INNOVATE
WORKFORCE DEVELOPMENT

Arkansas Workforce Development Board

Full Board Meeting

October 15, 2019
10:00 a.m. – 12:00 noon

Crowne Plaza
201 South Shackleford Road
Little Rock, AR 72211

ARKANSAS WORKFORCE DEVELOPMENT BOARD

AGENDA

October 15, 2019

ARKANSAS WORKFORCE DEVELOPMENT BOARD
FULL BOARD MEETING

10:00 a.m.

Estimated Time: 2 hr 37 min

Call to Order (1 min) ..... Tom Anderson, Chair

Introduction of New Board Members (2 min) ..... Tom Anderson, Chair

Report of Board Director (3 mins) ..... Arnell Willis, Board Director

Agenda Item 1: ACTION

Minutes of July 16, 2019 Full Board Meeting (1 min) ..... Tom Anderson, Chair

Minutes of June 25, 2019 Executive Committee Meeting (1 min) ..... Tom Anderson, Chair

Report of Chairperson (5 mins) ..... Tom Anderson, Chair

Report of Director (5 mins) ..... Dr. Charisse Childers, Director
Arkansas Division of Workforce Services

Report of Staff (5 mins) ..... Kris Jones, Employment Assistance - Assistant Director
Arkansas Division of Workforce Services

Agenda Item 2: ACTION

WIOA System Evaluation (20 mins) ..... Dr. Brent Thomas Williams, Associate Professor
University of Arkansas – Fayetteville

- Asset Mapping
- Career Pathways
- Skills Gap Analysis

Crowne Plaza Hotel
201 South Shackleford Road
Little Rock, AR 72211

ARKANSAS WORKFORCE DEVELOPMENT BOARD

Report of Committees-

Strategic Planning Committee Agenda Items

- Strategic Planning Committee Overview (2 mins).....Karen Breashears, Committee Chair

Strategic Planning Committee Agenda Items

Agenda Item 3: INFORMATIONAL

Note for Discussion: WIOA (PY2020-2023) State Plan
Development Timeline (5 min) .....Kris Jones, Director of Staff

Board Discussion-

Volunteers for One-Stop Certification Process and Strategic
Elements of the WIOA State Plan (10 mins) .....Karen Breashears, Committee Chair
Tom Anderson, Chair

- One-Stop Certification Review
- Vision and Mission
- Goals (Strategic Plan)
- Assessment Process
- Apprenticeship

Agenda Item 4: INFORMATIONAL

Sector and Regional Planning (5 min).....Kris Jones, Director of Staff

Board Discussion-

Sector and Regional Planning (10 mins).....Karen Breashears, Committee Chair

Program & Performance Evaluation Committee Agenda Items

- Program & Performance Evaluation
  Committee (2 mins).....Abby Houseworth, Committee Chair

Program & Performance Evaluation Committee Agenda Items

Agenda Item 5: INFORMATIONAL

Updates to the AWDB Dashboard (9 mins) .....Kris Jones, Assistant Director

Board Discussion-

AWDB Dashboard (9 mins) .....Abby Houseworth, Committee Chair

Agenda Item 6: INFORMATIONAL

WIOA PY18 Title I & III Performance Outcomes (9 mins) .....Elroy Willoughby, Operations Chief
ADWS Employment Assistance Unit

Board Discussion-

WIOA PY18 Title I & III Performance Outcomes (9 mins) .....Abby Houseworth, Committee Chair

<u>TANF Oversight Committee Agenda Items</u>

- Temporary Assistance for Needy Families (TANF)
  Oversight Committee (2 mins)……Gan Nunnally, Committee Chair

Agenda Item 7: INFORMATIONAL

Salesforce Implementation Update (5 mins) .....Mark McManus, Project Lead
ADWS Business Services and Outreach

Agenda Item 8: ACTION

High Concentration of Eligible Youth…….Kris Jones, Assistant Director

Agenda Item 9: ACTION

WIOA Title I Waiver Requests .....Kris Jones, Assistant Director

Board Open Discussion (15 mins) ..... Tom Anderson, Chair

- Career Readiness For All – Spring 2019
  Coalition for Career Development……Scott Bull, Vice-Chair

Announcements (2 mins)

Adjournment

For Consideration of the
Arkansas Workforce Development Board

October 15, 2019

AGENDA ITEM 1 – ACTION: Minutes of the July 16, 2019 Arkansas Workforce Development Board and the June 25, 2019 Executive Committee meetings.

RECOMMENDATION: It is recommended that the Arkansas Workforce Development Board approve the minutes of the July 16, 2019 Arkansas Workforce Development Board meeting and the June 25, 2019 Executive Committee meeting.

INFORMATION/RATIONALE: Minutes of both meetings are attached.

UNOFFICIAL

MINUTES
ARKANSAS WORKFORCE DEVELOPMENT BOARD
July 16, 2019

The Arkansas Workforce Development Board convened on July 16, 2019, beginning at 10:00 a.m. The untelevised meeting was conducted at Embassy Suites, 11301 Financial Centre Pkwy, Little Rock, Arkansas. Chair Tom Anderson presided with the following members present: Mr. Lindsay Brown, Mr. Scott Bull, Dr. Charisse Childers, Mr. Jeff Griffin, , Ms. Abby Houseworth, Ms. Rebecca Ives, Mr. Johnny Key by proxy Ms. Erin Franks, Mr. Alan McClain, Dr. Maria Markham by proxy Ms. Alisha Lewis, Dr. Trenia Miles, Mr. George Nunnally, Mr. Mike Preston by proxy Mr. Steve Sparks, Dr. Cassondra Williams-Stokes, Mr. Paul Rivera, Dr. Julie Roberson, Mr. Mike Rogers, Mr. Kelley Sharp, and Mr. Robert Thorne.

Mr. Daryl Bassett, Ms. Karen Breashears, Ms. Marcy Doderer, Judge Brandon Ellison, Ms. Melissa Hanesworth, Mr. Randy Henderson, Mr. Alan Hughes, and Ms. Holley Little were unable to attend.

Chair Anderson called the meeting to order at 10:01 a.m. upon seeing a quorum.

Chairman's Comments: Chair Tom Anderson recognized Arkansas Workforce Development Board Director Mr. Arnell Willis to speak to the Full Board. Mr. Willis provided the board with updates on the Governor's Transformation and Efficiencies Act of 2019, which included the following changes in board membership: Arkansas Division of Workforce Services Director Daryl Bassett was appointed as the new Secretary of Labor; Arkansas Career Education Director Dr. Charisse Childers was appointed as the Director of the Arkansas Division of Workforce Services; and Division of Adult Education Services Director Dr. Trenia Miles will take the position on the board previously held by Dr. Childers. Additionally, Mr. Willis introduced the new Governor's Office Liaison, Ms. Megan M. Perkins, who was unable to attend.

Agenda Item 1 – ACTION – Minutes of the April 23, 2019, Full Board Meeting: Chair Tom Anderson asked if there were any additional corrections or revisions to the April 23, 2019, Full Board meeting minutes.

Hearing none, a motion to accept the April 23, 2019, meeting minutes was made by Mr. Lindsay Brown and seconded by Mr. Robert Thorne. The motion carried unanimously with none opposed.

Report of Chairperson: Chair Anderson thanked the Northwest Local Workforce Development Area in Harrison for the warm welcome to their board meeting. He informed the board of his plans to visit the Central Arkansas Local Workforce Development Area board meeting in September. Chair Anderson will have attended all ten Local Workforce Development Board meetings after he visits Central Arkansas.

Chair Anderson informed board members that he and Arkansas Workforce Development Board Director Arnell Willis will be attending the upcoming National Association of State Workforce Board Chairs and State Liaisons for Workforce Development Partnerships.

Report of Director: Chair Tom Anderson recognized new board members and board members who changed positions due to the Governor's Transformation. He then recognized Dr. Charisse Childers, the new director of the Arkansas Division of Workforce Services, formerly the Arkansas Department of Workforce Services, to address the Full Board. Dr. Charisse Childers expressed appreciation for the board members' commitment to the board and to the work ahead in the upcoming year. She stated she and Chair Anderson together will address the concerns and issues, improve the lives of individuals around the state through the services provided and follow expectations and requirements of the Workforce Innovation and Opportunity Act.

Report of Staff: Chair Anderson recognized Board Staff Mr. Kris Jones. Mr. Jones provided updates of activities and projects such as the common eligibility system. A vendor with a partner program has provided a way to test how data can be extracted between the systems. the project is funded through September with the possibility of being funded past that point with statewide funds.

Mr. Jones informed the board of an employer forum on April 29, 2019in Northwest Arkansas called "Employers Growing Talent through Apprenticeship." The forum included a panel of employers along with the U.S. Department of Labor Office of Apprenticeship Director, a national apprenticeship consultant and the State Coordinator from the Office of Apprenticeship.

He provided an update on the CRM (Customer Relationship Management) system Salesforce. It is ahead of schedule and has added asset mapping and skills gap analysis based on O*Net profiles.

Next, Mr. Jones provided an update on the U.S. Department of Labor visit to the Central Arkansas Local Workforce Development Area and the Southeast Arkansas Local Workforce Development Area monitoring the use of Title I funds for Youth, Adult and Dislocated Workers. There are two findings remaining for both areas. There was also an issue for the Apprenticeship Pathways Initiative that is being worked out.

Lastly, Mr. Jones informed board members a Spring WIOA Partners' Meeting was conducted May 14-15, 2019 in Hot Springs with a little more than 200 attendees.

Report of Committees:

Strategic Planning Committee: Chair Tom Anderson recognized Board Member Mr. Mike Rogers to provide the report of the Strategic Planning Committee because Strategic Committee Chair Karen Breashears was unable to make the meeting. Acting Committee Chair Mike Rogers stated the committee met on June 18, 2019, and having a quorum, approved the April 9, 2019, minutes via teleconference. Mr. Rogers stated the committee began reviewing the WIOA State

Plan and One-Stop Certification Process. Both are required to be reviewed every two years. Both items were included in the Full Board agenda as discussion items. The Committee requested board members share their experiences using the State's workforce development system.

Hearing no additional questions or comments, Chair Anderson moved to the Program and Performance Evaluation Committee.

Program & Performance Evaluation Committee: Chair Anderson asked Committee Chair Abby Houseworth to provide an update for the Program and Performance Evaluation Committee. Ms. Houseworth reported the committee met via teleconference on June 18, 2019, and covered the Arkansas Workforce Development Board Dashboard and the Workforce System Evaluation. Both topics were included in the Full Board agenda for discussion.

