Career Readiness and Work-Based Learning

Experiences in Seven States
Agenda for Today

- Welcome and Introductions
- State presentations
  - Indiana
  - Louisiana
  - Virginia
  - Washington State
- Guided discussion
- Questions and Answers
  - use the comment box to submit questions
Welcome and Introductions

Randy Spaulding
Executive Director
Washington State Board of Education

Kristen Amundson
President/CEO of the National Association of State Boards of Education

National Association of State Boards of Education
Moderator

MJ Bolt
Member, Washington State Board of Education, Eastern Washington Representative from Spokane Valley
Carrie Lively
Director of Apprenticeships and Work-Based Learning
Indiana Department of Workforce Development

Beth Meguschar
Associate Chief, Workforce Education and Training
Indiana Department of Workforce Development
Work-Based Learning in Indiana

Carrie Lively
Director of Apprenticeship and Work-Based Learning

Beth Meguschar
Associate Chief of Workforce, Education & Training
Innovative Approaches to WBL in Indiana

- Office of Apprenticeship and Work-Based Learning
  - DOL Registered Apprenticeship
  - State Apprenticeship: “Earn & Learn”
  - Work-Based Learning

- New Graduation Pathways
  - Demonstration of Employability Skills
Department of Labor Registered Apprenticeship

- Business Involvement
- Structured On-The-Job Training
- Related Instruction
- Rewards for Skill Gain
- National Occupational Credential
Indiana Earn & Learn

- Business and Educational Partnership
- Supported On-The-Job Training
- Related Instruction
- Rewards for Skill Gain
- Industry Recognized Certifications
State of Indiana: Earn and Learn

Certified Nurses Assistant:
(Semester 1: 270 Hours)

Certifications:
Phlebotomy
LEAN - 6Sigma Yellow Belt

Work-Based Learning
(Semester 2: 270 Hours)

Total: 540 Hours RI/OJT

Grade 11

IVY Tech:
HLHS 107 (5 credits)

8th Grade:
Courses at school:
Science 8
Exploring College & Careers

9th Grade:
Courses at school:
Planning for College & Careers
Biology

10th Grade:
Courses at school:
ICP or Chemistry
Work Based Learning:
Job Shadow/Industry Tour

11th Grade:
Courses at school:
Anatomy & Physiology
Health Science I
WBL/Internship

12th Grade:
Courses at school:
Biology 2
Health Science II: Nursing
WBL/Internship (CTE$)

Qualified Medical Assistant:
(Semester 1: 270 Hours)

Certifications:
Patient Care Technician
EKG Technician
LEAN - 6Sigma Green Belt

Work-Based Learning
(Semester 2: 270 Hours)

Total: 540 Hours RI/OJT

Grade 12

IVY Tech:
HLHS 117 (5 credits)

11th Grade:
Courses at school:
Anatomy & Physiology
Health Science I
WBL/Internship

12th Grade:
Courses at school:
Biology 2
Health Science II: Nursing
WBL/Internship (CTE$)

Licensed Practical Nurse/Registered Nurse:

IVY Tech:
10 Standing credits transferrable into the LPN/RN training program

Grade 13
Work-Based Learning Continuum
From **Exploration** to **Immersion**

1. **Industry Awareness**
2. **Career Awareness**
3. **Career Exploration**
4. **Career Preparation**
5. **Career Education & Training**

**Work-Based Learning**
Work Based Learning Across the Continuum

8th
Career Awareness
- Indiana Career Explorer
- Job Fair
- Interest Inventories
- Lunch and Learns
- Classroom Visits

9th
Career Awareness and Exploration
- Job Shadow
- Industry Tours
- Career Mentoring Counseling

10th
Career Exploration
- Career Research
- Job Shadow
- Mock Interviews
- Industry/College Visits
- Project-Based Learning

11th
Career Preparation
- Industry Teaches Lesson/Unit
- Internship
- Job Shadow
- Resume Writing
- School Based Enterprise

12th
Career Training Learning at Work
- Internship
- Apprenticeship
- Interviews
- Capstone Projects
Indiana Graduation Pathways:
“The world doesn’t care what you know, but what you can do with what you know!”

