



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



Data and Equity Goals

National Institute on Scaling Work-Based Learning

Tuesday April 9th, 2019

Point Clear, Alabama

3:00 – 4:00 PM

Speakers

Moderator:

- *Dana Westgren*, Policy Analyst, Economic Opportunity Division, NGA Center for Best Practices

Speakers:

- *J. Oliver Schak*, Senior Policy and Research Associate, The Education Trust
- *Jenee Myers-Twitchell*, Impact Director, Washington STEM



April 9-10, 2019 | Point Clear, AL

Broken Mirrors: Public Higher Education and Racial Equity in the States

Kayla C. Elliott, Senior Policy Analyst for Higher Education

@kaylaCelliott

J. Oliver Schak, Senior Policy and Research Associate for Higher Education

@SchakJ



The Education Trust

Overview

- Our Mission
- State Equity Report Card
 - Degree Attainment: Black and Latino Adults
 - Broken Mirrors: Black & Latino Representation at Public Colleges and Universities
- The Opportunity: Closing Degree Attainment Gaps

Our Mission

Through our research and advocacy, The Education Trust supports work that:

Expands excellence and equity in education, from preschool through college;

Increases college access and completion, particularly for historically underserved students; and

Builds and engages diverse communities that care about education equity, and increases political and public will to act on equity issues.

State Equity Report Card

Background

- The State Equity Report Card (SERC)
 - Grading/rating system that communicates states' commitment to equitable college opportunity and success for people of color and individuals from low-income backgrounds
- The SERC project includes a data tool, several reports, and other collateral that focus on:
 - **Degree Attainment (2018)**
 - **Undergraduate Enrollment Representation (Spring 2019)**
 - **Undergraduate Degree Earner Representation (Spring 2019)**
 - College Affordability (2019)

“Broken Mirrors” (Black students) & “Broken Mirrors II” (Latino students)

Degree Attainment

What is Degree Attainment?

The share of adults, ages 25 to 64, that have some sort of college degree

Degree attainment is not a college graduation rate

Degree attainment looks at education level at a singular point in time

Why Focus on Attainment and Racial Equity?

Over 40 states with degree attainment goals

Achieving these goals will be unlikely without closing gaps in degree attainment

From 2000 to 2016

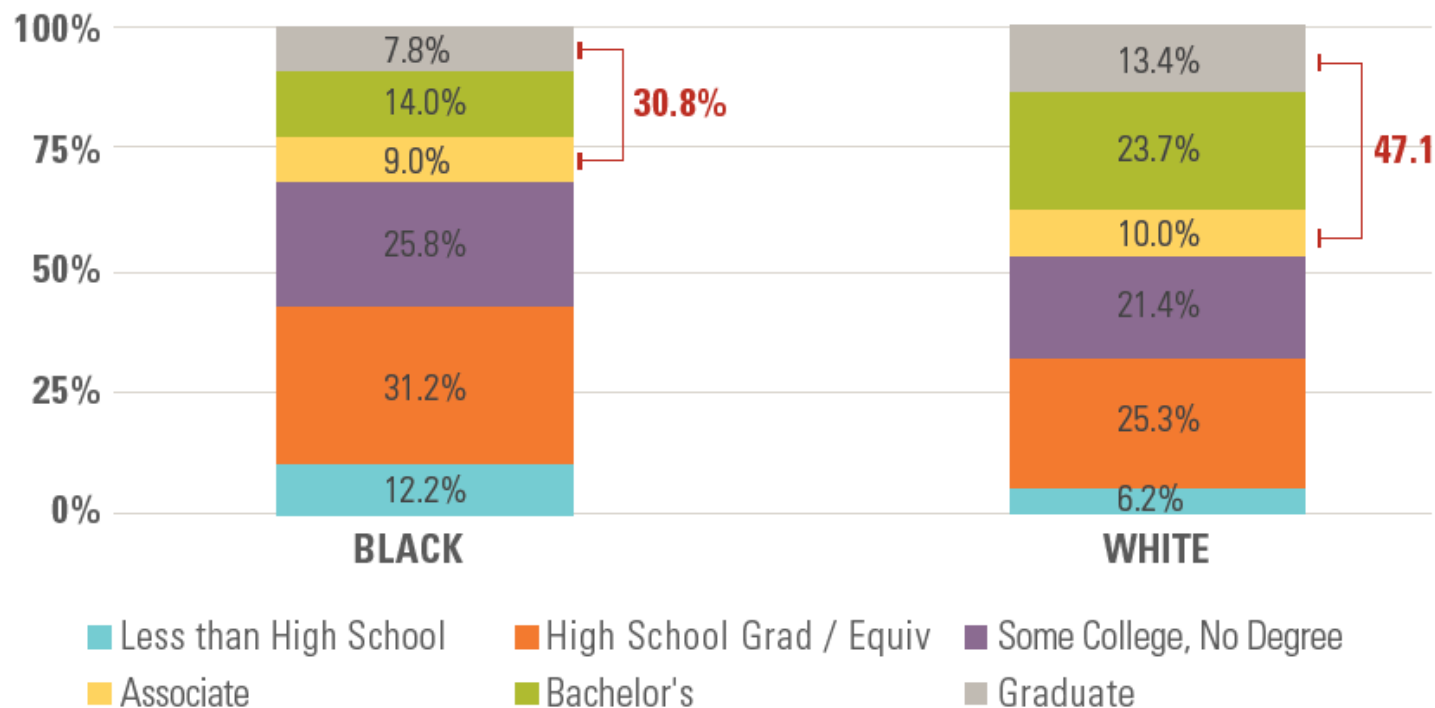
- Number of Latino adults grew 72%
- Number of Black adults grew 25%
- Number of White adults remained flat

47% of jobs will require a postsecondary degree (77 million jobs)

A college degree provides both individual and social benefits

31% of Black Adults and 47% of White Adults Have a College Degree or Higher

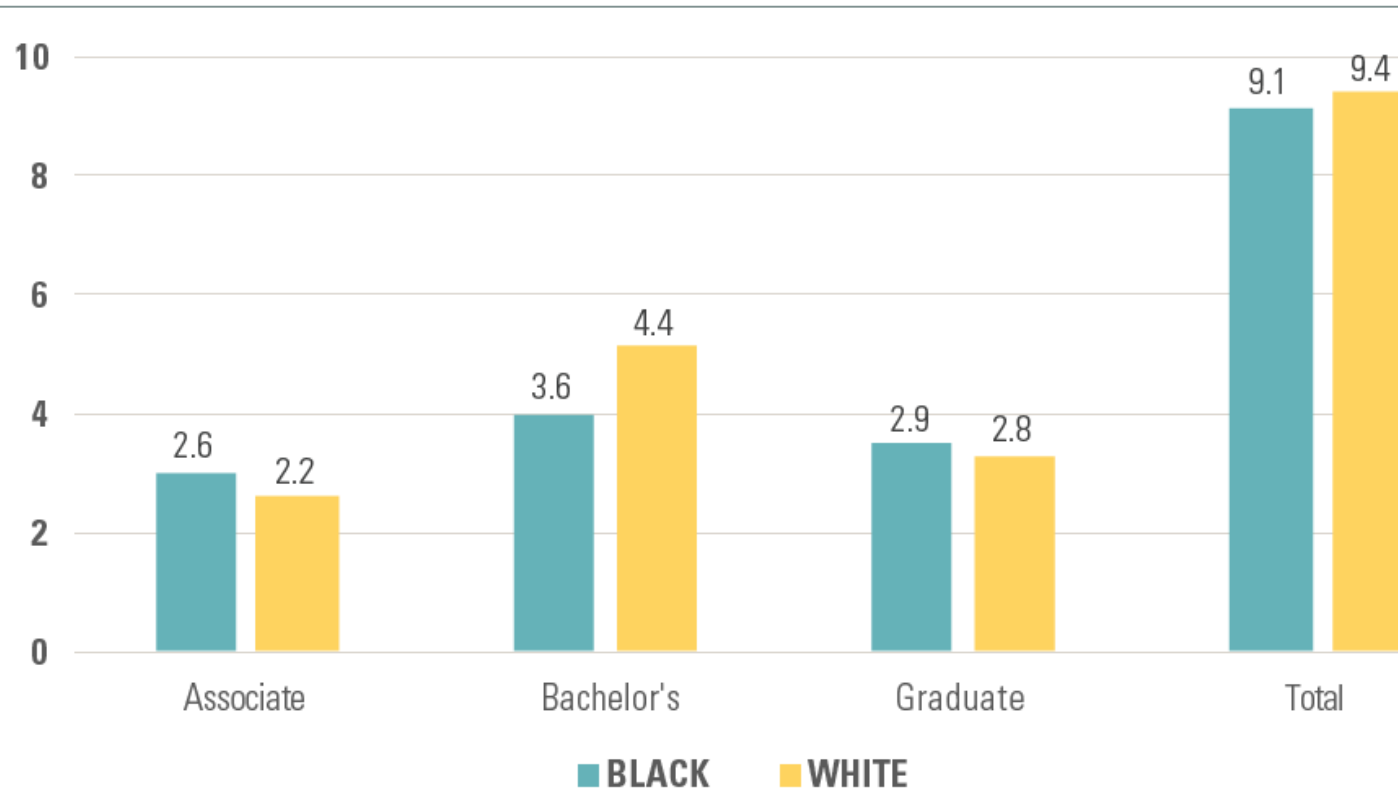
FIGURE 1 DEGREE ATTAINMENT FOR BLACK AND WHITE ADULTS, 2016



Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

Gains in Degree Attainment for Black Adults Have Not Closed Gaps

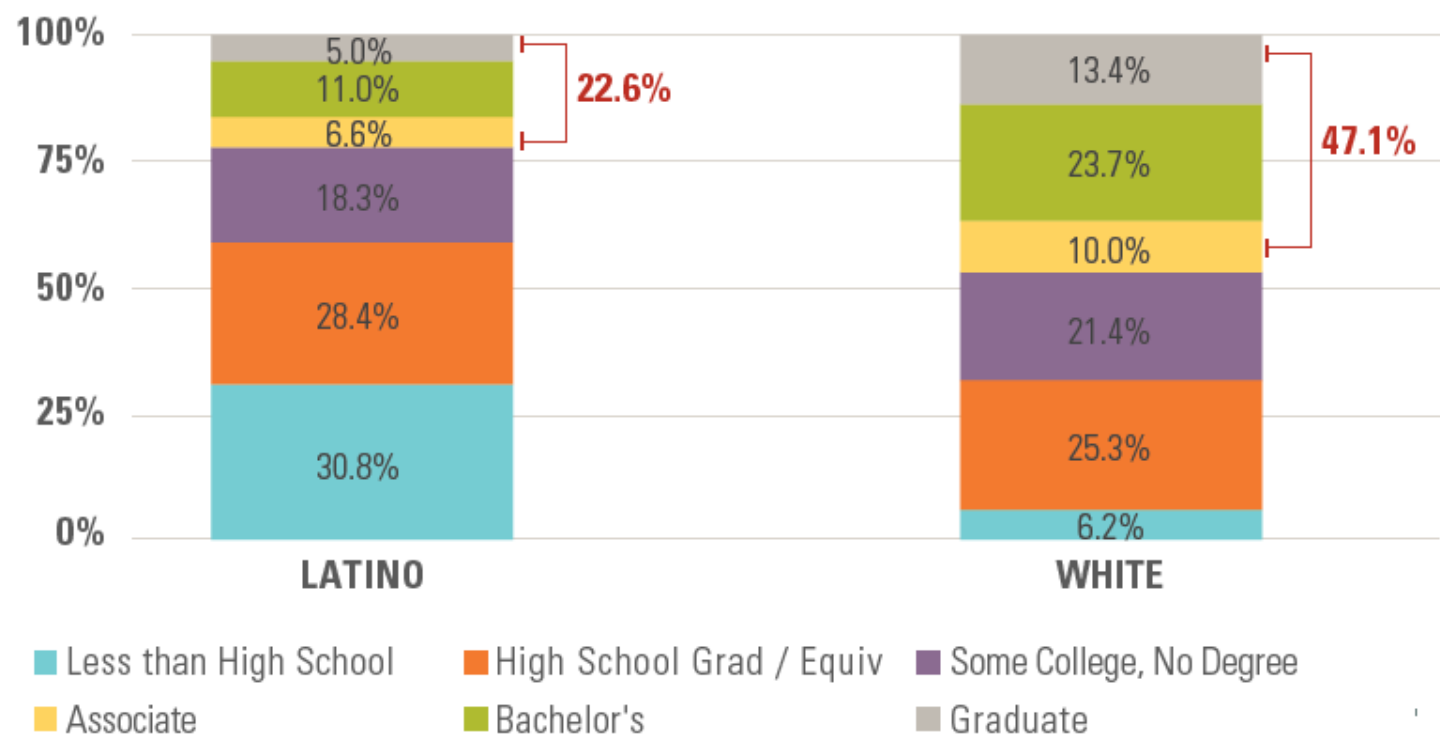
FIGURE 2 PERCENTAGE POINT GAINS IN DEGREE ATTAINMENT FOR BLACK AND WHITE ADULTS SINCE 2000



Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey and the 2000 Decennial Census.

