



NASBE

National Association of
State Boards of Education

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

NASBE

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

A decorative graphic at the top of the slide consists of two rows of vertical bars. The top row has seven bars in red, cyan, yellow, purple, lime green, orange, and cyan. The bottom row has seven bars in red, cyan, yellow, purple, lime green, orange, and cyan. Between the two rows, there are seven grey arrows pointing downwards, each centered under a bar in the top row.

Work-Based Learning in Indiana

Carrie Lively

Director of Apprenticeship and Work-Based Learning

Beth Meguschar

Associate Chief of Workforce, Education & Training

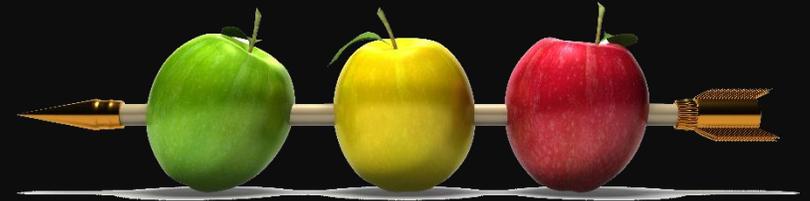
Innovative Approaches to WBL in Indiana

● Office of Apprenticeship and Work-Based Learning

DOL Registered Apprenticeship

State Apprenticeship: “Earn & Learn”

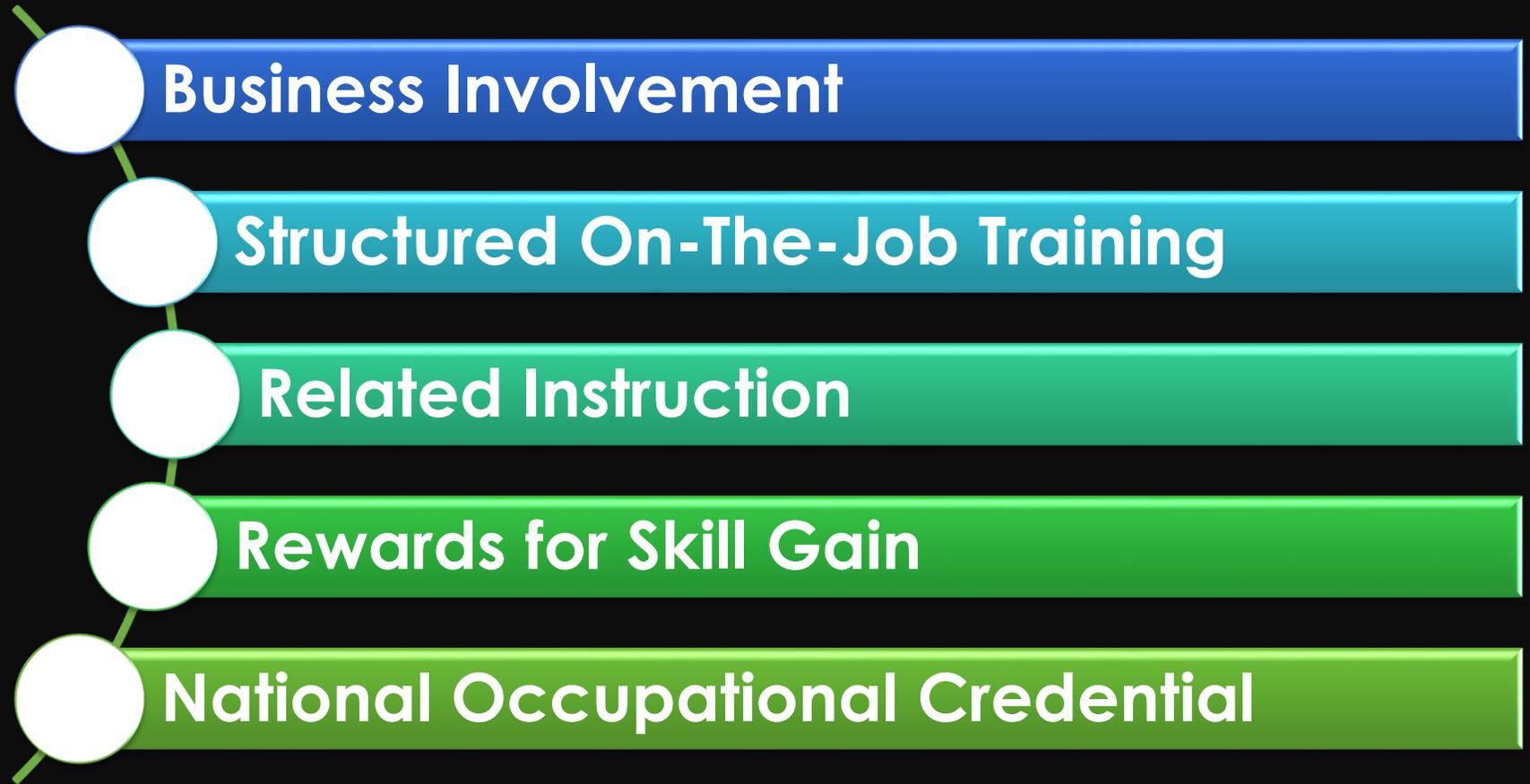
Work-Based Learning



● New Graduation Pathways

Demonstration of Employability Skills

Department of Labor Registered Apprenticeship



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)



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)



Licensed Practical Nurse/Registered Nurse:

