

Workforce Board Recommendation/Presentation

Career Readiness

PRESENTER NAME: ERIC WOLF

BOARD MEETING DATE: September 7, 2016

BOARD MEMBER SPONSOR NAME:

DISCUSSION TIME ALLOTTED: 1 hr 25 min

<p>ISSUE/SITUATION: Be concise- 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed.</p>	<p>THE ISSUE/OPPORTUNITY IS:</p> <p>Recent changes in federal education laws, coupled with a Great Recession and recovery where young people have struggled to secure work-based learning opportunities or other on-the-job experiences, sparked a national conversation on defining what it means for high school graduates to be “career ready.”</p> <p>The Workforce Board’s partnership with the State Board of Education (SBE) is an opportunity to share the Workforce Board’s expertise in career-connected learning policy and best practices with the Board responsible for setting policy in Washington’s K-12 schools, collaborating to produce a statewide definition and indicators for when graduates are career-ready.</p>
<p>TAP STRATEGIC PRIORITY: Which TAP strategic priority or priorities does this recommendation support? Can you tie to specific goals and objectives in TAP? Briefly describe these connections. If the connection is unclear, describe why this is of consequence to the Workforce Board and/or workforce system.</p>	<p>SUPPORTS TAP STRATEGIC PRIORITY:</p> <p>The Workforce Board is designed in state and federal law to be the hub of the workforce training system, a coordination point where government interacts directly with leaders in business and labor to set a strategic direction and ensure alignment to agreed-upon goals. In Washington, career and technical education at the secondary (grades 7-12) level is considered part of the workforce training system.</p> <p>State law recognizes the Board as the preeminent policymaker in Washington over issues related to the state’s workforce development efforts. The Board is also uniquely charged by the state Legislature to serve as an advocate on behalf of all issues and programs related to workforce development. Moreover, the Board’s tripartite structure—encompassing leaders from business, labor, and government—make it uniquely suited to convene and host discussions about how Washington’s public education system is adapting to meet the state’s workforce needs.</p>
<p>POTENTIAL IMPACT: Effect on people, businesses, communities. What is better or different from other existing strategies?</p>	<p>IT IS SIGNIFICANT BECAUSE:</p> <p>The Workforce Board has spent many years identifying effective practices that help young people attain both educational and career goals. Career-connected and work-based learning are continually identified as game changers for students, especially those who have been disenfranchised with traditional or academic-only education. The Board has researched and advocated for policies to enhance and expand access to proven models of career preparation, including multiple pathway models, CTE, and programs that enhance students’ opportunity to gain work experience.</p> <p>Although Washington’s high school graduates are expected to be ready for “colleges, careers, and life,” indicators of college readiness have been integrated into the curricula of a myriad of courses approved by the SBE and the Office of Superintendent of Public Instruction. Washington has not yet developed a set of indicators to demonstrate a graduate’s readiness to begin a career leading to economic self-sufficiency. Developing career readiness indicators can be integrated into future curricula—both in career and technical education and traditional</p>