23% of Latino Adults and 47% of White Adults Have a College Degree or Higher

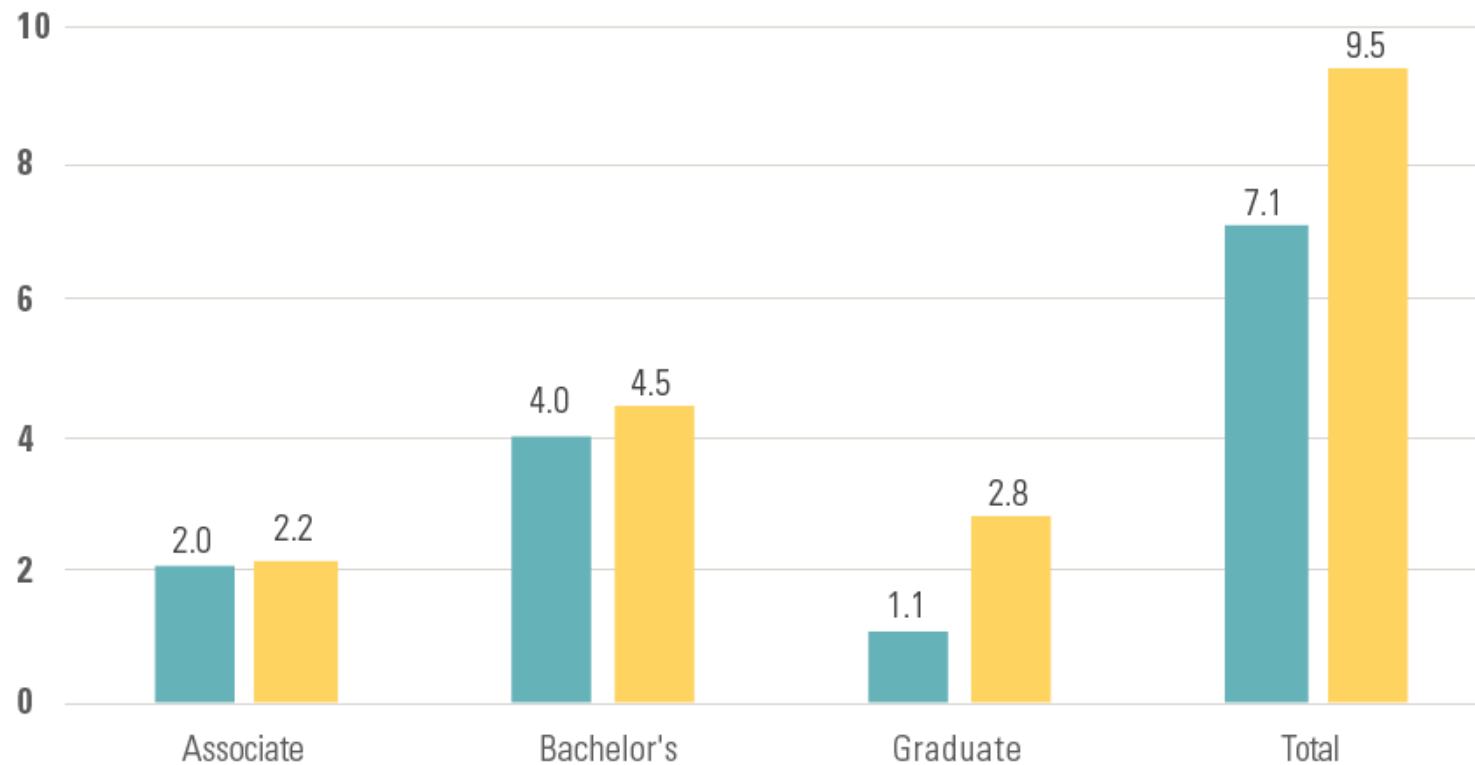
FIGURE 1 DEGREE ATTAINMENT FOR LATINO AND WHITE ADULTS, 2016



Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

Gains in Degree Attainment for Latino Adults Have Not Been Enough to Close Persistent Gaps

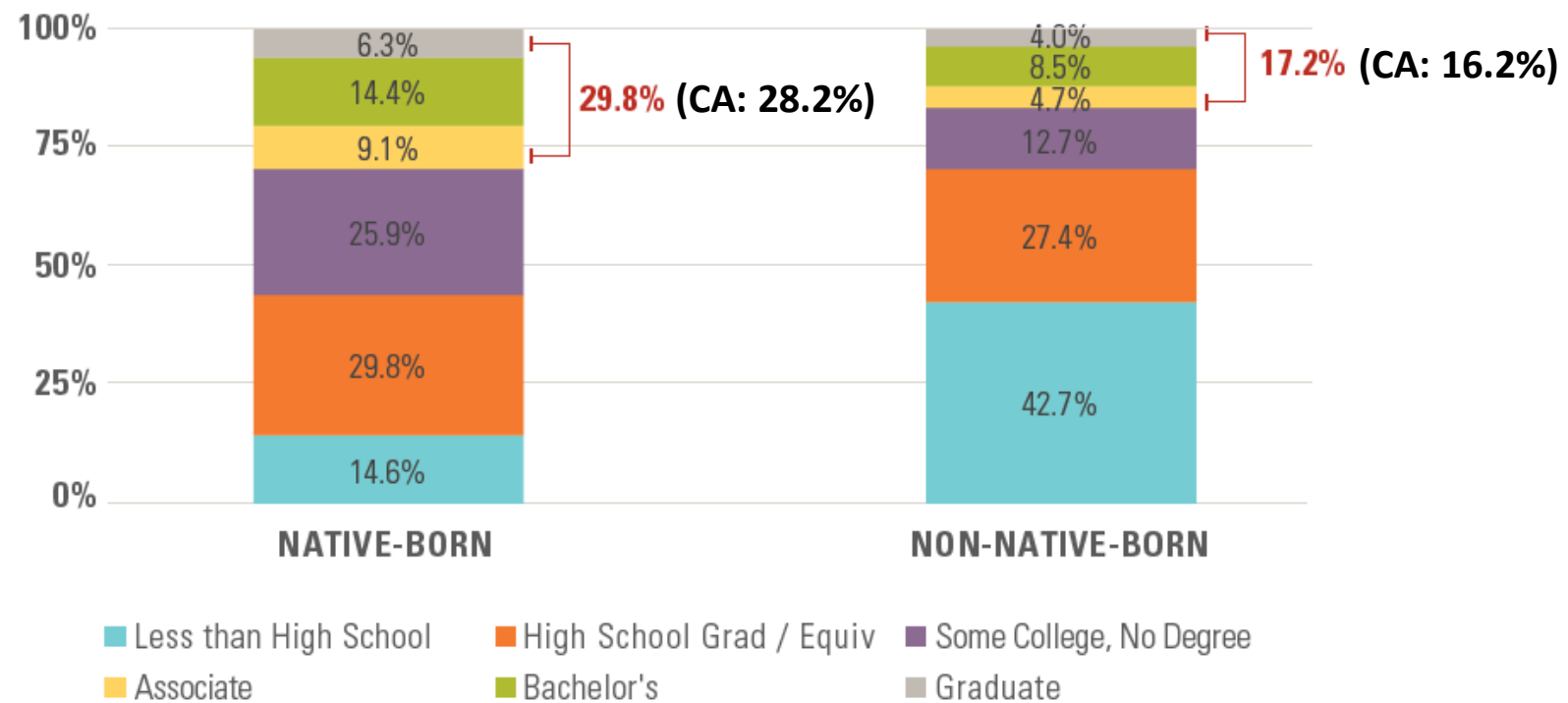
FIGURE 2 PERCENTAGE POINT GAINS IN DEGREE ATTAINMENT FOR LATINO AND WHITE ADULTS SINCE 2000



Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey and the 2000 Decennial Census.

Immigration Influences Latino Degree Attainment

FIGURE 9 DEGREE ATTAINMENT FOR LATINO ADULTS BY BIRTHPLACE, 2016

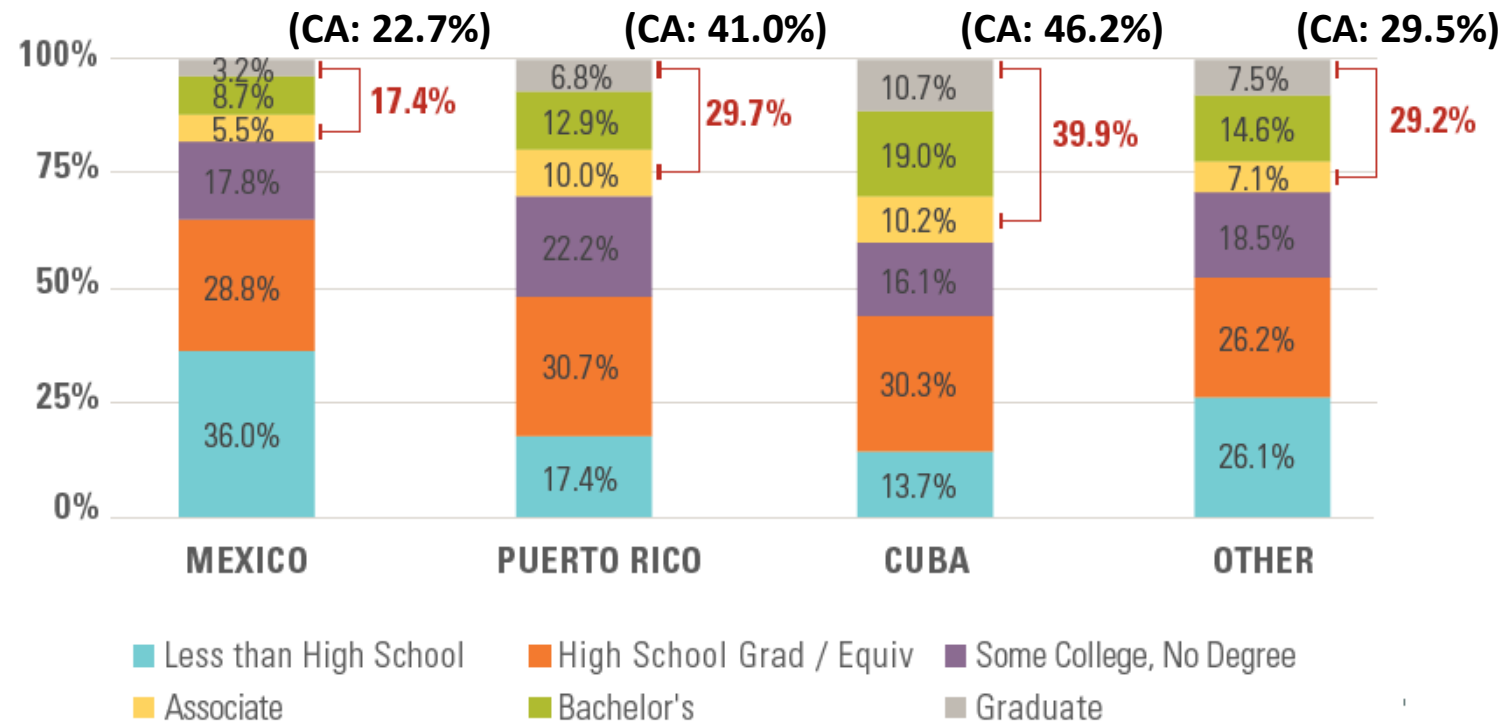


Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

Source for CA: 2017 ACS

Latino Degree Attainment Varies by Ethnic Group

FIGURE 10 DEGREE ATTAINMENT FOR LATINO ADULTS BY ORIGIN, 2016

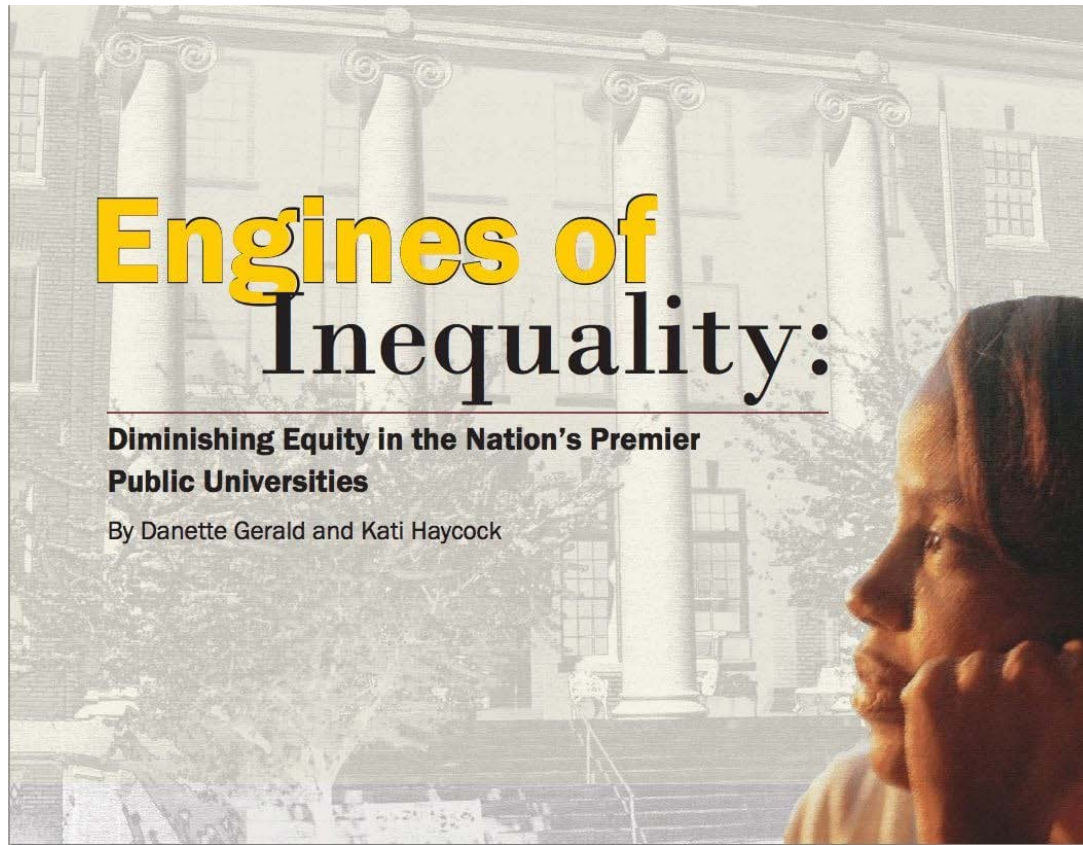


Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

Source for CA: 2017 ACS

Broken Mirrors: Black & Latino Representation at Public Colleges and Universities

The students and graduates of public colleges and universities should mirror the demography of the state...