TANF Oversight Committee: Chair Anderson recognized Committee Chair George Nunnally to provide an update on the TANF Oversight Committee. Chair Nunnally reported the committee had a quorum and approved the April 9, 2019, committee meeting minutes via teleconference on June 18, 2019. He reported the committee heard a report on federal legislation updates and policy changes, HR430 TANF Extension Act of 2019 (extends appropriations until June 30, 2019,) a new pilot program between ADWS and DHS, Arkansas Workforce Integrated Network System (ARWINS,) a new module for Restore Hope, ARWorks, Career Pathways Initiative (CPI), and success stories. Mr. Nunnally also provided statistical information on enrollments of the CPI program.

Agenda Item 2 – INFORMATIONAL – Data in Workforce Development: Chair Anderson recognized Dr. Nathan Smith of the Arkansas Development Finance Authority and Mr. Steve Sparks of the Arkansas Economic Development Commission. Information was presented to board members and guests on the importance of utilizing workforce development data to assist policymakers in making informed choices. The data is gathered by local, state and federal agencies including some companies, organizations, and institutions across the state.

Agenda Item 3 – INFORMATIONAL – Arkansas WIOA State Plan Revision: Chair Tom Anderson requested board members review the Arkansas WIOA State Plan Modification in the agenda book. He stated the modifications presented to the Executive Committee on June 25, 2019, for approval consisted of state government changes resulting from the Governor's Transformation and Efficiencies Act of 2019. The modifications were required to be submitted prior to July 1, 2019, in accordance with requirements of the U.S. Departments of Education and Labor.

Agenda Item 4 – INFORMATIONAL – WIOA (PY2020-2023) State Plan Development Timeline: Chair Anderson recognized Board Staff Mr. Kris Jones to provide the WIOA (PY2020-2023) State Plan Development Timeline to the Full Board. The WIOA State Plan will be due again to the U.S. Department of Labor on April 1, 2020. Board Staff recommends the board review and make changes to the plan by December 15, 2019, with the board discussing and making final recommendations at the January Full Board meeting. This will allow the necessary 30 days for

public comment. Mr. Jones stated due to the due date of April 1, 2020, the Executive Committee may convene to approve the plan in order to have it submitted by the deadline.

One-Stop Certification Process and Strategic Elements of the WIOA State Plan: Chair Anderson recognized acting Strategic Committee Chair Mike Rogers to lead the discussion about volunteering for the One-Stop Certification Process and the Strategic Elements of the WIOA State Plan. Acting Committee Chair Rogers asked board members for volunteers to review the strategic sections Vision and Mission, Goals (Strategic Plan), Assessment Process, and Apprenticeship in the WIOA State Plan. Chair Anderson inquired if anyone was interested in reviewing any of the sections. Board members Mr. Lindsay Brown offered to review apprenticeship, Rebecca Ives--apprenticeship, Mr. Alan McClain – Mission, and Dr. Trenia Miles--Assessment Process. In addition to the WIOA State Plan, Acting Committee Chair Mike Rogers informed the Full Board the WIOA Local Plans must be reviewed and updated every two years. Anyone interested in reviewing the WIOA Local Plans may contact the Arkansas Division of Workforce Services by e-mailing WIOA@arkansas.gov.

Agenda Item 5 – INFORMATIONAL – Updates to the Arkansas Workforce Development Board Dashboard: Chair Anderson recognized Program and Performance Evaluation Committee Chair Abby Houseworth to provide updates on the Arkansas Workforce Development Board Dashboard. Committee Chair Houseworth requested that Board Staff Kris Jones provide an overview of the dashboard to Board Members and guests. Recommendations were made to add a Glossary of Terms, remove items representing less than five percent, combine services to reduce the total number of services, summarize information on future reports and look at changes in service mix, per local area, over time.

Agenda Item 6 – INFORMATIONAL – Career Pathways Initiative Presentation: At the request of board members in the previous meeting, Chair Anderson recognized Dr. Willie Murdock to provide information to the Full Board on the Career Pathways Initiative (CPI).

Agenda Item 7 – INFORMATIONAL – LWDB Certifications and WIOA Annual Report:
Chair Anderson recognized Board Staff Mr. Kris Jones to present information to the Full Board on the Local Workforce Development Board Certifications and WIOA Annual Report. The WIOA Annual Report is due December 2, 2019. Mr. Jones stated the Executive Committee may need to approve the report if it isn't ready by December 2, 2019 in order to allow time for public review and comment before submission.

Agenda Item 8 - INFORMATIONAL - Local Workforce Development Area Presentations: Chair Tom Anderson recognized Central Arkansas Workforce Development Board Executive Director Rodney Larsen to present to board members information about his Local Workforce Development Area's programs, activities, best practices and successes.

Next, Chair Anderson recognized Little Rock Workforce Development Board Executive Director W.J. Monagle to present to board members information about his Local Workforce Development Area's programs, activities, best practices and successes.

Agenda Item 9 - ACTION - State Board Committee Membership Recommendations: Chair Tom Anderson asked board member to review the board membership and committee assignments as shown in Agenda Item 9 in the agenda book. After the review, Chair Anderson asked for any questions or comments before voting on the membership as listed.

Hearing none, a motion to approve the State Board Committee Membership as recommended by Board Staff with no additional revisions was made by Mr. Kelley Sharp, and seconded by Mr. Lindsay Brown. The motion carried unanimously with none opposed.

Resolution for the Jonathan Cheatham U.S. Army Reserve Center: Chair Tom Anderson recognized board member Mr. Alan McClain to present the resolution to the Full Board. The resolution states the Arkansas Rehabilitation Services may continue to utilize the Jonathan Cheatham U.S. Army Reserve Center facility as granted by the U.S. Department of Education. Mr. McClain noted the resolution is part of the process to grant permission to continue to utilize the armory.

Hearing none, a motion to the approve the resolution for Arkansas Rehabilitation Services to continue utilizing the Jonathan Cheatham U.S. Army Reserve Center for educational purposes, as presented with no additional revisions, was made by Mr. George Nunnally and seconded by Mr. Robert Thorne. The motion carried unanimously with none opposed.

Board Open Discussion: Chair Anderson recognized Vice-Chair Scott Bull. Vice-Chair Bull provided information on the Coalition for Career Development and how Arkansas had been leading other states to develop their own career coaching. The white paper on Career Readiness was presented to Secretary of Education Betsy DeVos and Assistant Secretary for Career, Technical, and Adult Education Scott Stump. Vice-Chair Bull requested board members read the information for the next Full Board meeting. Chair Anderson requested board members review the information for further discussion at the next Full Board meeting.

Dr. Childers asked board members to review material distributed by Mr. Jay Bassett's area for the Dislocated Worker Division under Assistant Director Mr. Mike Kennedy. The material covers Work Opportunity Tax Credit (WOTC) and Labor Market Information. The information provides an outlook on activities and successes across the state.

Dr. Childers informed board members that the Arkansas Division of Workforce Services leadership team will attend a meeting with the U.S. Department of Labor in Dallas on July 26, 2019. This will allow leadership the opportunity to review programs and funding streams for efficiency.

Dr. Childers informed board members of new members of the Division of Workforce Services leadership team under Transformation. The new members include Dr. Trenia Miles with Adult Education (previously under Department of Career Education), Dr. Cassondra Williams-Stokes with the Division of Services for the Blind (previously under the Department of Human Services,) and Commissioner Alan McClain with Arkansas Rehabilitation Services (previously under Department of Career Education). Dr. Childers closed by thanking everyone for the work that goes into convening the board meetings.

Chair Tom Anderson recognized Board Staff Kris Jones to provide board members information on lunch. Mr. Jones informed board members technical information will be provided during lunch on Transformation.

Lastly, Chair Tom Anderson recognized presenters and guests for attending and he thanked board members Dr. Maria Markham and Mr. Johnny Key for sending proxies in their absence to the meeting.

Announcements: Chair Anderson announced lunch will be provided for Board Members. The next Full Board meeting will be at 10:00 a.m. on October 15, 2019, at Embassy Suites in Little Rock.

Adjourn: Chair Tom Anderson adjourned the meeting at 12:33 p.m., **on a motion made by Mr. Lindsay Brown, seconded by Ms. Abby Houseworth, and carried unanimously with none opposed**.

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Tom Anderson, Board Chair
Arkansas Workforce Development Board

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Arnell Willis, Director Workforce Development
Department of Workforce Services

Minutes recorded by Rebecca Edwards
Department of Workforce Services Staff

UNOFFICIAL

MINUTES
ARKANSAS WORKFORCE DEVELOPMENT BOARD
Executive Committee
June 25, 2019

A teleconference meeting of the Arkansas Workforce Development Board (AWDB) Executive Committee was conducted on June 25, 2019 at 1:30 pm. Accommodations were set up for an in-person attendance at the Little Rock Workforce Center, 5401 South University Avenue in Little Rock, Arkansas. Chairman Tom Anderson presided with the following members confirming attendance through roll call: Ms. Karen Breashears, Mr. Scott Bull, and Mr. Alan Hughes. Board member Dr. Cassondra Williams-Stokes was also in attendance.

Mr. Jeff Griffin, Ms. Melissa Hanesworth, and Paul Riviera were unable to attend.

Recognizing the presence of a quorum, Chair Anderson called the meeting to order at 1:15 p.m.

Agenda Item 1 – Approval of the WIOA State Plan Revisions: Board member Dr. Cassondra Williams-Stokes proceeded to explain the reason that the WIOA State Plan revision was necessary. She mentioned that each WIOA Partners had been in contact with their respective Federal Liaisons to ensure that all of the necessary revisions were covered. She added that uniformity across WIOA partners was very important on the federal level. She explained that the Division of Services for The Blind and Arkansas Rehabilitation Services had both submitted their individual State Plans to the U.S. Department of Education. She asked Mr. Kris Jones to share details regarding the specific revisions.

Mr. Kris Jones began by informing the Committee that all changes were required to be in place by July 1, 2019. He proceeded to provide a detailed explanation of the WIOA State Plan revisions by referring to the Agenda Book, explaining that the major focus were acronyms and agency name changes resulting from the Transformation and Efficiencies Act of 2019.

Mr. Jones completed his presentation and asked if there were any questions.

