



Nurturing Work-Based Learning Models to Prepare Learners for Success in Future Work

Monday, May 14, 2018

The National Governors Association



Founding

The May 1908 meeting of President Theodore Roosevelt and governors led to the creation of the National Governors Association.



What We Do

The National Governors Association (NGA) is the bipartisan organization of the nation's governors. Through NGA, governors share best practices, speak with a collective voice on national policy and develop innovative solutions that improve state government and support the principles of federalism.

The NGA Center for Best Practices

Policy Areas:

- Economic Opportunity
- Education
- Environment, Energy, & Transportation
- Health
- Homeland Security & Public Safety

Services:

- National Meetings of Governors
- In-State Assistance
- Multi-State Policy Academies
- Research & Published Reports



Breakout Session Overview

- I. **What is high-quality work-based learning in STEM?**
 - National Governors Association

- II. **What are states doing to achieve scale for WBL programs?**
 - National Governors Association

- III. **What does this mean for educators? Part I Presentation**
 - AdvanceCTE

- IV. **What does this mean for educators? Part II Group Exercise**

What is High-Quality Work-Based Learning in STEM?

The Challenge: Two Related Problems

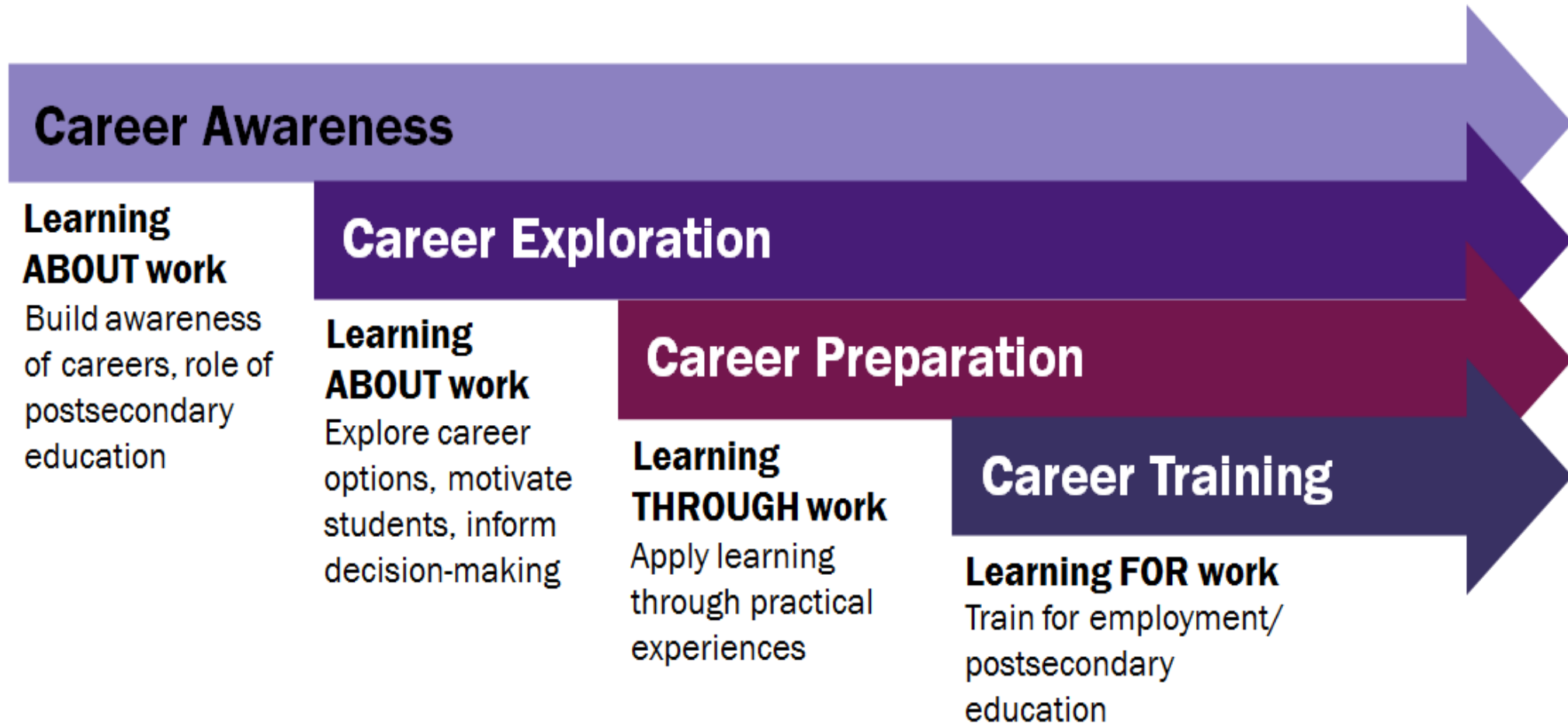


Many individuals lack the training and education necessary to obtain middle-class jobs

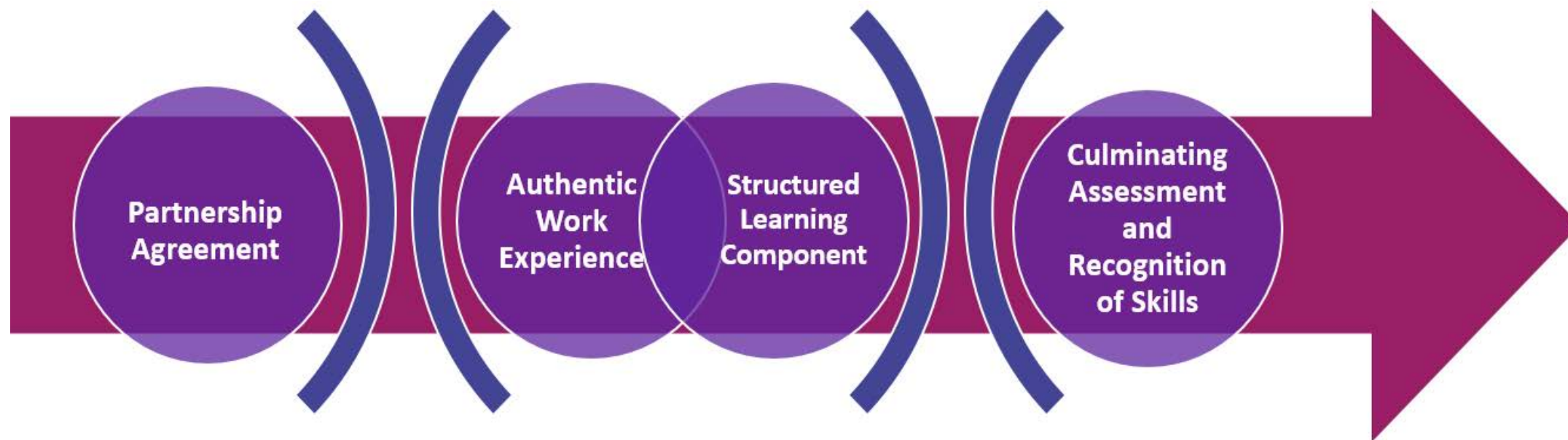


Businesses have trouble finding the skilled workers they need to be competitive in the global economy

What is High-Quality Work-Based Learning in STEM?



What is High-Quality Work-Based Learning in STEM?



What is High-Quality Work-Based Learning in STEM?