- Tony Wagner, Innovation Education Fellow, Harvard University
Contact

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Louisiana Presenters

Ken Bradford and Dave “Lefty” Lefkowith – Assistant Superintendents, Louisiana Department of Education; co-leaders of Louisiana’s Jump Start Program

Susana ("Susie") Schowen – Director of Workforce Initiatives, Louisiana Economic Development’s FastStart®
Louisiana Believes

Workplace-Based Learning (WBL) Innovations

June 2018
Louisiana’s Jump Start Program

1) 81% of Louisiana’s students don’t go on to attain a four-year college/university degree . . . and historically they graduated high school not qualifying for the high-wage careers in the high-demand industry sectors that drive our state’s economy.

2) **Jump Start** – a high school diploma pathway that provides students with the academic foundation, industry certifications and workplace soft skills to attain entry-level employment in high-demand industry sectors while continuing their education / training.

3) **Students must earn industry-based certifications (IBCs) to graduate** – these IBCs must be industry-promulgated and industry-valued with documented “employability value”.

4) **Accountability Parity** – accountability incentives that reward school districts and charter schools equally for high-value Jump Start outcomes and nationally-recognized academic outcomes (example: an advanced Skilled Trades, IT or Advanced Manufacturing IBC now earns districts and charter schools equal accountability points as a score of 5 on an AP test).

5) **Dedicated funding sources for career and technical education (CTE)** – because welding classes are a lot more expensive than English classes, Louisiana offers uncapped CTE funding resources tied to teacher development and investment in modern CTE facilities.

6) **Robust student choice** – over 40 pathways created by industry, educators and government agencies.
Challenges with WBL: Access and Equity

Early on during Jump Start implementation Louisiana realized the challenges in expanding WBL:

1) **Unequal access** – students in rural schools, students in alternative school programs and students with disabilities historically have had limited / no access to WBL

2) **Implementation challenges** – on-site WBL opportunities require significant start-up and on-going efforts by counselors and teachers, something not available at all high schools

3) **Limited industry selection** – on-site WBL programs can only offer opportunities in local industry sectors, which may not offer relevant career interests for many / most students

4) **Transportation barriers** – even in schools with robust WBL programs, low-income students often don’t have the transportation required to participate in WBL

5) **Exacerbating the access / equity gap** – apprenticeships (which are only possible in the minority of communities with large, engaged employers) are *great* for the students and companies involved, but exacerbate the gap between WBL “haves” and “have-nots”

*Louisiana resolved to create WBL opportunities for all students*
Approaches to Enhance WBL Access and Equity

1) **Use technology** – use on-line technology to enable students to engage with workplace experts in every industry sector they are interested in exploring (*key*: provide teachers with instructional resources so that every interaction reinforces key academic, communications and workplace skills)

2) **Use the summer** – Jump Start Summers programs must: a) provide students with on-site workplace-based learning (possible even in remote communities outside the normal school schedule); while enabling students to: b) attain IBCs; c) earn academic credits; and d) receive a summer wage

3) **Train educators** – offer in-person and online training on how to implement each type of WBL

The Universe of WBL Opportunities

1) Industry classroom speakers (in-person or virtual) – use curated / structured activities (like expert interviews)
2) Workplace field trips (including virtual visits)
3) Day-on-the-job / job shadowing
4) Job fairs
5) Internships
6) Simulated workplaces / school-based enterprises
7) Co-ops
8) Apprenticeships
### Educator Training and Support

- Comprehensive CTE leader WBL training (and eventually badging / certification): register at the Louisiana CTE Leadership Academy website: [www.lacteleaders.com](http://www.lacteleaders.com) (module 1.08)
- Summer teacher training (Super Summer Institute or SSI) – now in its fifth year (module 1.08.16)
- Online and in-person training on the Nepris platform that enables teachers to bring workplace experts into their classrooms: [www.nepris.com](http://www.nepris.com)
- Use of third-party intermediaries to provide support on specific initiatives: ex: Louisiana Council for Economic Education (LCEE) for students with disabilities: [www.lcee.org](http://www.lcee.org)
- Dept of Education Help Line: [JumpStart@la.gov](mailto:JumpStart@la.gov)

