Work-Based Learning Policy Academy TA Webinar Series: <u>Measurement</u>

Friday, January 27, 2016
12:00-1:30 PM EST

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National Governors Association

Housekeeping

- Today's workshop is being recorded

- Participant phone lines are muted

- Submit questions through chat box

- If you are having technical difficulties with the webinar platform, please submit questions to Kimberly Hauge at KHauge@nga.org.
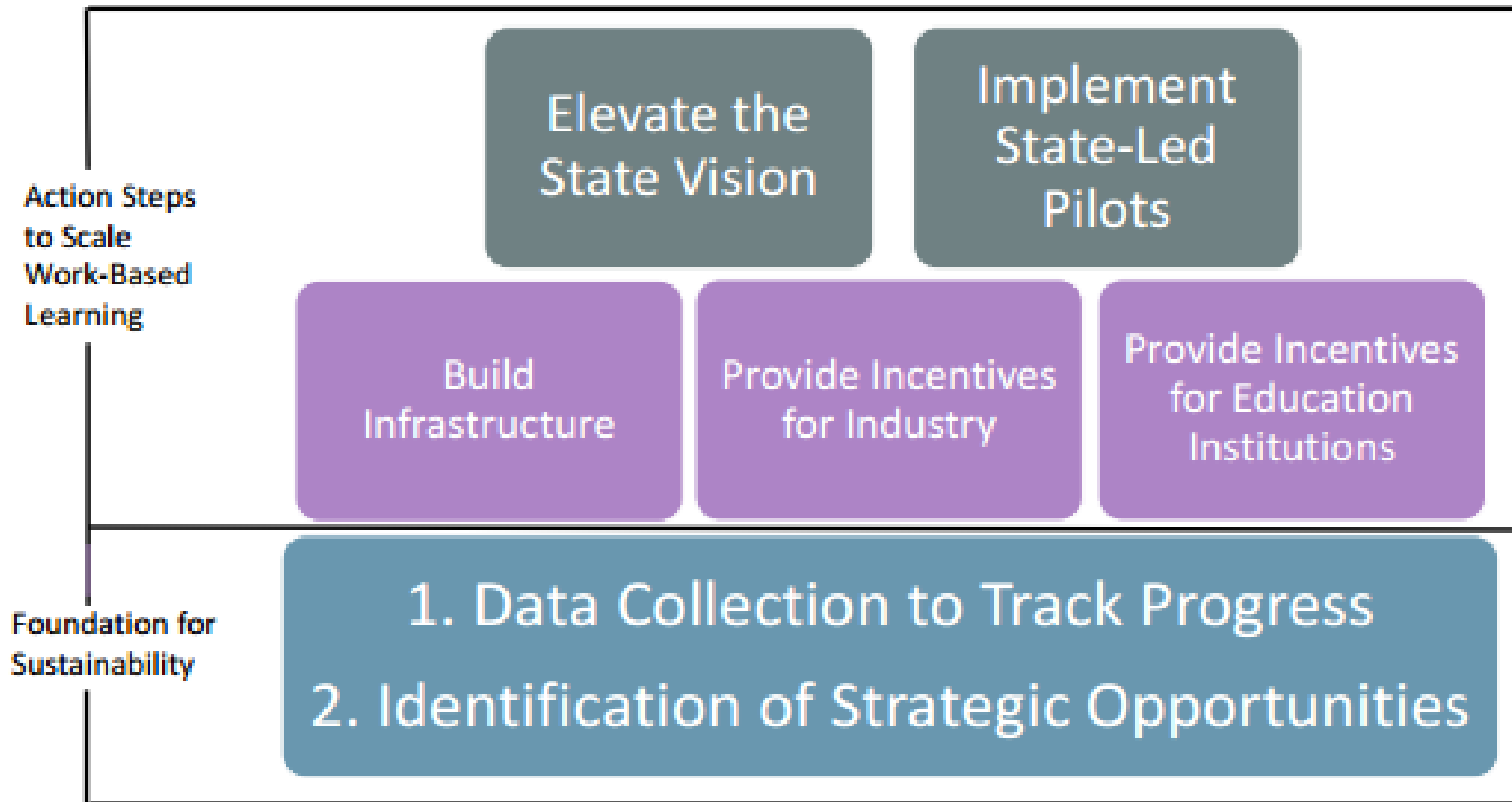
Webinar Overview

- Measurement Overview and Review of Work to Date

- WBL State Highlights:
    - Montana: Siri Smillie, Education Policy Advisor, Office of the Governor
    - Utah: Kimberlee Carlile, Cluster Pathways Specialist, Utah Governor's Office of Economic Development

