

Policy Academy on Scaling Work-Based Learning

Fall Cross-State Meeting

Wednesday October 3rd – Friday October 5th, 2018

Raleigh, North Carolina



Welcome

Fall Cross-State Meeting







Overview

Fall Cross-State Meeting



Deputy Secretary Napoleon Wallace

Deputy Secretary of Rural Economic Development and Workforce North Carolina Department of Commerce



Introductions

Fall Cross-State Meeting



Work-Based Learning in the U.S.: A National Overview

Fall Cross-State Meeting

Work-Based Learning in the U.S.: A National Overview

- Crystal Bridgeman, Senior Director, Workforce Development Programs, Siemens Foundation
- Tony Marshall, President, Innovative Systems Group
- *Morgan Wilson,* Senior Legislative Associate, National Governors Association Office of Government Relations
- Brent Parton, Deputy Director, Center on Education and Skills, New America



Work-Based Learning in the U.S.: A National Overview

Questions?

Crystal Bridgeman, Siemens Foundation Tony Marshall, Innovative Systems Group Morgan Wilson, National Governors Association Brent Parton, New America





State Team Time

Fall Cross-State Meeting

State Team Time

- Alabama: Lincoln
- Idaho: Roosevelt
- Illinois: Jefferson & Washington
- Indiana: Jefferson & Washington
- Montana: Lincoln
- North Carolina: Jefferson & Washington
- New Hampshire: Caucus Room 1
- Nevada: Roosevelt
- Rhode Island: Caucus Room 1
- Utah: Jefferson & Washington

- American Samoa: Caucus Room 2
- Colorado: Caucus Room 2
- Kansas: Caucus Room 3
- Kentucky: Caucus Room 2
- Minnesota: Caucus Room 2
- Mississippi: Caucus Room 3
- South Dakota: Caucus Room 3





Day Two Overview

Fall Cross-State Meeting

Thursday October 4th



Defining and Serving Rural Communities

Fall Cross-State Meeting

Thursday October 4th

Defining and Serving Rural Communities

- Mark Haggarty, Economist, Headwaters Economics
- **Baker Allen,** Economic Policy Advisor, Office of Alabama Governor Kay Ivey



Defining and Serving Rural Communities

HEADWATERS

https://headwaterseconomics.org Photo: nicholas_t/flickr

Road Map



Defining Rural

OMB Statistical Areas Designation by Population Size



Definition based on what Rural *lacks*:

population, limited institutional capacity, geographic isolation, limited access to services (e.g. health care, education).

Defining Rural

USDA Economic Research Service County Typologies (Shared Characteristics)



Definition based on what Rural *is*:

county typologies focused on agriculture, energy, recreation, demographics that define shared characteristics of rural places.

Defining Rural

"Three Wests" Classification Based on Economic Opportunity



METRO Higher wages Less volatility More high-wage services Fastest-growing Younger, More educated

CONNECTED (via airports) Over time, perform like METRO



RURAL & ISOLATED (3% Pop, 50% Area)

Lowest wages Most volatility Few high-wage services Slowest-growing Older & aging Less well-educated

https://headwaterseconomics.org

U.S. Economy is Growing



Growth is Uneven and Unequal



20 cities are responsible for 50%

of all new business formations since the Great Recession

https://headwaterseconomics.org

Economic Innovation Group Distressed Communities Index Series, May 2018

Changing Economic Geography



Since 2000 **75%** of new jobs created in **5** Montana counties

95% of New Jobs in U.S. in SERVICES



U.S. Department of Commerce. 2016. Bureau of Economic Analysis, Regional Economic Information System, Washington, D.C. Table SA25N.

New Jobs Clustered in Cities



TRIUMPH OF THE CITY

How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier



"In the twentieth century, competition was about accumulating physical capital.

Today it is about attracting the best human capital."

Most Important New Jobs Are In "Innovation"



https://headwaterseconomics.org

Productivity Gains Shed Jobs in Traditional Sectors



Low-value manufacturing (textiles, autos) sent offshore. High-value manufacturing remained in U.S. and automated.



Beginning around 1970, productivity gains no longer translate to higher wages & income

Source: Authors' analysis of Current Population Survey Annual Social and Economic Supplement Historical Income Tables, (Table F-5) and Bureau of Labor Statistics, Productivity – Major Sector Productivity and Costs Database (2012)

https://headwaterseconomics.org

Resource Dependence *≠* **Future Performance**



County performance on various measures of growth and prosperity predicted by trajectory in 1990

- Proximity to Metro / Industry Diversity
- Amenities / Quality of Life
- Education
- Community Vision / Adaptability

https://headwaterseconomics.org

Theory of Rural Development







Agriculture, resource extraction & tourism





Transportation, infrastructure, community capacity







Diverse economy:

Agriculture, resource industries, tourism, plus ...

high-wage services, investment income, retirement, construction, health care, retail, etc.

Improve in Access to Markets





Leverage recreational and natural amenities



Use resource endowments to reinvest in workforce and institutions



https://headwaterseconomics.org

Greg Kearney, Wyofile, 2016 https://www.wyofile.com/please-just-one-oil-boom/

Senators eye funding fix for Secure Rural Schools

<u>Kellie Lunney</u>, E&E News reporter Published: Friday, September 7, 2018



development.



RANCH OWNERSHIP & COMMUNITY IN PETROLEUM COUNTY, MONTANA





a report for the Winnett ACES 2/18 contact: julia.haggerty@montana.edu



Only a crisis - actual or perceived - produces real change. When that crisis occurs, the actions that are taken depend on the ideas that are lying around. That, I believe, is our basic function: to develop alternatives to existing policies, to keep them alive and available until the politically impossible becomes the politically inevitable.

Thank You or Questions?

HEADWATERS

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https://headwaterseconomics.or
RURAL ALABAMA AND WORKFORCE DEVELOPMENT

Baker Allen Economic Policy Advisor State of Alabama Office of Covernor Kay Ivov

<u>Rural Alabama</u> 38 counties 24% of the population



Workforce and Education Attainment Goal Development Goal: 500,000 additional Alabamians will earn postsecondary degrees, certificates, and credentials by 2025.

How do we get there?

- I. Develop skills necessary for a student to pursue a career.
- II. Connect those student to career opportunities in growing in-demand industries.

Statewide Obstacles

- Teacher shortage especially in STEM fields
- Misalignment between career and technical education programs and regional industry demand
- Lack of employability skills and job experience among youths and young adults

Rural Obstacles

- All the same statewide obstacles
- Transportation
- Less work-based learning opportunities
- Higher unemployment rates
- Lack of access to broadband internet speeds

Rural Workforce Development

- Career and technical education center in every county
- Professional development for educators.
- Broadband Deployment
- Career exploration for 5th-7th grade students
- Target regionally in-demand careers through LMI data and feedback from the Alabama Workforce Council

Career and Technical Education Centers

- In 2015, the Alabama State
 Department of Education set out
 to build a CTE center in every
 county.
- Each of center contains a simulated workplace.
- Provides students with a place to develop employability skills.

Teacher Professional Development

- Develop pathways for existing teachers to earn certificates for computer science
- Combine computer science professional development funding streams and focus on training, not equipment
- Fully funding our CTE directors

Career Exploration

- Use Perkins funds for 5th-7th grade for career exploration.
- Allocate WIOA title I funds for career development
- Adopt technology to allow students to explore different career paths

Defining and Serving Rural Communities

Questions?

Mark Haggarty, Headwaters Economics *Baker Allen*, Office of Alabama Governor Kay Ivey





Understanding Outcomes & Using Evidence to Make Decisions (Concurrent Sessions)

Fall Cross-State Meeting

Thursday October 4th

Concurrent Sessions

Defining High-Quality Work-Based Learning (Roosevelt)

- Lauren Eyster, Senior Fellow, The Urban Institute
- Dwayne Hobbs, Work-Based Learning Specialist, Georgia Department of Education

Strategies for Linking K-12 and Workforce Data Systems (Jefferson & Washington)

- Elizabeth Dabney, Director, Research and Policy Analysis, Data Quality Campaign
- Jenna Leventoff, Senior Policy Analyst, Workforce Data Quality Campaign
- Ross Goldstein, Executive Director, Maryland Longitudinal Data System Center
- David Seith, Researcher, Workforce Data Quality Initiative, Rutgers John J. Heldrich Center for Workforce Development

Using Data to Influence Policy Change (Lincoln)

- Manny Lamarre, Executive Director, Nevada Governor's Office of Workforce Innovation (OWINN)
- Shaun Engstrom, Apprenticeship Program Liaison, Oregon Employment Department





Defining High-Quality Work-Based Learning

Fall Cross-State Meeting

Thursday October 4th

Defining High-Quality Work-Based Learning

- Lauren Eyster, Senior Fellow, The Urban Institute
- **Dwayne Hobbs,** Work-Based Learning Specialist, Georgia Department of Education



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Defining and Measuring High-Quality Work-Based Learning Lauren Eyster October 4, 2018

Goals for the Session

- Introduce a systems change framework for defining and measuring high-quality workbased learning
- Better understand how one state Georgia built a system that supports high-quality work-based learning
- Consider your state's next steps for defining high-quality work-based learning and measuring progress in changing your system

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Systems Change Framework for High-Quality Work-Based Learning

Principles of Systems Change

- Systems change focuses on changing policy, practice, perceptions, funding, and institutions.
- Collaboration and relationships are central components to systems change.
- 3. Systems change initiatives are complex and multilevel.
- 4. The desired effects are sustained and institutionalized.



Systems Change Logic Model

SYSTEM COMPONENTS

EMPLOYERS, INDUSTRY, AND THE WORKFORCE Business and trade associations, industry organizations, employers, labor unions, and staffing agencies.

EDUCATION AND TRAINING PROVIDERS

Two-year colleges, four-year colleges and universities, K–12 public school districts, nondegree education and training providers, and adult education providers.

GOVERNMENT AND THE PUBLIC SECTOR

American Job Centers, workforce development boards, public libraries, public social service agencies, economic development agencies, elected officials, and local, state, and federal governments.