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

Grade 13

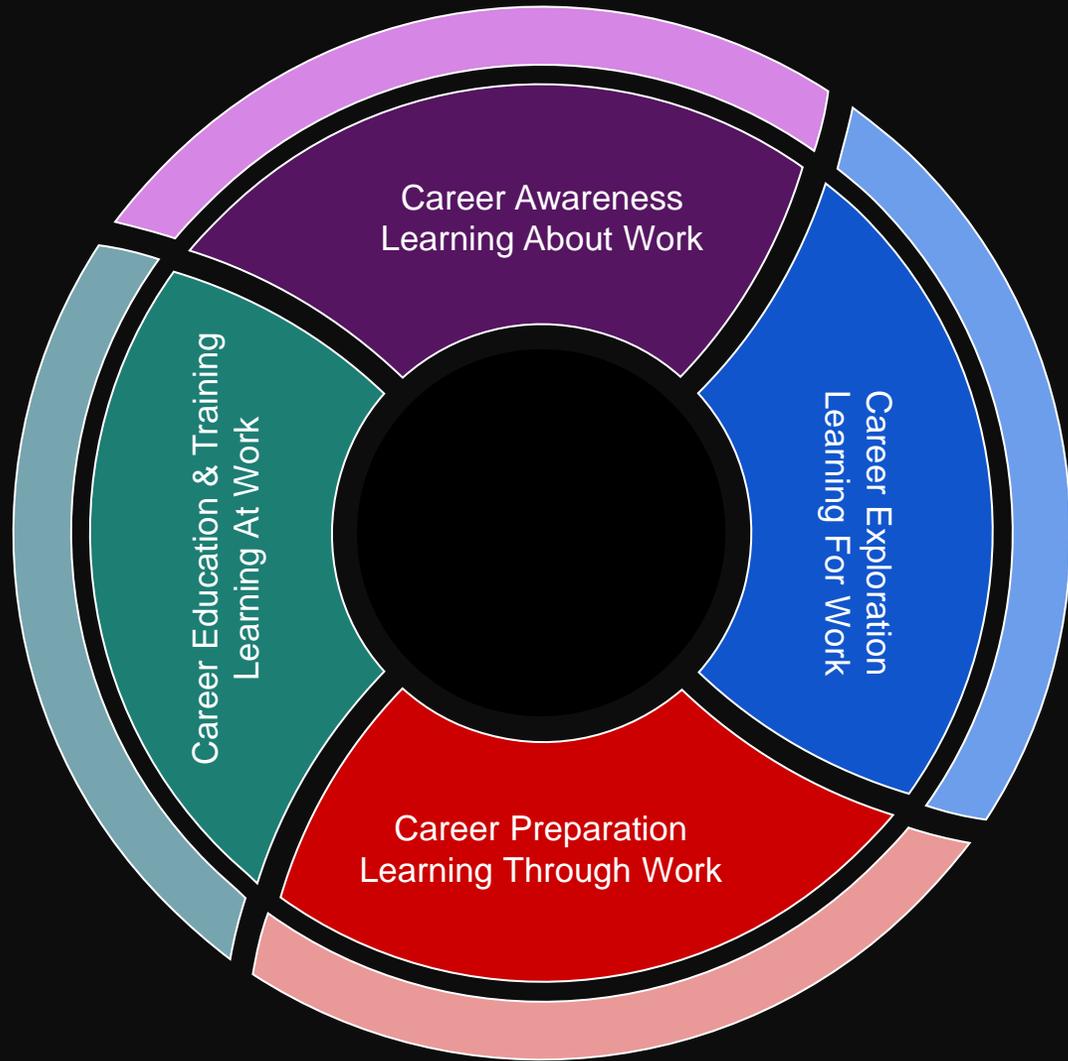
8th Grade:
Courses at school:
Science 8
Exploring College & Careers

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

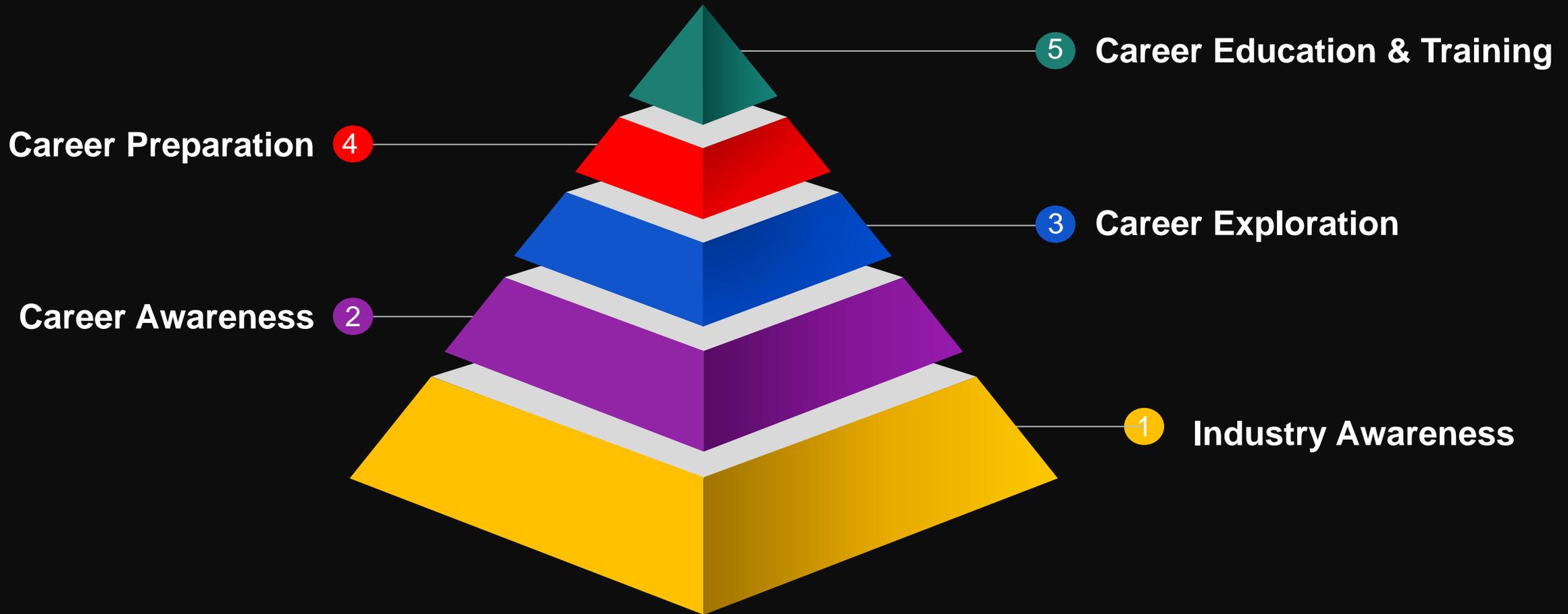
11th Grade:
Courses at school:
Anatomy & Physiology
Health Science I
WBL/Internship

