 134,090 postings

- **Computer Programming**
  - + $17,753 premium
  - 52,822 postings
Skilling up has significant returns

- Average Engineering Salary: $70,000
- With Business Skills: $70,000
- With Digital Building Blocks: $70,000
### Work-Based Learning used to remediate talent gaps

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship programs</td>
<td>96%</td>
</tr>
<tr>
<td>Co-op programs</td>
<td>63%</td>
</tr>
<tr>
<td>Curriculum development</td>
<td>54%</td>
</tr>
<tr>
<td>Classroom instruction</td>
<td>54%</td>
</tr>
<tr>
<td>Student mentorship programs</td>
<td>50%</td>
</tr>
<tr>
<td>Apprenticeship programs</td>
<td>50%</td>
</tr>
<tr>
<td>Faculty development</td>
<td>20%</td>
</tr>
<tr>
<td>Other*</td>
<td>7%</td>
</tr>
</tbody>
</table>

Responses: n = 56;
*Note: For a complete list of “Other” specifications, refer to Appendix III.

---

80% of responding companies leverage public-private partnerships to remediate talent gaps.
Inequity remains a primary challenge

California low-income adults are underserved by traditional education and training programs

- **58,000** Workers served by workforce development programs
- **62,000** Apprenticeship positions
- **2.1 million** Community College Students

Low-income adults in California: ~7 million

Source: Tyton Partners
Further, just 6% of graduates strongly agree they had an internship or job that allowed them to apply what they were learning, worked on a long-term project, and were actively involved in extracurricular activities.

The odds of being engaged at work are:

- Higher if [College] prepared me well for life outside of college (2.6x)
- Higher if [College] was extremely active in extracurricular activities and organizations while attending [College] (1.8x)
- Higher if graduates experience all three (2.4x)
- Higher if [College] was passionate about the long-term success of its students (2.4x)
- Higher if [College] had at least one professor who made me excited about learning (2.0x)
- Higher if my professors at [College] cared about me as a person (1.9x)
- Higher if I had a mentor who encouraged me to pursue my goals and dreams (2.2x)
- Higher if I had an internship or job that allowed me to apply what I was learning in the classroom (2.0x)
- Higher if I worked on a project that took a semester or more to complete (1.8x)

The Undergraduate Experience: Support and Experiential and Deep Learning

<table>
<thead>
<tr>
<th>% Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential</td>
</tr>
<tr>
<td>I worked on a project that took a semester or more to complete.</td>
</tr>
<tr>
<td>I had an internship or job that allowed me to apply what I was learning in the classroom.</td>
</tr>
<tr>
<td>I was extremely active in extracurricular activities and organizations while attending [College].</td>
</tr>
<tr>
<td>Strongly agree with all three experiential statements</td>
</tr>
</tbody>
</table>

Based on Web surveys of nearly 30,000 college graduates with Internet access from Feb. 4-March 7, 2014. Gallup-Purdue Index

GALLUP
Work-based learning has four key stakeholders:

- Employers
- Intermediaries
- Institutions
- Students

Stakeholders include:

- Labor Market
- WBL Marketplace
- Workforce Development Boards/Chambers
- Apprenticeship Programs
- Career Technical Education Centers
- Community-based Organizations
- Two-year
- Four-year
Work-based learning benefits both learners and employers

<table>
<thead>
<tr>
<th>Benefits of WBL for learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fosters self and career exploration</td>
</tr>
<tr>
<td>2. Develops positive work habits and attitudes</td>
</tr>
<tr>
<td>3. Assesses abilities and strengths</td>
</tr>
<tr>
<td>4. Expands professional networks</td>
</tr>
<tr>
<td>5. Promotes informed decisions when considering job offers</td>
</tr>
<tr>
<td>6. Increases income potential</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benefits of WBL for employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Extends recruiting pipelines</td>
</tr>
<tr>
<td>2. Provides access to skilled and motivated talent in accordance with their needs</td>
</tr>
<tr>
<td>3. Improves employee retention</td>
</tr>
<tr>
<td>4. Reduces training/recruitment costs</td>
</tr>
</tbody>
</table>
Work-based learning is leveraged across industries

<table>
<thead>
<tr>
<th>Occupational Field</th>
<th>Internship Postings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Operations</td>
<td>58,949</td>
</tr>
<tr>
<td>Marketing</td>
<td>35,498</td>
</tr>
<tr>
<td>Engineering</td>
<td>33,116</td>
</tr>
<tr>
<td>Sales and Business Development</td>
<td>28,227</td>
</tr>
<tr>
<td>Media, Communications, Public Relations</td>
<td>28,140</td>
</tr>
<tr>
<td>Data Analytics</td>
<td>26,257</td>
</tr>
<tr>
<td>Finance</td>
<td>26,257</td>
</tr>
<tr>
<td>IT Development</td>
<td>26,227</td>
</tr>
<tr>
<td>Arts and Design</td>
<td>20,275</td>
</tr>
<tr>
<td>Project and Program Management</td>
<td>20,186</td>
</tr>
</tbody>
</table>