NONPROFIT AND COLLABORATIVE ENTITIES AND FUNDERS

Community- and faith-based organizations, foundations and philanthropic organizations, workforce service providers, and workforce intermediaries.

• ACTIVITIES

IDENTIFY SYSTEM NEEDS Identify and highlight challenges and opportunities in a workforce system.

DEVELOP A SYSTEMS CHANGE PLAN With input from appropriate stakeholders,

determine strategies to improve a workforce system.

COMPONENTS Strengthen the capacity of system components, change practices, or build connections.

TRACK SYSTEMS CHANGE PROGRESS AND MAKE CONTINUOUS IMPROVEMENT Regularly collect and assess data to measure

progress towards goals and make adjustments.

SCALE OR REPLICATE STRATEGIES OR SOLUTIONS

Expand and sustain effective programs, policies, or approaches, or replicate strategies in new contexts.

GOALS

SYSTEM-LEVEL GOALS

COLLABORATION

Actors have a shared vision or coordinated approach to serving workers and employers and effectively work together to solve problems and share best practices.

QUALITY AND ACCESSIBILITY

Services are visible and accessible to and meet the needs of those who need them, especially people with disadvantages or barriers to employment.

INDUSTRY ENGAGEMENT

The system is informed by business needs, and employers are invested partners in workforce efforts.

DATA-DRIVEN DECISIONMAKING

Actors collect and use quality data to design and continuously improve programs and services.

SCALE AND SUSTAINABILITY

The system has adequate programs, funding, and policies to reliably meet the needs of individuals and employers over time.

WORKER- AND EMPLOYER-LEVEL GOALS

Employers can hire and retain workers with needed skills. Workers have good jobs and opportunities for advancement.

MEASUREMENT OF OUTPUTS AND OUTCOMES

How do we use the systems change framework to define and measure high-quality work-based learning?

Let's review NGA's framework for high-quality workbased learning



Source: National Governors Association Center for Best Practices

Defining Partnership Agreements

"The program includes a clearly articulated agreement among the employer, participant and education institution or intermediary organization that identifies expectations for each partner and the general structure of the experience"

Sample questions:

- What is the goal of the agreement?
- Who is responsible for developing, coordinating, and execute the partnership agreements?
- What does the agreement contain? How are the expectations (roles/responsibilities) for each party set?

- - URBAN-INSTITUTE-

Partnering Agreement Goal – Sample Measures

	Measure I	Measure 2	Measure 3
Qualitative	Cross-sector group convened to develop WBL agreement template	Partnering agreement template developed	Technical assistance provided to WBL programs on partnering agreement
Quantitative	No. of partnership agreements initiated	No. of partnership agreements signed	No. of participants who signed an agreement who completed the WBL program

- - URBAN-INSTITUTE

Defining Authentic Work Experience

"The participant engages in an authentic work experience that is supervised and mentored by an industry professional."

Sample questions:

- What are the components of an "authentic" work experience in your state?
- How does an authentic work experience contribute to the success for workers and employers in your state?
- What is the role of an industry professional in workbased learning that meets your state's definition of authentic work experience?
- How will you determine whether a program meets your definition of authentic work experience?

- - U R B A N - I N S T I T U T E -

Authentic Work Experience Goal – Sample Measures

	Measure I	Measure 2	Measure 3
Qualitative	Definition or standards developed for authentic work experience	Technical assistance provided to WBL programs on authentic work experiences	Deployment of training for industry representatives on work experience
Quantitative	X number of WBL programs implement the components of an authentic work experience	X number of employers providing authentic work experience	X% of WBL participants who receive authentic work experience find jobs in occupation of training

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Structured Learning

"Closely connected to the authentic work experience, the structured learning component is designed to connect theory with practice and workplace skills."

Sample questions:

- How does your state define structured learning?
- What are the key components of structured learning?
- How does structured learning contribute to success for employers and workers in your state?
- How will you determine whether their WBL programs meet the definition of structured learning?

- - URBAN-INSTITUTE-

Structured Learning Goal – Sample Measures

	Measure I	Measure 2	Measure 3
Qualitative	Definition of structured learning and its components developed	Alignment of WBL curriculum with structure learning components	Technical assistance provided to WBL programs on structured learning components
Quantitative	% WBL programs that include some structured learning components	% WBL programs that include all structured learning components	% WBL participants who enroll/complete programs with structured learning components

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Assessment and Recognition of Skills

"The program culminates in an assessment and recognition of skills by a third party to ensure that recognition is aligned with the attainment of a credential or progress along a career pathway."

Sample questions:

- How is assessment and recognition of skills defined in your state?
- What are the standards your state uses for assessment and credentialing for WBL by third parties? Which third parties can provide assessment and credentials for WBL in your state?
- How will assessment and credentials show progress along a career pathway?

- - URBAN-INSTITUTE-

Assessment and Recognition of Skills Goal – Sample Measures

	Measure I	Measure 2	Measure 3
Qualitative	Development of standards for assessment and recognition of skills (e.g., credential earned)	Alignment of WBL curricula with standards for assessment and recognition of skills	Deployment of standards for assessment and recognition of skills to WBL programs
Quantitative	X% of WBL programs meet standards for assessment and recognition of skills	X% of WBL participants are in programs that meet standards	X number of employers hiring completers from WBL programs that meet standards

Link to System Change Framework for Workforce Development:

https://www.urban.org/research/publi cation/changing-workforce-systems

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Questions?

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Georgia Work-Based Learning

Dwayne Hobbs, WBL Specialist

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404 606 2348

Georgia Department of Education

History of WBL in Georgia



Richard Woods, Georgia's School Superintendent "Educating Georgia's Future" gadoe.org

- Pre 1970 Specific on the job opportunities built into some vocational and training courses.
- 70's and 80's Development of Trade and industrial Education and many other vocational areas focused on occupational training. Coop or internship was added to many curriculums Diversified Cooperative Training (DCT) was created and funded by the state.
- 1994 Youth Apprenticeship Law was passed and pilot sites were conducted in 1995. State funded grants are used to support existence of Youth Apprenticeship coordinators in the schools.
- 2004 Youth Apprenticeship grant was expanded to allow all local systems to apply for funding.
- 2006 WBL Re-Engineering consolidated all fragmented programs into one school wide WBL coordinator model to serve students from all CTAE areas.
- 2007-2016 large increase in the number of WBL coordinators and enrollment.
- 2007 Creation of the 12 for Life program in Carrolton with Southwire.
- 2015 First MOU between GaDOE and Great Promise Partnership.
- 2016 Creation of the German Apprenticeship model within the WBL program at CEC and Swiss model at Whitfield Career Academy.
- 2017 Cooperative effort of with GaDOE and Career Academies to submit a WECEP application to the federal government to allow 15 year olds to participate on the worksites of the German Apprenticeship model.

CTAE Resource Network

How It Works:

- The CTAE resource network is a unique non-profit consortium that provides professional learning, instructional resources, and data/communication support for Georgia's Career, Technical, and Agricultural Education programs.
- 100% of Georgia school systems participate through membership
- Professional Learning Grant Percentage of local system's Perkins funds
- Funding through the Georgia Department of Education
- Governed by a Board of Administrators from local school systems
- Staff includes: Executive Director, Accounting Firm for Business Services, Support Specialist (phone and email hotline)

Georgia Department of Education

"Educating Georgia's Future gadoe.org
WBL Professional Development

Region Meetings – 3 or 4 per year

'Educating Georgia's Future" gadoe.org

- Most important professional learning event for WBL.
- Even though this is a challenge with part time coordinators find a way to enable them to attend.
- GACTE Technical updates on affiliate day
- WBL/YAP Conference
- Basic Training Part A (June) and Part B (January or February) – Geographically located, North, Central, South
- WBL Update/Refresher Training Always in June
- Top Gun Best of the Best by invitation only

Georgia WBL Delivery Model



Career Related Education Model



Richard Woods, Georgia's School Superintendent "Educating Georgia's Future" gadoe.org





Richard Woods, Georgia's School Superintendent *"Educating Georgia's Future"* gadoe.org

WBL Criteria



WBL Classifications



Richard Woods, Georgia's School Superintendent *"Educating Georgia's Future"* gadoe.org

Students in Work-Based Learning are classified in one of four ways according to the alignment of their career-tech coursework with job placement and future postsecondary/career plans:

- Youth Apprenticeship (YAP) Including the German Apprenticeship Models
- Internship
- Cooperative Education (Co-op)
- Employability Skills Development (ESD)
- Great Promise Partnership (GPP)





Student Enrollment in CTAE Classes FY17(Students enrolled in one or more CTAE courses)60% of all Students in Grades 9-12 Statewide (344,971 students)94.9% Graduation Rate for CTAE Concentrators



Work-Based Learning and Youth Apprenticeship Program

WBL Student Enrollment Credit Earned in Full Time Equivalent (FTE) Segments

22786 23868

FY 2006 FY 2007 FY 2008 FY 2009 FY 2010 FY 2011 FY 2012 FY 2013 FY 2014 FY 2015 FY 2016 FY 2017

Richard Woods, Georgia's School Superintendent *"Educating Georgia's Future"*

gadoe.org

Authority for Data Collection YAP Grant Annual Assessment

'Educating Georgia's Future'' gadoe.org

- Each grant recipient must submit an Annual YAP Assessment to continue receiving funding.
- YAP Assessment is completed and submitted on CTAERN.
 - Requires approved by the CTAE Director
- Due date mid/late April

Georgia Department of Education

Authority for Data Collection

"Educating Georgia's Future gadoe.org

- Student Longitudinal Data System (SLDS)
- State Board of Education Rules:
 - 160-4-3-.14 WORK-BASED LEARNING PROGRAMS:

(e) Each Work-Based Learning Coordinator shall submit the annual Work-Based Learning Data Report according to the process established by the Division of Career, Technical and Agricultural Education.

(f) Each Work-Based Learning Coordinator shall maintain an accurate, up-to-date database of student records as specified by the Division of Career, Technical and Agricultural Education.