Chairman Anderson asked if there were any questions of either Dr. Williams-Stokes or Mr. Jones. There were no questions.

Chairman Anderson requested a motion to approve the WIOA State Plan Revisions, as presented.

A motion to approve the WIOA State Plan Revisions were approved on a motion by Karen Breashears, seconded by Scott Bull, each board member voiced their individual vote in favor, and carried unanimously with no revisions.

Adjournment: The meeting was adjourned by Chair Tom Anderson at 1:30 p.m.

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Tom Anderson, Committee Chair

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Arnell Willis, Director Workforce Investment
Department of Workforce Services

Minutes by Elroy Willoughby
Department of Workforce Services

For Consideration of the
Arkansas Workforce Development Board

October 15, 2019

AGENDA ITEM 2 – ACTION: Workforce System Evaluation (U of A)

INFORMATION/RATIONALE: As required by 20 CFR § 682.200(d), States must use funds reserved by the Governor for statewide activities to conduct evaluations of activities under the WIOA title I core programs in order to promote continuous improvement, research and test innovative services and strategies, and achieve high levels of performance and outcomes.

ADWS, following input from the AWDB during the July 16, 2019, meeting is currently negotiating a contract for an evaluation with the University of Arkansas. The following requirements are the basis of the negotiation.

ADWS will periodically provide status reports and additional information on this project.

We seek approval to include information regarding this evaluation in WIOA State Plan and WIOA Annual Reports.

Workforce System Evaluation Request

PURPOSE

The following evaluations using *designs that employ the most rigorous analytical and statistical methods that are reasonably feasible, such as the use of control groups* (20 CFR § 682.220) as appropriate:

A. Local Integration Study- Sample Workforce Innovation and Opportunity Act Title I or Title III participants for 3 Local Workforce Development Areas. This part of the evaluation will focus on two primary areas: 1. Co-enrollment and Co-funding of REQUIRED WIOA Partners and 2. Leveraging of Local Resources available in the Local Workforce Development Area.

1. Sample Workforce Innovation and Opportunity Act Title I and Title III participants for 3 Local Workforce Development Areas-to determine if, based on the participants information in the Case File, the participant might have been eligible to receive services under the required partners listed in 20 CFR § 678.400.

2. For each local area selected, interview leadership to identify partner programs and non-profits that collaborate with the Workforce Centers beyond the list of required partners above. For all partners, required in number 1 and other partners identified in 2, report whether there exists:
    - Memorandums of Understanding between the programs/entities
    - Referral Procedures
    - Training for partners regarding the services provided or alternative print materials to assist in collaboration OR
    - An alternative method to refer clients between the partners effectively

3. Identify and report entities in the selected local areas that provide services to the following targeted populations:
    - Displaced Homemaker
    - Low Income
    - Limited English Proficiency
    - Migrant Worker
    - Disabled
    - Veteran
    - Older Worker
    - Out of School Youth
    - Foster Youth
    - Basic Skill Deficient
    - Ex-Offender

- Single Parent
- TANF Recipient
- SNAP Recipient
- SSDI Recipient
- UI Claimant
- Long-Term Unemployed

4. For all programs and services identified in steps 1, 2, and 3, report whether sampled participants were: referred to or co-enrolled in other programs or services.

B. In the Comprehensive Centers for the 3 Local Areas selected for sampling, report case studies on effectiveness of identifying and closing Skill-Gaps

Interview staff for examples of:

i. Skills-gap identification on either the occupation level, based on demand, or the skill-level based on interaction with an employer.
ii. Determine the services that were provided to address the skills-gap
iii. Provide an assessment of the effectiveness of the services provided in closing the skills-gap, if possible.

C. Review a sample of Arkansas Workforce Centers against the State's certification policy and applicable laws/regulations for four comprehensive centers and two affiliate centers. Each of the six centers selected should be located in different Local Workforce Development Areas and may be selected from Local Workforce Development Areas that overlap the 3 selected above

D. Conduct a statewide customer service survey for business customers of WIOA Title I and Title III receiving services over the most recent 12 months available.

E. Provide evaluation status reports on a monthly basis on overall project goals. These reports will be issued at the end of February, March, April, May, June, and July of 2020.

F. Provide a preliminary evaluation report by August 15, 2020.

G. Provide a final evaluation, with results, best practices, and recommendations by September 30, 2020.

For Consideration of the
Arkansas Workforce Development Board

October 15, 2019

AGENDA ITEM 3 - INFORMATIONAL: WIOA (PY2020-2023) State Plan Development Timeline

INFORMATION/RATIONALE: One of the functions of the Arkansas Workforce Development Board, under Arkansas Annotated 15-4-3706(1), is to assist the Governor in ***"the development, implementation, and modification of the state workforce development plan."***

WIOA Unified and Combined State Plans for Program Years 2020-2023 will likely be due March-April 2020, with implementation beginning on July 1, 2020. PY2022 modifications will likely be due in March-April 2022, with implementation beginning on July 1, 2022.

WIOA State Plans are separated into strategic and operational elements to facilitate cross-program strategic planning. The strategic elements include economic conditions, workforce characteristics, and workforce development activities. These elements drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.

Upon the implementation of WIOA, the Arkansas Workforce Development Board's Strategic Planning Committee Action Plan was the tool used to gauge progress in meeting the vision and mission of the state's workforce development system.

Consequently, we believe that this tool will prove invaluable in leading the development of the PY2020-2023 WIOA State Plan.

The specific required strategic elements of the WIOA State Plan are contained herein.

Strategic Elements

(a) Economic, Workforce, and Workforce Development Activities Analysis. The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.
   i. Economic Analysis – Includes Demand Industry Sectors and Occupations, Emerging Industry Sectors and Occupations, and Employers' Needs.
   ii. Workforce Analysis – Includes Employment and Unemployment rates, Labor Market Trends, Education/Skill Levels of Workforce, and Skills Gaps.
   iii. Workforce Development, Education, and Training Activities Analysis – Includes education and training activities of core and non-core programs, provides a SWOT analysis and analyzes the capacity of the workforce development system.

(b) State Strategic Vision and Goals. The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency.
   i. Vision – Describe the State's strategic vision for workforce system.
   ii. Goals – Describe goals for achieving the vision based upon the analysis in (a) above. Also includes goals for preparing an educated and skilled workforce.
   iii. Performance Goals - Numerical Outcomes Goals Negotiated with USDOL
   iv. Assessment – Assessing the overall effectiveness of the workforce development system in relation to the vision and goals in (i) and (II).

(c) State Strategy
   i. Implementing industry or sector partnerships related to in-demand industry sectors and occupations and career pathways.
   ii. Aligning core and non-core programs to achieve a fully integrated system. Also includes strategies to address identified system weaknesses.

Arkansas State WIOA Plan Development Timeline:

October 15, 2019	State Workforce Board Volunteers/Sections Determined
November 2019	Drafting of **Strategic Elements** by State Board and Staff. Drafting of **Operations Planning Elements** by each respective program
January 10, 2020	Drafts of **Strategic Elements** and **Operational Planning Elements** Sections Due
January 7 2020	Drafts of **Strategic Elements** and **Operational Planning Elements** Reviewed by Strategic Planning Committee and Recommended to State Workforce Board
January 21, 2020	Drafts of **Strategic Elements** and **Operational Planning Elements** Reviewed by State Workforce Board
February 1, 2020	Plan is made available for public comment
March 3, 2020	Plan is submitted to DOL, DOE, ACF

For Consideration of the
Arkansas Workforce Development Board

October 15, 2019

AGENDA ITEM 4 – INFORMATIONAL: Sector and Regional Planning

INFORMATION/RATIONALE: One of the functions of the Arkansas Workforce Development Board found in 20 CFR § 679.130 and under WIOA sec. 101(d) is assisting the Governor in the:

> "Development and continuous improvement of the workforce development system, [including the] development and expansion of strategies to meet the needs of employers, workers, and job seekers particularly through industry or sector partnerships related to in-demand industry sectors and occupations.

In a USDOL Region IV meeting, the USDOL Regional Administrator introduced the State of Colorado Workforce Development Council's Sector Strategies Plan. Additional information regarding Colorado's activities can be found at:

https://www.colorado.gov/pacific/cwdc/sectors-strategies.

Sector and Regional Planning

Progression of Continuous Improvement under WIOA-

February 9, 2017- Release of Issuance PY16-10 to Local Workforce Development Boards- "Guidance for Implementation of Sector Strategies under the Workforce Innovation and Opportunity Act"

https://www.dws.arkansas.gov/src/files/PY16-10-Guidance-for-Implementation-of-Sector-Strategies-under-the-WIOA.pdf

June 8, 2018- Release of Issuance PY17-09 to Local Workforce Development Boards- "Applications for Regional Planning and Industry/Sector Partnerships Funding Assistance".

https://www.dws.arkansas.gov/src/files/PY-17-09-LWDB-Assistance-Proposals-Issuance.pdf

CURRENT- Planning adjustments to Regional planning fund requirements, including increased allotments (funding permitted) and reporting requirements that would allow Arkansas to report on Sector Strategy implementation.

Quick GAP between AR and CO information, based on the website:

Colorado Web Page	Key Content	Currently Available at ADWS	Next Steps and Additional Requirements
Sector Partnerships	Map of Active Sector Partnerships	Not Available	ADWS would require LWDB receiving Sector Planning funds to provide a list of engaged employers in the sector partnerships and how this aligns with local plans.
Sector Partnerships Community of Practice	Webinars by Sector	Not Available	ADWS and LWDBs would need to establish the sector partnerships before this would be feasible, so no change in current strategy.
Sector Partnership Directory	For each Sector Partnership established: POC, Chairs, web pages for the sector, local area, Conveners	Not Available	Currently, ADWS would require LWDB receiving Sector Planning funds to provide a list of engaged employers in the sectors in their reporting. We would need to provide additional support or funding to establish a web page for each sector as a later improvement.