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



Work- Based Learning Continuum

From Exploration to Immersion



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:

Learn and Demonstrate Employability Skills

- Project-Based Learning
- Service-Based Learning
- Work-Based Learning

“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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Indiana Department of Workforce Development
clively@dwd.in.gov



Beth Meguschar

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Indiana Department of Workforce Development
emeguschar@dwd.in.gov

Louisiana Presenters

Ken Bradford and Dave “Lefty” Lefkowitz – 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

Louisiana WBL Assets: *All Open-Source (Free!)*

Educator Training and Support	Micro-Industry Engagement
<ul style="list-style-type: none"> Comprehensive CTE leader WBL training (and eventually badging / certification): register at the Louisiana CTE Leadership Academy website: 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 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 Dept of Education Help Line: JumpStart@la.gov 	<ul style="list-style-type: none"> Column on Micro-Industry Engagement: WBL module 1.08.10 Micro-Enterprise Credential resources: see <i>All Things Jump Start</i> website: https://www.louisianabelieves.com/courses/all-things-jump-start
	<p style="text-align: center;">Internship Resources / ImBlaze Pilot Program</p>
	<ul style="list-style-type: none"> Internship implementation resources on <i>All Things Jump Start</i> ImBlaze pilot details – contact lefty@la.gov
	<p style="text-align: center;">Virtual Workplace Experience Courses</p>
	<ul style="list-style-type: none"> VWE implementation resources on <i>All Things Jump Start</i> Training details / support available from Parkview Education
	<p style="text-align: center;">Jump Start Summers</p>
	<ul style="list-style-type: none"> Implementation guide: WBL module 1.08.16 Pilot programs evaluation reports: WBL module 1.08.17a&b
	<p style="text-align: center;">Resources for Students with Disabilities</p>
<ul style="list-style-type: none"> <i>Five Minute Films</i>: contact LCEE (laura@lcee.org) Bossier Parish pilot program – contact lefty@la.gov 	

Questions / Requests for Assistance

JumpStart@la.gov or

Dave Lefkowitz (“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

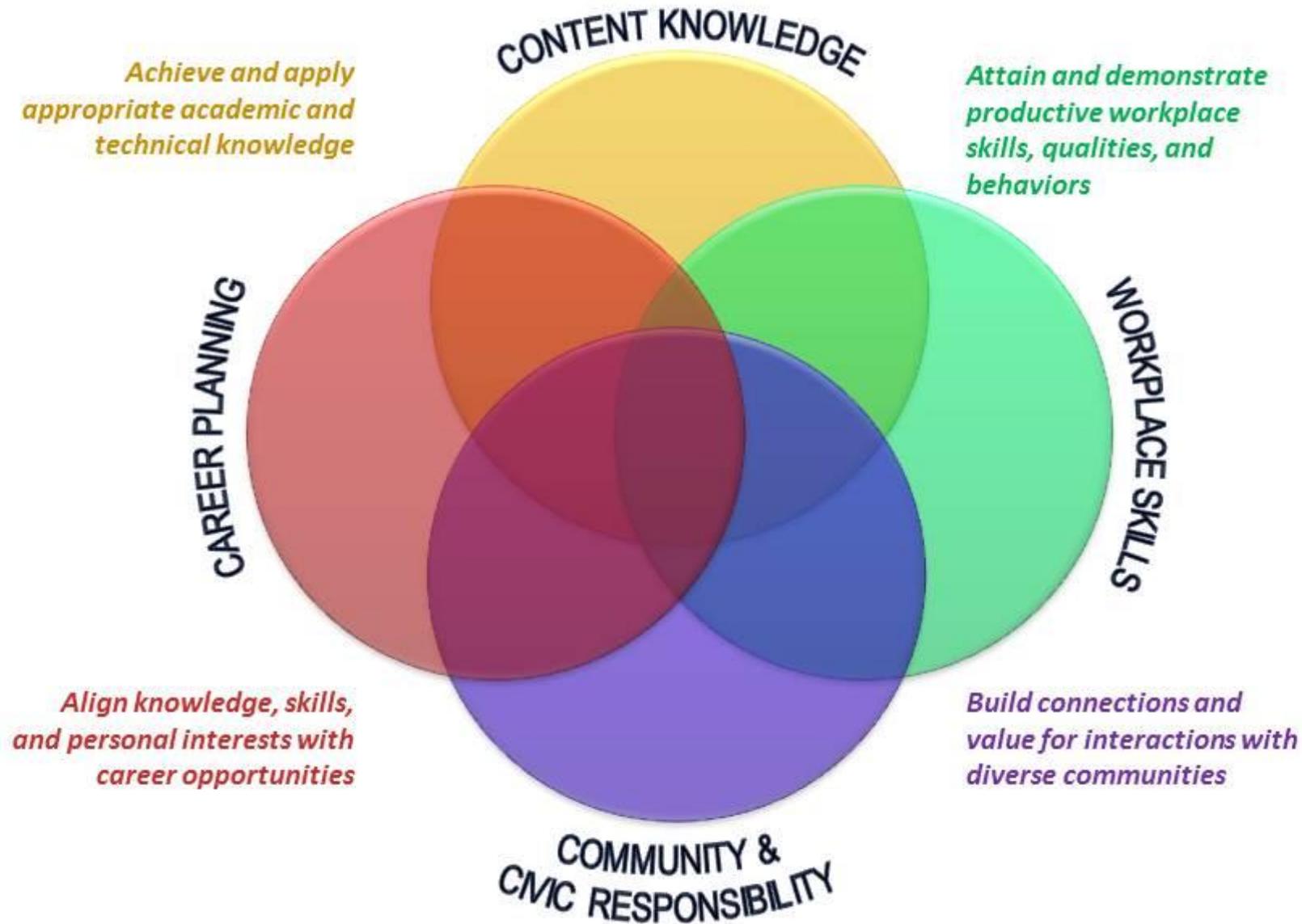
Virginia Has Engaged in Multi-Year, Multi-Stakeholder Process