(g) Career Related Education activities including Work-Based Learning placement opportunities shall be conducted in accordance with the guidelines in the *Georgia Work-Based Learning Manual*, available from the division of Career, Technical and Agricultural Education.

Career, Technical and Agricultural Education Resource Network (CTAERN)

Georgia C-NET Employers

						"Educatina Georaia's Fi
C-Net	Name	Address	Location	Students Currently Employed	Current Jobs	gad
Students			. GA	0	3	
Employers			*	_		
WBL/YAP Annual Report	DQ Grill & Chill Restaurant	312 S. 1st St.	Jesup, GA	1	1	
Forms & Resources	<u>007 Eyes</u>	420 W. Cherry St.	Jesup, GA	1	2	
Workshops	4-H Extention Office	Sunset Blvd.	Jesup, GA	1	2	
	A Child's World	1422 City Circle Road	Baxley, GA	1	1	
reacher Reports	ACS Timber, LLC	2544 Nine Run Road	Screven, GA	1	1	
Instructional Resources	Adkore Staffing	Aiken, SC	, GA	Q	1	
Forms/Resources	Advance Health Care Center	391 S.1st St. Jesup, GA 31545	, GA	Q	1	
07	Allstate	895 S. 1st Street Jesup, GA 31545	, GA	1	2	
	Altamaha Federal Credit Union	407 S. 1st Street	Jesup, GA	2	2	
	Americana Grill	Jesup, GA 31545	, GA	2	2	
	Ankle & Foot Associates	331 Peachtree St., Jesup, GA 31545	, GA	1	1	
	Arthur Williams Middle School	555 Sunset Blvd.	Jesup, GA	2	2	

uture

oe.org

Georgia C-NET Students

C T A E RESOURCE NETWORK			hotline@ctaern.org	9 🔇 1-866-454-2823 M-Th 9-4 EST		Welcome	, Judy Bo	eaver
	C-NET STUDEN	ITS		Select School:	Wayne Coun	ty High School		•
☆ Home	Wayne County	High S	School - Judy B	eaver				
Account Settings	Filter by Placement C	Category:	All Students	Ŧ				
C-Net	+ Add New Student				X	Excel Reports	🞯 Ge	nerate PDF
Students								
Employers	Student Name	Grad Year	Student Type	Jobs	YTD Visits	YTD Assessments	YTD Hours	YTD Pay
WBL/YAP Annual Report	Elium, Trey	2018	COOP	Farming Assistant	2	1	935	\$11,220.00
Forms & Resources	Grantham, Clayton	2019	COOP	Stock Clerk	2	1	253	\$2,281.50
Workshops	Hardenbrook, Clay	2018	COOP	Computer Technician Assistant	2	1	350	\$2,541.13
📐 Teacher Reports	<u>Hopkins, Taniyah</u>	20 1 8	COOP	Cashier	2	1	455	\$3,501.00
Se Instructional Resources	Lyle, Zachary	2019	COOP	Stock Clerk/Laborer	2	1	562	\$4,500.00
Forms/Resources	<u>Mendez,</u> <u>Samantha</u>	2018	COOP	Office Assistant	2	1	333	\$2,833.99

WBL/YAP Data Reports

C T A E RESOURCE NETWORK	B <u>hotline@ctaern.org</u> S 1-86	6-454-2823 M-Th 9-4 EST	Welcome, Judy	"Educating Georgia's Futur gadoe.o
	C-NET			0
A Home	Annual Data Reports			
Account Settings	WBL Annual Reports			
C-Net	2016-2017 WBL Annual Data Report - Wayne County High School	Submitted to State	Generate PDF	
Students Employers	YAP Annual Reports			
WBL/YAP Annual Report	2016-2017 YAP Annual Data Report - Wayne County	Submitted to State	Generate PDF	
Forms & Resources				
Workshops				
📐 Teacher Reports				

Georgia Department of Education

State Board Rules require Work-Based Learning Coordinators to "implement the program according to the Georgia Work-Based Learning Manual – Including Standards and Guidelines for Work-Based Learning." All Work-Based Learning Coordinators should complete this report as it relates to their specific program.

Standard 1. A wide array of Career Related Education (CRE) activities are integrated into all CTAE classes to support work-based learning placements and help students become college and career ready.

S1-A Total number of high schools served by you as the WBL Coordinator.		
S1-B Total school(s) population.	1470	
S1-C Total number of CTAE teachers in the school(s).	14	
S1-D Estimated number of students enrolled in at least one CTAE class.	1350	

Standard 2. Age-appropriate Career Awareness activities in the Career Technical and Agricultural Education class are designed to make students aware of career choices and promote college and career readiness.

Estimate the total number of students at your school(s) who participated in the following Career Awareness activities which you arranged or helped coordinate:	
S2-A Guest Speakers for CTAE classes.	900
S2-B Field trips.	217
S2-C Industry tours.	72
S2-D Career Day/Career Fair.	263

Standard 3. Age appropriate Career Exploration Activities in the Career Technical and Agricultural Education classes are conducted with individuals or small groups of students to explore career options.

students.

Estimate the number of your WBL students, who at any time during high school, have participated in the following Career Exploration Activities conducted or organized by you:	
S3-A Individual Advisement/Guidance Sessions/Planning the Individual Career Plan.	85
S3-B Mock Interviews.	14
S3-C Job Shadowing.	28
S3-D Student Portfolios/Journals.	85
S3-E Conferences/seminars (includes CTSO participation).	26
S3-F Estimate the number of students participating in Job Shadowing in your school that are not WBL	664

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Education

Standard 6A: Work-based learning placements are appropriate and accurately identified as Employability Skill Development (ESD), Cooperative Education (Co-op), Internship, or Youth Apprenticeship (YAP).

Enter the number of students served by you in your WBL program this school year. This count is actual students regardless of the number of periods or blocks they are enrolled in for WBL or the number of credits being received. This count is the total number of different persons served all year (semester one and two). If a student is in your program both semesters only count them once. If a student is no longer in your program but was enrolled for at least one grading period include them in this count. Do not include any students enrolled in YAP.

	ESD	Coop	Internship	Totals
6A1 - Agriculture, Food and Natural Resources Career Cluster (01, 02, 03)	0	0	6	6
6A2 - Architecture and Construction Career Cluster (46, 47)	0	0	4	4
6A3 - Arts, AV/Technology and Communications Career Cluster (10, 48)	1	1	1	3
6A4 - Business, Management and Administration Career Cluster (06, 07)	0	1	24	25
6A5 - Education and Training Career Cluster (13)	0	0	0	0
6A6 - Energy Career Cluster (21)	0	0	0	0
6A7 - Finance Career Cluster (07)	0	0	0	0
6A8 - Government and Public Administration Career Cluster (JROTC 28, 43)	0	0	0	0
6A9 - Health Science Career Cluster (25)	10	3	7	20
6A10 - Hospitality and Tourism Career Cluster (20, 08)	0	0	3	3
6A11 - Human Services Career Cluster (12, 20)	7	2	0	9
6A12 - Information Technology Career Cluster (11)	0	0	3	3
6A13 - Law, Public Safety, Corrections and Security Career Cluster (43)	0	0	0	0
6A14 - Manufacturing Career Cluster (49)	0	0	0	0
6A15 - Marketing Career Cluster (08)	0	0	0	0
6A16 - Science, Technology, Engineering, & Math Career Cluster (21, 49)	1	1	2	4
8A17 - Transportation, Distribution and Logistics Career Cluster (47)	0	0	0	0
6A18 - Advanced Academic Pathway (23, 26, 27, 45)	0	0	0	0
6A19 - Fine Arts Pathway (50, 51, 52, 53)	6	1	1	8
6A20 - Foreign Languages (60, 61, 62, 63)	0	0	0	0
6A21 - Great Promise Partnership (35)	0	0	0	0
TOTALS	25	9	51	85

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Supports for WBL/YAP programs in Georgia



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Challenges for WBL



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10/9/2018

Host State Highlight: North Carolina

Questions?

Lauren Eyster, Senior Fellow, The Urban Institute Dwayne Hobbs, Work-Based Learning Specialist, Georgia Department of Education





Strategies for Linking K-12 and Workforce Data Systems

Fall Cross-State Meeting

Thursday October 4th

Strategies for Linking K-12 and Workforce Data Systems

- *Elizabeth Dabney,* Director, Research and Policy Analysis, Data Quality Campaign
- Jenna Leventoff, Senior Policy Analyst, Workforce Data Quality Campaign
- Ross Goldstein, Executive Director, Maryland Longitudinal Data System Center
- **David Seith,** Researcher, Workforce Data Quality Initiative, Rutgers John J. Heldrich Center for Workforce Development



Building Capacity for your State Longitudinal Data System

Elizabeth Dabney, Data Quality Campaign Jenna Leventoff, Workforce Data Quality Campaign Ross Goldstein, MLDS Center David Seith, Heldrich Center at Rutgers University







Why This Matters

Securely linking data between K–12 and workforce data systems can help both agencies:

- Answer critical policy and practice questions
- Analyze workforce needs
- Understand the quality and benefits of work-based learning opportunities and job placements
- Calculate the return on investment for programs (e.g., CTE, career academy programs, apprenticeships)



QUALITY IMPLEMENTATION ROADMAPS

Roadmap for K–12 and Workforce Data Linkages



Key Focus Areas to Ensure Quality Implementation

Where are we going?

Alignment between K-12 education and the workforce is critical because jobs are changing. Students must be prepared not only for the jobs of today but also for the jobs of the future. The American public wants schools to prepare students for work as well as higher education, and many states are working toward this goal. With access to current, accurate, and robust data, state education and workforce agencies can work together to support students to successfully transition out of high school, no matter what path they choose.¹ Securely linking data between state K-12 and workforce data systems can create a bridge between these agencies as they develop shared career readiness goals for students and the state. Data can help the K-12 agency understand what training and skills students require to meet employers' needs and help the workforce agency make the best use of students' educations.