### Micro-Industry Engagement

- Column on Micro-Industry Engagement: WBL module 1.08.10
- Micro-Enterprise Credential resources: see [All Things Jump Start](https://www.louisianabelieves.com/courses/all-things-jump-start) website

### Internship Resources / ImBlaze Pilot Program

- Internship implementation resources on [All Things Jump Start](https://www.louisianabelieves.com/courses/all-things-jump-start)
- ImBlaze pilot details – contact [lefty@la.gov](mailto:lefty@la.gov)

### Virtual Workplace Experience Courses

- VWE implementation resources on [All Things Jump Start](https://www.louisianabelieves.com/courses/all-things-jump-start)
- Training details / support available from Parkview Education

### Jump Start Summers

- Implementation guide: WBL module 1.08.16
- Pilot programs evaluation reports: WBL module 1.08.17a&b

### Resources for Students with Disabilities

- [Five Minute Films](https://www.louisianna-believes.com/films): contact LCEE (laura@lcee.org)
- Bossier Parish pilot program – contact [lefty@la.gov](mailto:lefty@la.gov)
Questions / Requests for Assistance

JumpStart@la.gov  or

Dave Lefkowith ("Lefty"): lefty@la.gov
Personal cell: 310.710.3520

“open 24 hours a day – three chairs, no waiting!”
Preparing Students for their Future: Virginia Implements the *Profile of a Virginia Graduate*

Anne B. Holton
Visiting Professor of Education Policy, George Mason University
Member, Virginia Board of Education
Former Virginia Secretary of Education
May 29, 2018
NASBE/WASBE Webinar
Virginia Has Engaged in Multi-Year, Multi-Stakeholder Process

Are Virginia’s high school graduates well prepared for what comes next? What changes are needed to reach this goal?
• **EXPAND** the use of performance assessments and **REDUCE** the number of credits verified by standardized computer-based tests

• **INCREASE** internships and work-based learning experiences

• **INCREASE** career exposure, exploration, and planning

• **EMPHASIZE** the “5 Cs” (critical thinking, creative thinking, collaboration, communication, and citizenship)
In Virginia, the Life-ready Individual will, During His or Her K-12 Educational Experience:

- Achieve and apply appropriate academic and technical knowledge
- Attain and demonstrate productive workplace skills, qualities, and behaviors
- Align knowledge, skills, and personal interests with career opportunities
- Build connections and value for interactions with diverse communities
Academic and Career Development K-12 Continuum

**Elementary School**
- Awareness & Exploration
  - Students will begin the development of an Academic and Career Plan Portfolio
  - Career Cluster(s)

**Middle School**
- Development & Planning
  - Each middle school shall provide a course in career investigation.
  - Interest Inventory
  - Career Pathway
  - Begin development of a personal Academic and Career Plan for each seventh-grade student.
  - Program of Study

**High School**
- Focus & Experiences
  - Rigorous & Focused Courses
  - Work Based Experiences
  - Postsecondary Credentials

**Elementary School**
- Interest Inventory
- Career Investigations
- Curriculum
- Career Pathway

**Middle School**
- AP/IB/Honors
- CTE
- Work Based Experiences
- Performance Assessments
- Industry Certifications

**High School**
- Academic and Career Plan
- Program of Study
- Postsecondary Career Pathway

**Postsecondary Career**
- Academic and Career Plan Portfolio
- Career Cluster
- Rigorous & Focused Courses
- Work Based Experiences
- Postsecondary Credentials

**Program of Study**
- Elementary School
- Middle School
- High School
- Postsecondary Career
Preparing Life-Ready Graduates

Increase Opportunities for Internships, Work and Service-based Learning Experiences to achieve workplace and citizenship skills