- Work-Based Learning Data Collection Tool Review

- Role of Longitudinal Data Systems in Measurement Progress
    - Rachel Zinn, Director, Workforce Data Quality Campaign
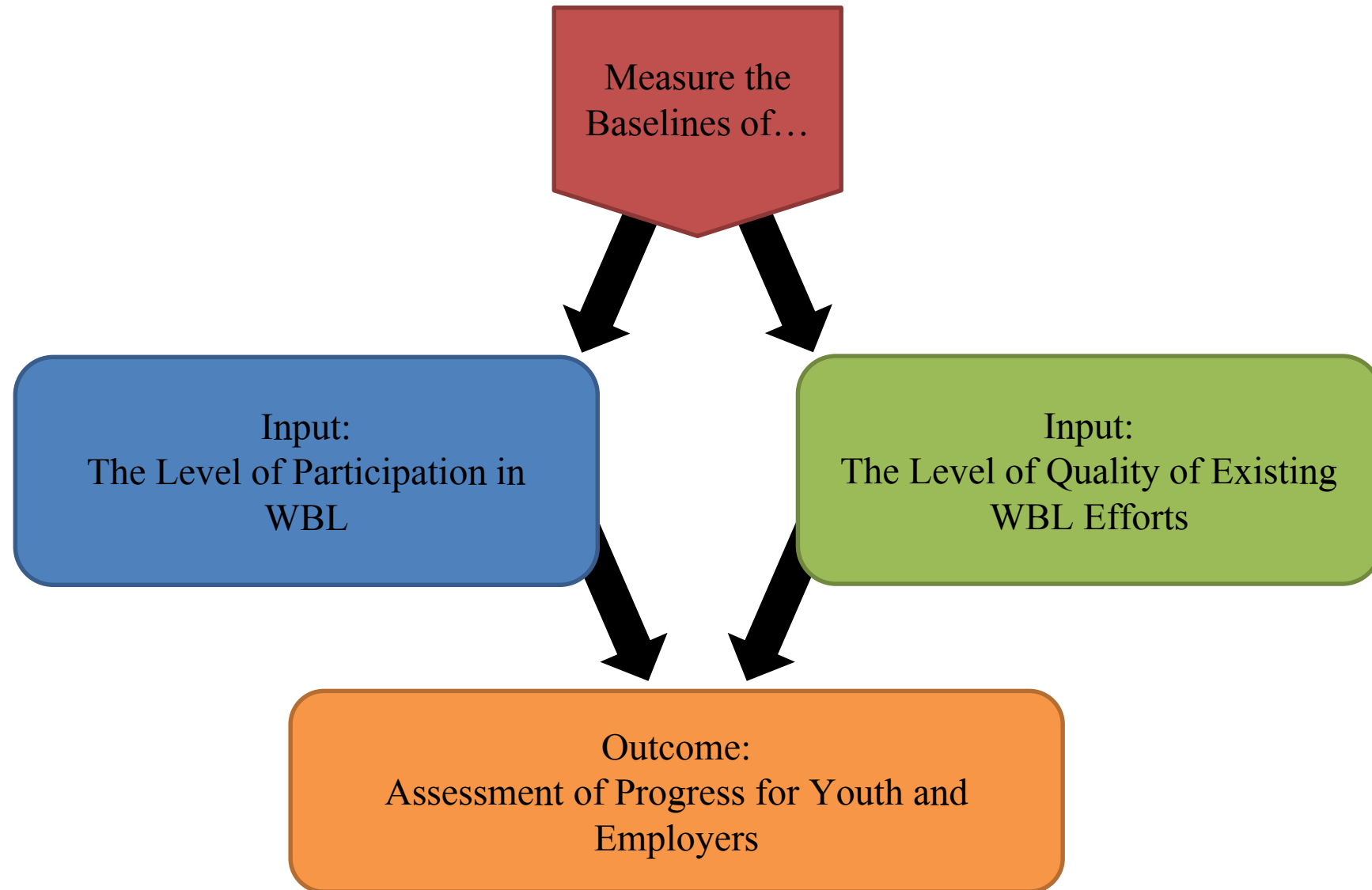
- Questions & Answers and Wrap-Up

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Measurement Overview and Review of Work to Date

Geoff King, Senior Policy Analyst, NGA Center

Figure 2. Overall State Strategy to Scale Work-Based Learning

Action Steps to Scale Work-Based Learning

Elevate the State Vision	Implement State-Led Pilots

Build Infrastructure	Provide Incentives for Industry	Provide Incentives for Education Institutions

Foundation for Sustainability

1. Data Collection to Track Progress
2. Identification of Strategic Opportunities

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Towards an Assessment Plan

Measure the Baselines of…

Input:
The Level of Participation in WBL

Input:
The Level of Quality of Existing WBL Efforts

Outcome:
Assessment of Progress for Youth and Employers

Key Themes from Baseline Data

- States track data on a broad range of WBL activities; but participant totals and funding levels are often missing or incomplete.

- Data on youth WBL participation is not readily available for many programs, particularly those outside CTE and others focused on youth.

- Outcomes data is not available for most WBL programs.

Baseline Data of Note: Other WBL

Other WBL Policy Academy State Highlights

Total Youth WBL Participation (non-apprenticeship)

- 2 states developed estimates (IA = 15,651 and UT = 8,237)

Programs that Can Support Youth WBL

- 2 states developed program inventories capturing all local initiatives (NH = 144 and WA = 220)
- Iowa developed a state program inventory (14 total programs)

Programs that Meet High-Quality Standards

- Utah assessed secondary pathways that include WBL against high-quality criteria (containing components of high wage, high skills and high demand employment)
- 31 of 76 pathways or about 41% met Utah's criteria

Key Themes from Assessment Plans

Building Data Capacity and Identifying Progress Indicators

- Additional baseline data collection and benchmark setting
- More outcomes data sought
- More systemic definitions and processes will be helpful

Measuring Increases in Quality of WBL Programs

- Quantitative outcomes and qualitative data (including high-quality criteria) proposed
- Leveraging existing data systems and working groups

Measuring Increases in Scale of WBL Programs

- Program inventories used to set baselines
- IN goal – all residents age 16-29 experience at least one kind of measurable, quality WBL

Clear Work-based Learning Partnership Agreement

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

Authentic Work Experience Component

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

Structured Learning Component

Participant engages in **structured** learning activiti to enrich and enhance knowledge, skills, ar abilities. That includes curricula linked to th sponsoring employer's skills needs and the concep participants encounter in the workplace.

Culminating Assessment and Recognition of Skills

The experience culminates in an assessment to gather sponsoring employer feedback and garner form **recognition** of participants' learning and acquired skills. A partner educational institution or third par intermediary organization carries out the assessment to ensure that recognition is aligned with the attainmer of a credential or progress along a career pathway.

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Additional Highlights from the States

- Tennessee has developed a framework for high-quality work based learning in the state's "Work-Based Implementation Guide," which clearly outlines expectations along with an evaluation and assessment process to ensure that work-based learning experiences are of high quality for the participant.

- South Carolina has incorporated WBL experiences into their high school report cards; and captures a range of WBL success measures for different types of WBL experiences.