Having high-quality data linkages between K-12 and workforce data systems allows states to answer questions such as the following:

- How do we prepare students for the jobs of today and the jobs of the future? What jobs are in demand now, and what jobs will be in demand? What skills, credentials, and degrees are required for those jobs?
- What are the workforce outcomes (e.g., employment rates) of career and technical education (CTE) participants? Which CTE programs are tied to high-paying and high-demand jobs?
- How do workforce outcomes differ among students from different groups (e.g., rural/urban, race/ethnicity)?
- Are students obtaining certification or employment near where they attended high school?
- What are the employment patterns and workforce outcomes of recent high school graduates during the years after graduation?
- In what industries do graduates work after high school? Are students successfully prepared to work in these industries? Is the teaching workforce prepared for workforce-related instruction?

- Are work-based learning opportunities (e.g., apprenticeships, internships) for high school students aligned with industry needs? Are industry needs listed, and if so are they easily accessible?
- How do workforce outcomes vary for high school students who participated in different work-based learning opportunities?
- What are the workforce outcomes of high school noncompleters or adult learners?
- What supports are needed for successful transitions from K–12 to the workforce?

Sharing aggregate data among workforce and state and local education agencies can improve the work of these agencies in the following ways:

- providing policymakers with evidence to demonstrate the value of work-based opportunities for students
- helping state and local policymakers identify how to use linked data for policymaking
- helping stakeholders such as educators, families, and employers advocate for better laws, better policies, or increased funding
- increasing accountability among state and local agencies
- supporting policymakers in evidence-based decisionmaking and resource allocation
- acting as a catalyst to encourage other kinds of data sharing (in compliance with privacy laws), including student-specific sharing and real-time data exchanges to better monitor and support improved outcomes for students

While data linkages can be used in many ways to inform the design of programs at the K–12 level, the value of linkages goes beyond improving program outcomes. Linkages should be leveraged to ensure that students are being best served and that schools and districts are continuously improving.

Most self-sustaining work requires some form of postsecondary education or training, and high schools should prepare students for those postsecondary paths. Many high-priority industries in states require two-year degrees, so states will want to know how many students enable in those career pathways and programs of study through postsecondary. The ideal program of study is one that spans secondary and postsecondary. However, it is possible for students to prepare for meaningful work immediately after high school through career and technical education or work-based learning. The focus of this roadmap is securely linking data between K-12 and workforce agencies to better understand and support students' paths from high school directly into the workforce. For additional information, see Roadmap for K-12 and Postsecondary Data Linkages.

Six Key Areas to Focus On

- **1. Shared Vision**
- 2. Cross-Agency Data Governance
- 3. Data Matching and Sharing
- 4. Data Analysis and Use
- 5. Capacity Building
- 6. Privacy and Security

Roadmap for K-12 and Workforce Data Linkag Key Focus Areas to Ensure Quality Imp	d Des Campaign Campai
Where are we going?	
Alignment between K-12 education and the workforce is critical because jobs are changing. Students must be prepared not only for the jobs of today but also for the lobs of the future. The American public wants schools to prepare students for work as well as higher education, and many states are working toward this goal. With access to current, accurate, and robust data, state education and workforce agencies can work together to support students to successfully transition out of high school, no matter what path they choose.' Securely linking data between these agencies as they develop shared career readines goals for students and the state. Data can help the K-12 agency understand what training and skills students require to meet employers' needs and help the workforce agency make the best use of students' educations. Having high-quality data linkages between K-12 and workforce data systems allows states to answer questions such as the following: • How do we prepare students for the jobs of today and the jobs of the future? What jobs are in demand now, and what jobs will be in demand? What skills, credentials, and degrees are required for those jobs? • What are the workforce outcomes (e.g., employment rates) of career and technical education (CTE) participants? Which CTE programs are tied to high-paying and high-demand jobs? • How do workforce outcomes differ among students from different groups (e.g., rural/urban, race/ethnicity)?	Are work-based learning opportunities (e.g., apprenticeships, internships) for high school students aligned with industry need Are industry needs listed, and if so are they easily accessible? How do workforce outcomes any for high school students who participated in different work-based learning opportunities? What are the workforce outcomes of high school noncompleters adult learners? What supports are needed for successful transitions from K-12 to the workforce? Sharing aggregate data among workforce and state and local education aggnegate data among workforce and state and local education aggnegate data among workforce and state and local education aggregate data among workforce and state and local education aggnegate data among workforce and state and local education aggnegate data work of these aggnecies in the following ways: providing policymakers with evidence to demonstrate the value work-based opportunities for students helping state and local policymakers identify how to use linked data for policymaking helping state hours, better policies, or increased funding and advocate for better laws, better policies, or increased funding and resource allocation supporting policymakers in evidence based decisionmaking and resource allocation acting as a catalyst to encourage other kinds of data sharing (in compliance with privacy laws), including student specific sharin and real-time data exchanges to better monitor and support
 What are the employment patterns and workforce outcomes of recent high school graduates during the years after graduation? 	improved outcomes for students While data linkages can be used in many ways to inform the design
 In what industries do graduates work after high school? Are students successfully prepared to work in these industries? Is the teaching workforce prepared for workforce-related instruction? 	or programs at the K-12 revel, the value of intrages goes beyond improving program outcomes. Linkages should be leveraged to ensi- that students are being best served and that schools and districts ar continuously improving.

Shared Vision

Establish up front a shared vision between the

education and workforce agencies to ensure that the

agencies enter the data sharing agreement with an

understanding of the unique role and perspective

each has in providing information to better support students.

Cross-Agency Data Governance

Develop a structure in which to define the **roles and**

responsibilities of each agency needed to ensure

clear processes and a reasonable timeline for

collecting and reporting data and to ensure

accountability for data quality and security.

Data Matching and Sharing

- Develop a deliberate process for securely sharing data
- between K–12 and workforce data systems to ensure a
- sustainable linkage. These linkages should include a high-
- quality matching process that allows data about individual
- students to be accurately and securely shared between data
- systems and only with authorized users.

Data Analysis and Use

Determine which entities have **access** to the linked data

(including differentiating access to individual student-level

data and aggregate data).

Determine how the linked data will be **analyzed**, **reported** (in a

readily accessible format), and used to answer critical policy

questions and support student success.

Capacity Building

Ensure that all agencies involved have the

structure and staffing in place to effectively

manage, analyze, and share linked data to take

action to support all students.

Privacy and Security

- Develop strong, multifaceted, and transparent
- processes to ensure that shared data is
- safeguarded consistent with federal and state
- information sharing laws.



Apprenticeship Data



Measuring Non-Degree Credential Attainment: 50-State Scan

- 50 States and the District of Columbia
- Questions Asked:
 - Collect individual-level data on attainment of each type of non-degree credential?
 - Include that data in their State Longitudinal Data System?
 - Include demographic information on individuals?
 - Identify credentials of value?



Apprenticeship Data Collection

In *any* state agency:

- 27 states most/all registered apprenticeship certificates
- 2 states most/all non-registered apprenticeship certificates

In SLDS:

- 9 states most/all apprenticeship certificates
- 1 state most/all nonregistered apprenticeship



WDQC's Technical Assistance Work

WDQC is providing 4 states with TA to:

- Gather administrative data about non-degree credentials
- Incorporate data into SLDS
- Identify Credentials of Value



WORKFORCE DATA QUALITY CAMPAIGN

How States Can Get Apprenticeship Data



WORKFORCE DATA QUALITY CAMPAIGN

Department of Labor Administered State

- Have your state's workforce development agency request data from your state's regional Employment and Training Administration representative
- Sign a memorandum of understanding with the Department of Labor, and agree to keep the data safe





State Apprenticeship Agency State



Interagency data sharing agreement with SAA


Better Data • Informed Choices • Improved Results

National Governors Association

Ross Goldstein, Executive Director

October 4, 2018



Agenda

- o Overview of MLDS Center
- Workforce Data Considerations
 - Limitations
 - What's missing
 - Linking workforce data
- MLDS Center Workforce Outcomes Reporting
 - Research Branch Report
 - Dashboard
 - More Jobs for Marylanders Act (2017) Report
 - Career Preparation Expansion Act (2018) Report
 - Pathway Analysis



WHAT does the MLDS Center do?

- **Develop** and **maintain** a data system that contains student and workforce data from all levels of education and the State's workforce.
- Use the system to generate timely and accurate information about student performance that can be used to improve the State's education system and guide decision makers at all levels.

http://mldscenter.maryland.gov



WHAT data are collected?



Data Sets Provided by Maryland Agencies and Other Institutions







Workforce Data Considerations

- Limitations
 - Unemployment Insurance
 - No independent contractors
 - No military or federal employees
 - No employees of certain non-profit and religious organizations
 - No out-of-state workforce data
 - Other limitations
 - No hours worked
 - No employee occupation (SOC), only industry code (NAIC)
 - o Gaps
 - No apprenticeship data
 - No data on professional certifications and licenses (yet)



Workforce Data Considerations (cont.)

• Linking Issue

K-12	Higher Ed	Workforce UI
FN = Mary	FN = Mary	FN = M
LN = Land	LN = Land	LN = Lan
DOB = 1/1/1998	DOB = 1/1/1998	
	SSN = 999-123-1234	SSN = 999-123-1234
SASID = 123456	SASID = 123456	

- Resolution
 - Obtain Driver's License Data
 - Verified SSN
 - Improved matching ability

0



Workforce Outcomes Reporting

Figure 1. Methods for Calculating Wages for the Year							
	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Wages		
Actual Wages ^a	\$5,000		\$2,000	\$5,000	\$12,000		
Annualized Wages ^b	\$5,000		\$2,000	\$5,000	\$16,000		
Four-Quarter Wages ^c	\$5,000	\$5,000	\$2,000	\$5,000	\$17,000		
 ^a The sum of wages earned during the year (\$5,000 + \$2,000 + \$5,000 = \$12,000). ^b The average per quarter wages (actual wages earned divided by the number of quarters worked, \$12,000/3 quarters = \$4,000) multiplied by four quarters (\$4,000 x 4 = \$16,000). 							