Sector and Regional Planning

Colorado Web Page	Key Content	Currently Available at ADWS	Next Steps and Additional Requirements
Sector Partnership Technical Assistance	Contact information for TA and resources	Access to Technical Assistance from Staff and other resources could be gathered and provided on a similar web page	
Industry Intermediary Consortium	List of engaged Trade Associations		This might not be necessary at first. ADWS could provide the information in the Sector Partnership page, for each partnership the association is participating. A strategy should be considered for developing and sustaining relationships with industry associations and professional associations (i.e., SHRM, etc.). This provides an opportunity for broadened industry impact across several companies in a region. Currently, ADWS would require LWDBs receiving Sector Planning funds to report Trade Associations similarly to engaged businesses.
Statewide Education Sector Partnership	NA	NA	NA- No similar statewide sector partnerships are in place, but might result from further efforts.
Business Engagement Guide	Overview and Access to a 31 pg document for engagement	TPMA study material and other resources are currently available to share on a similar website	*Could be combined with the Technical Assistance page

Sector and Regional Planning

Phased in Strategy – **Incorporated into the WIOA State Plan if approved**

Phase I	Phase II	Phase III	Phase IV
Complete	Relatively Administrative	Mostly Administrative	Mostly Administrative
Guidance to LWDBs and Initiation of Sector Planning Funds	Increase Funding Levels Available and allow flexibility for Sector OR Regional Planning Add requirements to engage at least 3 employers, establish chairs, support meetings and conventions, engage trade associations, report participating businesses and associations, and post meeting materials on their website.	Establish web pages: Technical Assistance (and resources) Business Engagement Guide Sector Partnerships Sector Partnership Directory to mirror Colorado resources	Add Sector Meeting information on the individual Local WDB pages we have already established, which would mirror the "community of practice" page in Colorado

For Consideration of the
Arkansas Workforce Development Board

October 15, 2019

AGENDA ITEM 5 – INFORMATIONAL: WIOA Dashboard Update

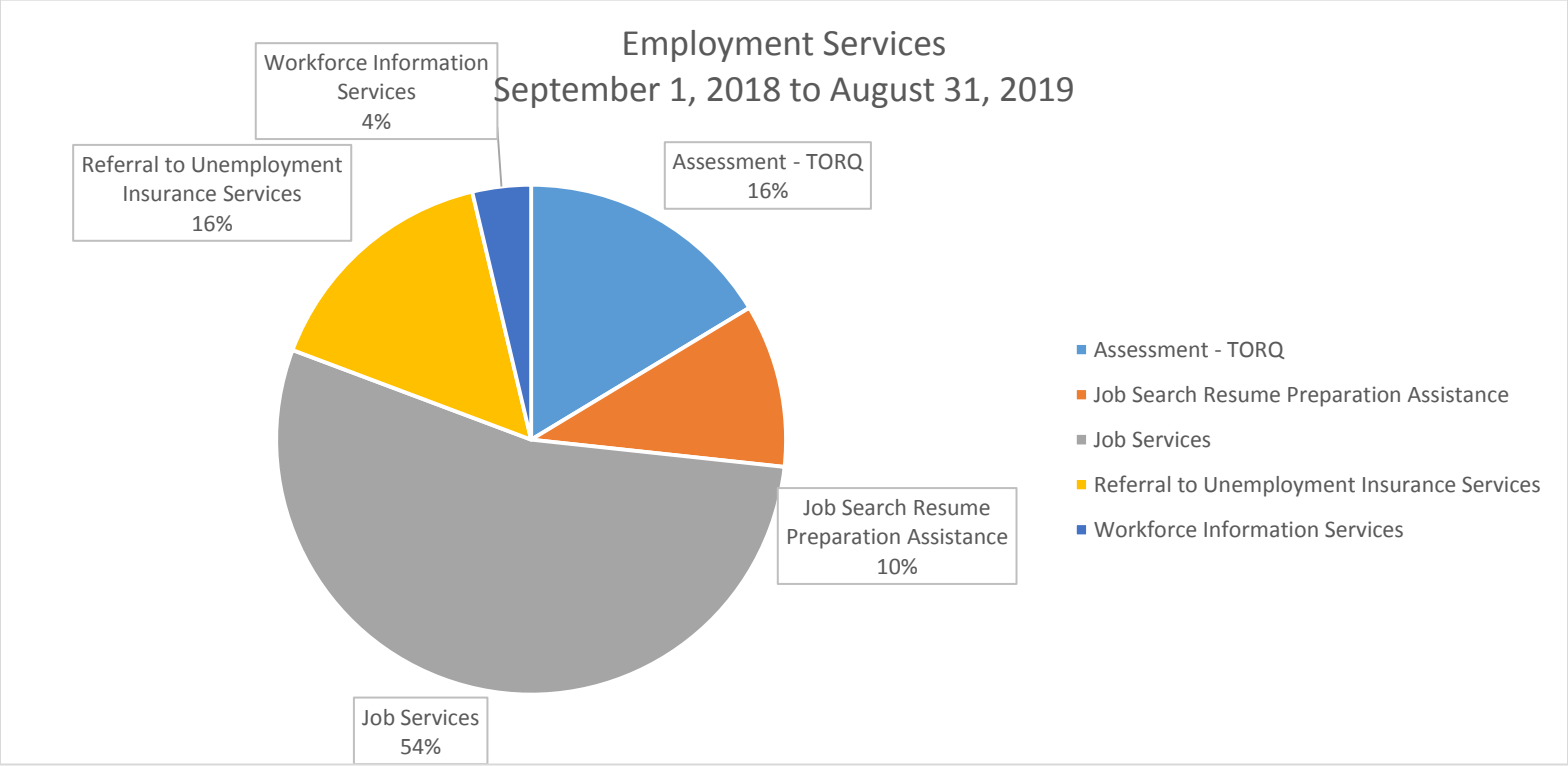
INFORMATION/RATIONALE: One of the functions of the Arkansas Workforce Development Board, under Arkansas Annotated 15-4-3706 (3), is to assist the Governor in ***"the development and continuous improvement of the state workforce development system."*** This function has been assigned to the Program and Performance Evaluation Committee.

However, due to the fact that the information included in the WIOA Dashboard may be used for strategic planning purposes, it is being presented to this Committee as well.

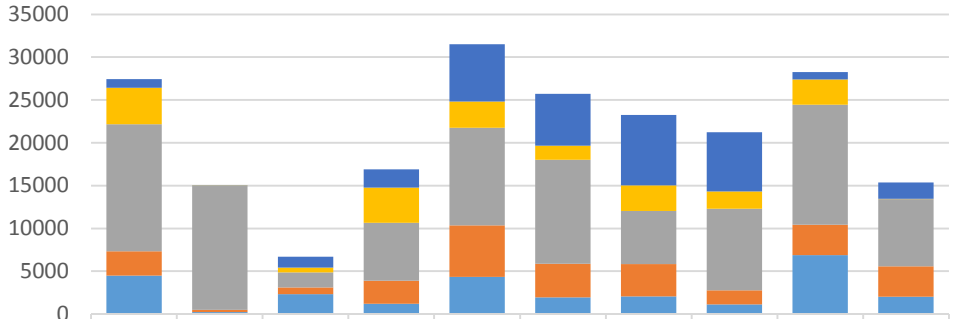
AWDB Dashboards

Participant Services and Service Mix

Staff Administrators consider this service mix to be consistent with expectations.

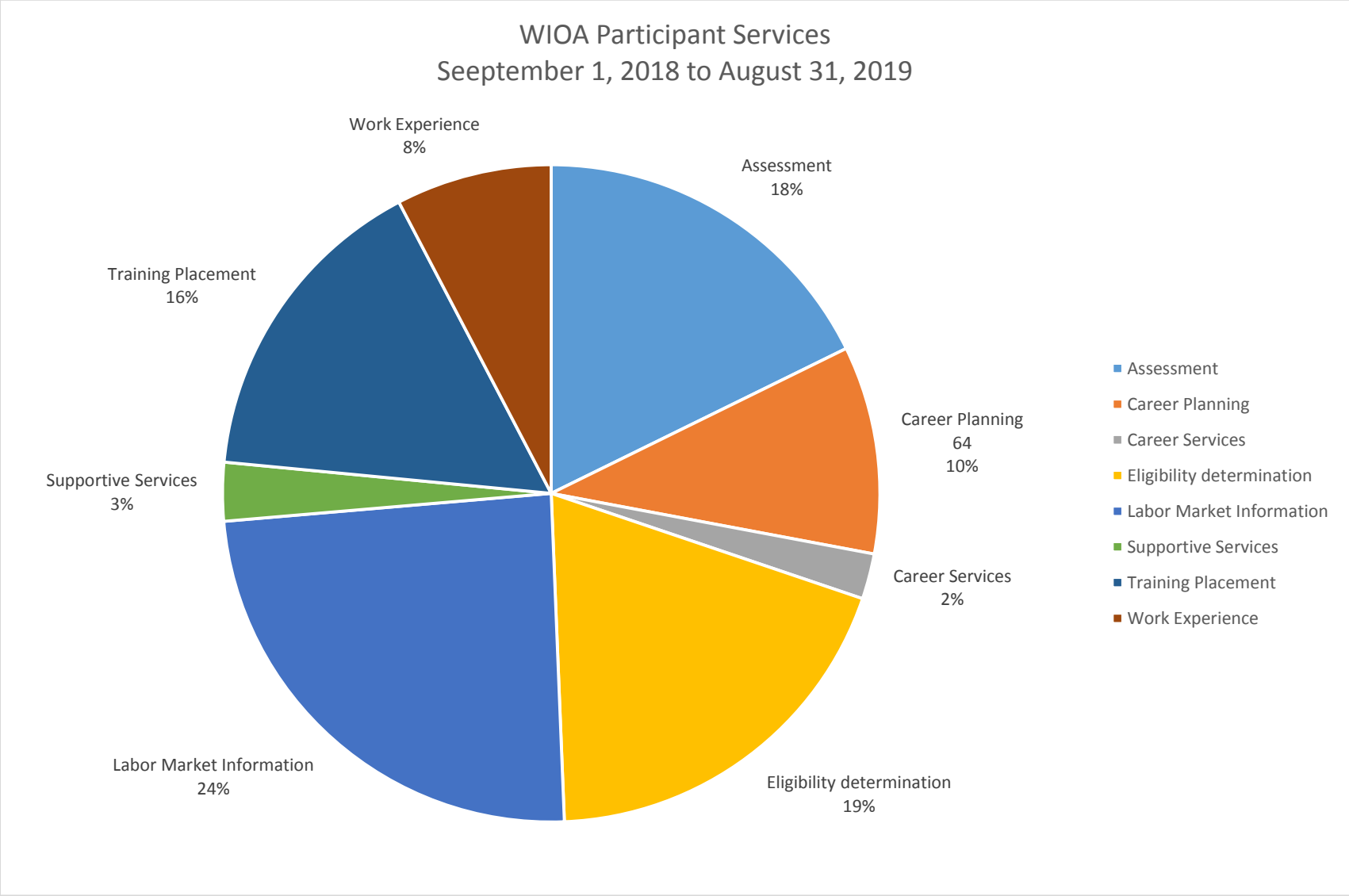


The deviations in LR "Workforce Information Services" and TORQ assessments are due to keying. Both services are available in the center and may be keyed as "Job Services".