State Highlight: Montana

Siri Smillie, Education Policy Advisor, Office of the Governor

Montana WBL Assessment Plan

- Scan of existing data systems at OPI, DLI, OCHE, COM

- State collects some data related to
  - quantity (participation)
  - quality (outcomes)

What do we know?

Career Awareness

- Number visits to the Montana Career Information System (MCIS) site
- Number of active portfolios on MCIS
- Number of sites using MCIS

Career Exploration

- Number of participants in Career and Technical Education Student Organizations (CTSO)
- Number of Jobs for Montana's Graduates (JMG) programs
- Number students enrolled in a JMG course
- JMG outcomes one year after graduation

Career Preparation

- Number of high school students enrolled in CTE courses
- Number of high school students enrolled in CTE dual enrollment courses
- Number of post-secondary students (in the Montana University System) receiving credit for internships
- Post-secondary CTE concentrators
- Students served by the TAACCCT grants (III and IV)
- TAACCCT IV program completion
- TAACCCT IV program retention
- SSN of post-secondary students with the possibility to match with wage outcomes

Career Training

- Number of registered apprentices
- Number of occupations with active registered apprentices
- Number of apprentice sponsors
- Number of current workers accessing OJT funding
- Number of Employees trained through the Worker Training Grant program
- Number of Incumbent Worker Training Grants awarded
- Number of Employees completing Incumbent Worker Training
- Retention of apprentices
- Wages and wage growth of apprentices, post-apprenticeship
- SSN of apprentices and OJT participants with the ability to match with wage outcomes

Reflections

LIMITS: WHAT WE HAVE

- Mostly quantitative
- Not much available statewide data for Career Awareness and Career Exploration
- Lack of appetite for additional data collection

OPPORTUNITIES: DIVING DEEPER

- Sector-specific analysis
- Example: health care
  - Area Health Education Centers
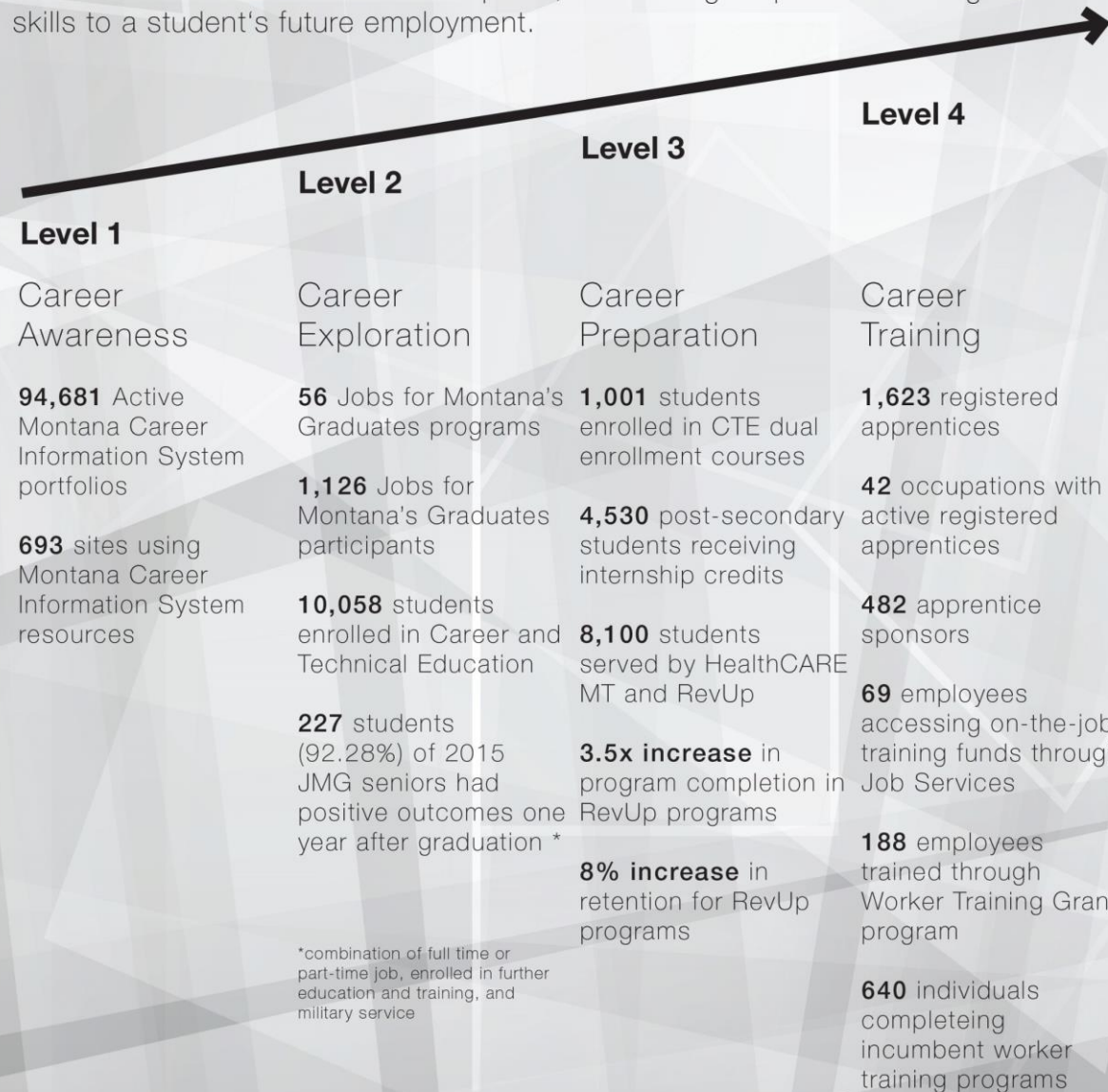 - HealthCARE MT
  - DLI Apprenticeships

How can we communicate what we know?

