

# **Governors' Education Policy Advisors Institute**

September 26, 2019

## Welcome and Overview



**Beth Caron**

Director, NGA Education  
NGA Solutions: The Center  
for Best Practices




**Ben Lathrop**

English Language Arts Teacher  
Harding High School  
St. Paul, Minnesota



**Iyanna Rodgers**

Student  
University of St. Thomas

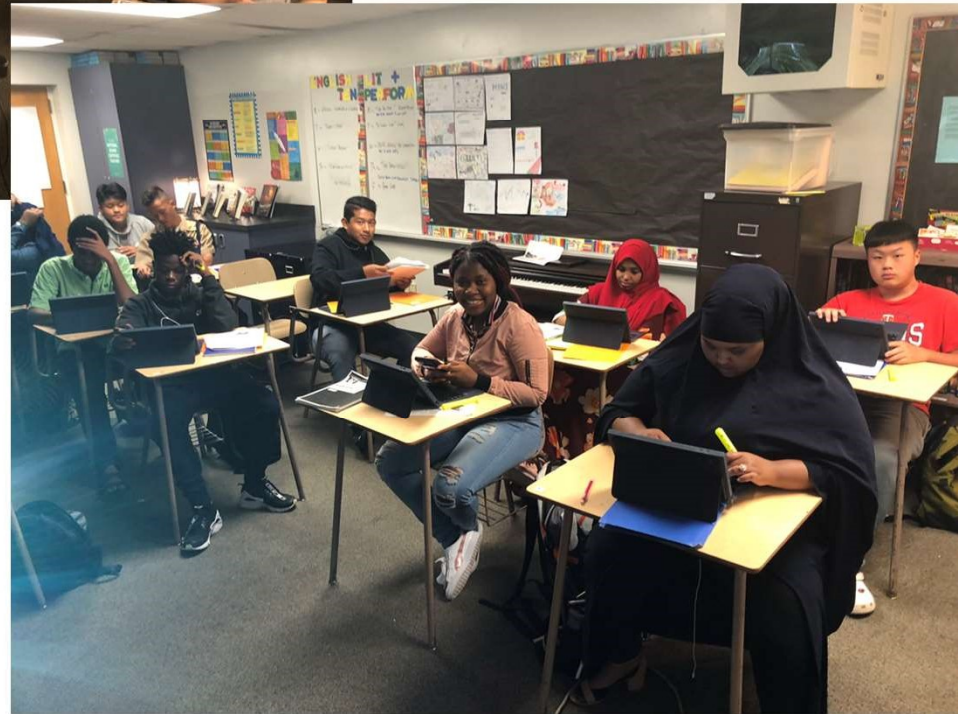


**Ben Lathrop, NBCT**  
ELA Teacher, Harding High School, St. Paul  
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@mrbenlathrop

Certified 2018  
AYA English/Language Arts  
National Board Fellow (disclaimer)  
Member, Minnesota NBCT Network













# Strengthening K-12 Teacher and Principal Development and Support Systems

## Moderator



**Seth Gerson**

Program Director, NGA Education  
NGA Solutions: The Center for Best Practices

## Speakers



**Alice Johnson Cain**

Executive Vice President  
Teach Plus



**Tara Kini**

Director of State Policy  
Learning Policy Institute



**Dr. Jackie Wilson**

Assistant Professor of  
Education and Human  
Development  
University of Delaware  
School of Education



# ***Networking Break***

# Hot Topics

## 1. Science of Learning and Development



**Scott Palmer**

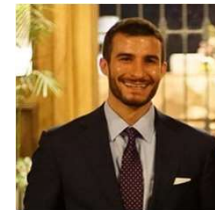
Managing Partner and Co-Founder  
EducationCounsel

## 2. State Data Opportunities: Part 1: ACT Data



**Wayne J. Camara**

Horace Mann  
Research Chair  
ACT



**Steve Voytek**

Senior U.S.  
Government  
Relations Manager  
ACT

## 3. State Data Opportunities: Part 2



**Paige Kowalski**

Executive Vice President  
Data Quality Campaign

# The Face of the Early Childhood Workforce: Leveraging ECE Apprenticeships to Bolster the Future Workforce

## Moderator



**Linda Hampton**  
Executive Director  
Governor's Office of Early  
Childhood - KY

## Speakers



**Tara Dwyer**  
Special Assistant for  
Workforce Development  
Pennsylvania Office of Child  
Development and Early  
Learning