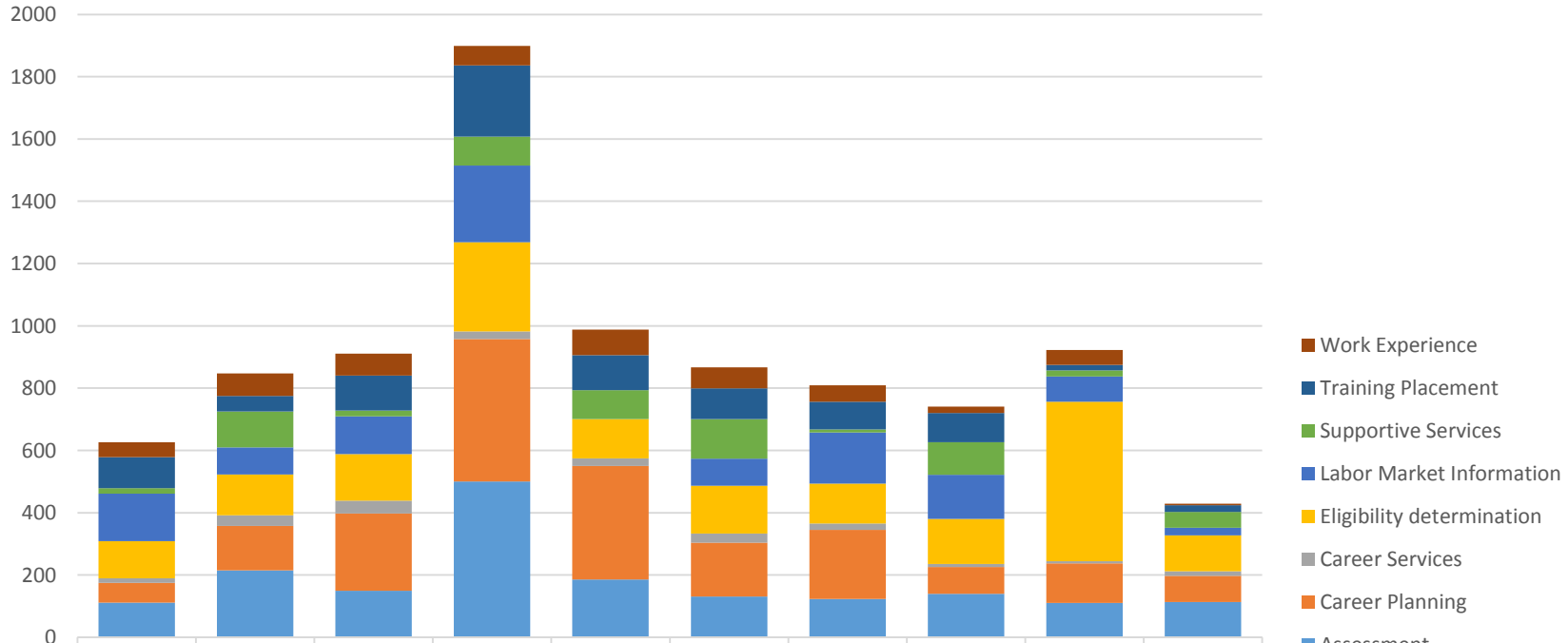


	Central	City of Little Rock	Eastern	North Central	Northeast	Northwest	Southeast	Southwest	West Central	Western
Workforce Information Services	1020	44	1275	2126	6689	6032	8224	6901	850	1898
Referral to Unemployment Insurance Services	4272	27	576	4112	3078	1671	2987	1999	2945	50
Job Services	14824	14453	1728	6765	11369	12123	6201	9543	14004	7845
Job Search Resume Preparation Assistance	2843	258	793	2667	6029	3918	3767	1643	3546	3554
Assessment - TORQ	4487	247	2327	1222	4338	1963	2059	1133	6897	2022

Staff Administrators consider this service mix to be consistent with expectations. Please note that Supportive Services may not be keyed when covered through referrals.



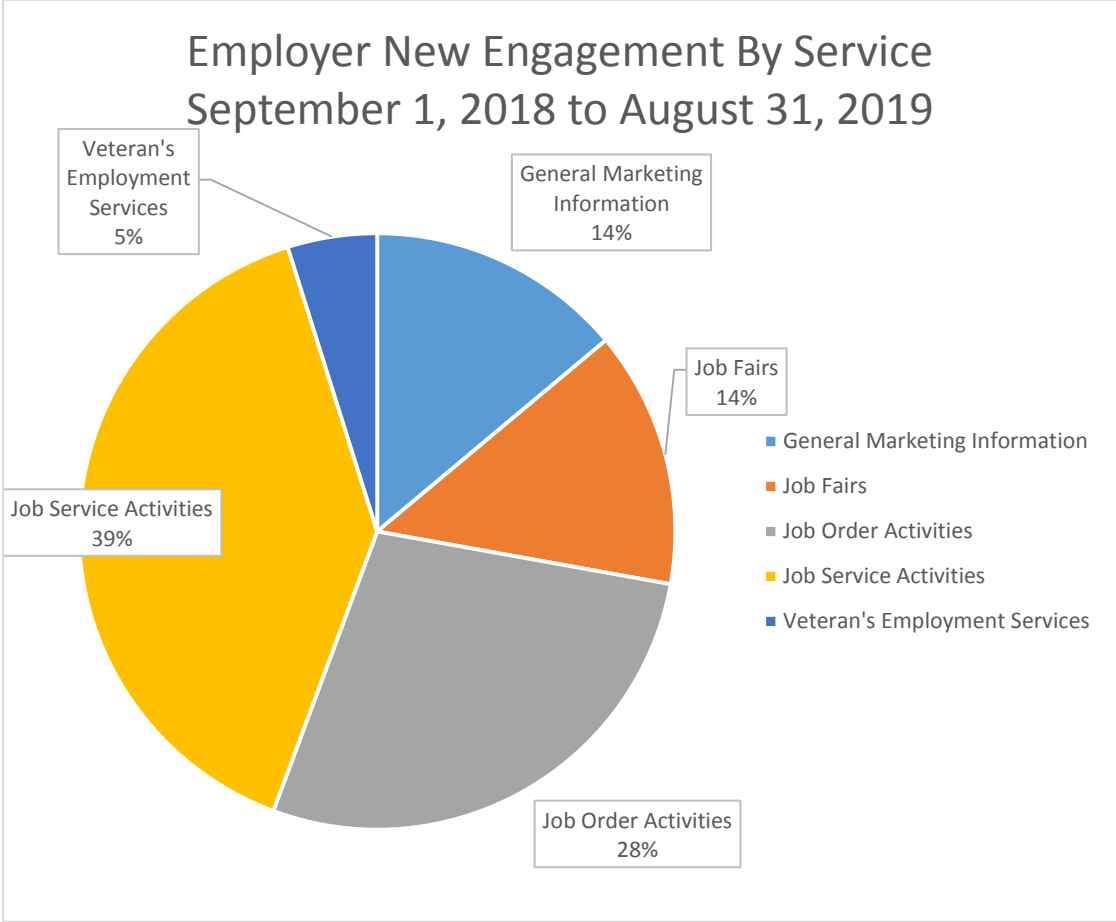
The deviation from the state pattern is the absence of Supportive Services in Southeast. However, in response to DOL monitoring, Southeast has implemented a more robust supportive services policy.



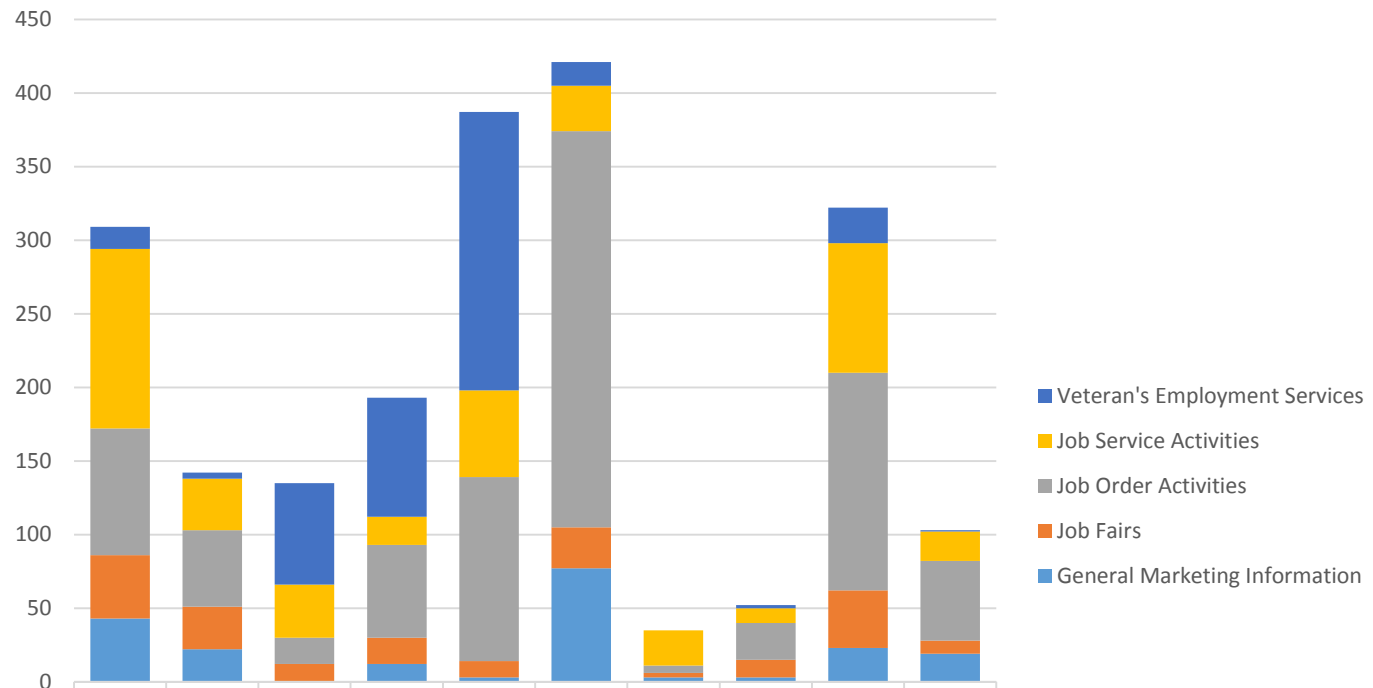
	Central	City of Little Rock	Eastern	North Central	Northeast	Northwest	Southeast	Southwest	West Central	Western
Work Experience	48	72	71	63	82	68	53	21	47	5
Training Placement	99	50	112	228	113	98	89	94	18	21
Supportive Services	18	115	19	93	92	127	9	104	20	51
Labor Market Information	152	87	121	247		87	165	142	81	25
Eligibility determination	120	131	149	286	126	154	128	145	512	115
Career Services	14	34	41	24	25	29	20	9	7	15
Career Planning	64	143	249	458	364	173	222	86	127	84
Assessment	111	215	149	500	186	131	123	140	110	113

Business Services and Service Mix

Staff Administrators consider this service mix to be consistent with expectations.