TO THE POINT

- Public flagships and other research institutions spend hundreds of millions of dollars every year to aid wealthy students who don't need it, while providing inadequate support to low-income and minority students who do.
- Although low-income students receive higher grant awards than wealthy students on average, flagships spend almost exactly the same amount aiding students in the top two quintiles of family income as they do on students in the bottom two quintiles.
- Some flagships have boosted access and success for low-income and minority students. A look at their performance and progress appears on pages 16-22.

What did we do?

We asked 6 questions of public higher education in each state

- 3 questions focused on ***enrollment representation***
- 3 questions focused on ***degree earner representation***

Developed a metric to measure performance on each question



BLACK REPRESENTATION AT PUBLIC COLLEGES AND UNIVERSITIES



High-level Findings on Black Enrollment

Q1: In roughly half of the 41 states, Black enrollment at **community and technical colleges** fails to reflect the state's racial composition of Black residents.

Q2: Black students are underrepresented at **public four-year** institutions in roughly 37 of the 41 states we examined.

Q3: Roughly three-quarters of states have considerable gaps in the enrollment of Black and White students at **selective public four-year institutions**.

High-level Findings on Black Degree Earners

Q4: Black graduates were underrepresented among **associate** degree earners in 33 of the 41 states we examined.

Q5: In 38 of 41 states the share of Black **bachelor's** degree earners was underrepresented compared to the state's demographics.

Q6: Roughly half of 41 states have double-digit gaps between the shares of Black and White graduates who are awarded a bachelor's degree.

LATINO REPRESENTATION AT PUBLIC COLLEGES AND UNIVERSITIES



High-level Findings on Latino Enrollment

Q1: Latino students are underrepresented at **community and technical colleges** in roughly 40 of the 44 states we examined.

Q2: Latino students are underrepresented at **public four-year** institutions in 33 out of 44 states in our analysis.

Q3: Over half of the states have gaps in the enrollment of Latino and White students at **selective public four-year institutions**.

High-level Findings on Latino Degree Earners

Q4: Latino residents are underrepresented among **associate** degree earners in all 44 states.

Q5: Latino residents are underrepresented among **bachelor's** degree earners in all 44 states.

Q6: Latino graduates are less likely to receive a bachelor's degree than their White peers in the majority of states.

Two-thirds of Latinos with no college degree live in just five states: California, Texas, Florida, New York, and Illinois.

Enrollment Representation

How well does Latino enrollment reflect the racial/ethnic composition of the state?

Example: Metric 2: Public Four-Year Undergraduate Enrollment Representation

State	% Latino undergrads	% Latino residents, ages 18-49, with HS diploma and no BA	Score	Grade
California	34.9%	45.7%	76	C
Texas	34.7%	41.4%	84	B
Florida	28.1%	28.4%	99	A+
New York	21.6%	22.6%	95	A
Illinois	14.3%	20.4%	70	C-

Five key states need to improve on mirroring the state population among degree earners

Degree Earner Representation

How well does the race/ethnicity of undergraduate degree earners reflect the racial/ethnic composition of the state?

Example: Metric 5: Bachelor's Degree Earner Representation

State	% Latino BA degree earners	% Latino residents, ages 18-49, with HS diploma and no BA	Score	Grade
California	29.1%	45.7%	64	D
Texas	29.9%	41.4%	72	C-
Florida	24.9%	28.4%	88	B+
New York	16.2%	22.6%	72	C-
Illinois	10.7%	20.4%	53	F

State Equity Report Card: Entry Page



Data and grades available at stateequity.org

[About the research](#)[Find my state](#)[Compare states](#)[Download data](#)[Additional](#)

The State Equity Report Card

The State Equity Report Card assess states' commitment to equitable college opportunity and success for Black and Latino Americans. This tool contains state-level data on who has a college degree, who enrolls in college, and who graduates.

Ready to Get Started?

[FIND MY STATE](#)[COMPARE STATES](#)

The Opportunity: Closing Degree Attainment Gaps

State Attainment Goals – Best Practices

Set specific, separate attainment goals for racial subgroups

Use current attainment levels of the relevant subgroups as a baseline

Aim to increase the rates of attainment among underrepresented groups more rapidly than the overall population.

Establish interim benchmarks for subgroups, track progress over time, and hold institutions, educators, and policymakers accountable

Identify and pursue strategies aimed specifically at closing racial attainment gaps

Numerous States Identify Race-Conscious Strategies for Closing Gaps

Target Students and Faculty of Color

- **KY:** Academic Leadership Development Institute for early career faculty of color
- **MN:** Equity in Education and Job Connection Grants
- **MO:** efforts to recruit and retain diverse faculty
- **OK:** outreach to immigrant students, connection to ESL services
- **TX:** supporting grants for Minority Male Initiatives

Prioritize Equity in Planning and Policy Development

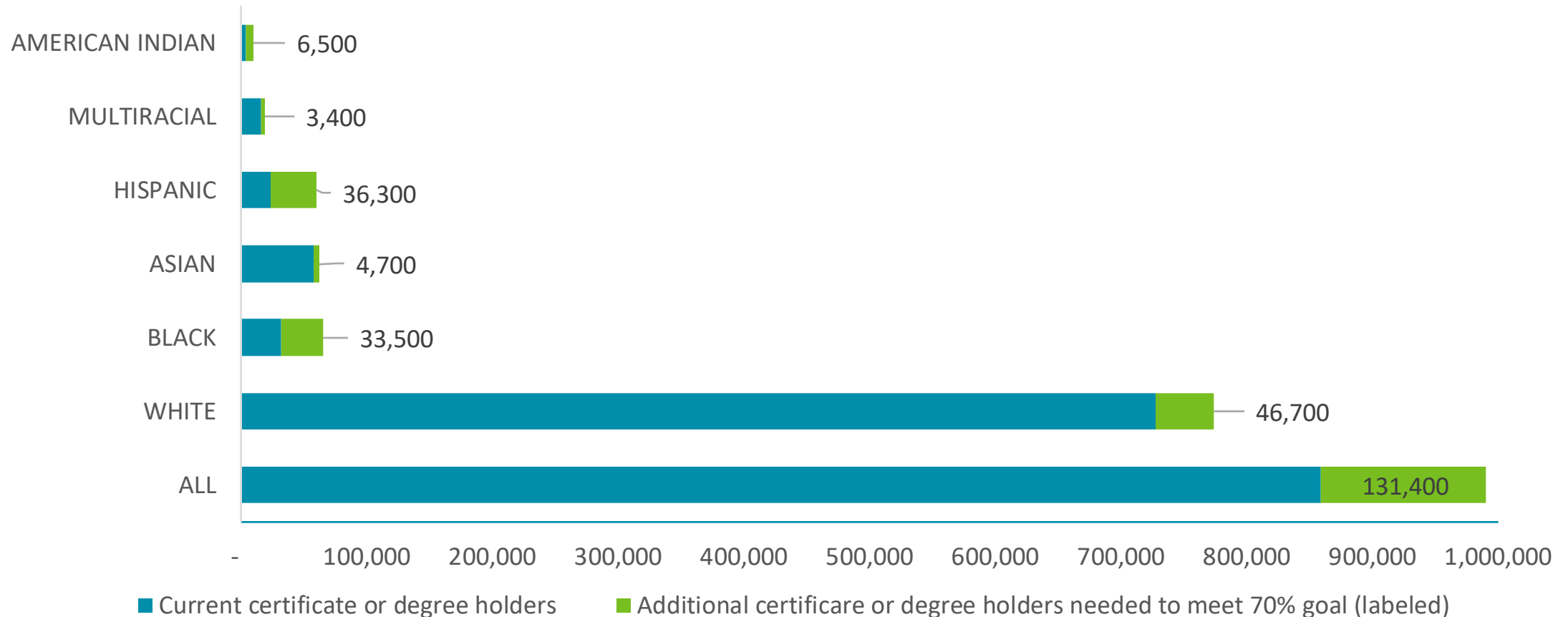
- **KY:** statewide diversity policy, campus diversity plans w/ targets on select goals and annual progress tracking
- **MN:** OHE Equity Institute
- **NV:** Diversity Summits; Chancellor's Diversity Roundtable; Equity, Diversity, and Inclusion Council
- **OR:** Equity Lens

Target Institutions Serving Students of Color

- **MD:** Support HBCUs, Foster Collaboration Between HBCUs and PWIs
- **NV:** HSI Task Force

Minnesota Sets Specific Racial Equity Goals

Increase Needed of Minnesotans Age 25-44 with Postsecondary Certificates or Degrees to Attain 70% Goal by 2025, Basic Race/Ethnicity Groups, 2011-2015



Texas Sets Interim Benchmarks for Racial Equity Goals

Goal and Interim Benchmarks	2020	2025	2030
Increase the number of students completing a certificate, associate, bachelor's, or master's from an institution of higher education in Texas to at least...	376,000	455,000	550,000
<i>The first four targets are directly related to the completion goal. To reach this goal, Texas will need to maintain the strong degree production increases that it has experienced in recent years. (298,989 as of 2014)</i>			
Targets to Reach the Goal	2020	2025	2030
Increase the number of Hispanic students completing a certificate or degree to at least...	138,000	198,000	285,000
<i>This target and the next one will help increase parity across completers for groups that have traditionally been underrepresented. (Hispanics 89,355 as of 2014; African Americans 37,658 as of 2014)</i>			
Increase the number of African American students completing a certificate or degree to at least...	48,000	59,000	76,000
Increase the number of male students completing a certificate or degree to at least...	168,000	215,000	275,000
<i>The percentage of women enrolled in and graduating from higher education institutions has grown and men are not keeping pace. This target provides a means to monitor progress toward gender parity. (122,744 as of 2014)</i>			

The How - Strategies for Embedding Equity in State Attainment Goals & Postsecondary Plans

From the USC Center for Urban Education

Know your state.

- Conduct a rigorous analysis of economic and demographic contexts.

Create goals.

- Create attainment goals that are clear, ambitious, and reflect equity priorities.

Build a careful process.

- Start the equity conversation by establishing a deliberate, inclusive process of plan development.

Craft a strong message.

- Develop a clear “story” about the equity imperative in your state.

Know what works.

- Identify policy assets and levers that can reinforce equity-focused attainment goals.

Make the plan a living document.

- Monitor and report publicly on progress and update goals regularly.

Thank You!

J. Oliver Schak

Senior Policy and Research Associate for Higher Education

OSchak@edtrust.org // @Schakj

Kayla C. Elliott

Senior Policy Analyst for Higher Education

KElliott@edtrust.org // @kaylaCelliott



Washington State Data

Dr. Jenée Myers Twitchell, Impact Director

By 2030, Washington students will be career- and future-ready.

70%

triple.