**Siri Smillie**  
Policy Director  
Education Commission  
of the States



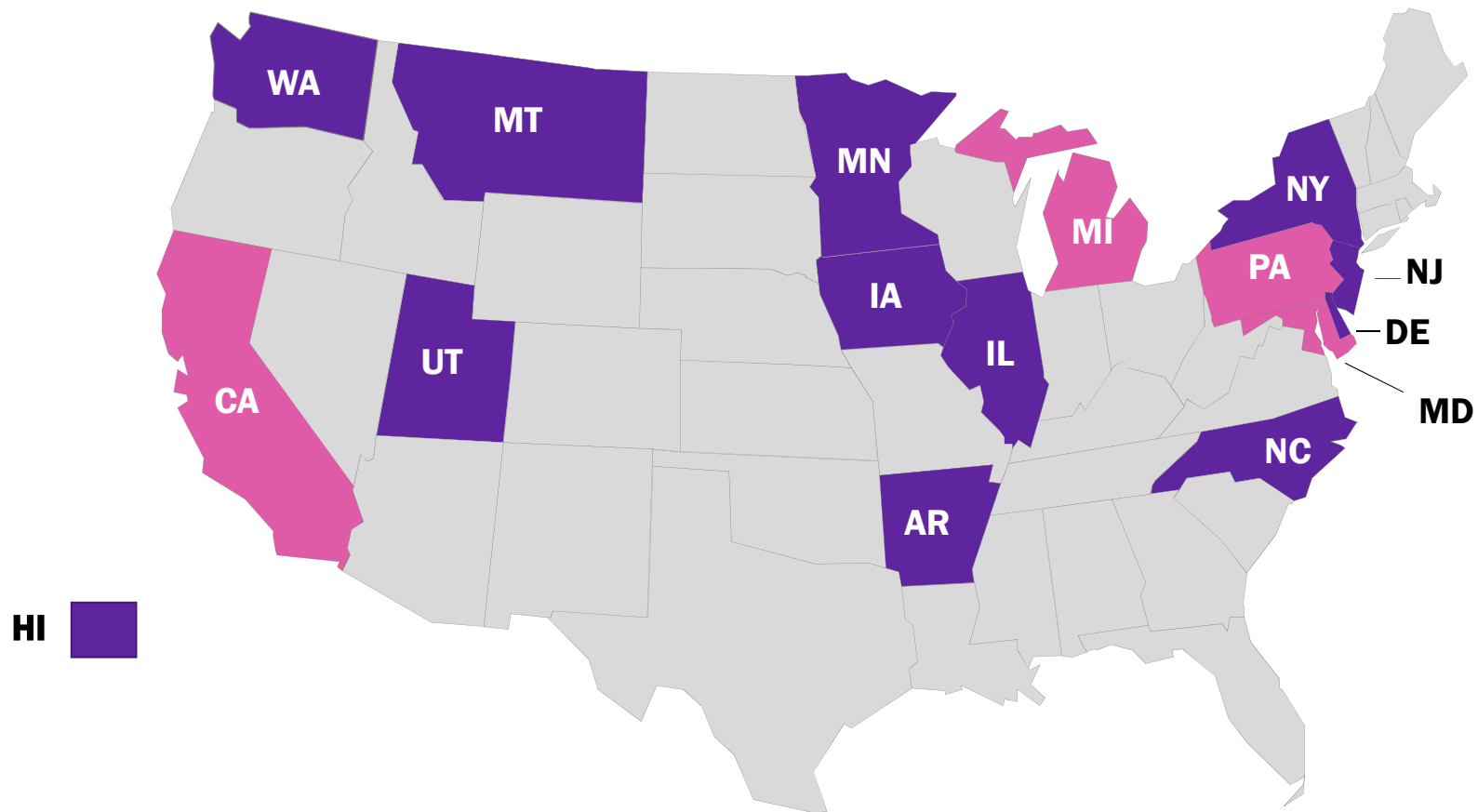
**Secretary Derrick Ramsey**  
Secretary of Education and  
Workforce Development  
Kentucky

# ECE Workforce Development Project

- **Description:** Technical assistance and grants to help states enhance the quality of early care and education (ECE) professionals by connecting states' workforce investment and strategies to the ECE field, including such strategies as revising career pathways, enhancing professional development supports, and developing data systems to track the workforce working with children ages birth through five.
- **States (Cohort 1):** Iowa, Minnesota, New Jersey, New York, Utah and Washington
- **States (Cohort 2):** Arkansas, Delaware, Hawaii, Illinois, Montana, North Carolina plus CCSSO states California, Maryland, Michigan and Pennsylvania