Measuring Work-Based Learning
Montana Baseline Data Analysis
FY 15-16

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

Level 1

Career Awareness

94,681 Active Montana Career Information System portfolios

693 sites using Montana Career Information System resources

Level 2

Career Exploration

56 Jobs for Montana's Graduates programs

1,126 Jobs for Montana's Graduates participants

10,058 students enrolled in Career and Technical Education

227 students (92.28%) of 2015 JMG seniors had positive outcomes one year after graduation *

*combination of full time or part-time job, enrolled in further education and training, and military service

Level 3

Career Preparation

1,001 students enrolled in CTE dual enrollment courses

4,530 post-secondary students receiving internship credits

8,100 students served by HealthCARE MT and RevUp

3.5x increase in program completion in RevUp programs

8% increase in retention for RevUp programs

Level 4

Career Training

1,623 registered apprentices

42 occupations with active registered apprentices

482 apprentice sponsors

69 employees accessing on-the-job training funds through Job Services

188 employees trained through Worker Training Grant program

640 individuals completeing incumbent worker training programs

Baseline report delivered to:

- Governor
- Lt. Governor
- Superintendent of Public Instruction
- Montana State Legislature
- Commissioner of Labor and Industry
- Director of the Department of Commerce
- Commissioner of Higher Education
- Chief Business Development Officer
- Board of Public Education
- Board of Regents
- State Workforce Innovation Board

Next steps

- Develop rubric of Montana Work-Based Learning Quality Indicators to include:
  - Clear partnership agreement (participants served, education/intermediary organizations involved, employer investment, partner satisfaction)
  - Authentic work experience (participants served, retention, wages, supervisor meets regularly with participant)
  - Structured learning (learning component and outcomes are clearly outlined, job description aligns with learning outcomes, learning outcomes are aligned with career pathway)
  - Recognition of skills (participant demonstrates skill attainment through final assessment, participant receives credential recognizing skills and experience, employer completes assessment of overall satisfaction)
- Determine short and long-term goals informed by baseline data report
- Sector-specific deep dive

State Highlight: Utah

Kimberlee Carlile, Cluster Pathways Specialist, Utah Governor's Office of Economic Development