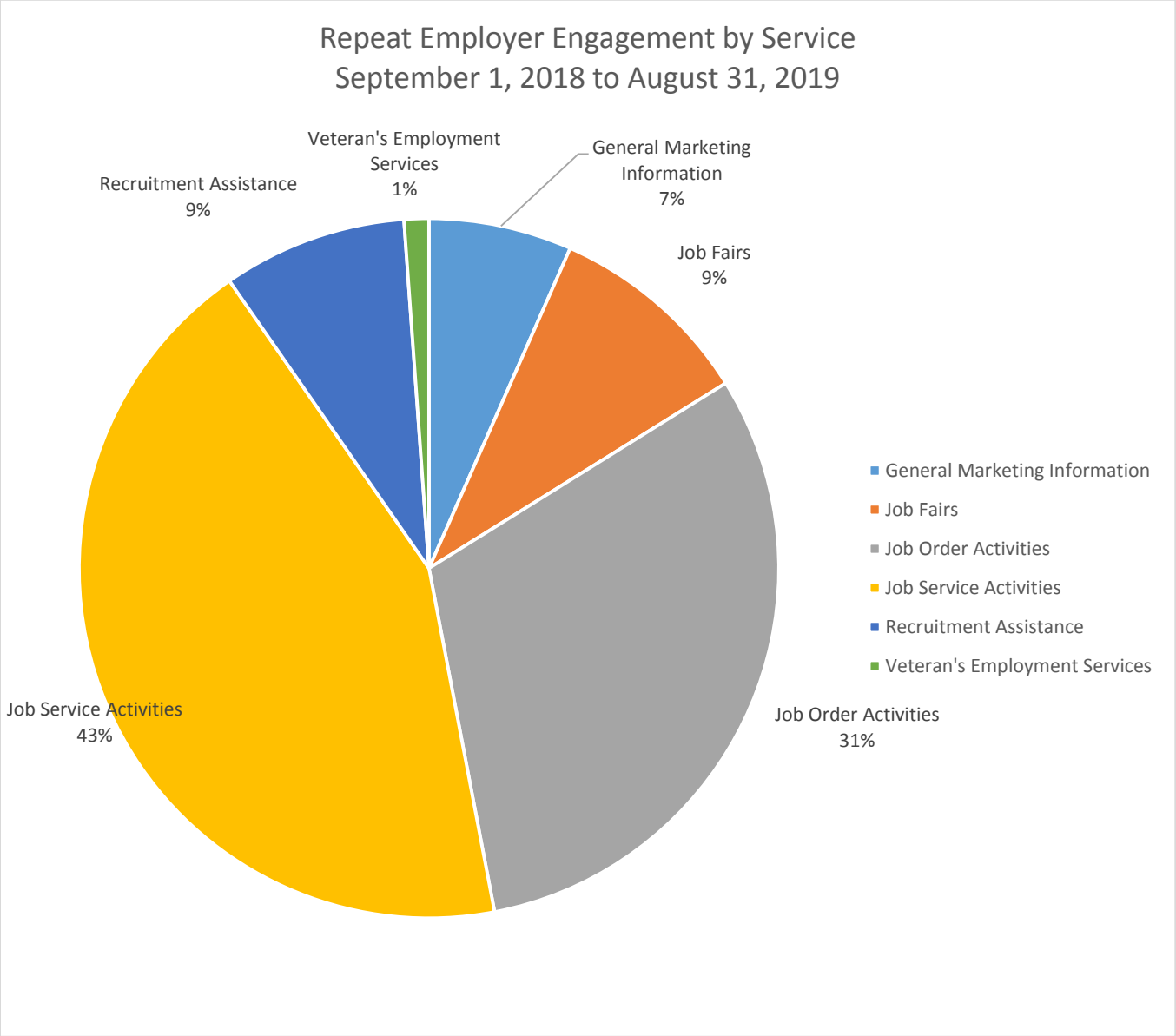


The greatest deviations are due to variance in Veteran's Employment Services and are reconcilable with the 5 part-time Local Vet Reps across the state and their locale/coverage.

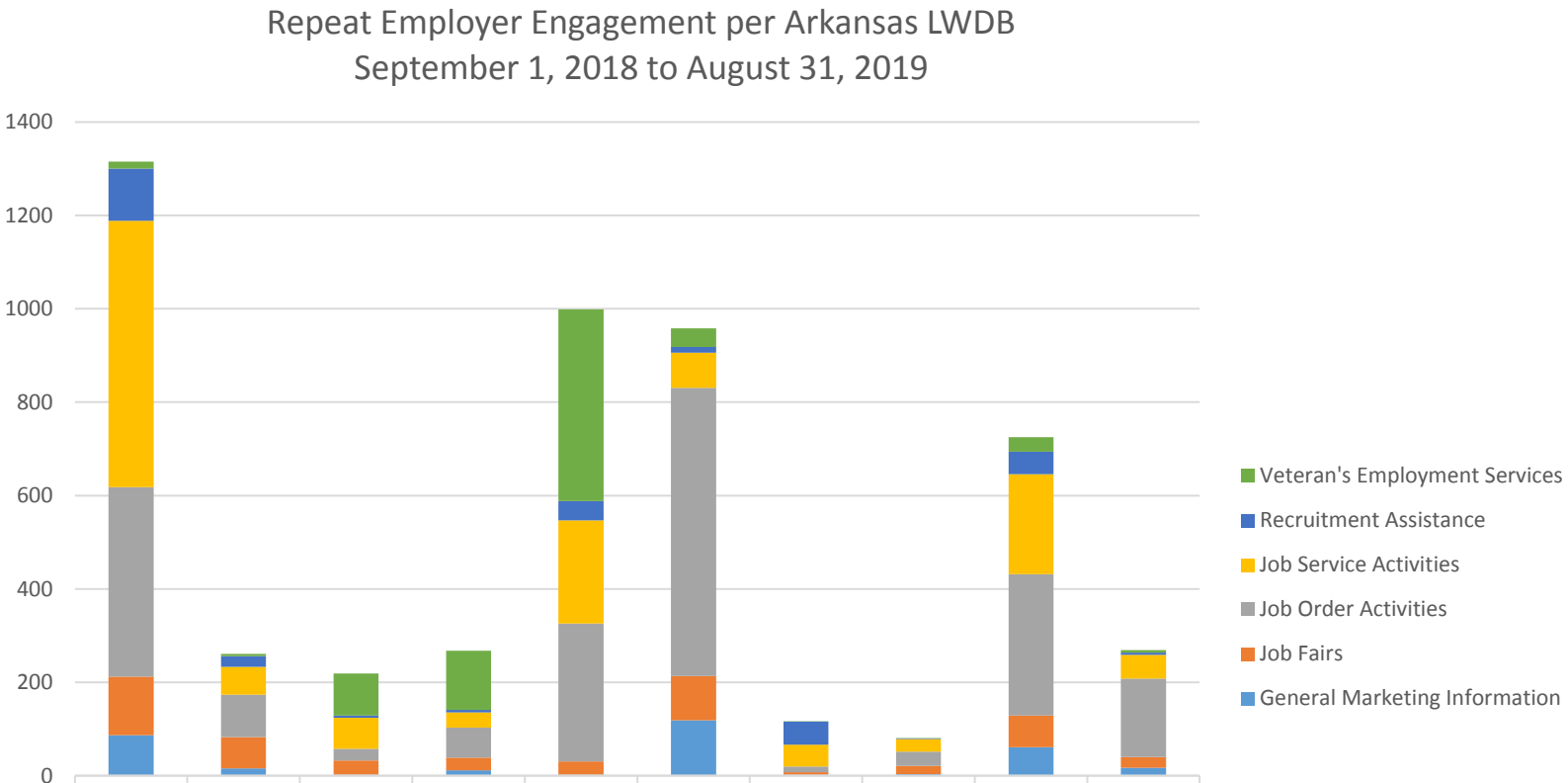


	Central	City of Little Rock	Eastern	North Central	Northeast	Northwest	Southeast	Southwest	West Central	Western
Veteran's Employment Services	15	4	69	81	189	16		2	24	1
Job Service Activities	122	35	36	19	59	31	24	10	88	20
Job Order Activities	86	52	18	63	125	269	5	25	148	54
Job Fairs	43	29	12	18	11	28	3	12	39	9
General Marketing Information	43	22		12	3	77	3	3	23	19

Staff Administrators consider this service mix to be consistent with expectations.