What gets measured, gets done

WA State Measurement Vision: transparent, accessible, and relevant communication of *disaggregated* student outcomes and progress toward *cross-sector* goals that aim to close equity gaps and to prepare all WA students for their futures

- Examples of cross-sector goals:
 - 70% credential attainment among adults (WSAC) or among K-12 originators by the HS Class of 2030 (WRT/P4L, WA STEM)
 - 60% “career launch” experience completion by HS Class of 2030 (Career Connect WA)



What We Need to Measure

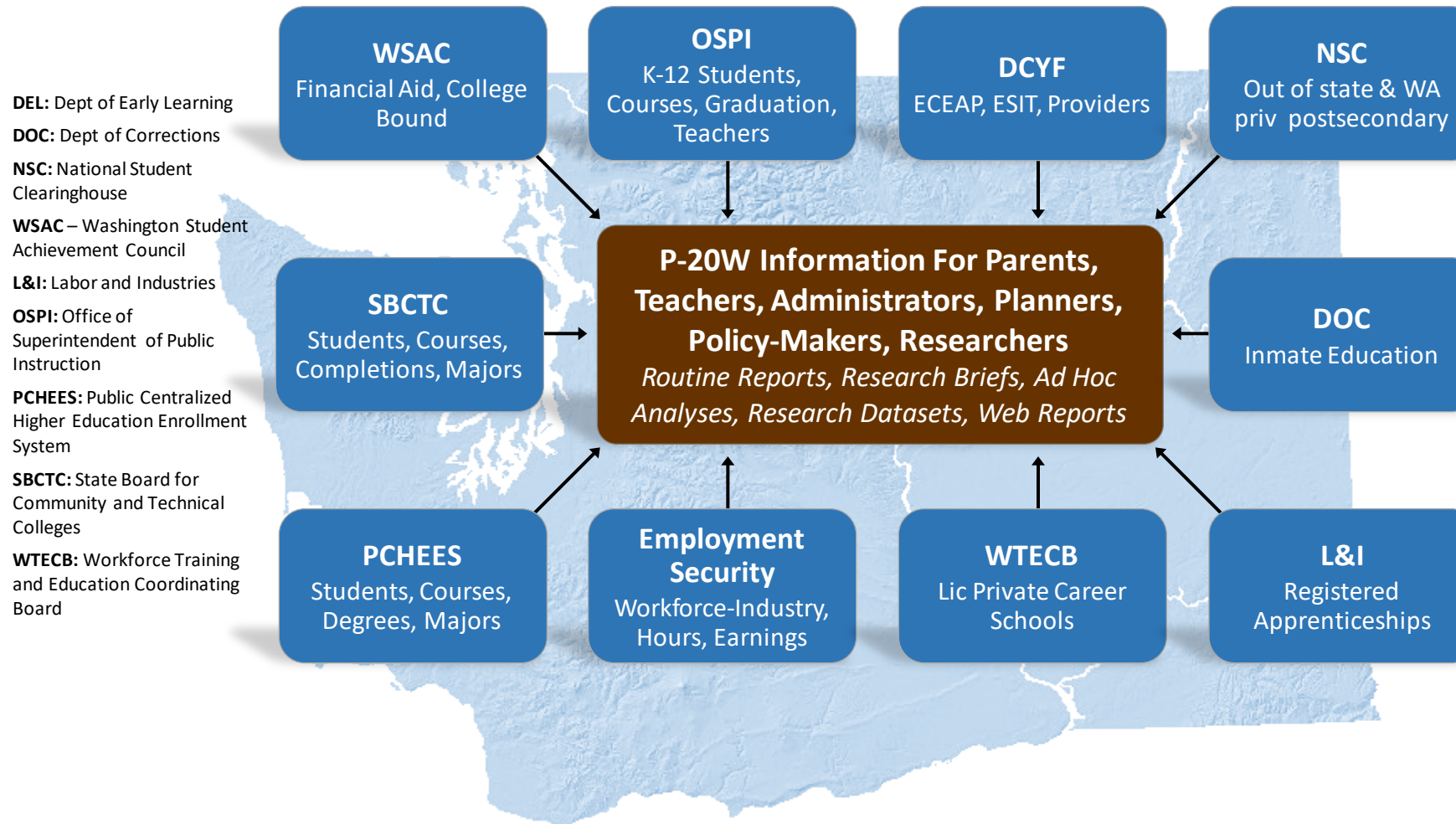
- **Problem:** job openings, talent & credential shortages, equity imperative
- **Outputs:** Work-based programming (career connected learning; career awareness, career exploration, career launch)
- Student/adult **outcomes** from:
 - K-12 (including programs and experiences),
 - Into higher ed/credentials,
 - into the workforce (at least 5 years out),
 - along lines of equity



WA State Data Agency Partners

- Workforce Training & Education Coordinating Board
 - Career Bridge
- Washington Student Achievement Council
 - Adult Reengagement Portal
- Employment Security Department
 - High School and Beyond Planning (HSBP) Tool
- Education Research Data Center
 - P20 Database (P20 Identifier)
- Office of Superintendent of Public Instruction
 - HSBP + Career & Technical Education planning data
- State Board of Community & Technical Colleges
 - Career Launch Program Endorsement

Current Data Inputs (P-20 Identifier for All)



HISTORY OF STEM BY THE NUMBERS

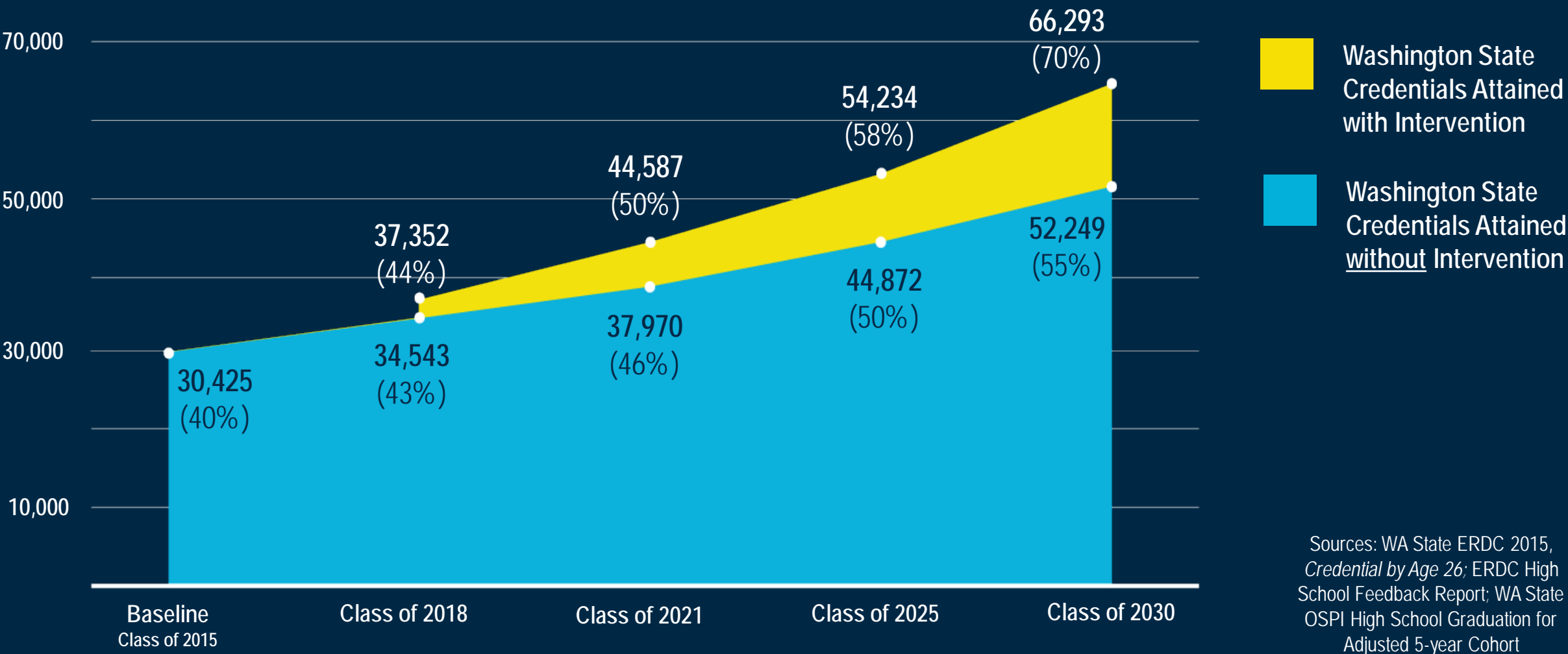
Big goal (70%) that is necessary to for our economy, necessary to close equity gaps, and necessary allow all students to have individual choice and opportunity.

This goal is daunting, so we are doing four major things to support measurement of career connected learning/work-based learning outputs and outcomes:

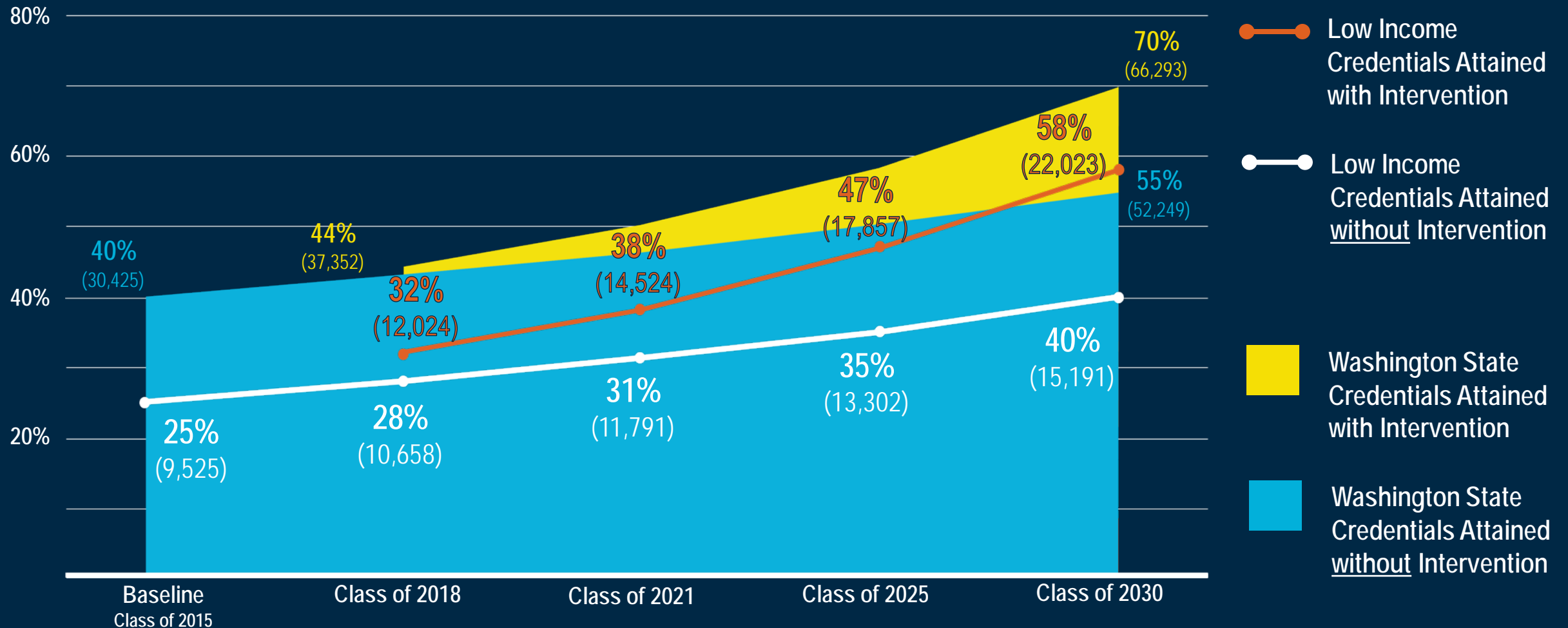
WA STEM'S ROLE IN SUPPORTING PARTNERS

1. Getting & advocating for better data that tells us about outcomes across transitions
2. Breaking it down (focusing on the students historically furthest from opportunity) by region & demographic
3. “Backwards mathing and mapping” by region and by demographic to make highly-localized analyses
4. Supporting our partners in using this data to set goals, make plans, start new pathways, and chip away at the opportunity gaps in their own backyard

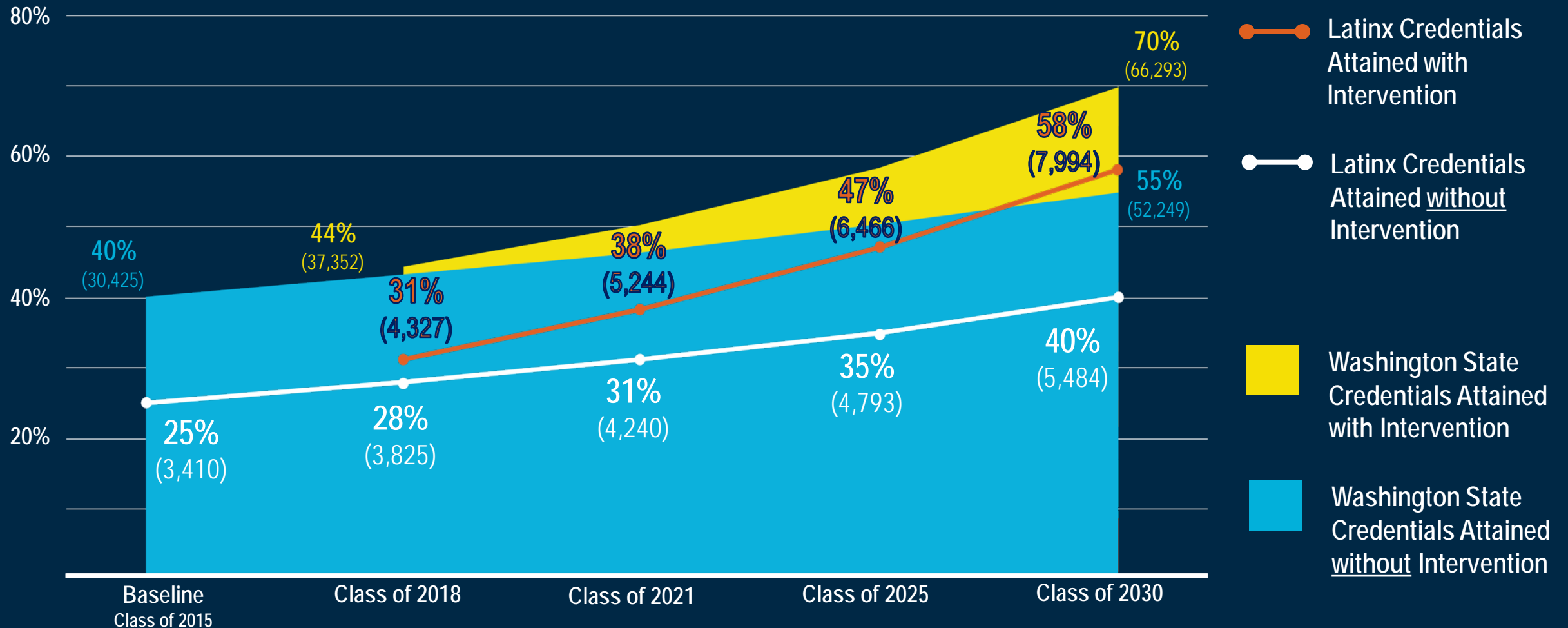
PROJECTED CRED. ATTAINMENT V. WA STEM GOAL