*Are Virginia's high school graduates
well prepared for what comes next?
What changes are needed to reach
this goal?*

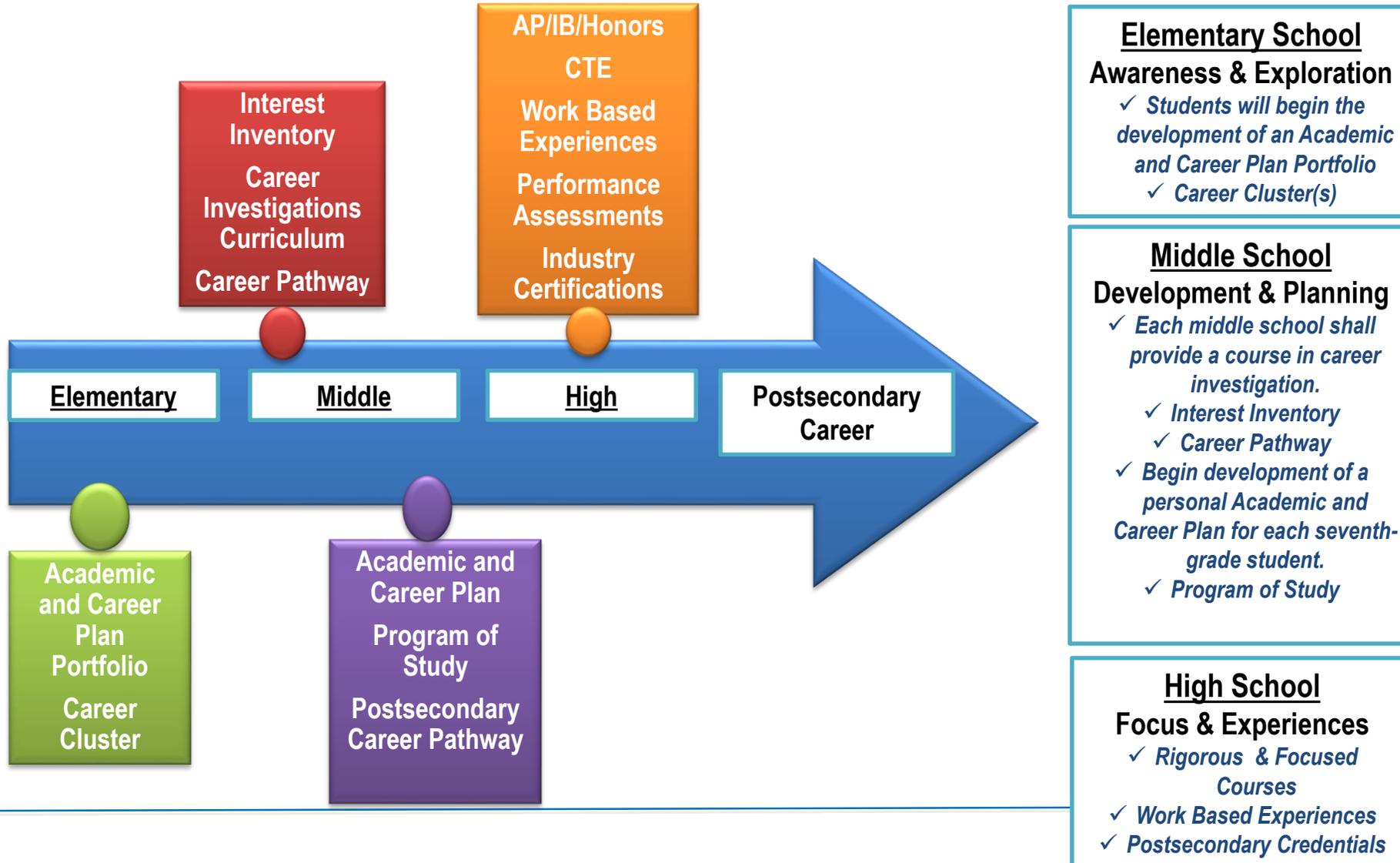


- **EXPAND the use of performance assessments and REDUCE the number of credits verified by standardized computer-based tests**
- **INCREASE internships and work-based learning experiences**
- **INCREASE career exposure, exploration, and planning**
- **EMPHASIZE the “5 Cs” (critical thinking, creative thinking, collaboration, communication, and citizenship)**

In Virginia, the Life-ready Individual will, During His or Her K-12 Educational Experience:



Academic and Career Development K-12 Continuum



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!**

— PORTRAIT OF A — HAMPTON GRADUATE

Prepared for success in careers, lifelong learning and life



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



NOVA | 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



NOVA | SYSTEMIC

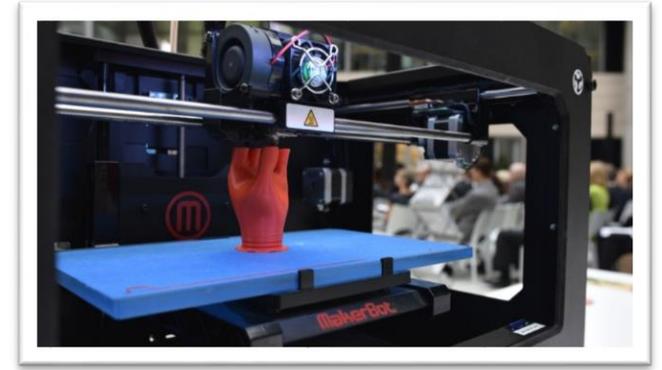
- ◇ College-wide STEM education outreach program
- ◇ Public-private partnership launched in May 2013
- ◇ To create a pipeline of qualified graduates to meet the region's growing need for highly-skilled STEM professionals
- ◇ Coordinate the *development* and *expansion* of programs and partnerships which 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