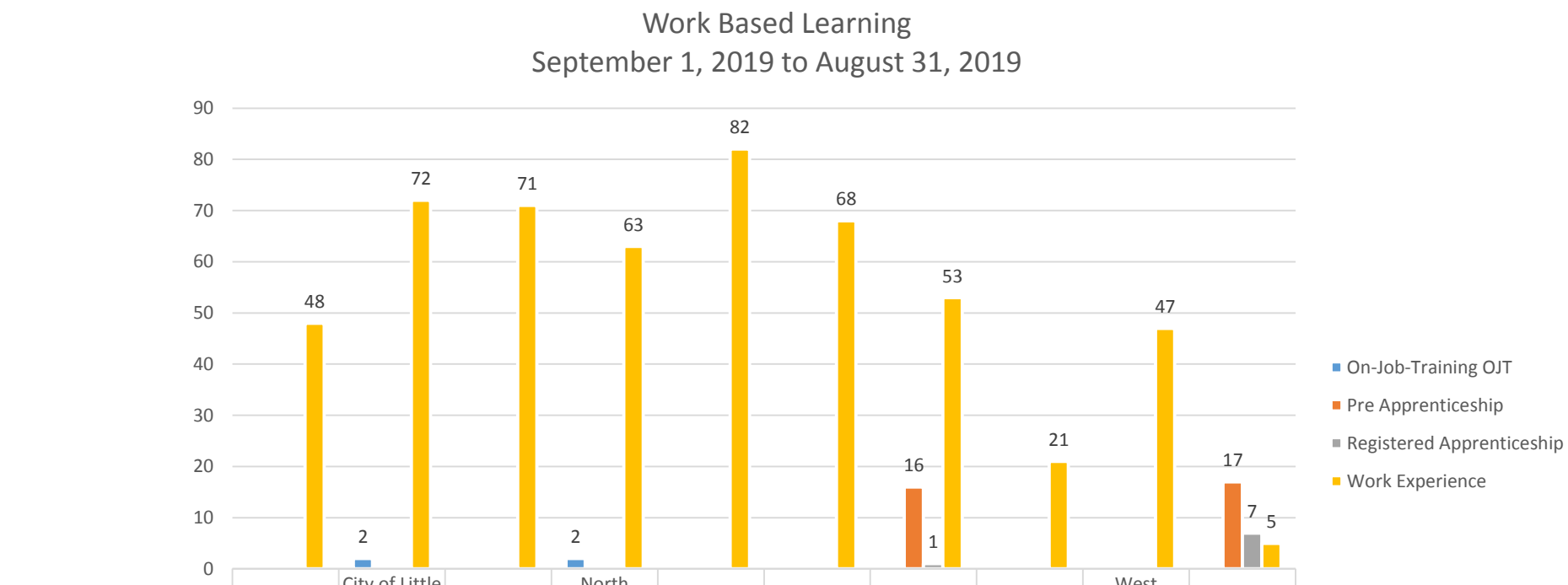

Repeat Employer Engagement by Service
September 1, 2018 to August 31, 2019
Veteran's Employment Services 1%
General Marketing Information 7%
Recruitment Assistance 9%
Job Fairs 9%
Job Service Activities 43%
Job Order Activities 31%
General Marketing Information
Job Fairs
Job Order Activities
Job Service Activities
Recruitment Assistance
Veteran's Employment Services

Staff note: The counts in repeat employer engagement are higher than new employer engagement, suggesting that employers return for a variety of services received.



	Central	City of Little Rock	Eastern	North Central	Northeast	Northwest	Southeast	Southwest	West Central	Western
Veteran's Employment Services	15	5	90	127	411	40	1	1	31	5
Recruitment Assistance	112	23	5	5	41	12	49	1	48	5
Job Service Activities	570	59	66	33	221	75	47	27	214	51
Job Order Activities	406	91	25	64	295	617	12	31	303	168
Job Fairs	125	67	31	27	29	95	6	17	68	23
General Marketing Information	87	16	2	12	2	119	2	4	61	17

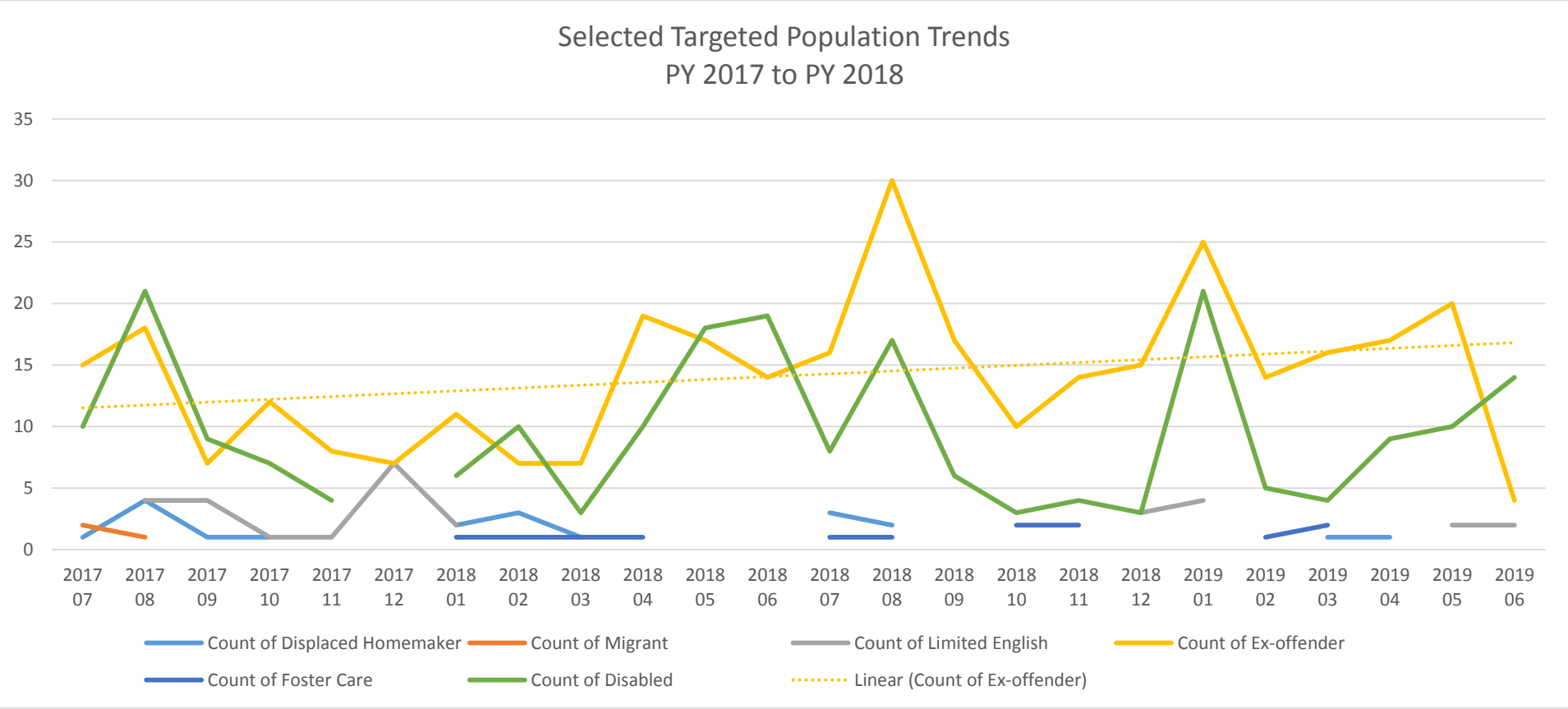
Staff note: The state's Work Based Learning funds and apprenticeship grants may help improve these figures over time. There are now 2 WBL programs.



	Central	City of Little Rock	Eastern	North Central	Northeast	Northwest	Southeast	Southwest	West Central	Western
On-Job-Training OJT		2		2						
Pre Apprenticeship							16			17
Registered Apprenticeship							1			7
Work Experience	48	72	71	63	82	68	53	21	47	5

Selected Targeted Populations

Ex-Offender counts have increased over the last two-years. Upward trends in 6 local areas, with the greatest increases in LR, where are the Reentry program may have increased referrals. Will be recalculated for Full Board based on Quarterly Information ending 9/30/19



WIOA Reports- Service Groups represent categories of services on a summary level; services at 5% or less removed.

Excluded- Less than 5%

Dropout Prevention
Financial Literacy
Individual Employment Plan Development
Job Referrals
Job Search
Workforce Preparation
On-Job-Training OJT
Pre Apprenticeship
Referrals and Partner Coordination
Registered Apprenticeship
Transition Services
Work Readiness/ Pre-Employment

ES Reports- Service Groups represent categories of services on a summary level; services at 5% or less removed.

Excluded- Less than 5%

Career Services
Workforce Preparation
Individual Employment Plan Development
Follow-Up Services
Training Placement
Supportive Services
Federal bonding Assistance
Work Readiness/ Pre-Employment
Job Search
Work Experience

For Consideration of the
Arkansas Workforce Development Board

October 15, 2019

AGENDA ITEM 6 – INFORMATIONAL: WIOA PY18 Title I & III Performance

INFORMATION/RATIONALE: Section 116 of WIOA establishes performance accountability indicators and performance reporting requirements to assess the effectiveness of States and local areas in achieving positive outcomes for individuals served by the workforce development system's six core programs.

These six core programs are the Adult, Dislocated Worker, and Youth programs, authorized under WIOA Title I and administered by DOL; the Adult Education and Family Literacy Act (AEFLA) program, authorized under WIOA Title II and administered by ED; the Employment Service program authorized under the Wagner-Peyser Act, as amended by WIOA Title III and administered by DOL; and the Vocational Rehabilitation (VR) program authorized under Title I of the Rehabilitation Act of 1973, as amended by WIOA Title IV and administered by ED.

The Program Year 2018 performance outcomes for Titles I and III are included herein.

Program Year 2018 WIOA Titles I and III

STATEWIDE ADULTS	Negotiated Goal	Actual Performance	90% of Negotiated
Employment Rate 2nd Quarter After Exit	91.1%	84.07%	81.99%
Employment Rate 4th Quarter After Exit	85.8%	83.51%	77.22%
Median Earnings	$6,281	$6,163.71	$5,652.90
Credential Attainment Rate	74.2%	80.81%	N/A

STATEWIDE DISLOCATED WORKER	Negotiated Goal	Actual Performance	90% of Negotiated
Employment Rate 2nd Quarter After Exit	91.0%	87.69%	81.90%
Employment Rate 4th Quarter After Exit	85.5%	89.12%	N/A
Median Earnings	$7,000	$6,396.00	$6,300.00
Credential Attainment Rate	76.1%	78.84%	N/A

STATEWIDE YOUTH	Negotiated Goal	Actual Performance	90% of Negotiated
Educ./Train./Employ. 2nd Qtr.	75.0%	79.93%	N/A
Educ./Train./Employ. 4th Qtr.	78.1%	80.41%	N/A
Credential Attainment Rate	75.0%	68.27%	67.50%

STATEWIDE WAGNER-PEYSER	Negotiated Goal	Actual Performance	90% of Negotiated
Employment Rate 2nd Quarter After Exit	73.4%	72.31%	66.06%
Employment Rate 4th Quarter After Exit	74.5%	71.92%	67.05%
Median Earnings	$4,750	$5,136.93	N/A

Green font indicates that the State met or exceeded their negotiated goal.