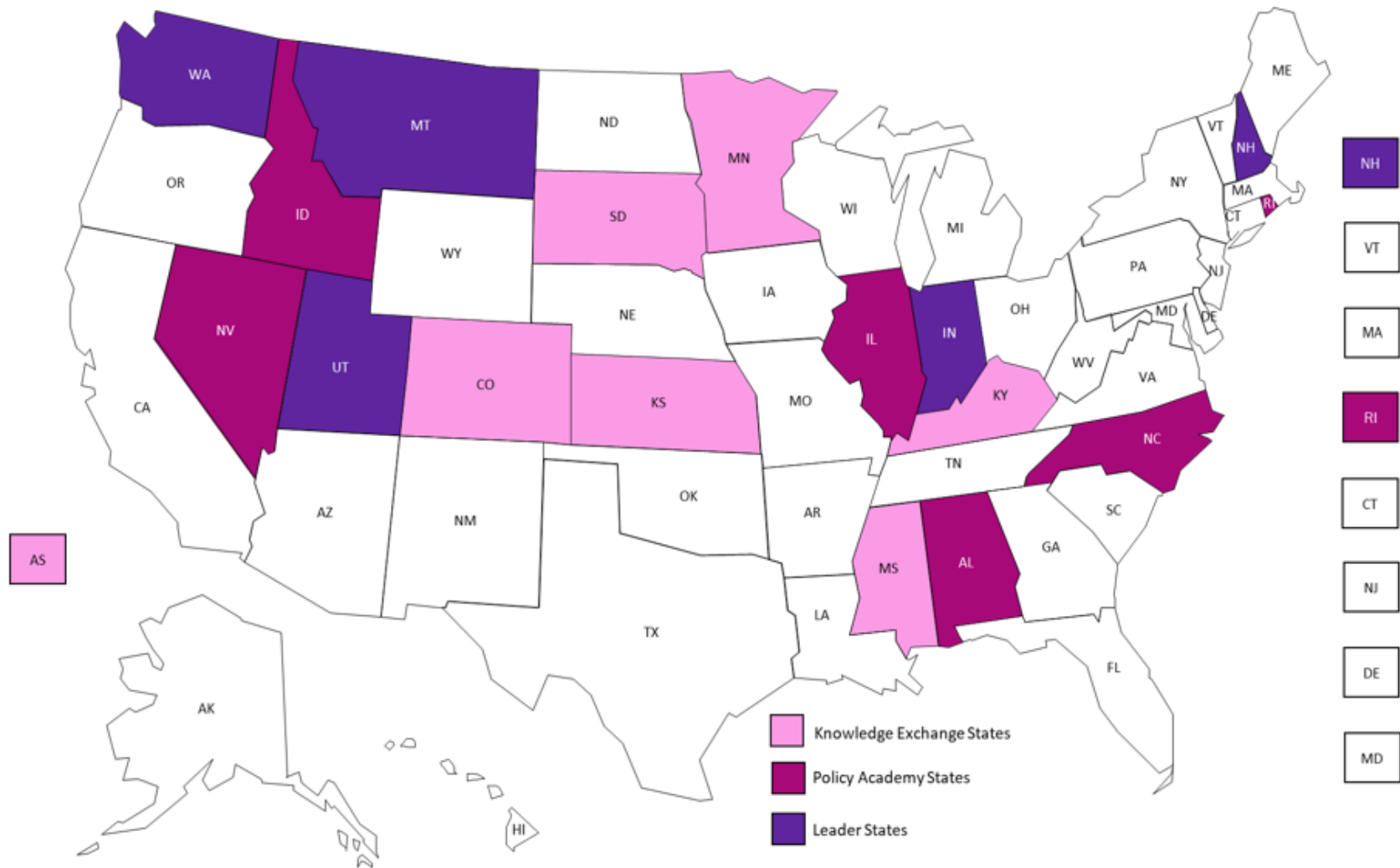
Participant Benefits

- Apply content learned in the classroom;
- Explore career options and make informed decisions about education and work;
- Build soft skills;
- Gain work experience that can launch a career; and
- Interact with and learn from adult mentors.

Business Benefits

- Nurture student interest in careers in their industry;
- Build partnerships with schools;
- Ensure that the education curriculum develops essential skills;
- Increase employee retention and productivity;
- Audition potential job applicants; and
- Develop a highly skilled workforce.

Work-Based Learning Policy Academy States



What are States Doing to Achieve Scale?

Vision

Utah (2017): *“Having the governor’s support is absolutely critical. Talent Ready Utah would not have become a state initiative if [Governor Herbert] was not invested in the program.”*

• Iowa (2017): *“The biggest success has been to elevate work-based learning to the forefront as a statewide priority. Within state policy circles, work-based learning was seen more as an afterthought or sometimes not even a consideration. Now work-based learning is one leg of the integrated tripod that has career guidance and high-quality college- and career-ready curriculum as the other two legs.”*

What are States Doing to Achieve Scale?



What are States Doing to Achieve Scale?