- Scheduling alternatives that offer opportunities for internships, externships, work-based and service-based experiences, and credentialing
- Adding work and service-based learning experiences and earned credentials into measures of college, career, and civic career readiness
- Adjusting graduation requirements to make room for work-based learning and other innovation
What’s Ahead

Implementation begins with Entering Freshmen Class in 2018 (Graduating Class of 2022)

Actions to Build School Capacity to Meet the New Requirements

• Workplace Guidelines for Internships/Apprenticeships
• Career Counseling Platform/software
• Training/Professional Development

*Thanks to VDOE Staff for assistance with slides!
Symposium on Strengthening the Pipeline from School to Work: Private Sector and School Partnerships
George Mason University, March 8, 2018
Innovative Approach to Career Readiness & Work-based Learning in Northern Virginia

Charles Britt
STEM Education Coordinator
Northern Virginia Community College
Largest institution of higher education in the Commonwealth of Virginia – over 76,000 students

Six campuses across Northern Virginia offering

- 79 two-year degree programs
- 16 Certificate Programs
- 53 Career Studies Certificate Programs

Courses offered on-campus and online

Among the lowest tuition of any college or university in the Washington, D.C. area
◇ College-wide STEM education outreach program
◇ Public-private partnership launched in May 2013
◇ To create a pipeline of qualified graduates to meet the region’s growing need for highly-skilled STEM professionals
◇ Coordinate the *development* and *expansion* of programs and partnerships which engage and inspire students to excel in STEM
Summer Internship Program

- Open to high school and college students
- Have taken courses or background in STEM
- Runs from June to August
- Competitive hourly wage (1099)
- Work across all campuses and subjects

Focus on engineering, coding, & cybersecurity
Experience & Impact

• Students hired for a variety of roles
  ▫ Curriculum Development
  ▫ Teacher Training
  ▫ Assistant Instructor
  ▫ Project Management

• Supports ongoing K-12 engagement during school year

• Leads to industry internship and full-time employment
Maud Daudon
Executive Leader
Career Connect Washington
Career Connect Washington: Strategic Plan

NASBE Webinar

May 2018
The opportunity: Significant gap between supply and demand of skilled workers in Washington – and a large opportunity for Career Connect WA to fill it

**MANY EMPLOYERS SEEKING SKILLED LABOR**

740,000 job openings expected in WA in next five years; 70% will require postsecondary credentials

**FEW GRADUATES WITH RIGHT SKILL SET**

Only 31% of WA high school students earn a postsecondary credential

**OPPORTUNITY FOR CAREER CONNECTED LEARNING IN WASHINGTON:**

<table>
<thead>
<tr>
<th>TODAY</th>
<th>2030 GOAL</th>
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<tbody>
<tr>
<td>31%</td>
<td>70%</td>
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</table>

31% of Washington state students do earn a postsecondary credential by age 26

70% of Washington state students will earn a postsecondary credential by age 26

Source: Washington Roundtable
Context for our efforts: Success for this effort depends on a close partnership between business, labor, government, and education stakeholders across the state.
Context for our efforts: To address this opportunity, there are many career-connected learning efforts already underway in Washington.
A full-potential example: Swiss apprenticeship model has equalized unemployment rates for youth and general population (~3.1%)

- ~70% start apprenticeship at age 15
- Career fairs and recruitment start in 7th grade
- Fully permeable system fosters further education

Source: Graphic: SFS Group; Data: Die Lage auf dem Arbeitsmarkt – Swiss government September 2017 report
We will create 6 key deliverables that will enable implementation of a system of career-connected education across Washington

<table>
<thead>
<tr>
<th>10-year program vision</th>
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<tbody>
<tr>
<td>Student offering, career/ed pathways, % WA young adults enrolled, prioritized schools/districts, employer offering, prioritized industries</td>
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</table>