**CAREER
CONNECT
WASHINGTON**

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**

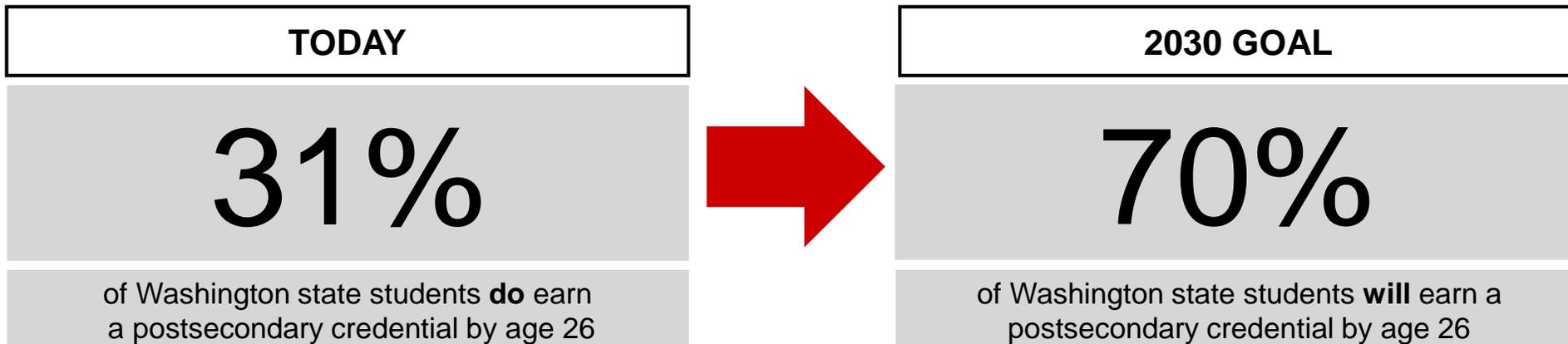
740,000 job openings expected in WA in next five years;
70% will require **postsecondary credentials**



**FEW GRADUATES
WITH RIGHT
SKILL SET**

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

OPPORTUNITY FOR CAREER CONNECTED LEARNING IN WASHINGTON:



Context for our efforts: Success for this effort depends on a close partnership between business, labor, government, and education stakeholders across the state

Project leadership Maud Daudon
Project management / coordination Marc Casale

Business and Philanthropy Leadership Committee

Industry Sector Leaders
 Ben Bagherpour, Hans Bishop, Ray Conner, David D'Hondt, Perry England, Tim Engle, Scott Morris, Susan Mullaney, Brad Smith, Brad Tilden, Ardine Williams, John Hurd

Funders
 BILL & MELINDA GATES foundation, ballmer GROUP, SIEMENS Foundation, Microsoft, James and Judy K. Dimon Foundation, Bloomberg Philanthropies

Industry Association Leaders
 WASHINGTON TECHNOLOGY, AWB, WR WASHINGTON ROUNDTABLE, LIFE SCIENCE WASHINGTON, Washington State Hospital Association



Legislative Leadership Group

Labor Leadership Group

WASHINGTON BUILDING TRADES
 + others not listed

Intermediaries and Experts
 (e.g., Road Map Project, Suzi and Eric LeVine)

- Industry Sector Groups (incl. employers, labor, etc)**
- Healthcare
 - IT
 - Manufacturing
 - Agriculture
 - Maritime
 - Life Sciences
 - Utility
 - Aerospace
 - Construction

Education and Government Leadership Group
 led by John Aultman, Kate Davis, and WA Legislature

Strategic Planning

National / Regional Expertise

Communications

Regional Working Groups (e.g., WA STEM networks, regional workforce development)

Context for our efforts: To address this opportunity, there are many career-connected learning efforts already underway in Washington