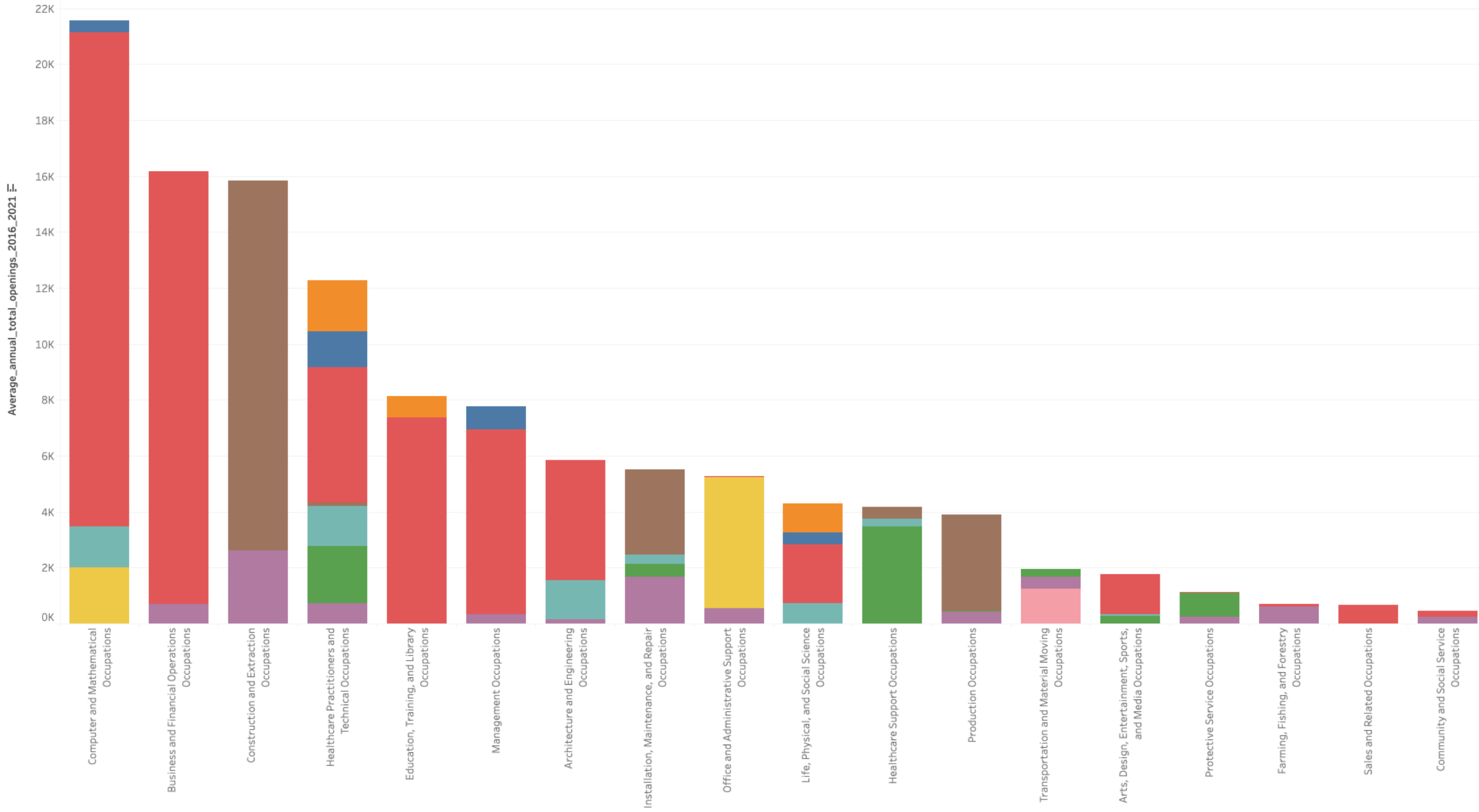
LOW INCOME



LATINX CREDENTIAL ATTAINMENT



Job Projections - Groups



State or Regional Data

☐ Regions

☒ Washington State

Region [WDA]

Washington State

Wage Range

Family Wage

Average Wage

\$38,467 \$308,671

Occupation Demand

(All)

STEM/Not STEM Jobs

(Multiple values)

Occupation Group - Sel...

(All)

Typical Credential Need...

(All)

Typical On The Job Trai...

(All)

Work experience in a re...

(All)

Typical Credential Need...

Doctoral or profess...

Master's degree

Bachelor's degree

Apprenticeship

Associate's degree

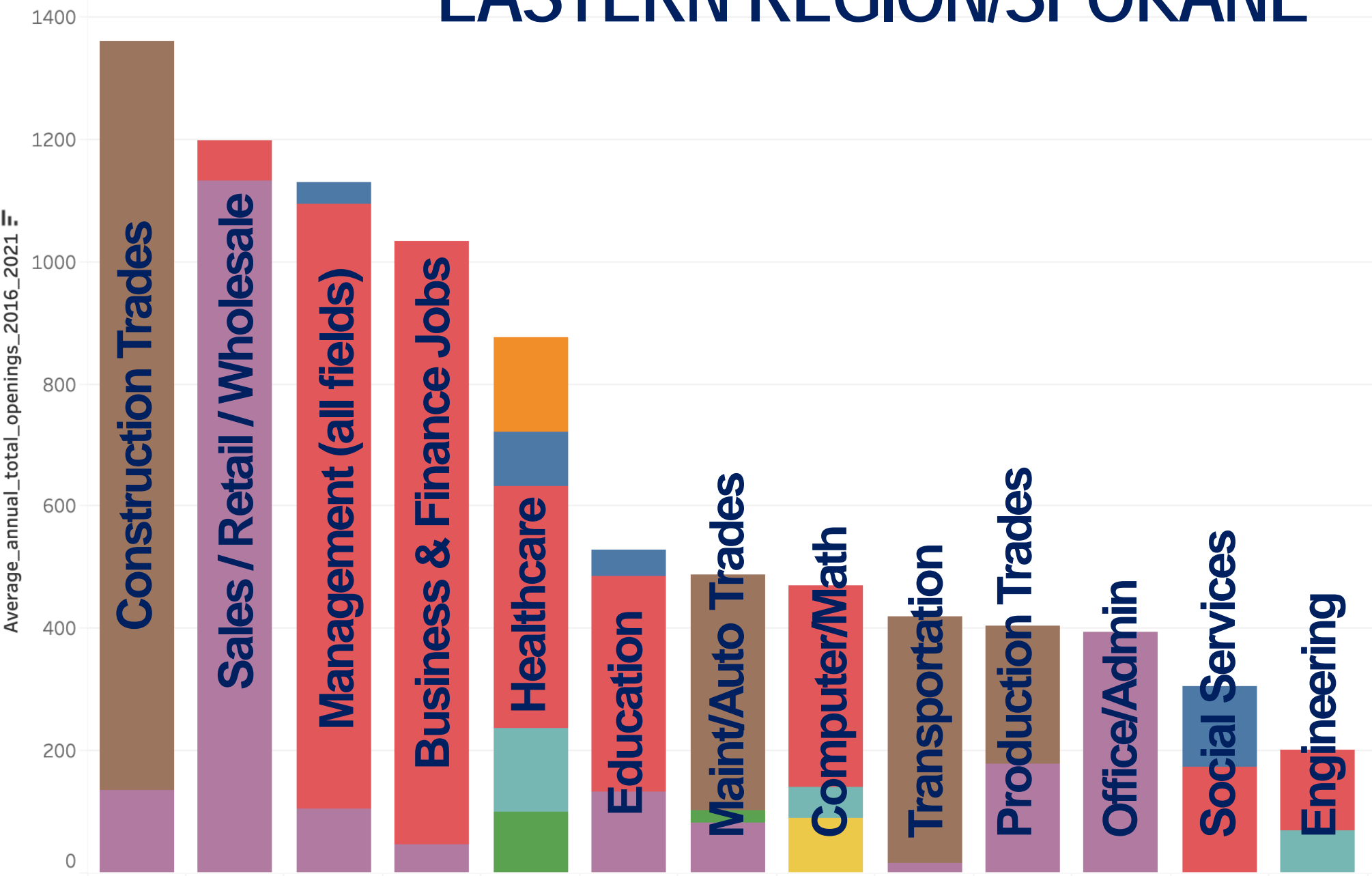
Some college, no de...

Certificate

High school diplom...

No formal educatio...

EASTERN REGION/SPOKANE



- Doc/Prof. Degree
- Masters Degree
- Bachelors Degree
- Apprenticeship
- Associates Degree
- Cert./Voc Cred.
- HS Diploma