^c The actual wages for the subset of people who had 4 quarters of wage information for the year.



Report Findings

o 12th Grade Students & GED Earners 2009-2010

Achievement Type	Actual Wages	Annualized Wages	Four-Quarter Wages
Total	\$12,199	\$14,234	\$19,400
Diploma	\$13,849	\$15,484	\$20,041
GED	\$9,928	\$13,571	\$20,970
Certificate of Completion	\$5,965	\$7,707	\$12,748
Non-Completers	\$7,271	\$10,079	\$15,538

• Workforce Outcomes in Maryland for Students Who Do not Attend College: Patterns Among Students who Earn a H.S. Diploma, Certificate of Completion, Diploma via GED, and High School Non-Completers



Dashboard: H.S. Transitions to Workforce

• Workforce Participation





Dashboard: H.S. Transitions to Workforce

Median Wages





- More Jobs for Marylanders Act 2017
 - Required an annual income earnings goal for H.S. grads who have <u>not</u> earned at least an AA degree by age 25.
 - Years 2008, 2009, and 2010

Education Level	Record Count	Percentage
Certificate Graduates	1,167	1%
Some College	47,084	45%
High School Graduates	57,079	54%
Total	105,330	61%



• Wage Visibility





• Median Quarterly Wage Trajectory – Continuous Wages





• Quarterly Wage at 25 Compared to Wage Indicators





- Career Preparation Expansion Act (2018)
 - 5 years after high school
 - Wages Earned
 - Industry in which the individuals are employed
- Changes from MJFM
 - Still in school
 - Stable wage methodology



Other Reporting: Pilot Example: Employment –

Associate Degree Graduates







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Staffing up Programs that Work: Strengthening Career & Technical Education (CTE) in New Jersey

David Seith Researcher John J. Heldrich Center for Workforce Development Rutgers University

Rutgers

University- State Tri-Agency Partnership Committed to Continuous Evaluation

- Our story is about a long-term, university-state tri-agency partnership to continuously improve education and training programs in New Jersey.
 - New Jersey Education to Earnings Data System (NJEEDS) empowers policymakers to understand the impacts of policies on students' postsecondary college & career outcomes.
 - Supporting the success of NJEEDS is the long-term partnership among the Heldrich Center (HC) and each of the three state agencies:
 - The New Jersey Department of Education (DOE)
 - The Office for the Secretary of Higher Education (OSHE)
 - The Department of Labor & Workforce Development (LWD)
- Using NJEEDS, the partnership can chart a consistent course toward long-term, continuous improvement, making the most of the "ebb and flow" of grants and special initiatives.
- Using NJEEDS, this partnership allowed NJ DOE to study and improve CTE programs in the state.

Leveraging WDQI & SLDS Grants to Build NJEEDS, Securing a State Appropriation to Sustain It

Building the P20W: In the 2012-2016 period, the Heldrich Center partnered with the three state agencies to build a comprehensive, individual, longitudinal administrative records dataset including:

- High School student academic performance and completion records
- College enrollment, academic performance, and completion records
- Unemployment Insurance Wage records of all-covered employment and earnings

Leveraging Two Federal Grants: This work was supported by two extraordinarily complementary federal grants:

- DOE SLDS 2012
- DOL WDQI 2012 & 2014

Record Linkage: In the Spring of 2016, Heldrich Center researchers produced a paper describing how they were able to match 82 percent of individual NJ high school records to college and career outcomes, even without a common identifier, by using the NJ Motor Vehicle Commission database.

Sustaining the NJEEDS with an Annual State Appropriation: In the Summer of 2017, Rutgers University and each of the three state agencies signed a five-year data sharing agreement, which was supported by an initial State annual appropriation of \$500,000.

Rutgers

1. Career & Technical Education (CTE) in NJ: An Early Win for the NJEEDS



- Service-rich environment
 - 3 delivery systems, 130 schools, & nearly 200,000 students*:
 - 21 County vocational schools, serving 31,091 students.*
 - 90 Comprehensive high schools, serving 45,673 students.*
 - 19 County colleges, serving 118,225 students.*

* In the 2014-2015 school year.

- Comprehensive program re-approval process
 - Established in 2005 in response to Perkins IV
 - NJ Office of Career Readiness (OCR) already thinking hard about which programs to trim and which programs to grow.
 - Over 500 programs eliminated in the 2012-2015 period.

Rutgers

2. J.P. Chase Morgan Chase Planning Grant: Quantitative Analysis of CTE Programs & Teacher Resources



- OCR and the Heldrich Center produce a comprehensive implementation plan, addressing 6 questions:
 - Target Programs
 - Identified 68 target programs leading to high-paying jobs in demand industries
 - Access
 - Participation and Completion
 - Staffing
 - Many current CTE teachers will be retiring in the next 5-10 years.
 - Acute shortage of teachers in STEM.
 - Student Trajectories
 - Stakeholder Experience

3. Assessing the Teacher Shortage



- Listening: OCR conducted focus groups with CTE administrators to validate and better understand the <u>CTE</u> teacher shortage problem.
 - Strong consensus about the problem—teacher shortages in target programs.
 - Costs (time, commute) of alternative certification is often prohibitively expensive.
 - Recommendation to allow professionals to teach CTE part-time.

4. Responding to the Teacher Shortage



- Resources: OCR wins \$800K Teacher Pathway Initiative grant to recruit professionals in demand industries as CTE teachers.
 - The data from the Heldrich Center analysis proved critically important. Knowing the median age of CTE teachers by key industry career clusters helped us to pinpoint recruitment efforts and make the case to win resources for the TPI initiative. –Marie Barry, Former Director Office of Career Readiness

5. Implementing the Teacher Pathway Initiative (TPI)



- Early Implementation: 3 Components:
 - CTE Teacher Bridge: equips general ed. teachers to become CTE teachers by:
 - Obtaining an industry-valued credential
 - Participating in a paid summer industry externship
 - Working with a CTE teacher mentor
 - Industry Fellows Program: equips industry experts to become CTE teachers by:
 - Reimbursing participants' licensing and certification costs
 - Allowing participants to satisfy 100-hour classroom requirement part-time, while keeping their full-time jobs
 - Working with a CTE teacher mentor
 - Marketing Campaign: solicits interest from districts and prospective teachers

6. Second-stage decision-relevant research questions



- Implementation Questions:
 - How effectively do the newly recruited CTE teachers fill the need?
 - What combinations of teacher, district, and subject characteristics are associated with sustainable and effective service?
 - Can we use administrative records to identify promising matches of prospective teachers and districts?
- "Need Assessment" Questions:
 - Which types of CTE programs work best for whom in terms of college and career outcomes?

Lessons of the OCR CTE effort...

CTE is a natural audience for P20W systems: P20W systems like NJEEDS are especially valuable to CTE programs, responsible to bridge the gap between K-12 and career.

Seasoned administrators reforming service-rich systems are best prepared for early wins: CTE administrators in *service rich* environments and *already on the path to reform* are well prepared to learn from P20W systems, in part because they know what they need to know.

Collaborative, persistent epistemic communities achieve change: Strong university-state partnerships committed to continuous data-driven decision-making can chart a consistent course, tacking across the shifting winds of initiatives and grant opportunities.

Building evidence and building consensus go hand-in-hand: Building policy evidence entails a lifecycle of grounded research – starting with questions of relevance from administrators, conducting rigorous quantitative analysis, validating and clarifying in dialogue with field-level program administrators, and implementing responsive, feasible adjustments.

Rutgers

Sustaining the NJEEDS across administrations...

- Christie Administration (2010-2018):

- Tri-agency partnership formed to leverage DOE SLDS (2012) and DOL WDQI (2012 & 2014) grants.
- Process for linking records across systems established and validated.
- Five-year, tri-agency data sharing agreement signed.
- Initial state appropriation of \$500,000 to support the initiative.

- Murphy Administration (2018-):

- Transition team reports call for data-driven decision-making informed by NJEEDS.
- Second, annual state appropriation of \$500,000 along with contributions from partner agencies.
- Senior Commissioner-level data governance committee established.

Questions?

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nationalskillscoalition.org/national-initiatives/ workforce-data-quality-campaign

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Strategies for Linking K-12 and Workforce Data Systems

Questions?

Elizabeth Dabney, Data Quality Campaign *Jenna Leventoff,* Workforce Data Quality Campaign *Ross Goldstein,* Maryland Longitudinal Data System Center *David Seith,* Rutgers John J. Heldrich Center for Workforce Development





Using Data to Influence Policy Change

Fall Cross-State Meeting

Thursday October 4th

Using Data to Influence Policy Change

- *Manny Lamarre,* Executive Director, Nevada Governor's Office of Workforce Innovation (OWINN)
- Shaun Engstrom, Apprenticeship Program Liaison, Oregon Employment Department



Using Data to Influence Policy Change -Manny Lamarre, Executive Director

Governor's Office of Workforce Innovation (OWINN)





How do you feel about data?


"In God [I] <u>trust</u>, all others must bring data." -unknown







OWINN helps drive a skilled, diverse, and aligned workforce in the state of Nevada by promoting cooperation and collaboration among key 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 Priorities 2018-2019

Aligning workforce training with labor market data through policies & practices

Scaling work-based learning and Registered Apprenticeships

Outreach and awareness – workforce opportunities & partnerships

Once Upon A Time.....



But then he hit rock bottom.....



Nevada's record high unemployment rate.....





But after finding a special person that helped him focus on his priorities......