PATHWAY (HW = High Wage, HS = High Skill, HD = High Demand)	2013			2014			2015			2016			Total Con + Comp	Total WBL Con + Comp	Total % of WBL Con + Comp
	Con + Comp	WBL Con + Comp	% of WBL Con + Comp	Con + Comp	WBL Con + Comp	% of WBL Con + Comp	Con + Comp	WBL Con + Comp	% of WBL Con + Comp	Con + Comp	WBL Con + Comp	% of WBL Con + Comp			
Accounting & Finance (HD)	350	57	16.29%	148	25	16.89%	280	19	6.79%	148	19	12.84%	926	120	12.96%
Agricultural Systems Technology (HS | HD)	750	81	10.80%	845	85	10.06%	918	64	6.97%	1,299	72	5.54%	3,812	302	7.92%
Animal Systems (HW | HS)							1,076	169	15.71%	897	125	13.94%	1,973	294	14.90%
Automotive Collision Repair (HW | HS | HD)	309	21	6.80%	401	21	5.24%	358	9	2.51%	413	14	3.39%	1,481	65	4.39%
Automotive Service Technician (HW | HS | HD)	1,578	135	8.56%	2,220	211	9.50%	2,299	187	8.13%	2,711	166	6.12%	8,808	699	7.94%
Aviation Technology (HW | HS | HD)				66	2	3.03%	100	2	2.00%	108	3	2.78%	274	7	2.55%
Biotechnology (HS | HD)	235	29	12.34%	182	21	11.54%	161	11	6.83%	245	28	11.43%	823	89	10.81%
Business Administrative and Technical Support (HW | HD)										1,073	206	19.20%	1,073	206	19.20%
Business Administrative Support (HW | HD)	1,064	182	17.11%	1,189	196	16.48%	839	152	18.12%				3,092	530	17.14%
Business Entrepreneurship & Operations Management (HW | HS | HD)							533	54	10.13%				533	54	10.13%
Business Entrepreneurship (HW | HS | HD)	830	105	12.65%	794	108	13.60%							1,624	213	13.12%
Business Entrepreneurship and Management (HW | HS | HD)										842	100	11.88%	842	100	11.88%
Business Management (HW | HD)	314	43	13.69%	394	38	9.64%	383	30	7.83%	237	27	11.39%	1,328	138	10.39%
Business Technology Support (HW | HS)	261	48	18.39%	289	54	18.69%	323	34	10.53%	301	42	13.95%	1,174	178	15.16%
Cabinetmaking/Millwork (HD)	1,366	135	9.88%	1,791	164	9.16%	1,979	155	7.83%	2,478	168	6.78%	7,614	622	8.17%
Carpentry (HW | HS | HD)	566	59	10.42%	578	54	9.34%	629	58	9.22%	678	91	13.42%	2,451	262	10.69%
Child Development (HS | HD)	4,562	590	12.93%	5,513	651	11.81%				6,060	574	9.47%	16,135	1,815	11.25%
Clinical Laboratory and Medical Forensics (HW | HS | HD)	25	1	4.00%	59	8	13.56%	96	12	12.50%	126	8	6.35%	306	29	9.48%
Commercial Art (HW)	683	55	8.05%	467	58	12.42%	388	47	12.11%	409	39	9.54%	1,947	199	10.22%
Commercial Photography (HD)	392	50	12.76%	569	49	8.61%	579	69	11.92%	604	51	8.44%	2,144	219	10.21%
Consumer Economics Services (HD)	341	43	12.61%	277	45	16.25%	247	25	10.12%	163	24	14.72%	1,028	137	13.33%
Cosmetology/Barbering (HS | HD)	417	15	3.60%	346	22	6.36%	382	18	4.71%	505	12	2.38%	1,650	67	4.06%
Database Development & Administration (HW | HS | HD)	355	12	3.38%	352	18	5.11%	319	17	5.33%				1,026	47	4.58%
Dental (HD)	335	28	8.36%	345	26	7.54%	416	22	5.29%	503	23	4.57%	1,599	99	6.19%
Design Technology (HW | HS | HD)	1,197	106	8.86%	1,925	195	10.13%	1,919	180	9.38%	2,136	202	9.46%	7,177	683	9.52%
Digital Media (HW | HS | HD)	1,582	106	6.70%	1,851	144	7.78%	1,932	175	9.06%	2,430	211	8.68%	7,795	636	8.16%
Early Childhood Education (HS | HD)							4,961	580	11.69%				4,961	580	11.69%
Electrician (HW | HS | HD)	37	6	16.22%	11	1	9.09%	10	-	0.00%	13	-	0.00%	71	7	9.86%
Electronics (HW | HS | HD)	206	12	5.83%	233	15	6.44%	172	10	5.81%	172	25	14.53%	783	62	7.92%
Emergency Medical Technician (EMT) (HS | HD)	208	37	17.79%	220	27	12.27%	199	25	12.56%	255	29	11.37%	882	118	13.38%
Esthetician/Nail Technician (HS | HD)	201	11	5.47%	103	2	1.94%	95	3	3.16%	87	3	3.45%	486	19	3.91%
Family & Human Services (HD)	4,396	289	6.57%	6,047	396	6.55%	5,226	294	5.63%	4,350	218	5.01%	20,019	1,197	5.98%
Fashion Design, Manufacturing & Merchandising (HW | HS)	384	54	14.06%	600	57	9.50%	521	65	12.48%	540	62	11.48%	2,045	238	11.64%
Firefighting (HS | HD)	45	8	17.78%	850	106	12.47%	1,240	137	11.05%	131	14	10.69%	2,266	265	11.69%
Food Production and Processing Systems (HW | HS | HD)							1,519	159	10.47%				1,519	159	10.47%
Food Science, Dietetics & Nutrition (HS)	2	-	0.00%	28	2	7.14%	30	4	13.33%	127	7	5.51%	187	13	6.95%
Food Services & Culinary Arts (HW | HS | HD)	799	86	10.76%	1,301	115	8.84%	1,420	183	12.89%	1,364	160	11.73%	4,884	544	11.14%
Graphics/Printing (HW | HS)	396	25	6.31%	652	49	7.52%	711	49	6.89%	919	84	9.14%	2,678	207	7.73%
Heavy Duty Diesel (HW | HS | HD)	80	4	5.00%	40	1	2.50%	51	2	3.92%	71	3	4.23%	242	10	4.13%
Horticulture Science (HD)	465	53	11.40%	515	74	14.37%							980	127	12.96%
Horticulture Science Plant Systems (HD)										611	91	14.89%	611	91	14.89%
Hospitality Services (HW | HD)	623	49	7.87%	853	55	6.45%	954	64	6.71%	969	47	4.85%	3,399	215	6.33%
HVAC (HW | HS | HD)										1	1	100.00%	1	1	100.00%
Interior Design (HW | HS)	468	51	10.90%	492	61	12.40%	475	65	13.68%	569	77	13.53%	2,004	254	12.67%
Law Enforcement (HW | HS | HD)	1,740	255	14.66%	797	119	14.93%	1,132	181	15.99%	1,836	258	14.05%	5,505	813	14.77%
Machine Tool (HW | HS | HD)	87	6	6.90%	92	11	11.96%	79	3	3.80%	100	7	7.00%	358	27	7.54%
Marketing Entrepreneurship (HW | HD)	41	2	4.88%	56	13	23.21%	77	10	12.99%	61	5	8.20%	235	30	12.77%
Marketing Management (HW | HD)	461	65	14.10%	281	32	11.39%	140	14	10.00%	165	13	7.88%	1,047	124	11.84%
Medical Assistant (HD)	153	10	6.54%	152	31	20.39%	174	14	8.05%	284	42	14.79%	763	97	12.71%
Medical Office Administrative Assistant (HS | HD)	8	-	0.00%	7	2	28.57%	5	-	0.00%	1	-	0.00%	21	2	9.52%
Natural Resource Science (HW | HS)	87	25	28.74%	112	24	21.43%							199	49	24.62%
Natural Resource Systems (HW | HS)							128	4	3.13%				128	4	3.13%
Natural Resources Science and Management Systems (HW | HS)										204	10	4.90%	204	10	4.90%
Network Systems (HW | HS | HD)	71	3	4.23%	76	7	9.21%	102	7	6.86%				249	17	6.83%