/ NOT EXHAUSTIVE



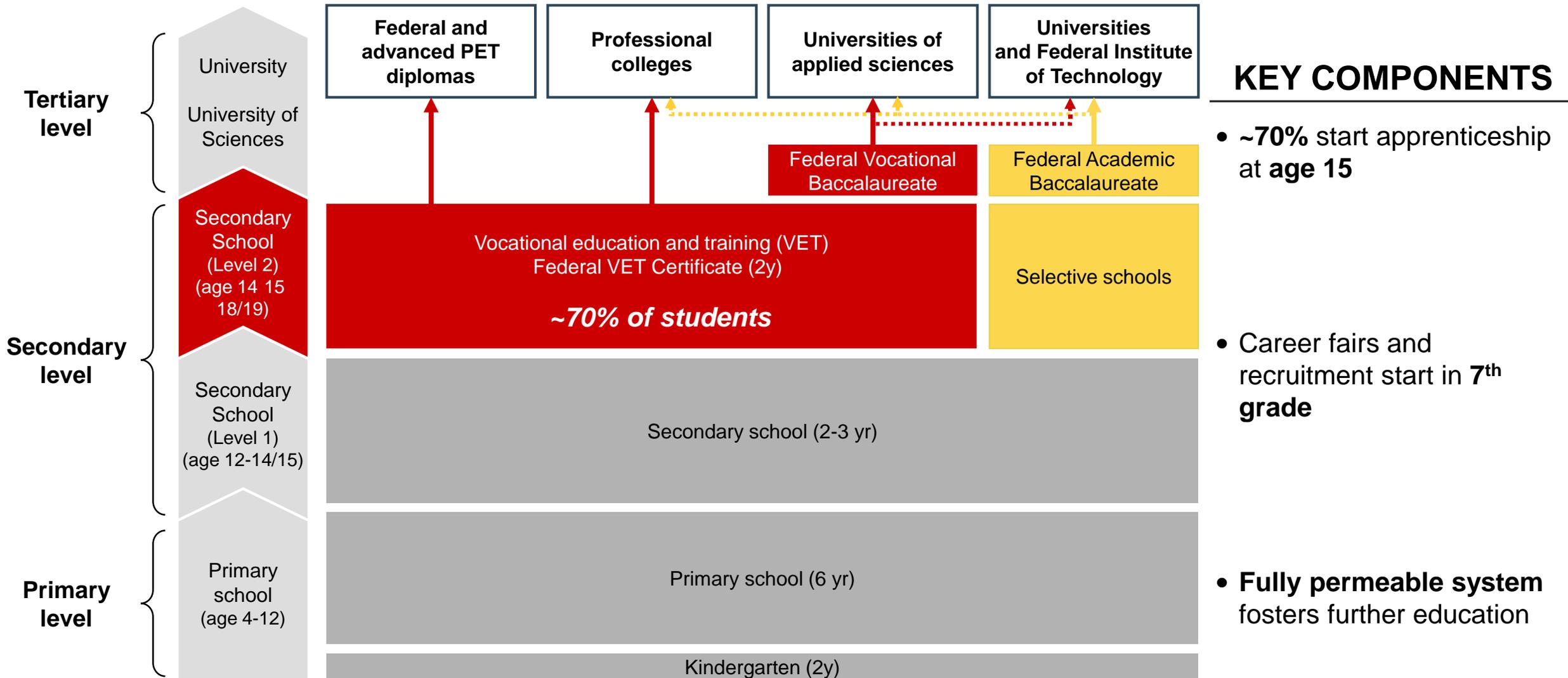
seattle metropolitan chamber of commerce



WASHINGTON STATE



A full-potential example: Swiss apprenticeship model has equalized unemployment rates for youth and general population (~3.1%)



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



10-year program vision

Student offering, career/ed pathways, % WA young adults enrolled, prioritized schools/districts, employer offering, prioritized industries



Detailed system design

Identifying key tensions / tradeoffs, ways of integrating with existing programs, and target populations for both pilot and end-state phases



10-year growth plan

Initiatives, owners, phasing, costs, milestones, and tracking metrics



Funding model

Including both philanthropy and self-funding



Governance model

to be accountable for the rollout and realization of 10-year vision



Engagement and communications plan

Including key actors who need to commit and support the system

Our timeless vision for career-connected learning in Washington

/ DRAFT



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.

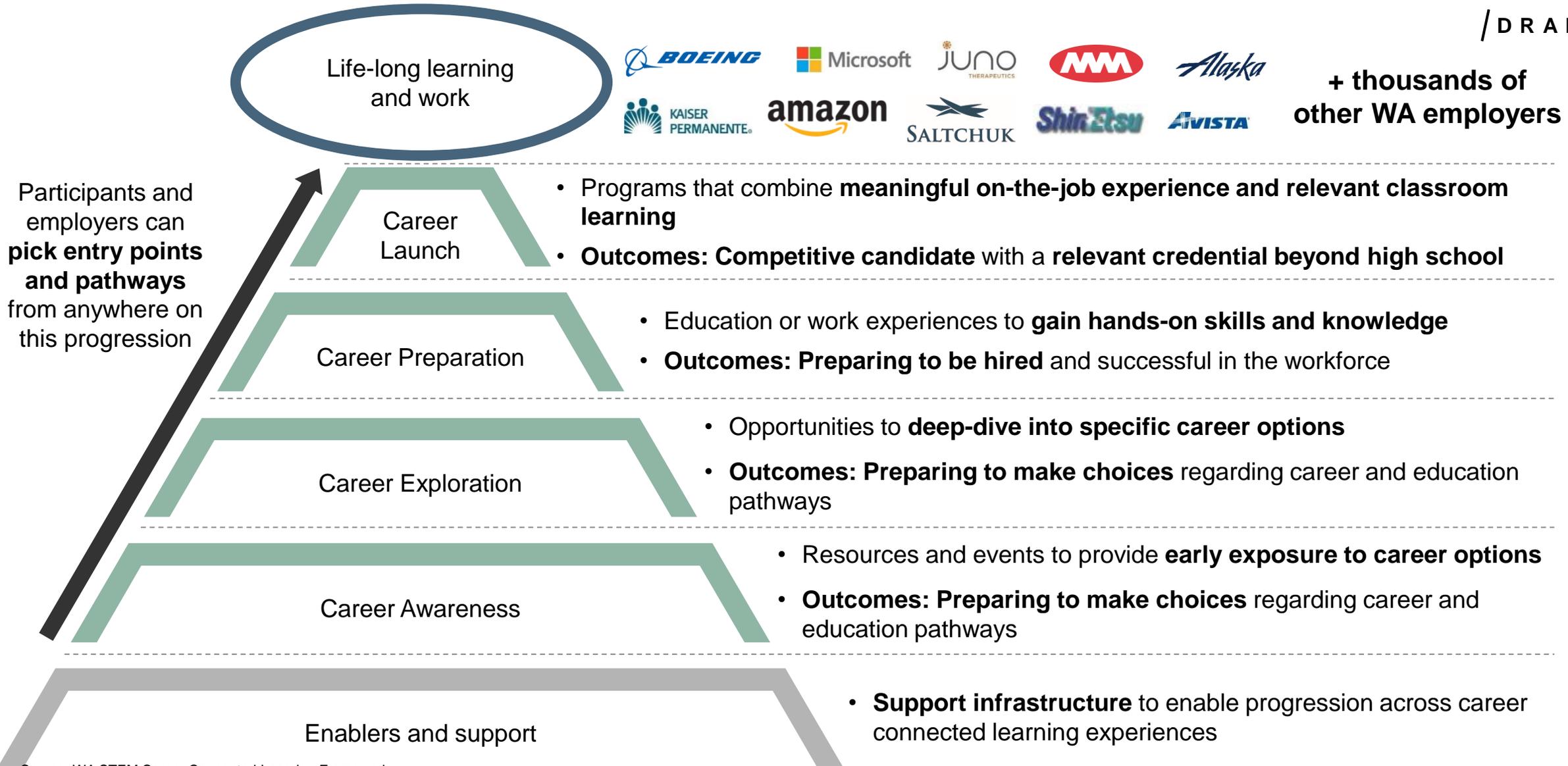
- **Better outcomes for employers:** Improve talent pipeline with a deeper and more diverse pool of local talent, who are work-ready and trained with relevant career skills