# NGA ECE Workforce States



# Pennsylvania's Early Childhood Educator Apprenticeship: A Collective Approach to an ECE Career Pathway



## **Supporting young child in their development isn't magic, it is skills, knowledge and competencies**



## PA's ECE Apprenticeship Design

- ❖ Emphasis on educators working with vulnerable populations in 0-8 settings
- ❖ Degree based
- ❖ Honors experience
- ❖ Specialized, equitable resources
- ❖ Blends OJT and RTI
- ❖ Workplace supports, wage increases and retention
- ❖ Registered, sponsored and employer led





## PA ECE Apprenticeship Partners

**State Sponsor:** *District 1199C Training and Upgrading Fund with Technical*

**Assistance Partners:** *First Up and Trying Together*

**Intermediaries:** *Non- Profits, Workforce Development Organizations*

**Employers:** *Child Care, School Districts and Head Start, Membership organizations*

**Related Instruction Partners:** *includes over 17 IHE's from both 2 and 4 year IHE's and a growing number of CTE programs.*

**State Partners:** *Office of Child Development and Early Learning, The Pennsylvania Key, Dept. of Labor and Industry, Dept. of Education, Dept. of Human Services, Dept. of Community and Economic Development, Early Learning Investment Commission, PACCA, PennAEYC, Early Learning Council*

## Higher Education: *Heavy lift and innovation needed!*

- 0-8 content development (ECE experience!)
- Credit for prior learning
- Contextualized General Education Courses
- Assessments for competency-based on the job learning
- Articulation agreements with competency based learning for CDA, AA, BA.
- Cohort based models, online and face to face, mixed delivery
- Intentional academic advising and academic supports such as access to technology, tutoring, etc.



## Employers: *Costs and Benefits*

- Portion of tuition costs
- Wage bumps along the way
- Release time for the apprentices to have academic support and coaching
- Supports for onsite coaching between coach and apprentice
- Cultivate a culture of learning and supportive work environments; increase retention
- Open door to mentors, faculty and more!



## PA's Work to Establish the Statewide System

- Create state infrastructure and leadership.
- Create higher ed and employer consortia.
- Support establishment of six regional hub partnerships.
- Support Training and Upgrading Fund in their sponsorship model for registering the apprenticeship programs.
- Identify ongoing funding support from various partners at state and regional levels
- Identifying what data to collect





## Infrastructure needed

- Beyond Free college
- State competitive funding opportunities: WIOA, TANF, Title II, Community and Economic Development, and H-1B funds.
- Support for bridge and academic preparation programming.
- Employer Incentives.
- Onsite Coaching Incentives.
- Centralized support for start up and collaboration
- Evaluation



# Thank You!



## First Steps for Regional Hubs

- Identify intermediary and core partners within each hub.
- Conduct a regional needs assessment; identify barriers to IHE and needed credentials
- Define coaching model and structure with IHE's.
- Recruit and establish readiness of employer partners.
- Register the apprenticeship program under the auspices of apprenticeship sponsor.
- Recruit apprentices.
- Establish specialized supports and resources.



## **Intermediaries: *Apprenticeship Compliance***

- Coordinate program across multiple employers and worksites
- Prepare and submit required documentation – minimize paperwork for worker and employer
- Provide counseling support to Apprentices and TA to employers
- Recruit employers and organize their voices in the region
- Communicate with Apprenticeship Sponsor regarding model and registration
- Organize and seek philanthropic endeavors to support apprenticeship start up and maintain of program

## Onsite Coaches and Technical Assistance: *Supports*

- Each apprentice has a coach that supports them in the day to day
- OTJL is observed by coach; reflective conversations occur
- Technical Assistance supports the coach through resources, training, reflective conversations, modeling
- Ongoing Professional Development and TA for onsite coach
- Technical Assistants serve as bridges between coach, apprentice and related instruction



## Montana's first ECE pre-apprentice



# Lunch

# Hot Topics: Education Strategies for a Skills-Based Economy



**Marni Baker Stein**

Provost and Chief Academic Officer  
Western Governors University (WGU)



