

Scaling Work-Based Learning: Arkansas and Across the U.S.

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Agenda



Overview of NGA



Policy Academy on Scaling Work-Based Learning



National Trends in Work-Based Learning



Spotlight on Arkansas



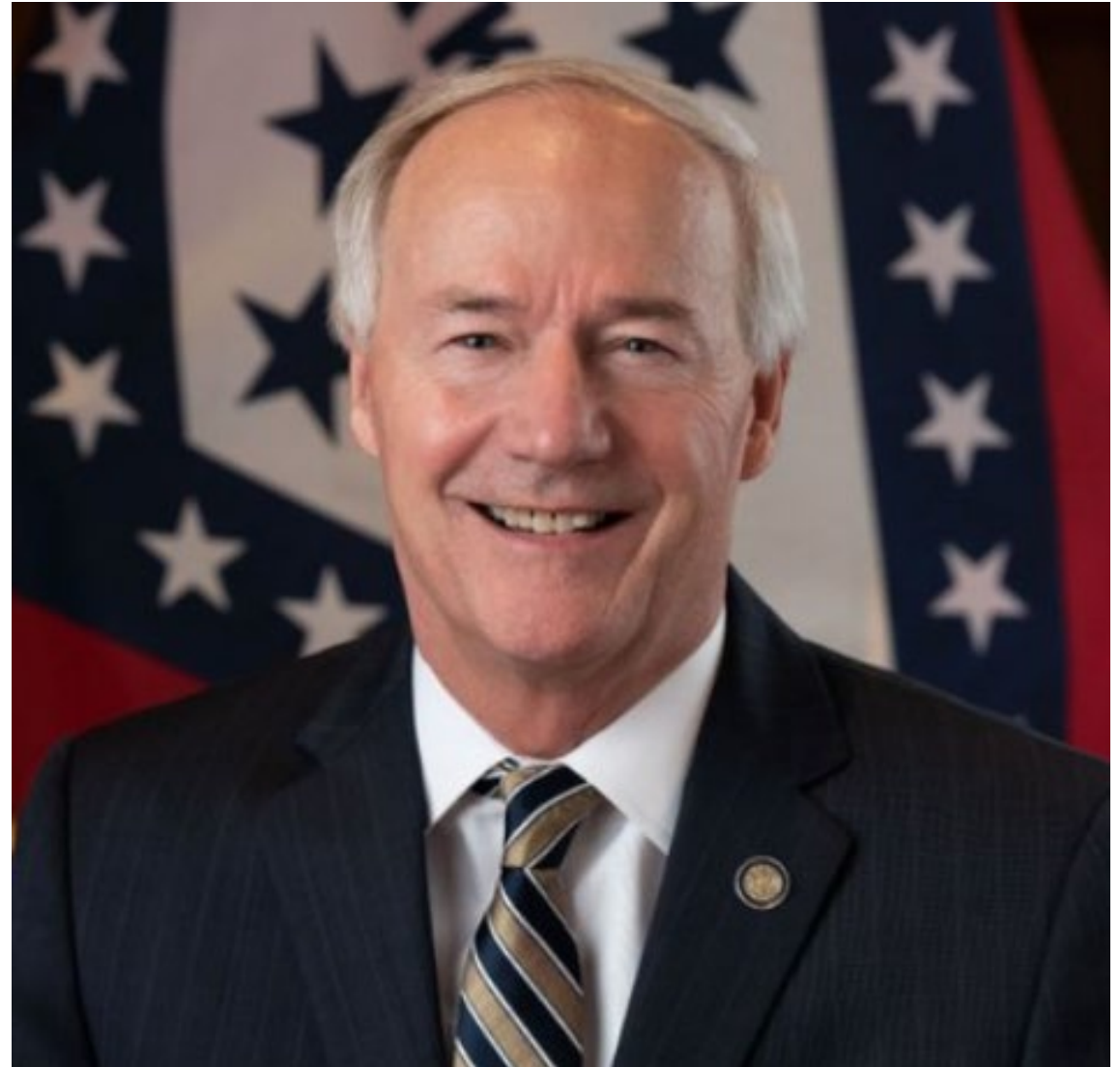
Discussion



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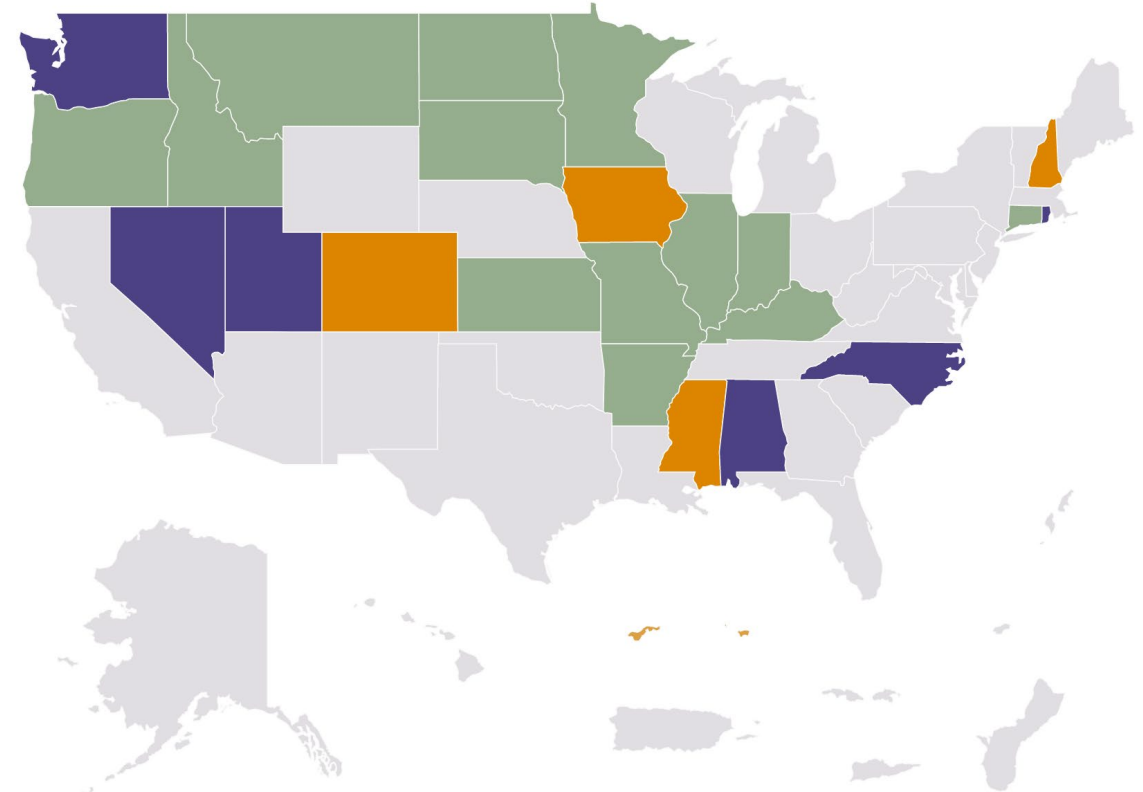
National Governors Association

- Bipartisan association of the leaders of the 55 states, territories, and commonwealths.
- Governor Asa Hutchinson is the Chair
 - Focus on computer science and digital skills
 - Governor Hutchinson provided remarks during the virtual Arkansas site visit in July
- New Jersey Governor Phil Murphy is Vice Chair
- We advocate on behalf of Governors, support public-private partnerships, and provide membership services.
- The NGA Center for Best Practices works with state policy leaders and other experts in fostering information sharing between states to research, develop and implement innovative solutions to public policy challenges.



Policy Academy for Scaling Work-Based Learning

- Funded by the Siemens Foundation
- Launched in 2016 and has thus far engaged 24 states and territories in scaling high-quality work-based learning with a focus on youth and young adults in STEM-intensive industries.



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Policy Academy: Phase III

- Three learning labs with technical assistance and peer learning on specific topics:
 - State infrastructure for work-based learning success and sustainability
 - Ensuring equitable access to and success in work-based learning
 - Partnering for success: building a coalition to advance work-based learning
- Dedicated technical assistance from NGA as well as “Mentor States”
 - Alabama, Nevada, North Carolina, Rhode Island, Utah, and Washington

Resources

- Publications
 - [State Strategies to Scale Work-Based Learning](#)
 - [Creating a Responsive and Sustainable Work-Based Learning Structure](#)
 - [Advancing Equitable Access to and Success in Work-Based Learning](#)
- Case Studies
 - [The Navigator – North Carolina's Online Work-Based Learning Platform](#)
 - [Rhode Island: Equity and Access in Work-Based Learning](#)
- Website
 - www.nga.org/work-based-learning