<table>
<thead>
<tr>
<th>Detailed system design</th>
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<tr>
<td>Identifying key tensions / tradeoffs, ways of integrating with existing programs, and target populations for both pilot and end-state phases</td>
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<table>
<thead>
<tr>
<th>10-year growth plan</th>
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<tbody>
<tr>
<td>Initiatives, owners, phasing, costs, milestones, and tracking metrics</td>
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<table>
<thead>
<tr>
<th>Funding model</th>
</tr>
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<tbody>
<tr>
<td>Including both philanthropy and self-funding</td>
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<table>
<thead>
<tr>
<th>Governance model</th>
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<tr>
<td>to be accountable for the rollout and realization of 10-year vision</td>
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</table>

<table>
<thead>
<tr>
<th>Engagement and communications plan</th>
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<tbody>
<tr>
<td>Including key actors who need to commit and support the system</td>
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</table>
Our timeless vision for career-connected learning in Washington

Every young adult in Washington will have multiple pathways toward economic self-sufficiency, strengthened by a comprehensive state-wide system for career-connected learning.

Timeless articulation of principles, values, and core capabilities

- Better outcomes for young adults: Every young adult will have agency and support to choose from a suite of pathways to credentials beyond high school and high-potential careers, including but not limited to 4-year college, and with equity of opportunity for all demographics

  Young adults will...
  - be academically prepared and work-ready
  - be supported and guided in making choices about their education and careers
  - have meaningful and engaging learning experiences
  - complete those experiences
  - gain valuable credentials for high-opportunity careers
  - move forward on their path toward careers and / or further education.

- Better outcomes for employers: Improve talent pipeline with a deeper and more diverse pool of local talent, who are work-ready and trained with relevant career skills

  Employers will...
  - have easy, accessible engagement in career-connected learning efforts
  - Increase / expand sponsorship of young adults in career-connected learning
  - have access to talented candidates that are prepared and trained to fill workforce gaps
  - improve retention of that talent over time
  - have a workforce of life-long learners, passionate about their career choices
  - be well positioned to upskill workforce to meet changing industry needs
Career-connected learning is a range of different experiences

Participants and employers can pick entry points and pathways from anywhere on this progression.

**Life-long learning and work**

- **Career Launch**
  - Programs that combine meaningful on-the-job experience and relevant classroom learning
  - Outcomes: Competitive candidate with a relevant credential beyond high school

- **Career Preparation**
  - Education or work experiences to gain hands-on skills and knowledge
  - Outcomes: Preparing to be hired and successful in the workforce

- **Career Exploration**
  - Opportunities to deep-dive into specific career options
  - Outcomes: Preparing to make choices regarding career and education pathways

- **Career Awareness**
  - Resources and events to provide early exposure to career options
  - Outcomes: Preparing to make choices regarding career and education pathways

**Enablers and support**

- Support infrastructure to enable progression across career connected learning experiences

Source: WA STEM Career Connected Learning Framework

+ thousands of other WA employers
There are many examples of these experiences in existence today.

### What are the offerings that bring these experiences to life?

<table>
<thead>
<tr>
<th>Offering</th>
<th>Description</th>
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<tbody>
<tr>
<td>Cooperative worksite learning</td>
<td></td>
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<tr>
<td>CTE concentrators</td>
<td></td>
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<tr>
<td>4 year programs with required work-based learning</td>
<td></td>
</tr>
<tr>
<td>Other Career Launch programs</td>
<td></td>
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<tr>
<td>Pre-apprenticeship</td>
<td></td>
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<tr>
<td>90 hour on-site internship</td>
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<tr>
<td>Cooperative worksite learning</td>
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<tr>
<td>CTE that meets credential and work-based learning requirements</td>
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<tr>
<td>CTC programs without required work-based learning</td>
<td></td>
</tr>
<tr>
<td>Other Career Preparation</td>
<td></td>
</tr>
</tbody>
</table>

### Life-long learning and work

- Participants and employers can pick entry points and pathways from anywhere on this progression.