PATHWAY (HW = High Wage, HS = High Skill, HD = High Demand)	2013 Con + Comp	2013 WBL Con + Comp	2013 % of WBL Con + Comp	2014 Con + Comp	2014 WBL Con + Comp	2014 % of WBL Con + Comp	2015 Con + Comp	2015 WBL Con + Comp	2015 % of WBL Con + Comp	2016 Con + Comp	2016 WBL Con + Comp	2016 % of WBL Con + Comp	Total Con + Comp	Total WBL Con + Comp	Total % of WBL Con + Comp
Network Systems and IT Support (HW | HS | HD)										193	11	5.70%	193	11	5.70%
Nursing (HS | HD)	2,841	408	14.36%	3,160	385	12.18%	4,000	458	11.45%	3,866	465	12.03%	13,867	1,716	12.37%
Pharmacy (HS | HD)	155	11	7.10%	170	28	16.47%	170	12	7.06%	169	4	2.37%	664	55	8.28%
Plant Systems (HD)							403	70	17.37%				403	70	17.37%
Plumbing (HW | HS | HD)	9	1	11.11%	13	-	0.00%	10	-	0.00%	17	-	0.00%	49	1	2.04%
Pre-Engineering (Utah Pre-Engineering Program) (HW | HS | HD)	411	26	6.33%	436	28	6.42%	755	32	4.24%	726	28	3.86%	2,328	114	4.90%
Production/Processing Animal Science (HW | HS)	848	80	9.43%	1,469	211	14.36%							2,317	291	12.56%
Production/Processing Plant & Soil Science (HS)	2	-	0.00%	2	2	100.00%							4	2	50.00%
Production/Processing Science (HW | HS | HD)	4,257	492	11.56%	499	64	12.83%							4,756	556	11.69%
Production/Processing Science and Management Food Production & Processing Systems (HW | HS | HD)										2,684	338	12.59%	2,684	338	12.59%
Programming/Software Development (HW | HS | HD)	68	3	4.41%	114	8	7.02%	372	11	2.96%	1,094	53	4.84%	1,648	75	4.55%
Project Lead the Way (National Pre-Engineering Program) (HW | HS | HD)	793	35	4.41%	1,127	52	4.61%	1,274	49	3.85%	1,590	59	3.71%	4,784	195	4.08%
Radio Broadcasting Technician (HS)	11	1	9.09%	25	-	0.00%	45	4	8.89%	73	6	8.22%	154	11	7.14%
Sales & Service Marketing (HW | HD)	300	29	9.67%	150	23	15.33%	87	8	9.20%	76	11	14.47%	613	71	11.58%
Surgical Technician (HS | HD)	10	1	10.00%	9	-	0.00%	10	-	0.00%	9	-	0.00%	38	1	2.63%
Technical Support (HW | HS | HD)	41	3	7.32%	28	2	7.14%	63	3	4.76%	7	-	0.00%	139	8	5.76%
Television Broadcasting Technician (HW | HS | HD)	919	57	6.20%	1,045	74	7.08%	1,100	82	7.45%	1,553	109	7.02%	4,617	322	6.97%
Therapeutic Rehabilitation/Exercise (HW | HS | HD)	2,341	356	15.21%	2,460	413	16.79%	1,634	293	17.93%	3,270	484	14.80%	9,705	1,546	15.93%
Travel & Tourism (HW | HD)	56	7	12.50%	66	12	18.18%	74	7	9.46%				196	26	13.27%
Travel & Tourism Hospitality and Tourism (HW | HD)										339	36	10.62%	339	36	10.62%
Web Development & Administration (HW | HS | HD)	82	16	19.51%	92	11	11.96%	119	17	14.29%	74	13	17.57%	367	57	15.53%
Welding (HS | HD)	817	79	9.67%	990	88	8.89%	997	77	7.72%	1,004	98	9.76%	3,808	342	8.98%
Grand Total	**42,431**	**4,557**	**10.74%**	**45,974**	**4,796**	**10.43%**	**46,690**	**4,505**	**9.65%**	**53,940**	**5,076**	**9.41%**	**189,035**	**18,934**	**10.02%**

Apprenticeships	9/1/2016
Number of Registered Apprenticeship Programs	233
Number of Registered Apprentices	2968
Number of Registered Female Apprentices	95
Number of Registered Minority Apprentices	426
Number of Registered Veteran Apprentices	171
Number of Registered Apprentices Ages 16-24	792
Number of Registered Apprentices Ages 25-34	1444
Number of Registered Apprentices Ages 35+	616
Number of Different Registered Occupations	131

Workforce Service Programs	2014	2015	2016	Total
Education and Training Voucher Custom Training	8	9	12	29
Youth Employment Intership Opportunity	190	128	58	376
On-th-Job Training	57	38	15	110
Trade Custom Training	2	1	1	4
Apprenticeship - Employment	4	4	8	16
Employment Internship Opportunity	2	15	7	24
Pre-Apprenticeship Program	0	31	46	77
Work Experience	192	89	46	327

WBL Data Snapshot Tool

Geoff King, Senior Policy Analyst, NGA Center

Data Snapshot Tool Overview

- Based on WBL RFP Guidance

- **Goals:**

  - Help Policy Academy States build on existing baseline data and analysis plans, and establish a framework that can be used to report the scale of WBL.

  - Help States report WBL progress to policymakers and better tell the story of the work they are engaged in – a key factor in sustainability.

Additional Outcomes Data Reporting

Data on quality and outcomes limited and more program specific; but some information is available.

- **Quantitative outcome measures:**
  - Employment, retention, and earnings data (workforce system)
  - Program completion, credential, and degree attainment
  - Return-on-investment (ROI) analyses

- **Qualitative measures of program quality:**
  - Assessments against high-quality criteria
  - Surveys of employers and participants

Data Snapshot Tool Next Steps

- Today: Review and Feedback (during Q&A)

- Additional feedback submitted via e-mail or check-in calls by Friday, February 9, 2017

- Revised tool shared in February, with a goal of obtaining additional WBL data from grantees by mid-March; including additional outcomes/ quality data.

- Additional data reviewed at next cross-state meeting for peer learning, used to describe policy academy outcomes and help states plan next steps for sustainability.

Role of Longitudinal Data Systems in Measurement Progress

Rachel Zinn, Director, Workforce Data Quality Campaign

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WORKFORCE DATA QUALITY CAMPAIGN

POSTSECONDARY DATA

Records that measure student access, progress, success, and affordability through higher education.

WORKFORCE PROGRAM DATA

Data on participants (demographics, services received, credentials attained) in programs designed to help workers build skills and find employment.