	<p>academic education courses—and state education policy. Moreover, SBE intends to explore integrating career readiness indicators into the state’s education accountability framework, to measure how effectively schools are placing their graduates on a path to economic self-sufficiency.</p> <p>The Workforce Board is currently well-positioned to leverage its work on other, related initiatives to inform the development of a statewide career readiness definition, including: the NGA Policy Academy on Work-Based Learning, which the Board co-leads with Gov. Inslee, the J.P. Morgan Chase “New Skills for Youth” grant initiative, and the implementation of Talent and Prosperity for All.</p>
<p>OPTIMAL NEXT STEPS: What do you really want to happen as a result of this discussion with the Workforce Board?</p>	<p>MY IDEAL OUTCOME OF THIS DISCUSSION IS:</p> <p>A joint meeting between the Workforce Board and the SBE, where a set of indicators of career and life readiness are adopted for future integration in Washington’s K-12 education policies on the same basis as indicators for college success.</p> <p>Both Boards would ideally identify and convene a joint task force to develop, vet, and draft the new standards in advance of the joint meeting.</p>
<p>BACKGROUND: Short history of how this recommendation came to be. What has been tried, to what result? What evidence exists to support this recommendation?</p>	<p>RELEVANT BACKGROUND INFORMATION:</p> <ul style="list-style-type: none"> • Since January 2016, SBE and the Workforce Board have engaged in joint conversations about career readiness, leading to this joint effort to establish a state definition of career readiness. • SBE obtained a “Deeper Learning” Grant from the National Assn. of State Boards of Ed. to support the development of a career readiness definition, align state policy to the definition, and explore integrating career readiness into the state’s education performance accountability system. • The leadership of both Boards have tentatively agreed to a joint meeting in late 2016/early 2017. • Through the NGA Policy Academy, we will have a statewide scan of work-based learning and career readiness efforts , and recommendations for performance metrics to assess the quality of such interventions. • In May 2017, Gov. Inslee will hold a summit on work-based learning, which might be an opportunity for the Board and SBE to discuss policy recommendations with a wide array of stakeholders.
<p>STAKEHOLDER ENGAGEMENT, PROS AND CONS: Which stakeholders have been engaged in the development of this recommendation? What are the pros and cons of this recommendation? According to whom (which stakeholder groups)? Are there viable alternatives to consider?</p>	<p>STAKEHOLDERS HAVE PROVIDED INPUT AND THEY THINK:</p> <p>We have a broad coalition of stakeholders who have helped develop and support policy reform on these issues. Stakeholder are similar to those who support TAP for its multiple pathway approach to career development and economic self-sufficiency.</p> <p>On September 7, the Board will hear directly from participants in a career preparation program called YouthWorks, which is funded by Governors WIOA Discretionary Funds. The Board will also hear from the Yakima program administrator and an employer who provides work experience for YouthWorks participants.</p>

<p>FINANCIAL ANALYSIS AND IMPACT: What will it cost to enact this recommendation? What resources will be used? Are new resources required? How much? Where will existing or new resources come from? Are there savings to be gained from this investment? Over what period? Are there other returns on investment to consider?</p>	<p>THE COST AND RESOURCE NEEDS OF THIS RECOMMENDATION ARE:</p> <p>Staff time and resources will be committed to recruiting advisory committee members and staffing multiple meetings through the end of the year. The advisory committee is already required pursuant to a proviso in the most recent state operating budget, and was accompanied by a \$75,000 appropriation to the Workforce Board to support the advisory committee's efforts. The advisory committee will additionally be required to assess STEM Lighthouse school programs and create an action plan to create additional STEM Lighthouse school pilot programs.</p> <p>Staff resources will additionally be committed to organizing a joint meeting of SBE and the Workforce Board in early 2017.</p>
<p>RECOMMENDATION AND NEXT STEPS: What specific result do you want from the Board? Is this recommendation for discussion or action? If for discussion, will action be required at a later date? What next steps are expected after this discussion?</p>	<p>THE RECOMMENDATION AND/OR REQUESTED ACTION IS:</p> <p>Staff recommends:</p> <ul style="list-style-type: none"> • The Board designates members to serve on a core advisory group to develop a state definition of career readiness, in partnership with SBE and their staff; • The Board charge staff to work with stakeholders and establish the additional members of the advisory group; • The Board charge staff to work with the advisory group to fulfil the obligations of the 2016 budget proviso, as well as any policy support requested by SBE on defining career readiness. <p>Board members will answer the following questions to help design the strategy for engaging with the SBE::</p> <ul style="list-style-type: none"> • What outcomes or returns will you look for? • Help define guiding principles of behavior and accountability for all co-investors. • What level of engagement do Board members desire on this project? Does the entire Board desire to be engaged in the development of a career readiness definition, or can a subcommittee or task force be convened to develop a draft definition for the Board's consideration? • If the Board elects to appoint a subcommittee or task force to work on this issue between meetings, who shall represent the Board on that group? • In particular, the State Board of Education is interested in establishing a strong dialogue with the Workforce Board's representatives from business and labor, to ensure a set of indicators of career readiness are universally accepted and reflect the true characteristics of effective employees. Are business and labor board members able to engage directly, or can they commit to finding appropriate representatives?