Governors’ Education Policy Advisors Institute

September 26, 2019
Welcome and Overview

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

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Certified 2018
AYA English/Language Arts
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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

Wayne J. Camara
Horace Mann
Research Chair
ACT

Steve Voytek
Senior U.S.
Government
Relations Manager
ACT

2. State Data Opportunities: Part 1: ACT Data

Paige Kowalski
Executive Vice President
Data Quality Campaign

3. State Data Opportunities: Part 2
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
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.

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
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

13% LIVE ON CAMPUS
40% PART-TIME
57% ATTEND 2-YEAR COLLEGES

STUDENT ENROLLMENT INCREASES 1996-2010:
↑ 11% WHITE
↑ 240% HISPANIC
↑ 72% BLACK

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.

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

- 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

- 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

• “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**

- 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

• 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.
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

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

Gary Cates
Senior Vice Chancellor
Ohio Department of Education

Stephanie Krauss
Senior Director
Jobs for the Future

Ryan Reyna
Senior Director
Education Strategy Group
Featured Speaker: Governor Tim Walz of Minnesota
Closing Remarks