# CONNECTING TALENT TO OPPORTUNITY: PREPARING FOR THE SKILLS BASED ECONOMY

Marni Baker Stein, Provost



**WGU®**

# THE NEW TRADITIONAL LEARNER

**37%**  
OLDER THAN 25



**64%**  
WORK WHILE  
IN COLLEGE



**24%**  
PARENTING



**49%**  
FINANCIALLY  
INDEPENDENT



**31%**  
AT OR BELOW  
FEDERAL  
POVERTY  
LINE



## EMERGENCY COSTS

Early data from the University Innovation Alliance (UIA), a coalition of eleven public research universities, shows that about **4,000** Pell-eligible college seniors, who are in good academic standing, are at risk of being dropped from their classes or not allowed to graduate because **less than \$1,000** is owed to their institutions.

**13%**  
LIVE ON CAMPUS



**40%**  
PART-TIME



**57%**  
ATTEND



**2-YEAR  
Colleges**

**STUDENT  
ENROLLMENT  
INCREASES**

**1996-2010:**

↑ **11% WHITE**

↑ **240% HISPANIC**

↑ **72% BLACK**

## VETERAN-STATUS

**4%** OF  
UNDERGRADS  
ARE VETERANS



but they face unique challenges, such as applying competencies learned in military service to civilian careers and academics.

## COMPLETION

**38%**  
OF STUDENTS



with additional financial, work, and family obligations **leave school in their first year**

Photo by Higher Learning Advocates at <https://higherlearningadvocates.org/resource/101-resources/>





## THE NEW TRADITIONAL LEARNER

- Regardless of age, financial independence, income levels, or ethnicity, new traditional students see education as a value-based transaction versus the emotional, coming of age decision many traditional students make.
- Their aim is not so much about creating an alma mater but treating education as an investment to improve their career outlook at present and into the future.





## HARD TRUTH 1: THESE STUDENTS ARE **NOT** WELL SERVED BY HIGHER ED

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- Of the 14 million working new traditional learners, about 6 million (43%) are low-income students.
- Low-income working learners are disproportionately Black (18%) and Latino (25%), women (58%), and first-generation college-goers (47%), while higher-income working learners tend to be White (73%).
- Low-income working learners are less likely to earn a credential overall, even if they come from the upper end of the academic performance distribution.
- Only 24 percent of part-time students (regardless of income status) earned a degree or award from their institution eight years later.





## THE NEW EARNING LANDSCAPE

- In a recent survey by SIA, 58% of US firms across sectors are reporting difficulty filling roles.
- Their greatest demand? Mid-skilled roles that require continuous technical training and human strengths, but not necessarily a four-year degree.
- More than half of the companies surveyed are investing in learning platforms and development programming
- More than a third are becoming more flexible in their educational requirements across roles.



## HARD TRUTH 2: THE NEW CURRENCY IS SKILLS – NOT DEGREES

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- Skills are the new currency of the digital age.
- The organizations are shifting from human capital management to human potential management (i.e. the continuous process of enhancing human capabilities).
- The gig economy will be the new normal. Generic and repetitive roles will become extinct, and only innovative, human-centric roles will remain.
- Life-long skilling, re-skilling and up-skilling is the new normal – “one and done” degrees are no longer enough.
- The velocity of change is crumbling the importance of the degree as primary proxy for career readiness and may make them irrelevant in the long run



## COMPANIES RELAXING EDUCATION REQUIREMENTS ACROSS ROLES

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- “College degrees don’t always prepare applicants for a job, Employers demand them anyway” – The Washington Post, September 2019
- “Apple, Google, and Netflix don’t require employees to have 4-year degrees, and this could soon become an industry norm” – Business Insider, April 2019
- “You don’t need a 4-year college degree for these high-paying jobs at Google, Apple, Netflix” – MarketWatch, April 2019
- “Google, Apple and 12 other companies that no longer require employees to have a college degree” – CNBC, October 2018



## POLICY IMPLICATIONS

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- The lifelong journey across postsecondary education and career learning is a huge uncharted territory in the policy realm.
- Existing postsecondary and workforce development policies should be altered to meet the needs of working learners as current systems are not moving fast enough to meet workforce demands.
- Policies that favor the traditional Bachelor's degree-centric model will increasingly be of limited utility in a world focused on solving complex workforce development challenges.
- The data system that connects postsecondary credentials with labor market demands is still a work in progress – how can we better support/incent it?
- Available career counseling across an individual's learning and earning career is limited and is rarely based on data about the economic value of their skills profile.