Jobs Growth & Diversification Efforts





Nevada Governor's Office of **ECONOMIC DEVELOPMENT**



Even in a royal marriage, things are not perfect (In-laws)



Similar problems are Lurking in Nevada's Workforce Ecosystem

Middle Skills Jobs Gap



A gap of roughly ~28,000 workers exist in middle skills jobs in the state

Percent Alignment with Skill Level High: 23/25 Middle: 49/51 Low: 26/26





Gaps in College & Career Readiness





33.67%

🖬 Do 🔳 Do Not

2014

Going to the source...listening to student perspectives



Response Distribution & Age of Respondents

782 state

wide

County	Response	Distributi
	S	on
Carson City	63	8.1%
Churchill	18	2.3%
Clark	411	52.6%
Douglas	24	3.1%
Elko	91	11.6%
Esmeralda	0	0.0%
Eureka	1	0.1%
Humboldt	10	1.3%
Lander	6	0.8%
Lincoln	3	0.4%
Lyon	33	4.2%
Mineral	2	0.3%
Nye	26	3.3%
Pershing	1	0.1%
Storey	0	0.0%
Washoe	88	11.3%
White Pine	did not Streetly pr	ovide t0.6%



Perception About Employment Barriers



Perspectives of Young Adults

- Regardless of age, young adults believed that education (four-year college degree) is their greatest barrier to employment.
- Young adults were divided amongst transportation, soft skills, job functioning skills, and not being sure about the additional barriers they faced to employment (depending on the age group).
- ✓ Young adults expressed concerns that the lack of job function skills was strongly attributed to their inability to access training or gain relevant work experience.
- Young adults perceptions of industries were limited to occupations of parents or close adults or industries with strong regional presence.
- ✓ Young adults believe that schools (K-12 and postsecondary) are the place to support them in removing barriers to employment by equipping them with career skills.

"HOW CAN WE GET EXPERIENCE IF EVERY JOB WE APPLY TO REQUIRES EXPERIENCE?"

– Nevada Student



We are using these data points to influence policy and craft solutions



Work-Based Learning Helps Students Overcome Obstacles



NEVADA'S BIG GOAL



Building Skills for the New Nevada



Defining Work-Based Learning



Work-based learning provides students with authentic work experiences where they apply and develop employability and technical skills that support success in careers and post-secondary education." –National Governor's Association

High-quality work-based learning incorporate: Academic alignment, employer engagement, pursuit of industry-recognized credentials, & connection to employment

Initial successes & outcomes Nevada can cheer for...



State Policy Changes

- SB 516 statewide coordination between agencies, aligning with economic development, changes to Registered Apprenticeships
- SB66 K-12 WBL bill
- SB19 Dual enrollment
- AB7 college & career readiness diplomas

DOL, NGA & NSFY

- Expansion & Accelerator Grants
- NGA Work-Based Learning Policy Academy
- New Skills For Youth

GWDB Industry Sector Councils

• LEAP

- GWDB Industry Sector Councils, GOED, DETR, State Board, & OWINN
- State & regional in-demand occupations for the
- Skills and education requirements

Registered Apprenticeships & Work-Based Learning

NGA Work-Based Learning Policy Academy

Commitment Letters

Governor Brian Sandoval

"This initiative will allow Nevada to further integrate work-based learning in education and workforce development. As my tenure as Governor, I worked to bring together stakeholders from across the state to work collaboratively to strengthen work-based learning opportunities for young adults. Nevada is committed to scaling work-based learning to help answer the call of opportunities to foster stronger connections between education, the workforce, and economic development."

- Don Soderberg, Director, DETR
- Steve Canavero, Superintendent of Public Instruction, NDE
- Frank Woodbeck, Vice Chancellor of Workforce Development
- Cory Hunt, Deputy Director, GOED
- Brian Mitchell, Director, OSIT



Nevada's Apprenticeship Outcomes Data



Lessons in Using Data to Influence Policy Change

- Don't <u>assume people know</u> the data or <u>how to read</u> it
 - (data visualization matters: charts & graphs for nonnerds)
- 2. Use <u>stories</u> for people with big <u>hearts</u>
- 3. Use **<u>numbers</u>** for people with big <u>brains</u>
 - What are the questions you are trying to answer? (not data for data sake)
- Create a sense of <u>urgency</u> articulate the loss and gains
- 5. Have a <u>specific Ask</u> or Call to Action & <u>repeat</u> the same data over and over





How do you feel about data?







MISSION: TO MAKE REGISTERED APPRENTICESHIP OREGON'S PREFERRED WORKFORCE TRAINING MODEL.









STRENGTHENING OREGON'S REGISTERED APPRENTICESHIP INFRASTRUCTURE



- Make registered apprenticeship more user friendly
- Improve registered apprenticeships public interface
- Collaborate with the Workforce System
- Improve date collection

Demonstrate the value of Registered Apprenticeship



RETURN ON INVESTMENT (ROI) CALCULATOR

http://oregonapprenticeship.org/roi-calculator/

DEVELOPMENT PROCESS



Funded through Federal Apprenticeship State Expansion Grant

Contracted with Community Attributes, Inc.

Vendor had three deliverables

- Return on Investment Literature Review
- Return on Investment Tool
 - Interview Businesses & Apprenticeship Programs
- Return on Investment Report
DEVELOPMENT PROCESS



Purpose: To create an Online Return on Investment Tool that any business can use to determine if creating a registered apprenticeship program could help their bottom line

User Requirements:

- Easy for anyone to use
- Customizable or "cafeteria style"
- Variables could auto-populate based on findings of the study
- Clean look and feel for ease of marketing

DEVELOPMENT PROCESS



Sample Interview Questions:

- 1. What are your minimum qualifications for an applicant to your apprenticeship program? What education and/or qualifications do successful applicants have?
- 2. How much does it cost your organization on average to recruit an off-thestreet hire?
- 3. What is the value added or mark-up for an apprentice per hour?
- 4. How does the productivity of apprentices compare to the productivity of an off-the-street hire during the apprenticeship program?
- 5. What does your company typically do to train employees? Do you rely on any one person or group of persons to train new employees? Please describe their role.



BENEFITS



APPRENTICESHIP PROGRAM

Select Benefit Variables

- + Reduction in Mistakes and Errors @
- + Increased Productivity @
- + Enhanced Employee Flexibility ©
- + Grants for Training Costs @
- + Increased Firmwide Skills & Mentorship @
- + Increased Community Connection @
- + Increased Diversity @
- + Increased Innovation @
- + Increased Mentor & Firmwide Productivity **o**
- + Reduced Lateness in Jobs 🛛

WITHOUT APPRENTICESHIP



SUMMARY



ROI	WITHOUT APPRENTICESHIP	APPRENTICESHIP PROGRAM
Total Benefits ø	\$93,060	\$93,780
Total Costs	\$55,729	\$48,202
Net Cost-Benefit ø	\$37,331	\$45,578
Return on Investment ø	+67%	+95%
<i>Describe your ROI scenario here</i>		
	Download Custom Report	
	Share These Values	



LESSONS LEARNED & NEXT STEPS



- Add in a questionnaire feature
- Train staff
- Update the values as we get more information
- Publicize!

USE OF THE CALCULATOR



- Business recruitment and engagement
- Analysis tool for apprenticeship programs
- A guide for grants and investments
- Business case for Registered Apprenticeship



CONTACT

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Using Data to Influence Policy Change

Questions?

Manny Lamarre, Nevada Governor's Office of Workforce Innovation (OWINN)

Shaun Engstrom, Oregon Employment Department





State Team Time

Fall Cross-State Meeting

Thursday October 4th

State Team Time

- Alabama: Lincoln
- Idaho: Roosevelt
- Illinois: Jefferson & Washington
- Indiana: Jefferson & Washington
- Montana: Lincoln
- North Carolina: Jefferson & Washington
- New Hampshire: Caucus Room 1
- Nevada: Roosevelt
- Rhode Island: Caucus Room 1
- Utah: Jefferson & Washington

- American Samoa: Caucus Room 2
- Colorado: Caucus Room 2
- Kansas: Caucus Room 3
- Kentucky: Caucus Room 2
- Minnesota: Caucus Room 2
- Mississippi: Caucus Room 3
- South Dakota: Caucus Room 3





Host State Highlight: North Carolina

Fall Cross-State Meeting

Thursday October 4th

Host State Highlight: North Carolina

- Geoff Coltrane, Senior Education Advisor, Office of North Carolina Governor Roy Cooper
- Caroline Sullivan, Executive Director, North Carolina Business Committee for Education
- Ashlie Bucy, Deputy Director, North Carolina Business Committee for Education
- Jackie Keener, Assistant Secretary for Policy, Research & Strategy, North Carolina Department of Commerce
- *Kimberly Williamson,* Assistant Dean, Counseling and Student Services, Pitt Community College
- Crystal Folger-Hawks, Career Coach, Surry County Schools/Surry Community College







WORKFORCE CONTINUING EDUCATION





INCBCE





LINC∞IT



*Business led *Braided services *Coordinated supports

ROI



Ultimately these programs have to make sense for the company's **bottom line**. The pilot programs have been producing good results in terms of finding new talent and productivity gains. "Ultimately, it's not a charity thing because it's providing far more benefit than it's costing. Every company I know that's gone into this in a serious way has gone into it with the idea that this is going to be net benefit positive."

> Rob Austin, Ivey Business School, the University of Western Ontario

Part of the allure of such programs, is the way they tap into a business solution.

Jenny Che HuffPost

LINC∞IT

Linking Inclusion to Information Technology

"A change in perspective is worth 80 IQ points" -Alan Kay



Employment Gap

Only 14 percent of individuals with Autism Spectrum Disorder are employed. LINC...IT is the first state initiative to develop the pipeline for a neurodiverse workforce.

Benefits of Neurodiversity

Access to New Markets

Increased Talent Pipeline

Creates a positive impact on

morale and retention

Fosters Creativity and Project Innovation



For More Information

Contact Caroline Sullivan at 919-814-2023 or at caroline.sullivan@nc.gov for more information.







HE UNIVERSITY OF NORTH CAROLINA





1

Experience More; Real-World Learning for Real-Life Success

The Navigator



National Governors Association / News / News / 2017 : News

States Support Work-Based Learning to Expand Employment Opportunities

October 20, 2017

Share: 🔤 🛛 🖬 🖢 🖌 in

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- A A A+

WASHINGTON—The National Governors Association Center for Best Practices (NGA Center) announced that six states—**Alabama**, **Idaho**, **Illinois**, **Nevada**, **North Carolina** and **Rhode Island**—have been selected to participate in a policy academy focused on scaling high-quality work-based learning. Work-based learning blends work experience and applied learning to develop youth and young adults' foundational and technical skills to expand their education, career and employment opportunities.