EASTERN REGION/SPOKANE

HEALTHCARE PROFESSIONAL

REGISTERED NURSE & MEDICAL ASSISTANT

Annual # of Openings: 1,347

Credential: Certificate → Bachelor's

Average Regional Wage: \$37,000 → \$79,875

TRADES PROFESSIONAL

Annual # of Openings: 990

Credential: Apprenticeship

Average Regional Wage: \$55,190

K-12 TEACHER

Annual # of Openings: 604

Credential: Bachelor's

Average Regional Wage: \$60,700

INFORMATION TECHNOLOGY

Annual # of Openings: 374

Credential: Bachelor's

Average Regional Wage: \$78,304

BUSINESS & FINANCE PROFESSIONAL

Annual # of Openings: 362

Credential: Bachelor's

**Average Regional Wage:
\$64,000 → \$72,000**

ENGINEERING

Annual # of Openings: 200

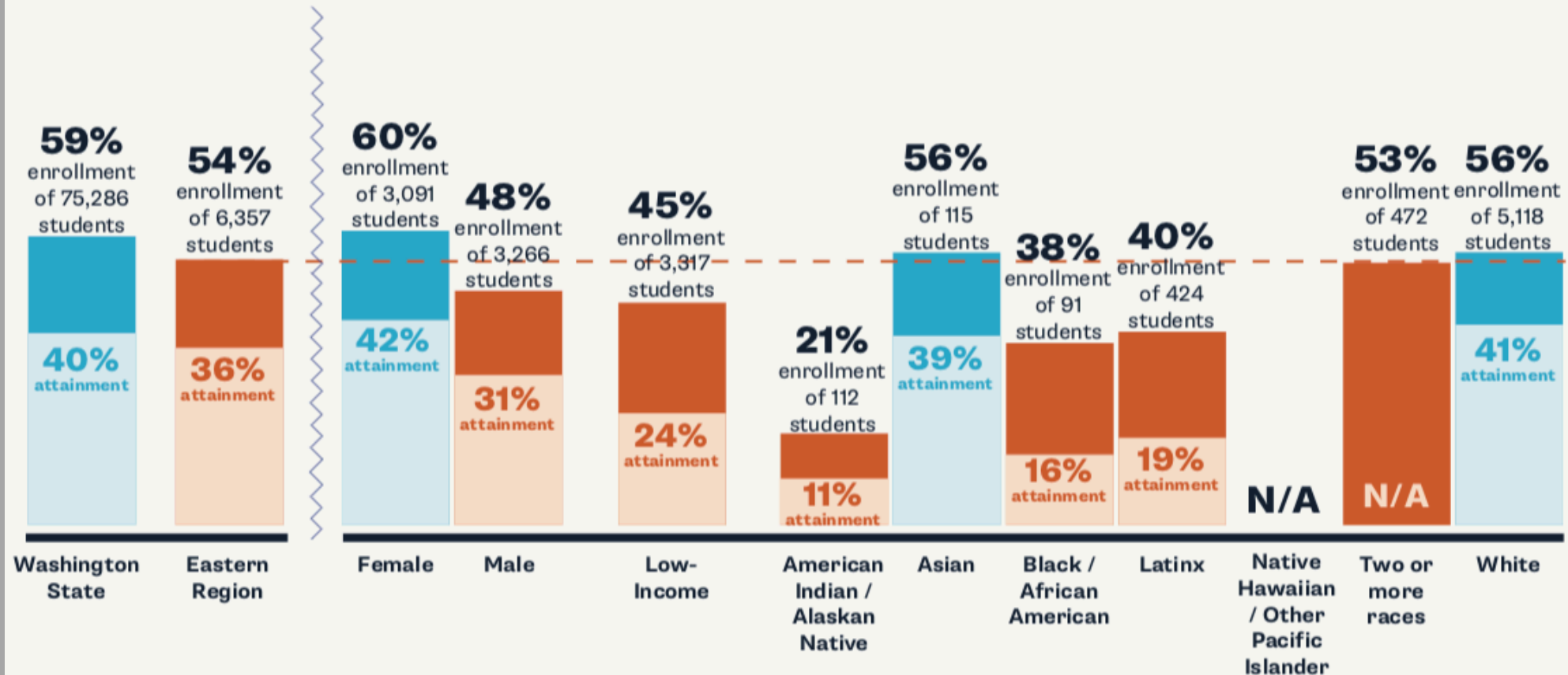
Credential: Bachelor's

**Average Regional Wage:
\$80,000 - \$106,000**

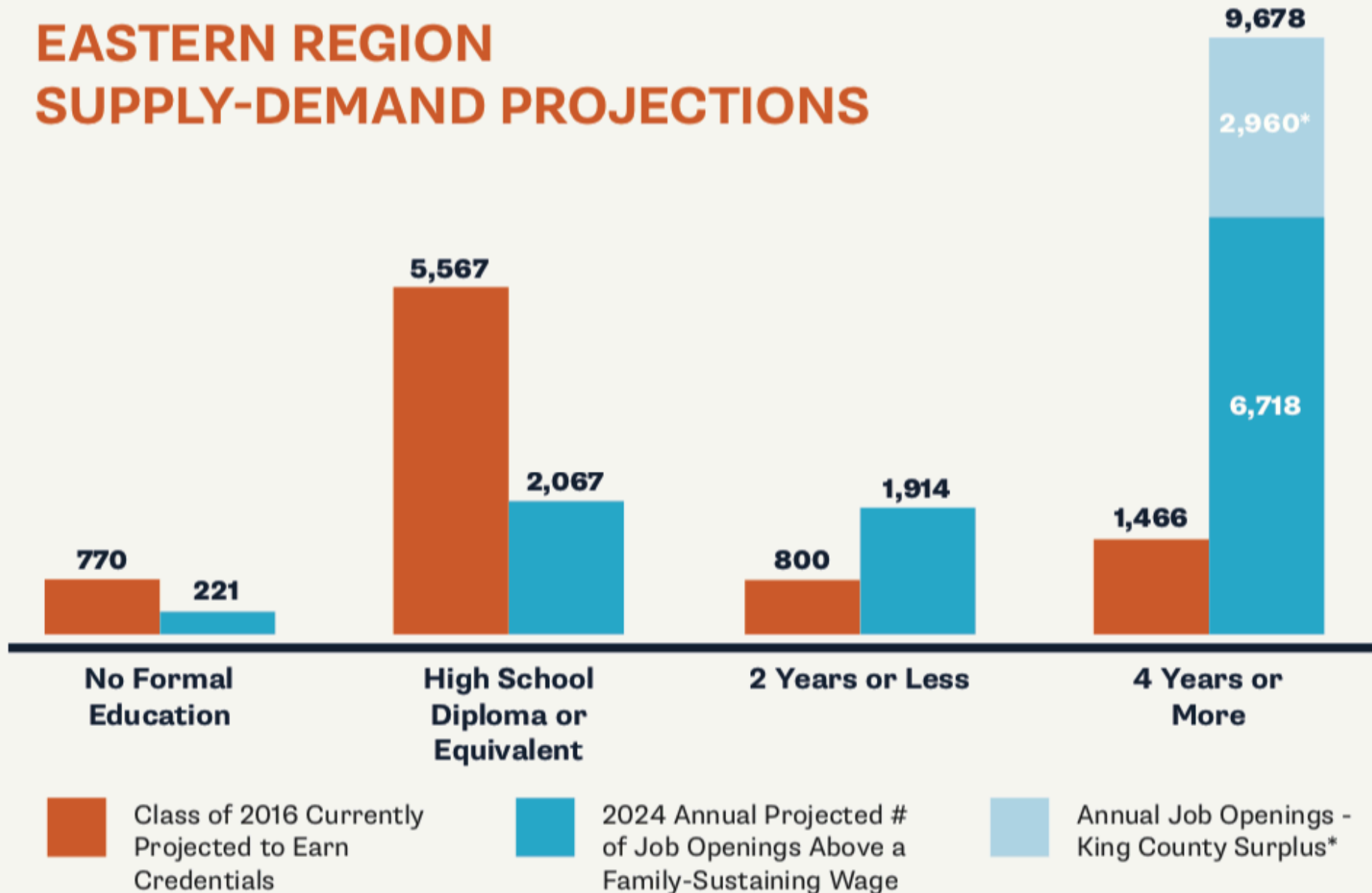
EASTERN REGION/SPOKANE

CREDENTIAL ENROLLMENT/ATTAINMENT

54% of 6,357 of the originating ninth graders in the Eastern Region enroll in a postsecondary program and **36%** of those originating ninth graders earn a credential by age 26.

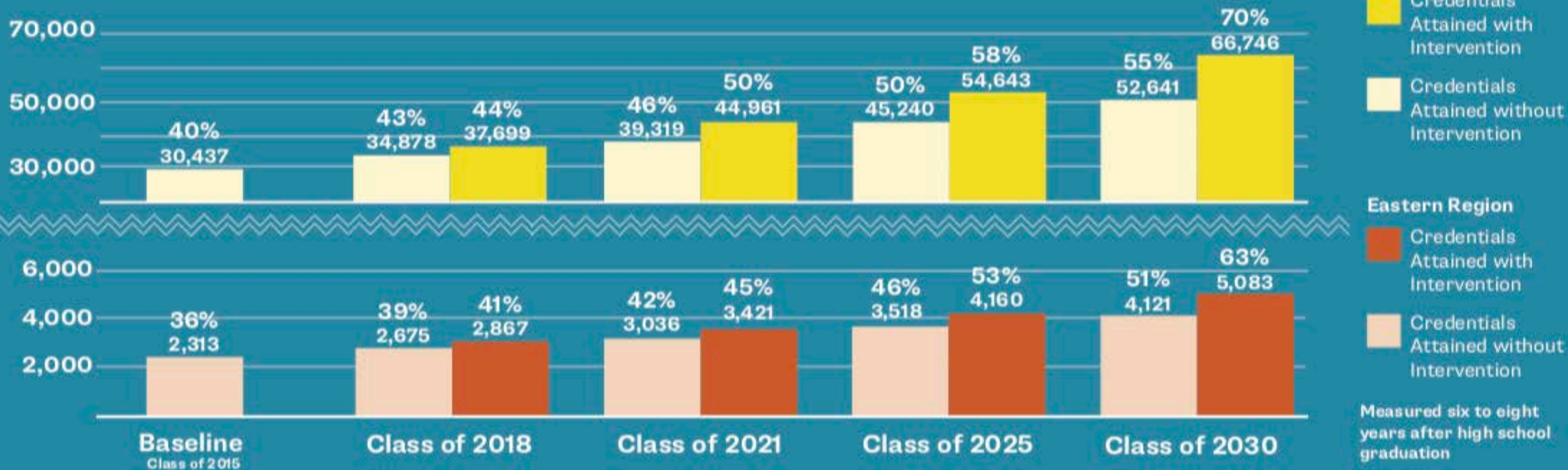


EASTERN REGION SUPPLY-DEMAND PROJECTIONS



EASTERN REGION/SPOKANE

185 MORE CREDENTIALS PER YEAR = REGION ON TRACK



CREDENTIAL OPPORTUNITIES BY REGION & INDUSTRY MATRIX (CORI)

North Central										Region									
Supply and Demand Estimates for Family Wage Occupations in Demand																			
Health Science Composite Sector in North Central Region										All Remaining Sectors in North Central Region									
SOC Code	Top Occupations	Typical Credential Needed	Demand		Supply		SOC Code	Top Occupations	Supply Shortage										
			Estimated Annual Openings	Other Job Openings seeking same credential (s)	Credentials Awarded	Supply Shortage													
43-6013	Medical Secretaries	High school diploma or equivalent	42	20	-	(62)	43-9061	Office Clerks, General	(268)										
11-9111	Medical and Health Services Managers	Bachelor's degree	32	15	-	(47)	25-2022	Middle School Teachers, Except Special and Career/Technical Education	(217)										
31-9091	Dental Assistants	Postsecondary nondegree award	42	-	-	(42)	25-2021	Elementary School Teachers, Except Special Education	(155)										
29-2052	Pharmacy Technicians	High school diploma or equivalent	27	-	-	(27)	41-4012	Manufacturing, Except Technical and Scientific Products	(126)										
29-1071	Physician Assistants	Master's degree	12	10	-	(22)	13-2011	Accountants and Auditors	(79)										
29-1123	Physical Therapists	Doctoral or professional degree	14	-	-	(14)	39-9031	Fitness Trainers and Aerobics Instructors	(70)										
29-1051	Pharmacists	Doctoral or professional degree	12	(0)	-	(12)	41-3021	Insurance Sales Agents	(70)										
29-2041	Emergency Medical Technicians and Paramedics	Postsecondary nondegree award	12	-	-	(12)	11-9141	Property, Real Estate, and Community Association Managers	(66)										
29-2021	Dental Hygienists	Associate's degree	10	-	-	(10)	41-9022	Real Estate Sales Agents	(66)										
29-2099	Health Technologists and Technicians, All Other	Postsecondary nondegree award	7	0	-	(7)	41-1012	First-Line Supervisors of Non-Retail Sales Workers	(59)										
29-1127	Speech-Language Pathologists	Master's degree	6	-	-	(6)	15-1151	Computer User Support Specialists	(37)										
29-2081	Opticians, Dispensing	Apprenticeship	6	-	-	(6)	11-3031	Financial Managers	(37)										
29-1021	Dentists, General	Doctoral or professional degree	5	-	-	(5)	21-1093	Social and Human Service Assistants	(33)										
29-1141	Registered Nurses	Bachelor's degree	154	5	66	(93)	25-2032	Career/Technical Education Teachers, Secondary School	(31)										
31-9092	Medical Assistants	Postsecondary nondegree award	78	24	58	(55)	31-9011	Massage Therapists	(31)										
Supply Shortages																			

<

LINKS FOR EACH TOOL:

1. Labor Market Dashboard:
washingtonstem.org/STEMbytheNumbers
2. Credential Production Visual:
<https://education.uw.edu/faculty-and-research/washingtonpathways/state-credential-production>
3. CORI Source Files:
washingtonstem.box.com/s/66keh31t7hx5t7hti5s5lupwwmlhf0
4. CORI Tool:
washingtonstem.box.com/s/5c7jigeaps1t96q0o511otgkzo9xgs12

FORTHCOMING WORK:

Landscape of opportunities/programming (systems support & equity of access use case) & pathway mapping tool (student/school use case)

- Regional job openings, salary, and credentials required ✓
- Location and capacity of credentialing programs ✓
- Middle school and high school pathway availability
- Internships, career fairs, and other school/community-based exposure

FORTHCOMING WORK:

Tracking work-based learning/career connected learning program offerings & participation (along lines of equity)

- Apprenticeships & pre-apprenticeships ✓
- Higher education credentials with work-based learning ✓
- Career & Technical Education participation & concentration ✓
- Work-based learning courses ✓
- Internships
- Career fairs
- High school & beyond plans (✓)

Questions?



Data as a Tool for Sustainability

National Institute on Scaling Work-Based Learning

Tuesday April 9th, 2019

Point Clear, Alabama

3:00 – 4:00 PM

Speakers

Moderator:

- *Madelyn Rahn*, Policy Analyst, Economic Opportunity Division, NGA Center for Best Practices

Speakers:

- *Anna Mastri*, Senior Researcher, Mathematica
- *Zach Heit*, Strategic Data Manager, Nevada Governor's Office of Workforce Innovation
- *Craig Brockett*, Work-Based Learning Administrator, Clark County School District

A framework for using data to
develop, implement, and
sustain robust work-based
learning programs

Presentation at NGA WBL Policy Academy

Annalisa Mastri, Mathematica
April 9-10, 2019

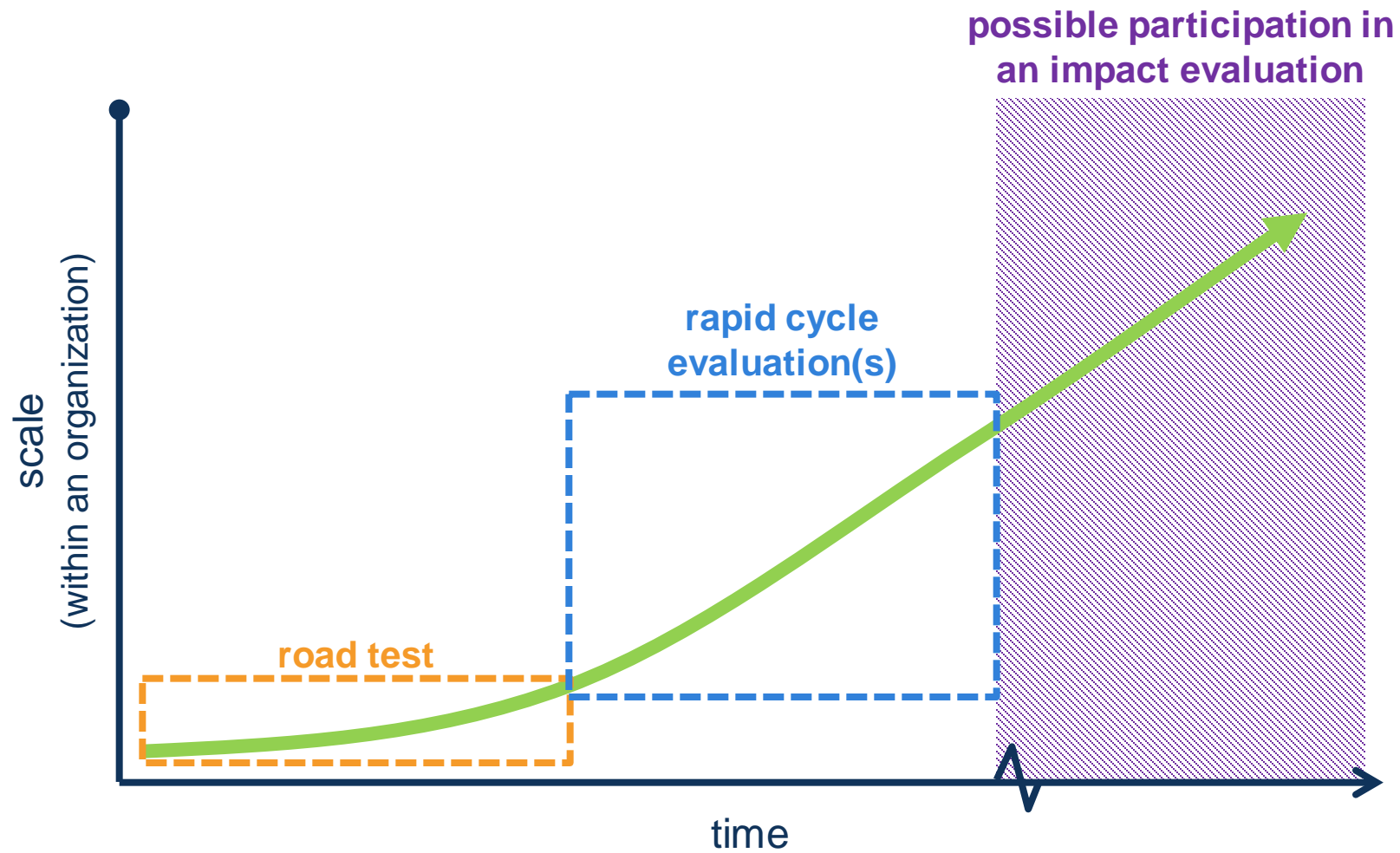
Why use data?