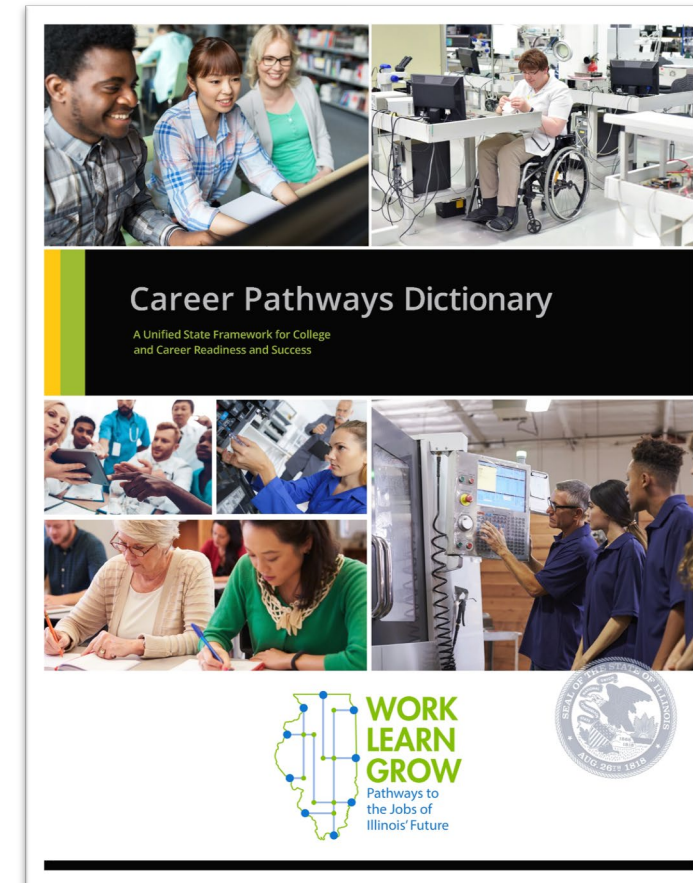
Work-Based Learning: National Trends

- Definitions and continuums
 - The term “work-based learning” is often used inconsistently to label different types of activities across and within education and training systems. A common definition enables anyone who works on work-based learning start from a place of shared understanding, and to communicate out coherently to students, parents, educators, and employers.
 - For the purposes of data collection, you must first define what you are collecting data on.

NGA’S Definition

Work-based learning provides students with authentic work experiences where they apply and develop employability and technical skills that support success in careers and postsecondary education. Work-based learning activities culminate in an assessment and recognition of acquired knowledge and skills.

Illinois



CONTINUUM OF EMPLOYER ENGAGEMENT & WORK-BASED LEARNING EXPERIENCES



Idaho

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	Learning About Work			Learning Through Work			Learning At Work	
Category	Career Education	Employer Engagement	Externships	Internships	Pre-Apprenticeship	Co-op	On-the-Job Training	Apprenticeship
Definition	Teachers bring career information into the classroom.	Students learn by directly engaging with potential future employers.	Short practical work experiences to “ground-truth” theory.	A short-term position providing experience and exposure. May be paid or unpaid and for-credit or non-credit.	A program that teaches basic technical and job-readiness skills to prepare for an apprenticeship.	Structured method of classroom learning integrated with workplace experience where credit is received for both.	Individuals are taught by other employees how to complete a task while doing the job.	An “earn while you learn” model where on-the-job training is coupled with related instruction. Wage gains are incorporated and the experience culminates in industry-recognized credentials.
Activities	Career Counseling	Host a tour for middle school/high school students or participate in school-organized career fairs.	Host a teacher during the summer to bring real-world experiences into the classroom.	Connect with college & career advisors at high schools to reach high-school interns.	Partner with an industry association to develop a program to teach workplace skills.	Connect with a local community college or other postsecondary institution to identify cooperative education opportunities in areas of in-demand skills.	Partner with the Idaho Department of Labor, Division of Vocational Rehabilitation and/or Department of Health & Welfare to hire Veterans, individuals with disabilities, and other individuals seeking work.	Develop registered apprenticeship programs for hard-to-fill positions.
	Pathway Planning	Provide an opportunity for students to job shadow.		Connect with postsecondary institutions to reach college interns.	Host a competitive job-skill-building event requiring potential apprentices to collaborate on project-based activities.			Expand apprenticeship program to School to Registered Apprenticeship to engage high school students.
	Presentations examining growth careers							
	Industry Speakers	Become a mentor through the STEM Action Center’s Mentorship Portal.						
	Interviews with current employees							

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Work-Based Learning: National Trends

- Increased data collection, connection and analysis
 - Data is needed to analyze programs, employers' needs, labor-market alignment, student participation, and outcomes for activities
 - Data can help identify gaps and lead to more equitable programs
 - Data can communicate the benefits of work-based learning to policymakers and the public
- Perkins V includes work-based learning as an option for accountability indicators and shares a formal definition

Work-Based Learning: National Trends

- Apprenticeship and pre-apprenticeship expansion
 - USDOL continues to fund expansion of apprenticeship and pre-apprenticeship
 - Pre-apprenticeship has emerged as a successful strategy to help folks upskill for an apprenticeship, especially those lacking basic math or English skills. This can be an effective strategy for increasing equity in apprenticeship programs.

Work-Based Learning: National Trends

- Branding initiatives to elevate work-based learning and assist with messaging and trust-building among parents, students, workers, and employers.



Work-Based Learning: National Trends

- Braiding and blending funds for maximum effect and to provide a variety of services to students and workers
 - Possible funding sources include: WIOA, SNAP E&T, TANF, Perkins V, stimulus funds, specific grant opportunities, etc.
 - States also allocate their own funding for WBL to complement existing funding where appropriate or deemed necessary.

Spotlight: Arkansas

- Arkansas has been engaged with the Policy Academy since summer 2020
- The team includes leaders from several statewide agencies and initiatives, a state senator, and representatives from industry and education
- Goals:
 - Definition
 - Better data collection
 - Surfacing exemplar programs in the state
 - Improved and consistent messaging to various audiences and stakeholders

Spotlight: Arkansas

- Progress to date and select highlights
 - Improved coordination among stakeholders
 - Launched K12 WBL portal (Seamless)
 - New apprenticeships and pre-apprenticeships
 - Exploring academic credit for apprenticeships
 - TANF-funded programs
 - Improving data collection and surfacing data gaps
 - Ready for Life
- Looking forward and how you can get involved

Questions & Discussion



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