Work-based learning is most common in fields that require highly technical professional skills that typically are not taught directly in traditional education.
Work-based learning opportunities vary regionally

Top internships by state
- Engineering
- Finance
- Healthcare and Fitness
- IT Development and Engineering
- Marketing
- Media, Communications, and Public Relations
- Sales and Business Development
- Science and the Environment

Source: Burning Glass Technologies
Comparing the models

Models for WBL
1. Apprenticeships
2. Co-ops
3. Internships
4. Applied Research Projects
5. Practicums & Clinical Placements
6. Online Projects, Consulting, Capstones
The University of Chicago’s Booth School of Business created a practice-based learning program for pre-MBA students called Startup Summer. Students noted a wish to have done more with their pre-MBA summer—particularly if it meant a chance to explore entrepreneurial opportunities. In response, in 2016 Chicago Booth developed a Startup Summer program, which allows incoming students to work with Booth-led startups for 6-7 weeks before they begin their MBA studies.

Virginia Tech’s Innovation Campus is meant to provide experiential learning to business and technology students. Virginia Tech’s new Innovation Campus is 2 miles from Amazon’s new HQ in Arlington and aims to produce 25,000-35,000 new graduates in computer science and related fields over the next 20 years. The campus will bring together graduate students, faculty, and numerous industry partners in an experiential learning environment.

Lehigh University’s Enterprise Systems Center (part of its college of engineering) integrates academic with experiential learning. Students participate in mentored projects with ESC partners from industry and government, allowing students to “interact with all levels of workforce personnel from shop floor to corner office.” Mentors focus on a systems approach, innovative problem solving, integrative thinking, and competitiveness differentiators such as sustainability and analytics. Lehigh alumni are recruited to serve as guest leaders and mentors.
Job skill development

Unbundled learning programs lead to valued workplace credentials

Unique engagement models:

Eastern Washington partners with EdX for a custom Microsoft request

Microsoft needed to hire new employees specialized in data analytics. Microsoft partnered with EdX to offer a “micro-degree” that could be agile in churning out prospective employees. Eastern Washington approved the new major in a year, the fastest approval ever on its campus.

IBM and Northeastern University blur the line between school and work

IBM and Northeastern University announced a partnership in three graduate programs, where IBM badges for employees can count for credit toward a graduate degree.

Apple co-founder’s founding of Woz U to train technology professionals

Apple co-founder Steve Wozniak is helping the for-profit university Southern Careers Institute create Woz U, an online education program to produce tech workers.

Internet of Learning Consortium, founded by Accenture, Boeing, and Microsoft

Companies including Accenture, Boeing, and Microsoft have created the Internet of Learning Consortium to speed up the development of job-ready workers by using the internet to teach them what they need to know.
Three strategies to improve education and work interoperability

- **Empower Opportunity Seekers and Hiring Managers with Outcomes-Based Data**
- **Encourage Disruptive Innovation within Traditional Education Systems**
- **Create Industry-Aligned Talent Ecosystems**
Our collective mission

• Recognize the ecosystem of WBL opportunities zooming in on **alignment to employer talent and skill needs** tied to talent strategies

• Take the **onus off the learner** to draw **connections of relevancy**, particularly working learners

• Leverage **intermediaries and institutional partners** to facilitate multi-corporation programs with explicit learning outcomes and recognition

• Deepen **rigor, recognition, expectations** around non-apprenticeship WBL programs, particularly ones already deployed

• Mobilize strategic employer engagement across **states and regions**
Thank You
...now let’s get to work!

Debbie Hughes
Senior Strategist
Head of Talent and Workforce Solutions
Debbie@entangled.solutions
Our mission is to equitably support the transition from an industrial economy to a knowledge economy. Unlike traditional venture capital, professional services firms, or accelerators, Entangled operates as a company builder, where great ideas become reality with the right support and network.
April 9, 2019

BUILDING A TALENT PIPELINE THROUGH FUTURE READY IOWA

Beth Townsend, IWD Director
IOWA

Unemployment Rate

CURRENT UNEMPLOYMENT RATE

2.4%

February ‘19 – 3rd month
Lowest in the country

2018 AVERAGE UNEMPLOYMENT RATE

2.5%

UNEMPLOYED PERSONS IN 2017

40,500

Source: Local Area Unemployment Statistics, BLS
Iowa’s Jobs by Skill Level, 2017

- High-Skill: 11%
- Middle-Skill: 54%
- Low-Skill: 35%

IOWA IS EXPERIENCING A MIDDLE-SKILL JOB GAP

Iowa’s Jobs and Workers by Skill Level, 2016/2017

- High-Skill Jobs: 35%
- High-Skill Workers: 34%
- Middle-Skill Jobs: 54%
- Middle-Skill Workers: 34%
- Low-Skill Jobs: 11%
- Low-Skill Workers: 32%