MAIN STREET MONTANA PROJECT

A BUSINESS PLAN *For Montana by Montanans*

Montana has established a new Work-based Learning unit within the department of labor and industry with responsibility for integrating WBL opportunities into Big Sky Pathways, CTE, and Dual Enrollment. The state has also aligned WBL with the Governor's *Mainstreet Montana Project*, and Key Industry Networks.

What are States Doing to Achieve Scale?

Measurement

Indiana (2017): “Reach out early and often to all partners in the continuum to locate various existing data sources and streams for gathering/reporting purposes and strive to help them understand the purpose of the data collection and how it fits into the larger picture for telling both local and statewide success stories stemming from work-based learning.”

• *Montana (2017): “Use stakeholders to gather an initial scan of what is currently happening across the state and identify successful work-based learning programs that can be used to showcase best practice.”*

What are States Doing to Achieve Scale?



Department of Workforce Development Resources



Apply for a Job



Labor Market
Information



Indiana Career
Explorer



Training

 couplink®

Indiana
Unemployment
Insurance



INDemand Jobs

<http://careerreadyindiana.com>

What are States Doing to Achieve Scale?

Sustainability

Washington (2017): “Our advice to other states would be to start the actual [policy framework] process much earlier. What really helped finally unite our priorities was separating specific issues or goals into where action was required—whether it was at the state, administrative or legal level.”

• *Montana (2017): “We don’t have to recreate the wheel. In many cases, we just have to find the wheel and make some adjustments, so it will fit on our car. Capitalizing on those pockets of success also makes engaging less intimidating for partners who are new to the concept of work-based learning.”*

Resources

- NGA Website on Work-Based Learning and Apprenticeship:
 - <https://www.nga.org/cms/center/issues/eo/work-based-learning-apprenticeship>
- NGA Paper “States Continue Advancing Strategies to Scale Work-Based Learning:
 - <https://www.nga.org/cms/0118-states-continue-advancing-strategies-scale-work-based-learning>
- NGA News Release “Additional States Support Work-Based Learning to Expand Employment Opportunities”
 - <https://www.nga.org/cms/2017/news/states/support/work/based/learning>

Supporting Intermediaries

- Who wakes up every morning thinking about work-based learning?
- Who is the “go to” person or organization?
- Who is the hub of a work-based learning experience?
- **Bottom line: No successful work-based learning happens without an intermediary**



Supporting Intermediaries

- Either an individual intermediary or third-party organization (e.g., Chamber, non-profit)
- Responsible for:
 - Employer recruitment/partnerships
 - Monitoring student performance during a placement
 - Ensuring all laws are being followed
- Ensure student placements are aligned with and build upon their classroom learning
- Need to be bi-lingual
- Build capacity for work-based learning

Iowa's Intermediary Network

- [Intermediary Network](#) of 15 community colleges, tasked with coordinating work-based learning opportunities between employers and K-12 schools
- With an annual expenditure of \$1.45 million, the Network supported work-based learning placements for over 11,000 students and externships/tours to nearly 950 educators [in 2016](#)

Georgia's Support for WBL/Youth Apprenticeship Coordinators

- State-supported system of work-based learning, with dedicated funding streams, technical assistance and infrastructure, including:
 - State-approved endorsement for coordinators, with required training every 5 years
 - Six work-based learning regions; each hold at least three meetings/year
 - State-level WBL/youth apprenticeship executive board
 - Statewide work-based learning coordinator within SEA

Intermediaries Require Support



- Funding for part-time or full-time coordinators (state, regional and/or local)
- Support also should include training, professional development and legal and liability assistance
- A network of work-based learning practitioners can be critical to a state's sustainability efforts

What Does This Mean for Educators? Part II

Please join one of three small groups to discuss:

1) Washington: [Worksite Learning Manual](#)

- Theme: Worksite Learning for Special Populations
- Facilitator: Dana Westgren, NGA

2) Georgia: [Work-Based Learning Manual](#)

- Theme: The Role of the Work-Based Learning Coordinator
- Facilitator: Kimberly Hauge, NGA

3) Minnesota: [A Reference Guide to Minnesota Work-Based Learning Programs](#)

- Theme: Liability and Legality of Youth at the Worksite
- Facilitator: Ashleigh McFadden, AdvanceCTE

NGA 

NATIONAL GOVERNORS ASSOCIATION