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

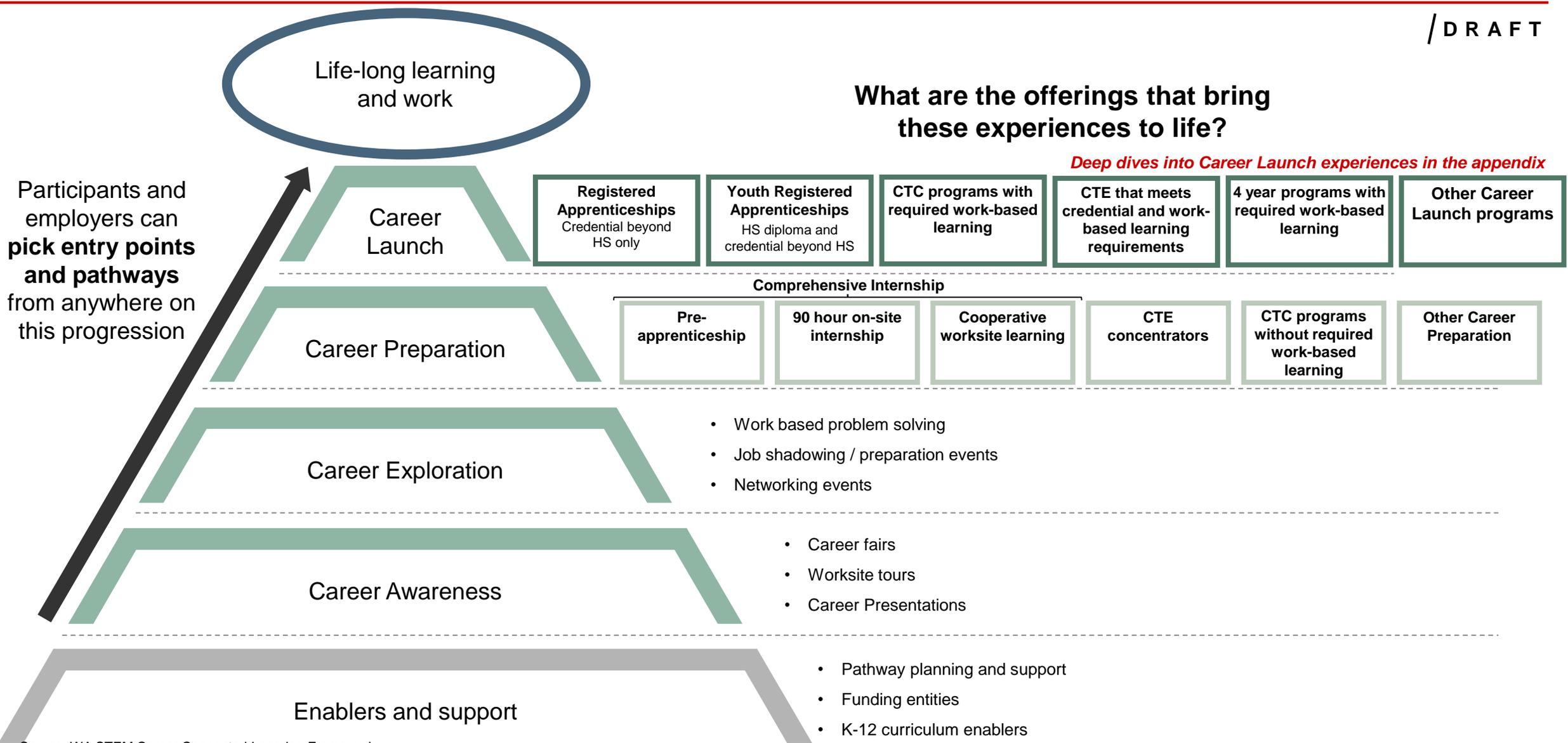
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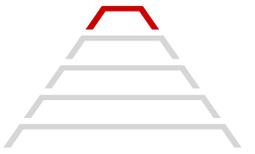
Source: WA STEM Career Connected Learning Framework

There are many examples of these experiences in existence today

/ D R A F T



Source: WA STEM Career Connected Learning Framework



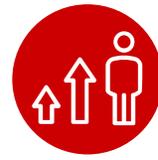
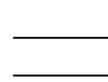
Career Launch Programs: Positioning our young adults for careers



Meaningful on-the-job experience



Relevant classroom learning



Competitive candidate



Relevant credential beyond high school

- ✓ 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

We will know we are successful when Washington improves across 4 key metrics

/ ILLUSTRATIVE

Increased postsecondary credential attainment...

...increased youth employment...

...and increased economic mobility...