Percent of Employers who Perceive they have difficulty filling positions due to:

- Applicants lack the **QUALIFICATIONS** needed: 56%
- **GENERAL** lack of Applicants: 48%
- Lack of applicants due to wages offered: 28%
- Lack of applicants due to benefit package provided: 21.7%
- Lack of applicants due to type of work required: 30.7%

2018 WORKFORCE NEEDS SURVEY
Iowa recently awarded an additional $1 million ApprenticeshipUSA State Expansion Grant from the U.S. Department of Labor. The grant is focused on:

- expanding opportunities in healthcare and advanced manufacturing, the fastest growing and largest employment sectors in the state,
- increasing the participation of women, youth, minorities, veterans and people with disabilities.

Organizations may apply for funding in five areas:
- Quality Pre-Apprenticeship;
- High School Registered Apprenticeship;
- Healthcare Sector Registered Apprenticeship;
- Advanced Manufacturing Sector Registered Apprenticeship; and
- Pilot Quality Pre-Apprenticeship Program.
<table>
<thead>
<tr>
<th>Registered Apprenticeships FY18</th>
<th>YTD FY19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active Registered Apprenticeship Programs</strong></td>
<td><strong>Active Registered Apprenticeship Programs</strong></td>
</tr>
<tr>
<td>756</td>
<td>766</td>
</tr>
<tr>
<td><strong>Number of New Registered Apprenticeship Programs</strong></td>
<td><strong>Number of New Registered Apprenticeship Programs</strong></td>
</tr>
<tr>
<td>126</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total Number of Apprentices who Completed Registered Apprenticeship Programs</strong></td>
<td><strong>Total Number of Apprentices who Completed Registered Apprenticeship Programs</strong></td>
</tr>
<tr>
<td>1,839</td>
<td>1,146</td>
</tr>
<tr>
<td><strong>Total Number of Active Apprentices</strong></td>
<td><strong>Total Number of Active Apprentices</strong></td>
</tr>
<tr>
<td>7,971</td>
<td>8,028</td>
</tr>
<tr>
<td><strong>Number of New Registered Apprentices added since October 1, 2017</strong></td>
<td><strong>Total Number of New Apprentices</strong></td>
</tr>
<tr>
<td>3,545</td>
<td>460</td>
</tr>
</tbody>
</table>

Iowa Statistics for Federal Fiscal Year 2018

Iowa Statistics for Oct 1, 2018 - Feb 26, 2019
NEW REGISTERED APPRENTICESHIP WEBSITE

www.earnandlearniowagov
Transforming THE WORKFORCE THRU EDUCATION

Closing Iowa’s SKILLS GAP
WHERE WE STARTED
“At its core, Future Ready Iowa recognizes that there is dignity in meaningful work, that Iowans yearn for the opportunity to better themselves, and that those opportunities exist right here in Iowa.”
“Future Ready Iowa is a powerful tool to grow family incomes, meet employer needs and strengthen communities. The time is now to invest in Iowans and their future. Today, I’m calling on the Legislature to take the next step, to appropriate $20 million to fund the plan we put in place last session. This investment will take Iowa to the next level. And more important, it will give more Iowans an opportunity to find a rewarding career.”
70% of Iowa’s workforce will have post-secondary education, training or a credential of value by 2025.

To meet the goal, Iowa needs a net increase of 127,700 residents need to earn postsecondary degrees and other credentials.
Population age 25 years or older:

3.2%  
Trade Certificates

1.6%  
Vocational Training

17.0%  
Associate Degree

24.5%  
Undergraduate Degree

11.3%  
Post-Graduate Degree

Total Iowans with completed education or training beyond High School

57.6%  
Compared to 58.4% in 2017

Iowa Workforce Development, 2018 Laborshed Study Program
Addressing inequality in educational attainment is important because people with more education are:

- more likely to be employed
- more likely to have lower poverty rates
- less likely to rely on government assistance programs like Medicaid.


Source: American Community Survey 2016 Estimates
Task: Create a strategic plan to reach ambitious goal of 70% of Iowa’s workforce having education or training beyond high school by 2025
FUTURE READY IOWA ALLIANCE
STRATEGY 1

Last Dollar Scholarship
For Iowans seeking up to an associates degree in a high-demand job at Iowa colleges or universities.

Future Ready Iowa Grant Program
For Iowans seeking a bachelor’s degree who already earned more than half the credits for a major in a high-demand job.