EMPLOYMENT DATA

Information about the employee, the employer, and wages.
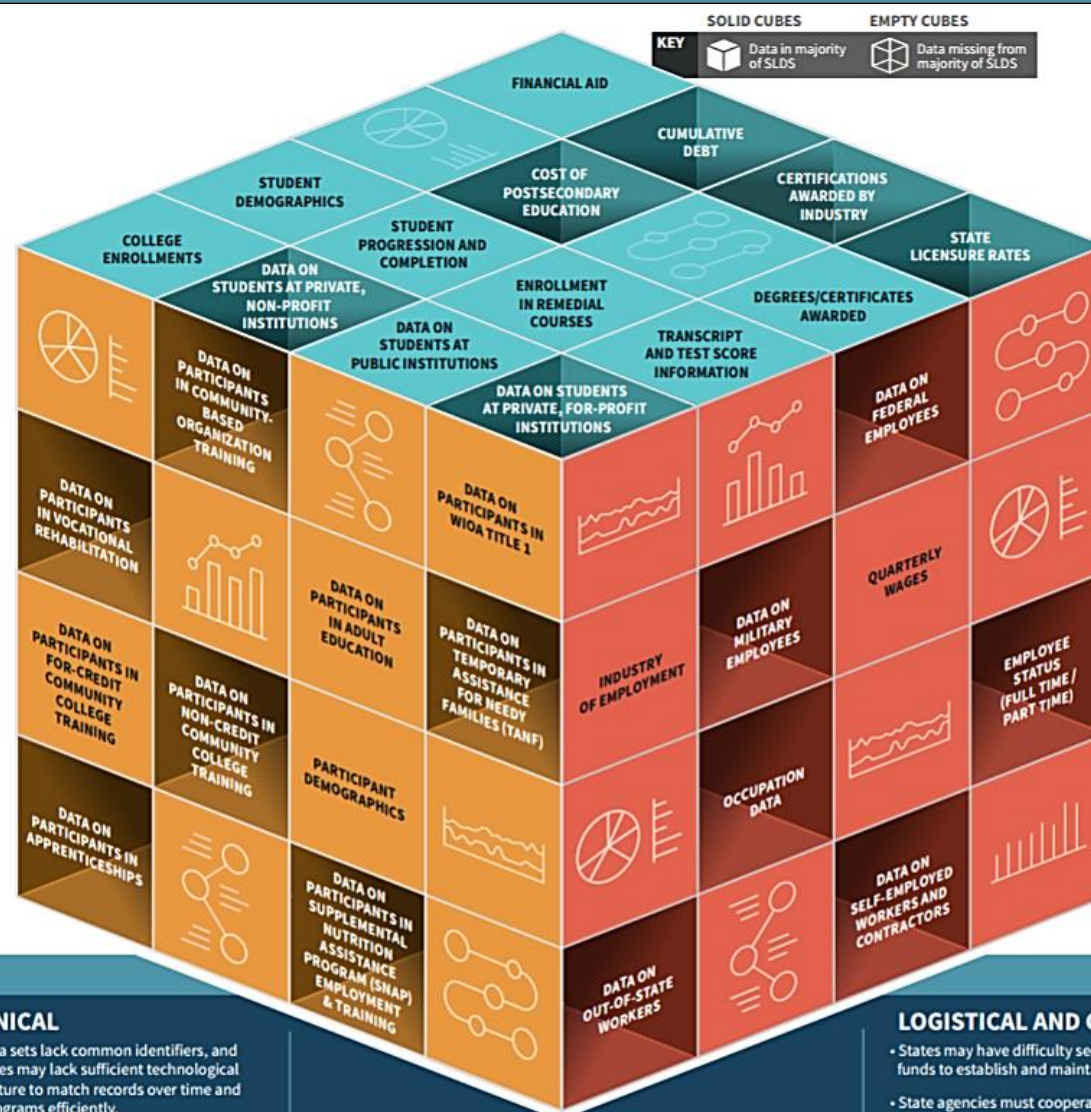
CHALLENGES TO FILLING GAPS

LEGAL
· Multiple state and federal laws and regulations restrict access to and usage of education and employment data.
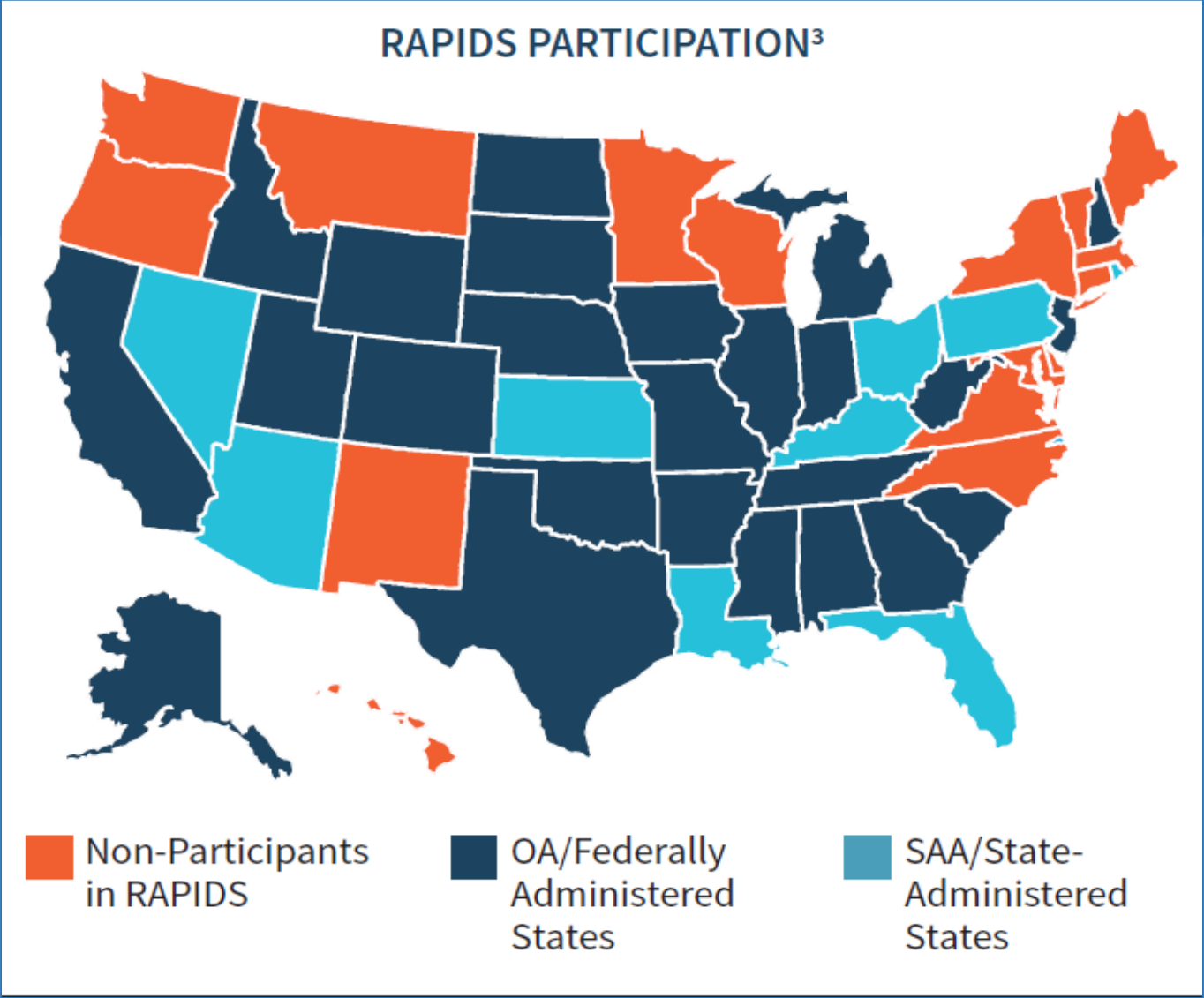
TECHNICAL
· Some data sets lack common identifiers, and some states may lack sufficient technological infrastructure to match records over time and across programs efficiently.