# CONTINUE TO REINVENT THE PROMISE OF HIGHER EDUCATION

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- Leverage state policy to help ALL learners transition to the skills based economy.
- Identify and address policy blockers to advance innovation and then champion solutions that lead to better student outcomes.
- Lead as the convening authority between education and businesses to drive collaboration.



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# NGA Solutions Overview & Gallery Walk



**Beth Caron**

Director, NGA Education  
NGA Solutions: The Center for Best Practices



**Amanda Winters**

Program Director, NGA Economic Opportunity  
NGA Solutions: The Center for Best Practices



# NGA Solutions Overview and Gallery Walk

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Beth Caron, Division Director, NGA Education

Amanda Winters, Program Director, NGA Economic Opportunity

# NGA Supports

- Convenings
- Communications and Publications
- Technical Assistance (TA) Activities

## Convenings

NGA Education regularly convenes governors' staff, state education leaders, and subject matter experts to discuss emerging policy issues.

### Examples include:

- Policy Institutes
- Learning Labs
- Learning Collaboratives
- Cross-State Convenings
- Workshops



## Communications & Publications

NGA Education frequently publishes written materials and produces other forms of content to highlight items such as recent state policy change and relevant research.

### Examples include:

- Monthly Newsletter
- Social Media Posts
- Blog Posts
- Reports
- Webinars





## Technical Assistance Activities

NGA engages state policymakers and their staff in technical and financial assistance activities at varying levels of intensity and lengths of time. Some intensive, long-term TA activities run for up to two years, while more general TA can have a very quick turnaround.

### Examples include:

- TA Memos
- Site Visits
- In-State Retreats
- Policy Academies
- Learning Networks



## Gallery Walk Instructions

1. Visit stations throughout the room to learn more about:
  - Convenings
  - Communications and Publications
  - Technical Assistance (TA) Activities
2. Give us feedback using dot stickers and post-it notes
3. Leave us ideas in the 'Parking Lot'

## Closing

- What did you learn?
- What has worked well?
- What hasn't worked well?
- How can NGA work better for you in the future?

***Break***

# Pathways to Postsecondary Education and The Workforce

## Moderator



**Amanda Winters**  
Program Director, NGA  
Economic Opportunity  
NGA Solutions: The Center for  
Best Practices

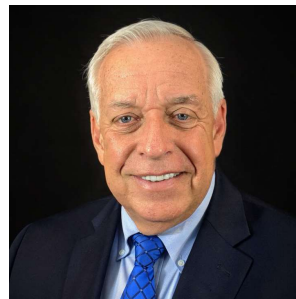
## Speakers



**Robert Balfanz**  
Professor, Johns Hopkins  
University School of  
Education;  
Director, Everyone Graduates  
Center



**Stephanie Krauss**  
Senior Director  
Jobs for the Future

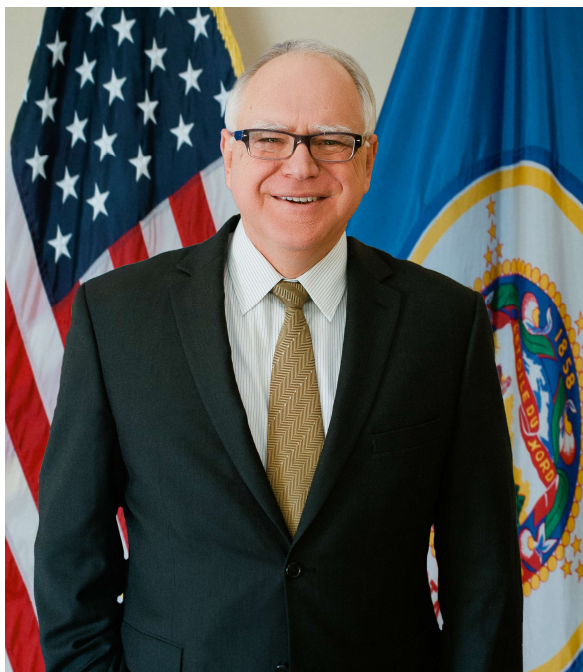


**Gary Cates**  
Senior Vice Chancellor  
Ohio Department of Education



**Ryan Reyna**  
Senior Director  
Education Strategy Group

## Featured Speaker: Governor Tim Walz of Minnesota





# Closing Remarks