- **Systematic:** Using a defined, replicable process can help us identify what job seekers and employers need and how to meet those needs
- **Credible:** It can help turn our gut instincts on what works into evidence for funders and policy makers
- **Repeatable:** Once we set up a data collection and analysis, it is straightforward to repeat, allowing us to track over time
- **Efficient:** In many cases, we have to collect it for outside stakeholders, so we might as well use it to benefit ourselves too!

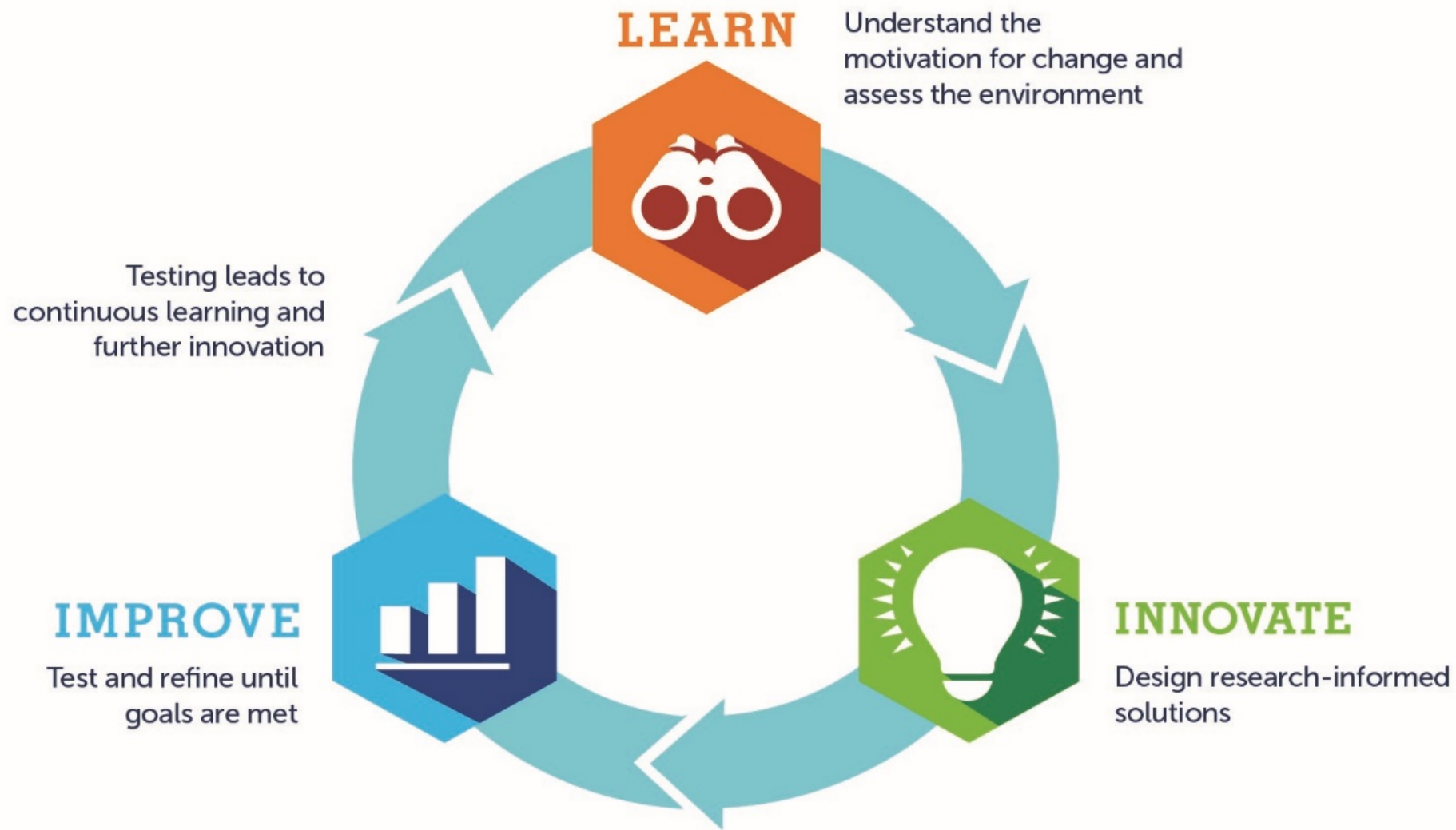
But...

- **Data are not a magic bullet**
- **We have to know what we are looking for**
 - What question are we trying to answer?
 - What problem are we trying to solve?
- **We have to know where to look**
 - Data useful for evaluating effectiveness are not necessarily useful for addressing implementation challenges
- **Some data we think are going to be helpful are not!**
 - Example of integrating TANF-WIOA-Adult Education in one large county

Data use trajectory of a new program



A framework: Learn, Innovate, Improve



Learn: What is the purpose of the data collection?

- **To develop a program that meets local labor market needs?**
- **To monitor implementation of the program and determine what is working well and what isn't?**
- **To determine client and employer satisfaction with the program?**
- **To demonstrate impact or effectiveness?**
- **To inform continuous quality improvement once you have a program in place?**

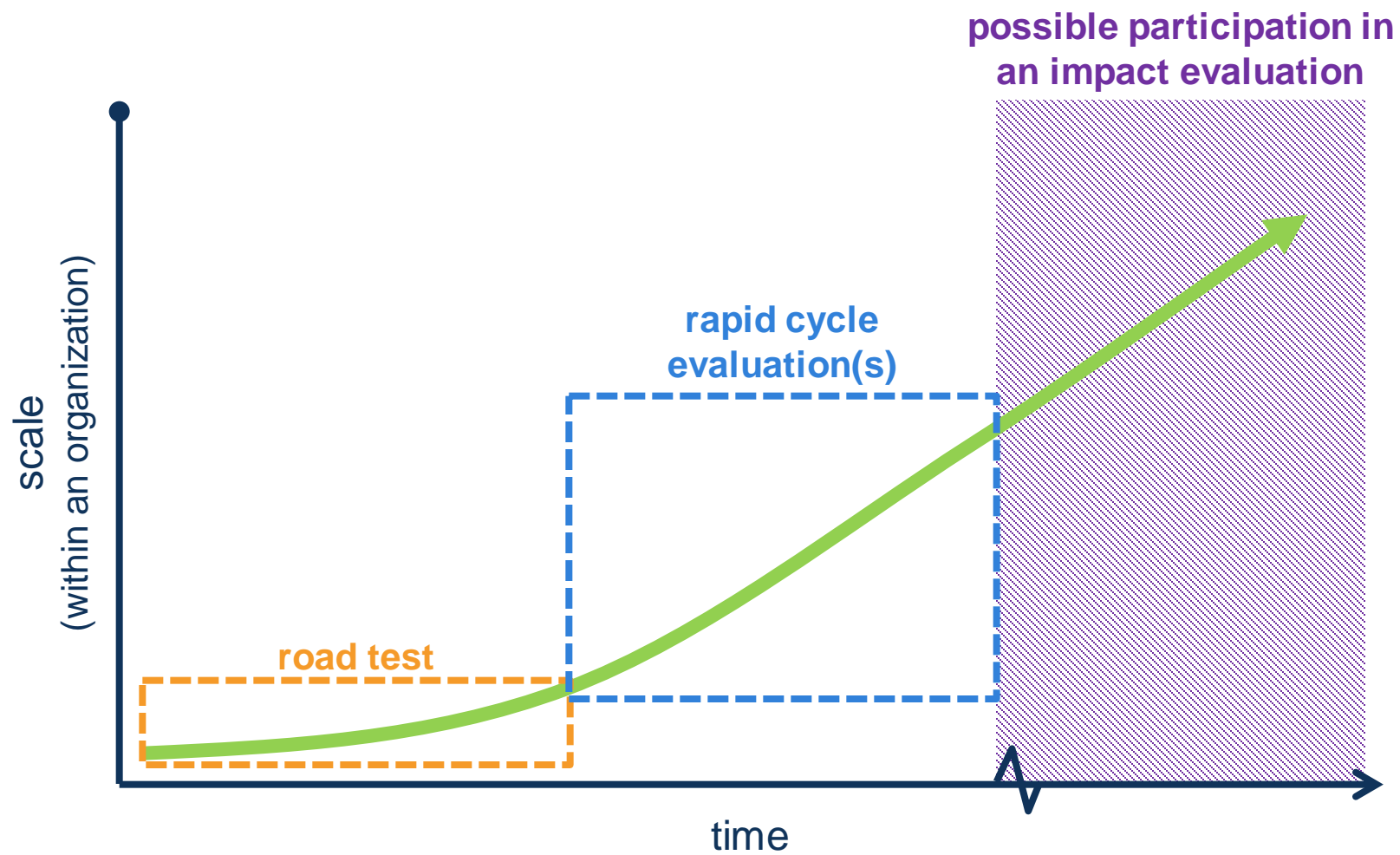
Innovate: Design data collection approaches to meet objectives from Learn phase

- **Original data collection to get attitudes, behaviors, satisfaction**
 - Surveys, observations, interviews
- **Administrative data for service receipt and outcomes**
- **Combinations of both for continuous quality improvement**
- **These need not be expensive or cumbersome**
 - Google forms or SurveyMonkey for surveys
 - Administrative data may be existing and have what you need

Improve: Test out our data collection strategy, on a small scale if possible

- **Road tests: take it for a test drive**
 - Is it really answering our questions of interest? Why not?
 - Refine the approach until we are satisfied that it is working as intended
 - Then scale it up
- **Can do this repeatedly, as a continuous quality improvement process**

Data use trajectory of a new program



Examples

- **Our research has found that organizations training participants for middle and high-skilled jobs highlight employer engagement as a major challenge**
 - Program staff do not have experience “selling” to employers
 - Paperwork for taking on trainees is a burden
- **Participant engagement can also be a problem**
 - Participants can get higher wages in entry-level jobs outside of on-the-job training programs
 - Difficult to place participants who lack relevant work experience in high-growth industries
- **How might our data needs vary depending on which challenge we are trying to address?**

Data as a Tool for Sustainability: Nevada

Zachary Heit, Strategic Data Manager, Nevada Governor's Office of Workforce Innovation