LOGISTICAL AND CAPA
· States may have difficulty securing funds to establish and maintain da
· State agencies must cooperate, bu trust each other to handle data app

KEY

SOLID CUBES — Data in majority of SLDS

EMPTY CUBES — Data missing from majority of SLDS

FINANCIAL AID

CUMULATIVE DEBT

COST OF POSTSECONDARY EDUCATION

CERTIFICATIONS AWARDED BY INDUSTRY

STUDENT DEMOGRAPHICS

STATE LICENSURE RATES

STUDENT PROGRESSION AND COMPLETION

COLLEGE ENROLLMENTS

DATA ON STUDENTS AT PRIVATE, NON-PROFIT INSTITUTIONS

ENROLLMENT IN REMEDIAL COURSES

DEGREES/CERTIFICATES AWARDED

DATA ON STUDENTS AT PUBLIC INSTITUTIONS

TRANSCRIPT AND TEST SCORE INFORMATION

DATA ON STUDENTS AT PRIVATE, FOR-PROFIT INSTITUTIONS

DATA ON FEDERAL EMPLOYEES

DATA ON PARTICIPANTS IN COMMUNITY-BASED ORGANIZATION TRAINING

DATA ON PARTICIPANTS IN WIOA TITLE 1

DATA ON PARTICIPANTS IN VOCATIONAL REHABILITATION

QUARTERLY WAGES

DATA ON PARTICIPANTS IN ADULT EDUCATION

DATA ON MILITARY EMPLOYEES

DATA ON PARTICIPANTS IN FOR-CREDIT COMMUNITY COLLEGE TRAINING

DATA ON PARTICIPANTS IN TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF)

INDUSTRY OF EMPLOYMENT

EMPLOYEE STATUS (FULL TIME / PART TIME)

DATA ON PARTICIPANTS IN NON-CREDIT COMMUNITY COLLEGE TRAINING

OCCUPATION DATA

PARTICIPANT DEMOGRAPHICS

DATA ON PARTICIPANTS IN APPRENTICESHIPS

DATA ON SELF-EMPLOYED AND WORKERS AND CONTRACTORS

DATA ON PARTICIPANTS IN SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP) EMPLOYMENT & TRAINING

DATA ON OUT-OF-STATE WORKERS

RAPIDS PARTICIPATION[3]

Non-Participants in RAPIDS

OA/Federally Administered States

SAA/State-Administered States

Q&A and Discussion

Please enter any questions and comments in the chat box or unmute to chime in.

Thank you for your participation!

National Governors Association

Resources

WBL Policy Academy Cross-State Meeting Resources – Iowa – October, 31 2016

- [Measurement Overview Presentation Slides](#)

- [Tennessee Measurement Presentation Slides](#) – "Tennessee's Revitalized Work-Based Learning Model" – Chelsea Parker, Tennessee Department of Education

- [Tennessee Department of Education, "Work-Based Learning Implementaion Guide"](#) (May 2016). Note that pp. 55-60 provide details on assessing skills and evaluating programs.

- [Workforce Data Quality Campaign Presentation Slides](#) – "WBL Data – A Work in Progress" – Rachel Zinn

NGA Publications

- K.Hauge and B.Parton. *[State Strategies to Scale Quality Work-Based Learning](#)* (Washington, D.C.: National Governors Association Center for Best Practices, October 31, 2016).

Other

- [AIR PowerPoint](#) – "Work-Based Learning: Promoting a Well-Rounded Education for All Students", January 10, 2017. Features information from Job's for the Future's Pathways to Prosperity Network and state examples from South Carolina and West Virginia. Note relevant slides on measurement in South Carolina – slides 37-39.

- [The Benefits and Costs of Apprenticeship: A Business Perspective](#). (Washington, D.C.: Case West Reserve University and United States Department of Commerce, November, 2016).

Resources (cont.)

Workforce Data Quality Campaign Resources

- http://www.workforcedqc.org/resources-events/resources/2016-mastering-blueprint-state-progress-workforce-data

- http://www.workforcedqc.org/resources-events/resources/data-policy-toolkit

- http://www.workforcedqc.org/resources-events/resources/mapping-postsecondary-and-workforce-information-gaps-state-data-systems

- http://www.workforcedqc.org/resources-events/resources/registered-apprenticeship-data-faqs

- http://www.nationalskillscoalition.org/resources/publications/file/10-4-NSC-YouthWorkBasedLearning_v4.pdf

National Governors Association

Upcoming Work-Based Learning Sessions

- Wednesday, February 8th, 3:00-4:00pm Eastern: WBL Learning Network Call

- Friday, February 17th, 12:00-1:30pm Eastern: Enhancing the Quality of Work-Based Learning (2nd in Series)

- Cohort-Wide TA Webinars continue monthly from March - May