...will all drive economic prosperity in Washington

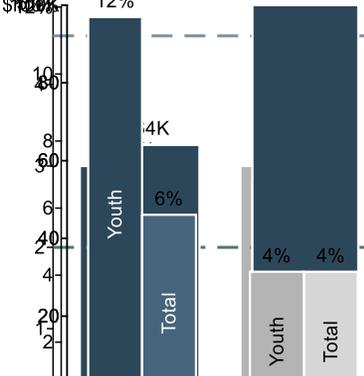
Goal of 70% for the class of 2030



Avg. top 5 states 2011-2015

US 1997-2016

WA Median household income by age 26
 WA postsecondary credential attainment by age 26
 WA Median household income by age 26
 WA postsecondary credential attainment by age 26



Assumes 3% annual growth

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

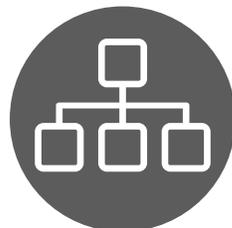
Source: WA Roundtables Pathway to Great Jobs in Washington State; Bureau of Economic Analysis; Bureau of Labor Statistics; U.S. Census Bureau

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

June



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

June



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

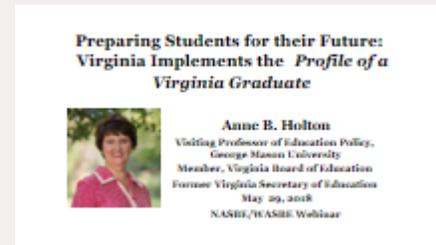
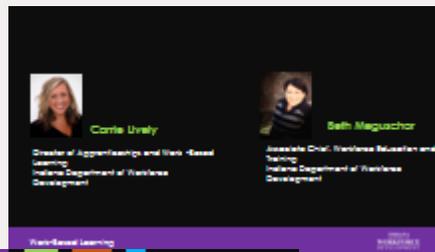
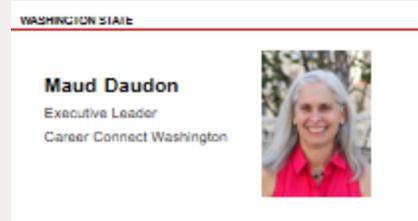
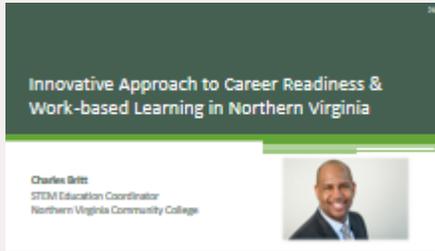
June-October



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

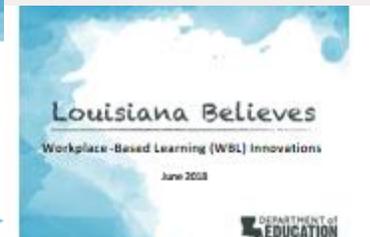
June-beyond

Discussion

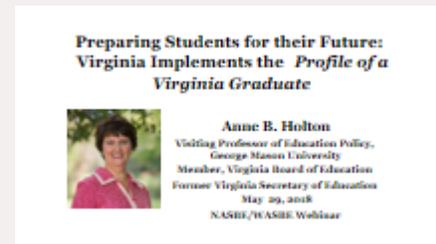
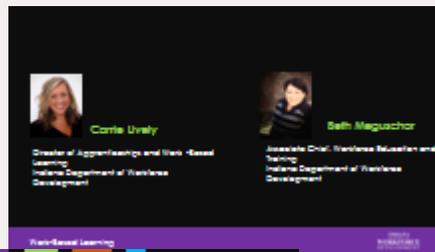
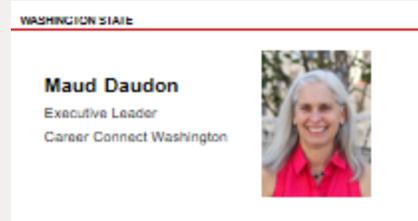
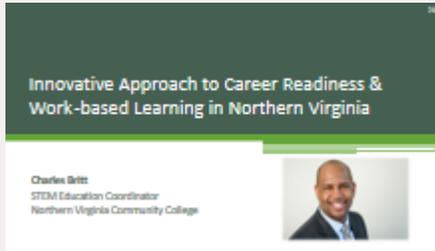


Discussion Topics:

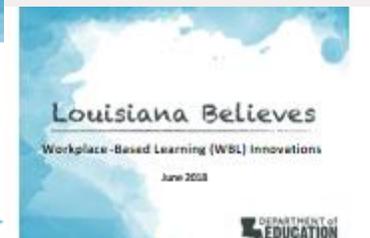
- Equitable access to opportunities
- Inter-agency coordination and collaboration
- Alignment with graduation requirements and postsecondary pathways
- Indicators of success
- Employer engagement



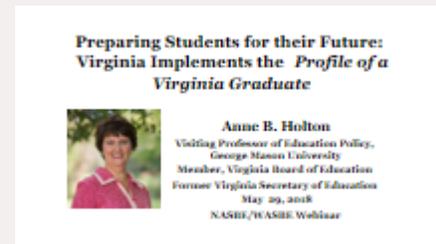
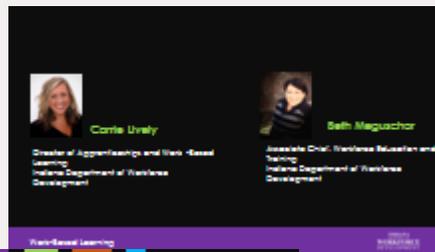
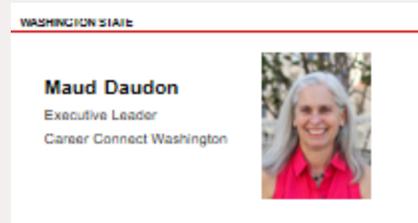
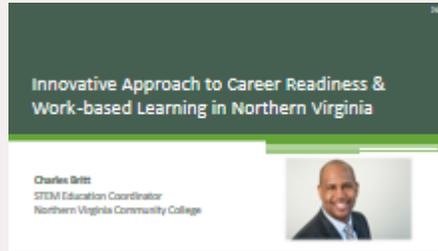
Questions and Answers



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