Employer Innovation Fund
For public/private partnerships to grow the regional talent pipeline.
STRATEGY 2

Strengthen Iowa’s Skilled Workforce, Expand Opportunities
For Iowans beginning/returning to complete college/career training.

Intensive career counseling and mentoring and improved remedial education for high school students needing preparation for college or for career training for adult learners, with a focus on low-income and underrepresented minorities.
STRATEGY 3

Expand Work-based Learning Experiences in High-demand Careers

• Quality pre-apprenticeships
• Registered apprenticeships
• Internship programs
• Leverage existing programs, such as the STEM BEST (Businesses Engaging Students and Teachers) program and Iowa (Work-Based Learning) Intermediary Networks
• Launch WBL Clearinghouse in July 19
Prepare Students and Adult Learners for a Changing World

Update Iowa’s 21st century skills in our 2019 state academic standards and identify other early learning academic approaches.
Engage the Business Community and Other Regional Collaborations

Develop a grassroots strategy that maps out existing regional and local workforce partnerships and fills identified gaps.
FRI REGIONAL SUMMITS

Register at www.FutureReadyIowa.gov/Summits
FUTURE READY IOWA WEBSITE

- Connects job seekers to tools for finding education, training and jobs
- Current local Labor Market Information
- Offers assessment tool for career recommendations
- Provides education and training opportunities and financial resources for paying for school
- Connects job seekers to open jobs in Iowa
Host State Highlight: Alabama

National Institute on Scaling Work-Based Learning

Tuesday April 9th
11:30 AM – 12:30 PM
Host State Highlight: Alabama

Keynote Address:
• Adam Thompson, Deputy Chief of Staff for Policy, Governor Kay Ivey

Moderator:
• Nick Moore, Coordinator, Governor’s Office of Education and Workforce Transformation

Speakers:
• Lori Bearden, Deputy Secretary, Alabama Department of Commerce
• Josh Laney, Senior Director for Workforce Development, Alabama State Department of Education
• Jeff Lynn, Vice Chancellor, Alabama Community College System
Concurrent Sessions: Setting the Vision for Work-Based Learning

Building the Business Case for Work-Based Learning
  • Azalea A

Governance Structures to Support and Scale Work-Based Learning
  • Azalea B

Creating Partnerships for Long-Term Success
  • Azalea C
Concurrent Sessions: Using Data to Support and Scale Work-Based Learning

Introduction to Collecting Data on Work-Based Learning
• Magnolia Ballroom

Data and Equity Goals
• Azalea A

Data as a Tool for Sustainability
• Azalea B
Introduction to Collecting Data on Work-Based Learning

National Institute on Scaling Work-Based Learning

Tuesday April 9th
3:00 – 4:00 PM
Introduction to Collecting Data on Work-Based Learning

Moderator:
• Amanda Winters, Program Director, Economic Opportunity Division, NGA Center for Best Practices

Speakers:
• Natalie Clark, Education Program Consultant, Kansas State Department of Education
State Team Time:
Reflections on the Concurrent Sessions

National Institute on Scaling Work-Based Learning

Tuesday April 9th
4:15 – 5:15 PM
Day One Wrap-Up

National Institute on Scaling Work-Based Learning

Tuesday April 9th
5:15 – 5:30 PM
National Institute on Scaling Work-Based Learning

Tuesday, April 9th – Wednesday, April 10th, 2019
Point Clear, Alabama
Welcome and Overview of Day Two

National Institute on Scaling Work-Based Learning

Wednesday April 10th
8:15 – 8:30 AM
Concurrent Sessions:
Innovative Work-Based Learning Program Models

Mid-Career Apprenticeship Programs
• Azalea A

Work-Based Learning and the CTE System
• Azalea B

Youth Apprenticeship Programs
• Azalea C

Integrating Work-Based Learning into Postsecondary Programs
• Magnolia Ballroom
Integrating Work-Based Learning into Postsecondary Programs

National Institute on Scaling Work-Based Learning

Wednesday April 10th
8:30 – 9:30 AM
Aligning Federal and State Policy to Scale Work-Based Learning

National Institute on Scaling Work-Based Learning

Wednesday April 10th
10:00 – 11:00 AM
Aligning Federal and State Policy to Scale Work-Based Learning

Moderator:
  • Geoff King, Senior Policy Analyst, Economic Opportunity Division, NGA Center for Best Practices

Speakers:
  • Nova Gattman, Deputy Director for External Affairs, Washington Workforce Training and Education Coordinating Board
  • Nick Moore, Coordinator, Governor’s Office of Education and Workforce Transformation
State Report-Out

National Institute on Scaling Work-Based Learning

Wednesday April 10th
11:00 – 11:45 AM
Wrap-Up and Next Steps

National Institute on Scaling Work-Based Learning

Wednesday April 10th
11:45 AM – 12:00 PM