### Enablers and support

- Pathway planning and support
- Funding entities
- K-12 curriculum enablers

### Career Awareness

- Career fairs
- Worksite tours
- Career Presentations

### Career Exploration

- Work based problem solving
- Job shadowing / preparation events
- Networking events

### Career Preparation

- Comprehensive Internship
- Registered Apprenticeships: Credential beyond HS only
- Youth Registered Apprenticeships: HS diploma and credential beyond HS
- CTC programs with required work-based learning
- CTE that meets credential and work-based learning requirements
- 4 year programs with required work-based learning
- Other Career Launch programs

### Career Launch

Source: WA STEM Career Connected Learning Framework

This information is confidential and was prepared by Bain & Company solely for the use of our client; it is not to be relied on by any 3rd party without Bain’s prior written consent.
Career Launch can come in many forms, but satisfies these criteria:

- At employer site or skills center (or similar)
- Paid and/or for academic credit
- High-quality supervision and mentorship plan
- Clear development plan
- Curriculum and program requirements developed with input from employers/industry
- Certified instructors
- Dedicated student support (academic and career)
- Able to successfully compete for careers
  - Careers offer economic self-sufficiency
  - Jobs are accessible for young adults
- Credential attained
  OR
- Significant progress (at least one year) towards a 2 or 4 year credential

Career Launch Programs:
Positioning our young adults for careers

Discussion of careers in focus for Career Launch in the appendix
We will know we are successful when Washington improves across 4 key metrics

Increased postsecondary credential attainment…

<table>
<thead>
<tr>
<th>2015 class of 2006</th>
<th>2030 class of 2021</th>
</tr>
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<tbody>
<tr>
<td>31%</td>
<td>55%</td>
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</table>

% WA high school students who earn a postsecondary credential by age 26

Goal of 70% for the class of 2030

...increased youth employment...

<table>
<thead>
<tr>
<th>WA unemployment rate</th>
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<tbody>
<tr>
<td>2015</td>
</tr>
<tr>
<td>Youth</td>
</tr>
<tr>
<td>12%</td>
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<tr>
<td>4%</td>
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WA unemployment rate

...and increased economic mobility...

<table>
<thead>
<tr>
<th>WA Median Household Income</th>
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<tbody>
<tr>
<td>2015</td>
</tr>
<tr>
<td>$64K</td>
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...will all drive economic prosperity in Washington

<table>
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<tr>
<th>WA 5 year real GDP CAGR</th>
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<tr>
<td>Avg. top 5 states 2011-2015</td>
</tr>
<tr>
<td>3.0%</td>
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</tbody>
</table>

Source: WA Roundtables Pathway to Great Jobs in Washington State; Bureau of Economic Analysis; Bureau of Labor Statistics; U.S. Census Bureau

Note: Assumes both youth (16-24) and WA total unemployment reach US average unemployment (4.1%); Assumes US 5 year real GDP CAGR of 2% from 2026-2030; Assumes top quartile states on average ~1.5X US 5 year real GDP CAGR based on top quartile states for 2011-2015

Source: WA Roundtables Pathway to Great Jobs in Washington State; Bureau of Economic Analysis; Bureau of Labor Statistics; U.S. Census Bureau

Increased postsecondary credential attainment…

Increased youth employment…

Increased economic mobility…

Increased economic prosperity…

Assumes 3% annual growth

Goal of 70% for the class of 2030
Next steps for June meeting and beyond

In June, we will be joined by the Government and Education working group and labor representatives for a read out to Governor Inslee on the progress and next steps for Career Connect Washington.

Build out our recommendation for governance, including the governing body which will stand up and mobilize the system, at least in the near-term.

Build out our recommendation for the funding model, which will include an estimate of costs (both start-up and ‘run rate’) and a path forward for meeting gaps.

Create an action plan for the near term, prioritizing early wins, in order to reach our 10 year ambition.

June

June

June-October

June-beyond
Discussion Topics:

- Equitable access to opportunities
- Inter-agency coordination and collaboration
- Alignment with graduation requirements and postsecondary pathways
- Indicators of success
- Employer engagement
Questions and Answers

Use the comment box to submit questions
Thank you!

This webinar and additional information will be available at the WA State Board of Education website.

Contact:
Linda.drake@k12.wa.us