Funded by the Siemens Foundation, the policy academy will help states create and expand work-based learning opportunities that will connect youth and young adults ages 16 to 29 with career opportunities in STEM-intensive industries (those in the science, technology, engineering and math areas) such as advanced manufacturing, health care, information technology and energy. Through the policy academy, states will share best practices, develop plans to identify and scale high-quality programs and develop policies to support and sustain work-based learning initiatives.

This work represents the second phase of a policy academy that took place from January 2016 to June 2017; meeting materials are available online from policy academy meetings in March 2016 and October 2016. Five states from the first phase (Indiana, Montana, New Hampshire, Utah and Washington) are continuing their engagement with the policy academy as "leader states" that will serve as mentors to the new cohort.

To learn more about the NGA Center Economic Opportunity Division, click here.

To learn more about the Siemens Foundation work in this area, click here.

Work-Based Learning Policy Academy







Public Schools of North Carolina State Board of Education Department of Public Instruction



NORTH CAROLINA Department of Commerce Workforce









NORTH CAROLINA Department of Commerce





Core Team

Career Awareness

Career Fairs Guest Speakers Field Trips Job Shadowing Worksite Tours *learning about work*

Career Exploration

Career Competitions Mentoring Mock Interviews Science Fairs Service Learning Teacher Externships

learning through work

Career Experience

Apprenticeships Co-Ops Fellowships Internships OTJ Training Practicums Pre-Apprenticeships

learning for work

Work based learning strengthens the state's talent pipeline by providing North Carolinians with career awareness, career exploration, and real-world career experience to build employability and technical skills.

Inspire NCBCE

The WBL Continuum

NC Job Ready is built on three core principles:

- Skills and Education Attainment Education is the foundation for a strong workforce. As the skill requirements of jobs are increasing and rapidly changing, businesses need to find people with the right skills for the jobs they create and North Carolinians need access to training so they can be ready for those jobs. To close the skills gap, Governor Cooper proposed a forward-thinking plan to provide free job training for high-demand career fields.
- Employer Leadership Employer-led job training programs have the best career outcomes. Employers know best what skills their workers need. Businesses that invest in developing North Carolina's workforce will benefit from well-trained employees and more innovative workplaces that better reflect their communities. Governor Cooper proposed an Employer Training Fund to support work-based learning opportunities like internships and apprenticeships.
- Local Innovation Communities across North Carolina are developing great local models of workforce development. North Carolina should build on those successes and replicate them in more places to continue building and expanding innovative solutions.



Supporting NC Job Ready

Governor Cooper Challenges Workforce Leaders to Increase Work-Based Learning Opportunities

New Data Tools and Greater Focus on Employer Engagement Highlighted at NCWorks Commission Meeting



N.C. governor touts importance of workforce education

Reflector.com

News Obits Opinion Workweek Sports Look Go-Guides Photos & Videos Fee

North Carolina joins work-based learning effort

The Daily Reflector

Monday, November 6, 2017



Governor Cooper Challenges Workforce Leaders to Increase Work-Based Learning Opportunities

New Data Tools and Greater Focus on Employer Engagement Highlighted at NCWorks Commission Meeting.....RALEIGH Nov 15, 2017 (Ford Porter govpress@nc.gov)

Gov. Cooper Promotes Work-Based Learning at Annual Gathering of Business and Education Leaders Governor Cooper is the Workforce Governor and the Navigator is a tool in his workforce development war chest.



Supporting NC Job Ready

Super Admin – Visibility across the entire system including all companies and resources posted.

Admin – Employer level administrator who creates a presence on the site, invites employees to engage, and determines the manner in which those employees can engage.

Employee – The creators of inventory, the people who post work-based learning activities that Navigators will leverage.

Navigator – Educators and workforce development personnel who "shop" for resources on the site and deliver those to students and job seekers.









User Profiles / Roles

Work Based Learning Programs Survey

Please tell us about your organization and the types of work based learning activities you are engaged in.

Organization Name *

Your Name *

First

Administrator's Email *

The email address of the person or email group managing the work based learning programs.

Organization's Phone Number *

Username *

Please choose a username at least 6 characters long.

Work-based learning activities your organization engages in: * Check all that apply.

- Apprenticeships
- Career or Science Competitions
- Career Panels
- Career Profiles
- Cooperatives
- Guest Speakers

Employer engagement happens two ways:

- Work-based learning employer survey
- Invitation from NCBCE, Workforce Board, Chamber of Commerce



Employer Recruitment

NC'S WORK-BASED LEARNING NAVIGATOR

Connecting classroom learning with career learning

Dashboard

Home Resources

About

Contact

Messages(1) Lo

Log Out

Dashboard	Hello Leslie Walden (not Leslie Walden? Log out)
Users	From your account dashboard you can view your recent orders, manage your shipping and billing addresses and edit your password and account details.
Invitations	To add or edit products, view sales and orders for your vendor account, or to configure your store, visit your Vendor Dashboard.
Resources	
Edit Account	
Logout	

Logout

Employer Administrator

Dashboard

Resources

Home

About Contact

Messages(1)

Dashboard Users Invitations Resources Edit Account

Logout

Select Available Resources

Apprenticeships
Career Panels
Cooperatives
Interactive Activites
Job Fairs
Mentoring
Practicums
Publications
Simulated Work Experiences
Teacher Externships

Career or Science Competitions Career Profiles Guest Speakers Internships Job Shadowing Mock Interviews Pre-Apprenticeships Service Learning Opportunities Student Led Enterprises Worksite Field Trips

Log Out

Check here if you want to review resources prior to publishing

Sav



Powered by Fidelity Investments



Employer Administrator

	Dashboard Home Resources	About Contact	Messages(1) Log Out	
Dashboard	Create Invitation			
Users	Email Address:			
Invitations	Ashlie.bucy@nc.gov			
Resources	Submit			
Edit Account				
Logout				



Powered by Fidelity Investments



Employer Administrator

	Dashboard	Home	Resources	About	Contact	Messages(1)	Log Out	

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I	112	VIL	au	U	15
	•••	• • •		-	

Create

SENDER	RECIPIENT EMAIL	CREATE DATE	LAST SENT DATE	ACCEPTED
Leslie Walden	Ashlie.bucy@nc.gov	2018-09-20	2018-09-20	N
Leslie Walden	Christian.Felkl@fmr.com	2018-08-22	2018-08-22	Y

Edit Account

Dashboard

Invitations

Resources

Users

Logout



Powered by Fidelity Investments



Employer Administrator

Dashboard

Reports

Invitations

Users

Resources

Account

Logout

Reports

Filters

09/13/2018

Snapshot	C
	\sim

09/15/2018

Range

Advanced Filters

□ Guest Speakers

□ Additional Option 1

□ Additional Option 2

□ Additional Option 3

□ Additional Option 4

□ Internships

TARGET AUDIENCE

- □ Elementary School
- □ Middle School
- □ High School

STATUS

- □ Active
- □ Inactive

CAREER CLUSTERS

- □ Business Management & Administration
- □ Finance
- □ Human Services
- □ Information Technology
- □ Marketing, Sales & Service
- □ Science, Technology, Engineering & Mathematics

COMPANIES

Choose Companies

COUNTIES

Choose Counties





Marketing, Sales & Service (15%)

Science, Tech, etc. (15%)

NC'S WORK-BASED LEARNING NAVIGATOR

Connecting classroom learning with career learning

Dashboard

Resources

Home

About Contact

Messages(0) Log Out

Resources

Dashboard

Orders

Edit Account

Logout

Hello Kristen Thompson (not Kristen Thompson? Log out)

From your account dashboard you can view your recent orders, manage your shipping and billing addresses and edit your password and account details.

nest novate NCBCE

Employee

NC'S WORK-BASED LEARNING NAVIGATOR

Connecting classroom learning with career learning

Dashboard

Resources

Home

About Contact

Log Out

Messages(0)

Edit Account Logout	Resource Listings View Resources Created by Me View Company Resources	
Orders	Internships	
Resources	 ✓ Apprenticeships Career Panels Guest Speakers 	÷
Dashboard	Select Resource to Create:	

Employee

Browse Resources by County



Search Resources by Keyword

Search



The Navigator
Home » Resources

RESOURCES

Provided By: Cisco

Default sorting -Showing all 9 results CAREER CLUSTERS Business, Management & Administration Finance Human Services Information Technology Marketing, Sales & Service Science, Technology, Engineering & Mathematics Fidelity Java Senior Software Associate, Category Energy Marketing Fidelity Financial Engineer Operations Coordinator Engineer Provided By: Fidelity Investments Provided By: Fidelity Investments Provided By: Fidelity Investments Provided By: Cisco TARGET AUDIENCE Elementary Middle School High School COUNTIES × Orange Invest napire nnovate NCBCE Manager, Cloud Collaboration Network Consulting Engineer Regional Vice President, Senior IT Business Resiliency The Navigator Customer Success Sales Engineer Provided By: Cisco

Provided By: Fidelity Investments

Provided By: Fidelity Investments

RESOURCE TYPES

Guest Speakers

Fidelity Financial Engineer

Additional Information Attachments

Resource Category: Guest Speakers Provided By: Fidelity Investments Contact: You must be logged in to contact this user.

Overview

Description

The Financial Engineering team provides quantitative expertise to the design of next-generation institutional-grade trading algorithms and products in equity and fixed-income market. We are a member of Fidelity Centralized Electronic Trading within Fidelity Capital Markets. We work with clients to improve their trading strategy, educate them about market structure and trading tools, and provide consultation to help them solve their unique problems.