Craig Brockett, Work-Based Learning Administrator, Clark County School District

Office of Governor Steve Sisolak

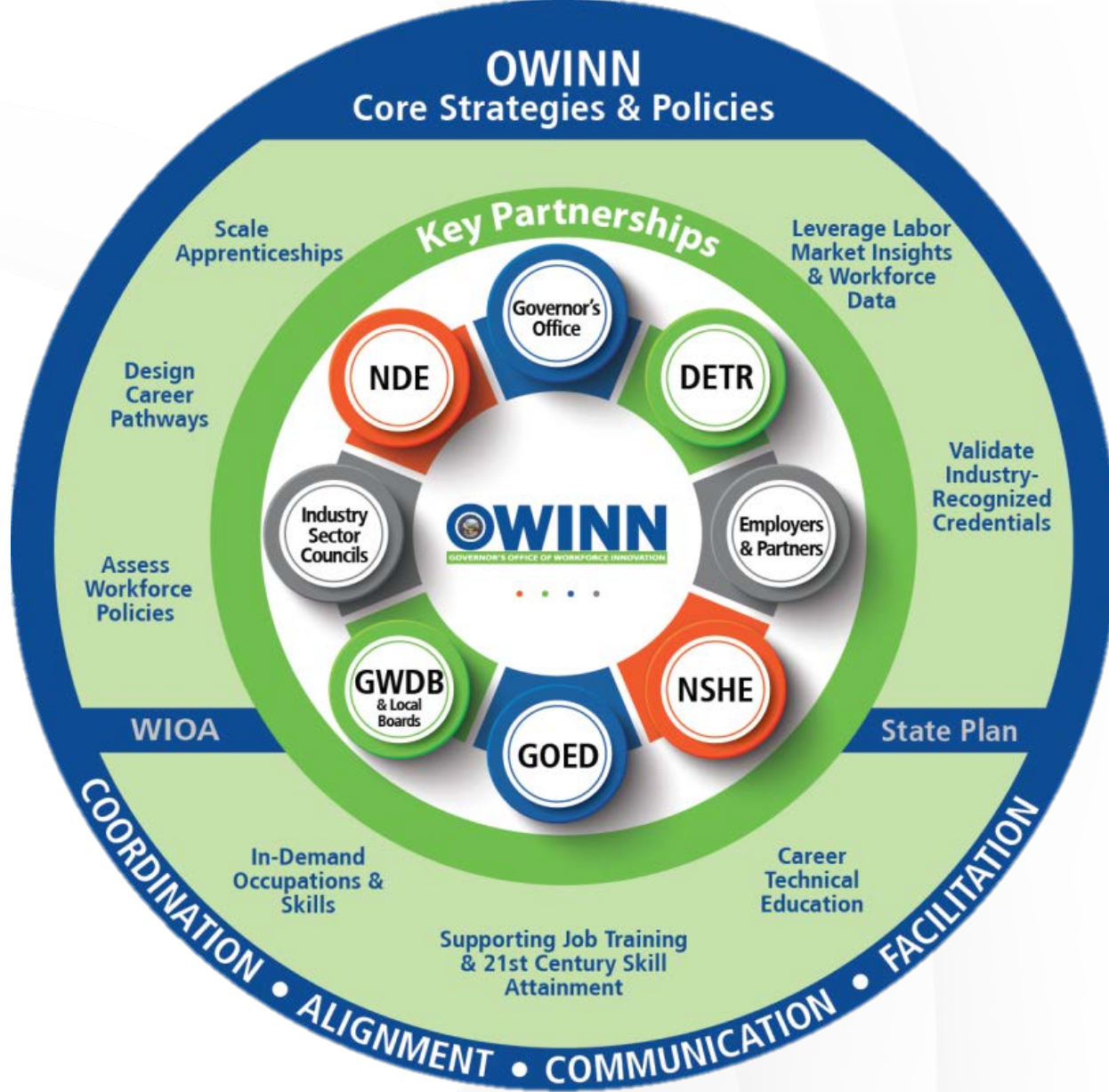
@OWINN29



Mission: OWINN helps drive a skilled, diverse, and aligned workforce in the state of Nevada by promoting cooperation and collaboration among key public and private entities focused on workforce development.

Outcomes:

1. Prepare all K-12 students for college & career success
2. Increase Nevadans with postsecondary degrees & credentials
3. Increase employment outcomes in training and credentialing programs



OWINN's Core Strategies

1. **Assess workforce policies** at the state level and provide strategic support and direction for the implementation of the federal Workforce Innovation and Opportunity Act (WIOA)
2. Design **career pathways**
3. Scale registered **apprenticeships** and other forms of **work-based learning**
4. Leverage labor-market and workforce **data**
5. Validate industry-recognized **credentials**

OWINN's Priorities 2018-2019

Aligning workforce training with labor market data through policies & practices

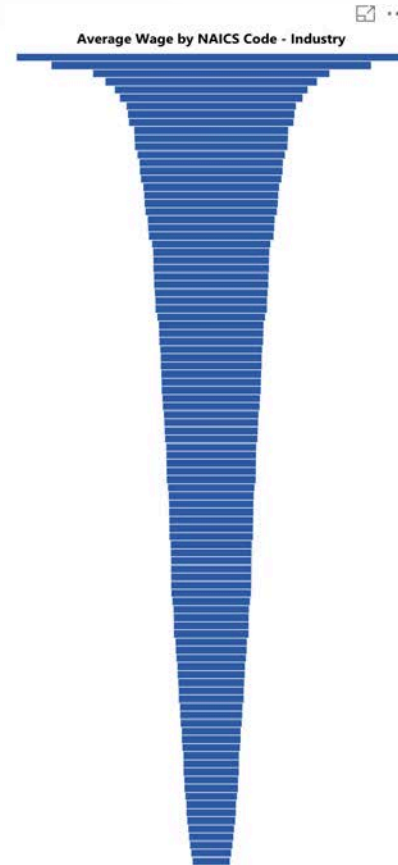
Scaling work-based learning and Apprenticeships

Outreach and awareness – workforce opportunities & partnerships

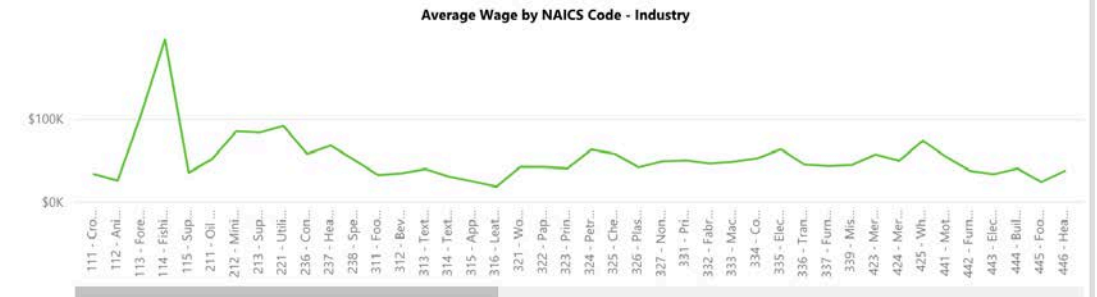
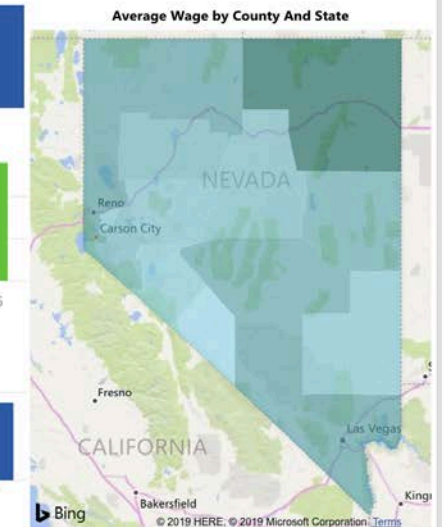
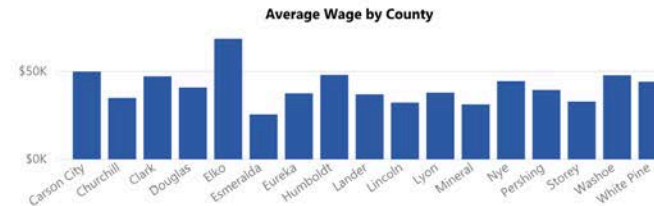
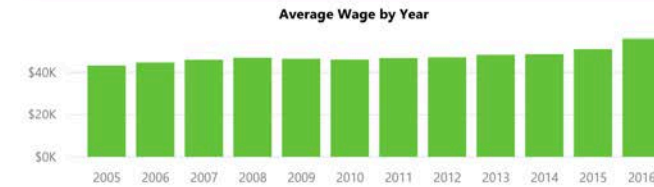


Agenda

- The Nevada Process
 - Define WBL
 - Identify Baseline Info
 - Create Measurement and Reports
 - Progress & Future
- Connecting to Sustainability



\$48K
Average Wage of Selected Criteria



The Nevada Process

- NGA Work-Based Learning Policy Academy
 - Identified Goal – Measure Scale, Quality, and Impact of WBL in Nevada
 - Identify Common Definitions and Terminology
 - Identify Baseline Information
 - Create Measurements and Reports

Deliverables: Policy Academy States

VISION: Elevate & Communicate

- Identify vision for WBL expansion in the state
- Hold governor's summit on WBL

MEASUREMENT: Scale, Quality & Impact

- Quantify current WBL programs & participants
- Map federal & state resources that support WBL
- Conduct regular scans of WBL programs and analyze progress toward outcomes

SUSTAINABILITY: Resources & Policy Change

- Identify & implement policy changes that support scaling WBL



Define WBL

- Identify Common Definitions and Terminology
 - If you don't know what you're looking for, how do you find it?
 - Career Exploration
 - Internship
 - Pre/Youth Apprenticeship
 - Registered Apprenticeship



Find Apprenticeships & Internships



Find Career & Tech Ed Programs



In-Demand Occupations & Skills



Post Internships or On-the-Job Training

Identify Baseline Information

- Bulk of the data work
 - Identify programs in Nevada
 - Determine if they even collect data
 - What's missing? What's challenging?
- NGA Baseline Data Reporting Template
 - Basis for survey sent to programs



- Registered Apprenticeships
 - RAPIDS



- Internships
 - Difficulties finding data at K-12, Post-Sec, Training Program Level



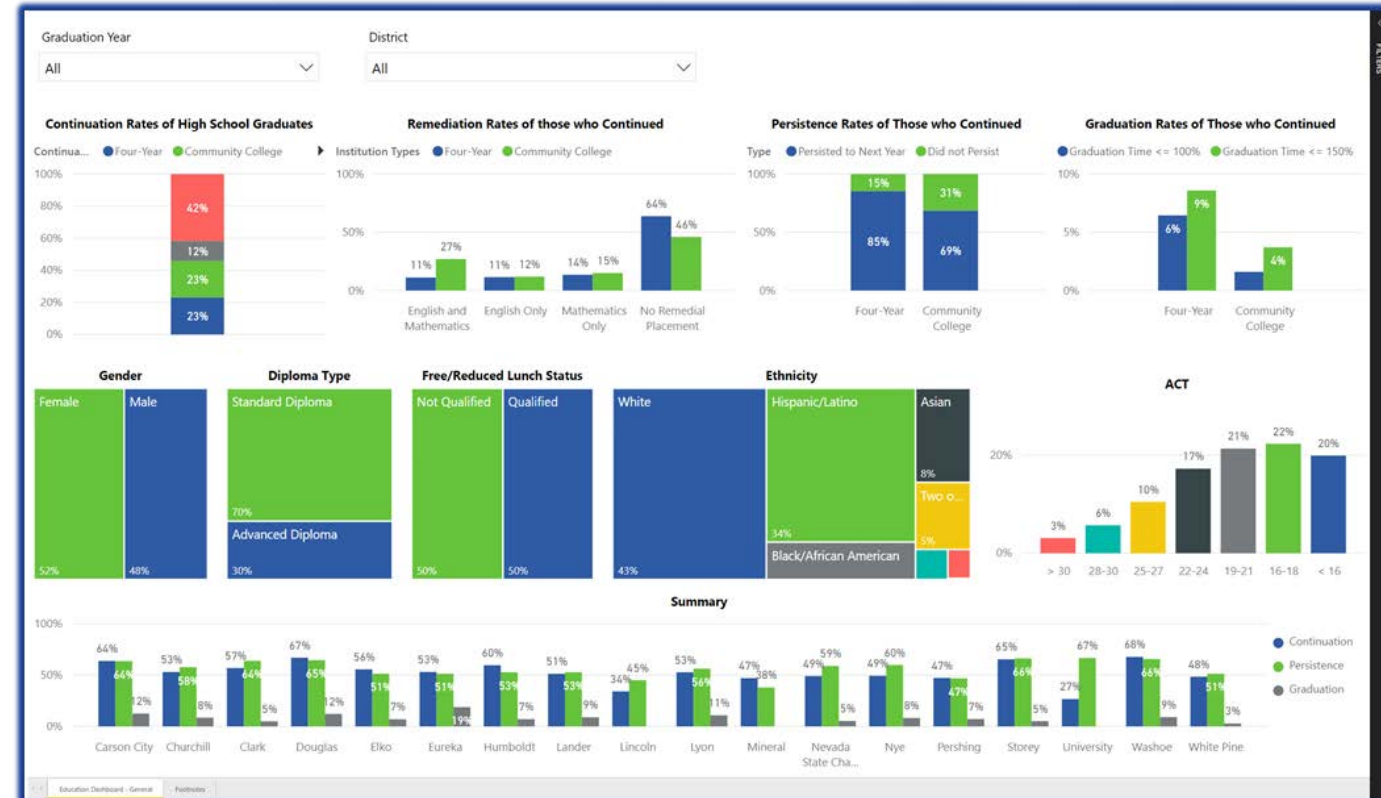
- Career Exploration
 - Difficulties finding data at K-12, Post-Sec, Training Program Level



- Pre/Youth Apprenticeships
 - Newer program and goal to expand program opportunities

Create Measurements and Reports

- Quantity of WBL Programs
 - Type of program
 - Employer clusters
 - Length of time
- Quality of WBL Programs
 - Credentials
 - Employer/student/teacher feedback
 - Program audits
- Impact of WBL Programs
 - Longitudinal
 - Post-Secondary Outcomes
 - Employment Outcomes



Progress Made and the Future

- Improvements in WBL data collection at the K-12 levels
 - State and districts can now develop tabs within Infinite Campus to manage and track WBL information
- Linking to the State Longitudinal Data System
 - K-12 data to Post-Secondary data
 - K-12 data to Workforce data
 - Develop WBL Reports/Apprenticeship Reports
- Still need to improve WBL data collection at Post-Secondary Levels, Training Providers
 - Inconsistency in reporting by programs, institutions

Sustainability

- Assess and Improve/Expand
 - Ensuring widespread use
 - Quantity of programs available
 - Where are programs available? Where do we need more?
 - Return on investment
 - Documenting and communicating the value of WBL programs
 - Benefits that can be quantified – K-12, post-sec, and employment outcomes
 - Stakeholder Support
 - Employer engagement and feedback
 - Student/family engagement and feedback
 - Educator engagement and feedback
 - Financial Support
 - Asset mapping
 - Resource needs



Questions? – Part 1



Questions?