The Skills This Person Brings

- You understand electronic trading market and algorithms that achieve superior performance
- · You use KDB/Q, Python or R to see and understand large amount of data
- · You use in-depth data science and analytical knowledge to let data tell stories
- You build mathematical and machine learning models for prediction and optimize performance
- You are eager to learn new things, share ideas freely and create positive work environment
- · You have excellent presentation skill to influence product directions and work with clients

The Value This Person Delivers

- Creating predictive volume, liquidity, price, interest rate and volatility models to improve trading performance.
- · Building tools, prototypes and simulation engines to streamline processes and test new ideas
- Dissecting and comparing trading performance of algorithms, venues and traders
- · Promoting culture of innovation and thought leadership
- · Influencing product directions for the benefit of our clients

Related Resources



Provided By: Fidelity Investments



Energy Marketing Coordinator Provided By: Cisco

Manager, Cloud Collaboration Customer Success Provided By: Cisco

Associate, Category Operations Provided By: Fidelity Investments

PRODUCT

Fidelity Financial Engineer Provided By: Fidelity Investments

Proceed to checkout



The Navigator



This is the first tool North Carolina has ever had that both promotes and measures work-based learning activity across the state.

This is the first piece of a larger effort to develop a school to career exploration platform (nccareers.org). All built open source.

The Navigator makes work-based learning more accessible and equitable – important in a state like North Carolina with large number of rural counties.

This platform has been developed with a lot of our time, pro-bono development time from Fidelity Investments, and less than \$350.

We are leveraging some funding from the Department of Commerce Office of Workforce Solutions to get it ready for showtime. The Governor will unveil it at the Experience More Summit for Work-Based Learning & NCBCE Annual Meeting December 7th.



What's Next



Dashboard is where users can review their resources, users invitations, etc. As well as access the reporting features.

Navigator's Connection to Measuring WBL

The Navigator



Outputs are the direct products of program activities.

- Outputs become your <u>quantitative</u> measurements to monitor and report as part of an evaluation. Outputs are evidence that the grant-funded program's activities were performed as planned.
- Require an aggregated report

Outcomes are benefits for participants - during and after program activities.

- Outcomes are a <u>qualitative</u> measurements to monitor and report as part of evaluation.
- Outcome measurement will help evaluate the quality of services provided. Carefully
 defined outcome measures can help determine which activities to continue and build
 upon and which you may need to change in order to improve the effectiveness.
- Requires information at the individual level



Outputs & Outcomes

Why are Outcomes Important

- Measure the effectiveness of an intervention
- Identify effective practices
- Identify practices that need improvement
- Provide clarity and consensus around the purpose of programs
- Types Questions to Address?
 - What has changed in the lives of individuals?
 - Has this program made a difference?
 - How are the lives of program participants better as a result of the program?



Outputs & Outcomes



Dashboard is where users can review their resources, usersinvitations, etc. As well as access the reporting features.

Median Wages for Health Sciences at Wake Technical Community College

MEDIAN AND PER	CENTILE WAGES					VIEW CHART VIEW TABLE INFO
\$ 70,000	Median Annual Wages, with 25th to 75th Percentile Range (2007-2008 Graduates)					≡
\$ 60,000						Select one to display:
\$ 50,000			<u>.</u>	<u> </u>		 Associate's Degree in Health Sciences at Central Carolina Community College
\$ 40,000				Median wage: \$ 50,037 Interquartile range: \$ 35,41	7 - 60,195	 Associate's Degree in Health Sciences at Fayetteville Technical Community College
\$ 30,000						 Associate's Degree in Health Sciences at Johnston Community College
\$ 20,000						Associate's Degree in Health Sciences at Wake Technical
\$ 10,000						
\$ 0	After 1 Year	After 2 Years	After 3 Years	After 4 Years	After 5 Years	Note: Gaps in charts may represent suppressed data. See table for details. Data Source: NC Common Follow-up System.

Measuring WBL on the NC Continuum

Outputs Across the Continuum Reported in Aggregate

Career Awareness

Career Fairs Guest Speakers Field Trips Job Shadowing Worksite Tours

learning about work

Career Exploration

Career Competitions Mentoring Mock Interviews Science Fairs Service Learning Teacher Externships

learning through work

Apprenticeships Co-Ops Fellowships Internships OTJ Training Practicums Pre-Apprenticeships

Career Experience

WBL with current compacity to measure are all in Career Experience

learning for work

Inspire NCBCE

Outcomes Across the Continuum Reported Require Information at the Individual Level

The WBL Continuum

Outcomes along the WBL Continuum?

Linkages of Systems

- Navigator
- Homebase
- NC Tower
- NCCareers.org

Leverage States Longitudinal Data Resources

- NC Government Data Analytics Center (GDAC)
- Common Follow-Up System
- NC School Works

Leverage Partner Expertise to define qualitative measures along the Continuum of WBL (i.e. what metric can be computed to monitor the effectiveness of Guest Speakers in Middle School Classrooms?)

nvest napire NCBCE

Outputs & Outcomes

The Experience More Summit on Work-Based Learning & NCBCE Annual Meeting DECEMBER 7

A new model of engagement between educators, workforce systems, and employers to drive real-world learning for real life success.



An initiative of NCBCE Learn more at www.experiencemorenc.com

MORE

suspected to the state of the state

nspire NCBCE

The Summit







NC Works Career Coaches

Student Success Pathway



Roadmap to completion that includes connected courses, programs, and support services.

Host State Highlight: North Carolina

Questions?

Geoff Coltrane, Office of North Carolina Governor Roy Cooper Caroline Sullivan, North Carolina Business Committee for Education Ashlie Bucy, North Carolina Business Committee for Education Jackie Keener, North Carolina Department of Commerce Kimberly Williamson, Pitt Community College Crystal Folger-Hawks, Surry County Schools/ Surry Community College





Communicating and Marketing Your Vision

Fall Cross-State Meeting

Thursday October 4th

Communicating and Marketing Your Vision

• *Kimberlee Carlile,* Director of Industry and Talent Initiatives, Utah Governor's Office of Economic Development



FILLING INDUSTRY DEMAND THROUGH WORKFORCE ALIGNMENT

KIMBERLEE CARLILE, DIRECTOR OF TALENT INITIATIVES GOVERNOR'S OFFICE OF ECONOMIC DEVELOPMENT



Key Messaging

Internal document for organizations involved.

Refer to that document for all messaging, press releases, websites, etc.

Different audiences and levels of messaging outline.







Mission Statement Industry Students Job Seekers Education Partners Resources Contact Us

0



With unprecedented partnerships, we get unprecedented results.



A resource connecting industry and education in Utah



Program Messaging





Program Messaging



ABOUT THIS PROJECT THIS IS YOUR SHOT – IGNITE THE CAREER OF A LIFETIME!

Building the most advanced airplanes in the world requires all kinds of people: composite technicians, assemblers, machinists, inspectors and more. Gain experience in a growing field that has high-quality working conditions, allows you to continue your education while earning a living and provides the opportunity for you to grow your salary – the potential is yours to build.

Students will need to complete 60 hours of first semester study, 48 second semester hours of study in aerospace composites and metals at the ATC and 48 hours of student externships with one of the sponsoring employers. Click **here** for a printable externship planner.

Aerospace manufacturing certificate-holding students will have demonstrated knowledge and proficiency in basic manufacturing and will have completed classroom study such as:

TALK TO YOUR CAREER COUNSELOR TODAY!

Be sure to ask your career counselor about the requirements and benefits to getting your Aerospace Manufacturing Certificate.

EXTERNSHIP CHECKLIST

Be sure to click here to get the checklist for your externship.

CATEGORY

Students

Share



THANK YOU

talentreadyutah.com



Communicating and Marketing Your Vision

Questions?

Kimberlee Carlile, Utah Governor's Office of Economic Development



Communicating and Marketing Your Vision

What is your message to the group you are looking to reach?

Breakout conversations: 6 tables (2 per target population, worksheets provided at each table)

- Students and parents
- Industry partners
- Community partners





State Team Time

Fall Cross-State Meeting

Thursday October 4th

State Team Time

- Alabama: Lincoln
- Idaho: Roosevelt
- Illinois: Jefferson & Washington
- Indiana: Jefferson & Washington
- Montana: Lincoln
- North Carolina: Jefferson & Washington
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- Nevada: Roosevelt
- Rhode Island: Caucus Room 1
- Utah: Jefferson & Washington

- American Samoa: Caucus Room 2
- Colorado: Caucus Room 2
- Kansas: Caucus Room 3
- Kentucky: Caucus Room 2
- Minnesota: Caucus Room 2
- Mississippi: Caucus Room 3
- South Dakota: Caucus Room 3





Day Three Overview

Fall Cross-State Meeting

Friday October 5th



Policy Change and Sustaining the Work Through Transitions

Fall Cross-State Meeting

Friday October 5th

Policy Change and Sustaining the Work Through Transitions

- Catherine Moga Bryant, Executive Director, NCWorks Commission
- Siri Smillie, Education and Public Safety Policy Advisor, Montana Governor Steve Bullock
- Caroline Sullivan, Executive Director, North Carolina Business Committee for Education



Policy Change and Sustaining the Work Through Transitions

- What current efforts/ initiatives are you maintaining that have already survived leadership transitions? What made these efforts sustainable?
- What partners or new voices have you brought into your initiative to increase impact and create shared goals?
- What role will outcomes data and/or evaluations play in the sustainability of your work? How will you be able to tell success stories at key transition points in your states' governance, and who will need to hear those stories?
- What are some structural or partnership efforts in your state that you think will contribute to sustainability of your efforts?
- What do you think is missing from your team/structure that could increase initiative impact and sustain them through any transition periods?





State Team Time

Fall Cross-State Meeting

Friday October 5th

State Team Time

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- Colorado: Caucus Room 2
- Kansas: Caucus Room 3
- Kentucky: Caucus Room 2
- Minnesota: Caucus Room 2
- Mississippi: Caucus Room 3
- South Dakota: Caucus Room 3





Closing Reflections and State Report-Outs

Fall Cross-State Meeting

Friday October 5th

Closing Reflections

One person from each state team will share <u>one major goal</u> your team plans to accomplish in the next 6 months.





Policy Academy on Scaling Work-Based Learning

Fall Cross-State Meeting

Wednesday October 3rd – Friday October 5th, 2018

Raleigh, North Carolina