Note: States are considered to have met their individual negotiated goals if their actual achieved performance is at least 90% of their previously negotiated goal (Fourth Column).

N/A – denotes those measures which **did not** rely upon the 90% threshold as State met or exceeded negotiated goal.

Program Year 2018 WIOA Titles I and III

	CENTRAL		
Adult	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	91.10%	81.40%	81.99%
Entered Employment Rate 4th Quarter After Exit	85.80%	87.50%	77.22%
Median Earnings 2nd Quarter After Exit	$6,900.00	$5,739.44	$6,210.00
Credential Attainment 4th Quarter After Exit	77.00%	86.21%	N/A
Dislocated Workers	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	92.00%	97.37%	N/A
Entered Employment Rate 4th Quarter After Exit	87.00%	96.67%	N/A
Median Earnings 2nd Quarter After Exit	$7,200.00	$7,486.78	N/A
Credential Attainment 4th Quarter After Exit	77.00%	82.76%	N/A
Youth	**Negotiated**	**Achieved**	**90% Threshold**
Educ/Train/Employment Rate 2nd Quarter After Exit	77.00%	78.18%	N/A
Educ/Train/Employment Rate 4th Quarter After Exit	79.00%	81.36%	N/A
Credential Attainment Rate	80.00%	84.21%	N/A

Green font indicates that the Local Area met or exceeded their negotiated goal.

Note: Local Areas are considered to have met their individual negotiated goals if their actual achieved performance is at least 90% of their previously negotiated goal (Fourth Column).

Program Year 2018 WIOA Titles I and III

	CITY OF LITTLE ROCK		
Adult	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	91.10%	88.06%	81.99%
Entered Employment Rate 4th Quarter After Exit	85.80%	81.71%	77.22%
Median Earnings 2nd Quarter After Exit	$6,300.00	$6,846.28	N/A
Credential Attainment 4th Quarter After Exit	75.00%	80.56%	N/A
Dislocated Workers	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	91.00%	90.00%	81.90%
Entered Employment Rate 4th Quarter After Exit	85.50%	95.83%	N/A
Median Earnings 2nd Quarter After Exit	$6,900.00	$7,434.38	N/A
Credential Attainment 4th Quarter After Exit	75.00%	69.57%	67.50%
Youth	**Negotiated**	**Achieved**	**90% Threshold**
Educ/Train/Employment Rate 2nd Quarter After Exit	73.00%	64.86%	65.70%
Educ/Train/Employment Rate 4th Quarter After Exit	78.00%	78.38%	N/A
Credential Attainment Rate	74.00%	48.48%	66.60%

Green font indicates that the Local Area met or exceeded their negotiated goal.

Note: Local Areas are considered to have met their individual negotiated goals if their actual achieved performance is at least 90% of their previously negotiated goal (Fourth Column).

Program Year 2018 WIOA Titles I and III

	EASTERN		
Adult	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	93.00%	94.67%	N/A
Entered Employment Rate 4th Quarter After Exit	88.00%	96.88%	N/A
Median Earnings 2nd Quarter After Exit	$6,050.00	$5,720.00	$5,445.00
Credential Attainment 4th Quarter After Exit	74.00%	89.58%	N/A
Dislocated Workers	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	92.00%	91.67%	N/A
Entered Employment Rate 4th Quarter After Exit	86.00%	100.00%	N/A
Median Earnings 2nd Quarter After Exit	$7,300.00	$9,219.81	N/A
Credential Attainment 4th Quarter After Exit	77.00%	83.33%	N/A
Youth	**Negotiated**	**Achieved**	**90% Threshold**
Educ/Train/Employment Rate 2nd Quarter After Exit	74.00%	89.74%	N/A
Educ/Train/Employment Rate 4th Quarter After Exit	78.00%	94.74%	N/A
Credential Attainment Rate	77.00%	78.95%	N/A

Green font indicates that the Local Area met or exceeded their negotiated goal.

Note: Local Areas are considered to have met their individual negotiated goals if their actual achieved performance is at least 90% of their previously negotiated goal (Fourth Column).

Program Year 2018 WIOA Titles I and III

	NORTH CENTRAL		
Adult	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	88.00%	64.91%	79.20%
Entered Employment Rate 4th Quarter After Exit	84.00%	66.19%	75.60%
Median Earnings 2nd Quarter After Exit	$6,100.00	$4,689.10	$5,490.00
Credential Attainment 4th Quarter After Exit	73.00%	66.67%	65.70%
Dislocated Workers	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	90.00%	75.00%	81.00%
Entered Employment Rate 4th Quarter After Exit	85.00%	80.00%	76.50%
Median Earnings 2nd Quarter After Exit	$6,800.00	$4,850.73	$6,120.00
Credential Attainment 4th Quarter After Exit	82.00%	72.22%	73.80%
Youth	**Negotiated**	**Achieved**	**90% Threshold**
Educ/Train/Employment Rate 2nd Quarter After Exit	74.50%	65.12%	67.05%
Educ/Train/Employment Rate 4th Quarter After Exit	78.10%	69.14%	70.29%
Credential Attainment Rate	74.00%	54.39%	66.60%

Green font indicates that the Local Area met or exceeded their negotiated goal.

Note: Local Areas are considered to have met their individual negotiated goals if their actual achieved performance is at least 90% of their previously negotiated goal (Fourth Column).

Program Year 2018 WIOA Titles I and III

	NORTHEAST		
Adult	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	92.00%	91.03%	82.80%
Entered Employment Rate 4th Quarter After Exit	87.00%	90.41%	N/A
Median Earnings 2nd Quarter After Exit	$6,700.00	$7,060.54	$6,030.00
Credential Attainment 4th Quarter After Exit	75.00%	76.39%	N/A
Dislocated Workers	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	94.00%	96.15%	N/A
Entered Employment Rate 4th Quarter After Exit	87.00%	89.66%	N/A
Median Earnings 2nd Quarter After Exit	$6,900.00	$5,989.05	$6,210.00
Credential Attainment 4th Quarter After Exit	76.10%	72.92%	68.49%
Youth	**Negotiated**	**Achieved**	**90% Threshold**
Educ/Train/Employment Rate 2nd Quarter After Exit	75.00%	84.62%	N/A
Educ/Train/Employment Rate 4th Quarter After Exit	79.00%	83.93%	N/A
Credential Attainment Rate	80.00%	76.92%	72.00%

Green font indicates that the Local Area met or exceeded their negotiated goal.

Note: Local Areas are considered to have met their individual negotiated goals if their actual achieved performance is at least 90% of their previously negotiated goal (Fourth Column).

Program Year 2018 WIOA Titles I and III

	NORTHWEST		
Adult	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	92.00%	92.73%	N/A
Entered Employment Rate 4th Quarter After Exit	87.00%	96.06%	N/A
Median Earnings 2nd Quarter After Exit	$6,700.00	$7,267.87	N/A
Credential Attainment 4th Quarter After Exit	75.00%	85.60%	N/A
Dislocated Workers	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	91.00%	93.94%	N/A
Entered Employment Rate 4th Quarter After Exit	87.00%	100.00%	N/A
Median Earnings 2nd Quarter After Exit	$7,200.00	$7,727.05	N/A
Credential Attainment 4th Quarter After Exit	76.10%	78.95%	N/A
Youth	**Negotiated**	**Achieved**	**90% Threshold**
Educ/Train/Employment Rate 2nd Quarter After Exit	82.00%	82.14%	N/A
Educ/Train/Employment Rate 4th Quarter After Exit	80.00%	80.39%	N/A
Credential Attainment Rate	70.00%	70.30%	N/A

Green font indicates that the Local Area met or exceeded their negotiated goal.

Note: Local Areas are considered to have met their individual negotiated goals if their actual achieved performance is at least 90% of their previously negotiated goal (Fourth Column).

Program Year 2018 WIOA Titles I and III

	SOUTHEAST		
Adult	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	92.00%	80.60%	82.80%
Entered Employment Rate 4th Quarter After Exit	87.00%	74.19%	78.30%
Median Earnings 2nd Quarter After Exit	$6,300.00	$6,112.82	$5,670.00
Credential Attainment 4th Quarter After Exit	75.00%	78.69%	N/A
Dislocated Workers	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	92.00%	69.23%	82.80%
Entered Employment Rate 4th Quarter After Exit	86.00%	70.00%	77.40%
Median Earnings 2nd Quarter After Exit	$7,000.00	$5,282.63	$6,300.00
Credential Attainment 4th Quarter After Exit	79.00%	90.00%	N/A
Youth	**Negotiated**	**Achieved**	**90% Threshold**
Educ/Train/Employment Rate 2nd Quarter After Exit	80.00%	78.43%	72.00%
Educ/Train/Employment Rate 4th Quarter After Exit	83.00%	84.91%	N/A
Credential Attainment Rate	80.00%	59.09%	72.00%

Green font indicates that the Local Area met or exceeded their negotiated goal.

Note: Local Areas are considered to have met their individual negotiated goals if their actual achieved performance is at least 90% of their previously negotiated goal (Fourth Column).

Program Year 2018 WIOA Titles I and III

	SOUTHWEST		
Adult	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	92.00%	87.80%	82.80%
Entered Employment Rate 4th Quarter After Exit	87.00%	80.60%	78.30%
Median Earnings 2nd Quarter After Exit	$6,700.00	$6,111.24	$6,030.00
Credential Attainment 4th Quarter After Exit	75.00%	79.39%	N/A
Dislocated Workers	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	92.00%	84.00%	82.80%
Entered Employment Rate 4th Quarter After Exit	87.00%	88.89%	N/A
Median Earnings 2nd Quarter After Exit	$7,400.00	$7,245.60	$6,660.00
Credential Attainment 4th Quarter After Exit	77.00%	83.33%	N/A
Youth	**Negotiated**	**Achieved**	**90% Threshold**
Educ/Train/Employment Rate 2nd Quarter After Exit	88.00%	93.55%	N/A
Educ/Train/Employment Rate 4th Quarter After Exit	88.00%	81.82%	79.20%
Credential Attainment Rate	80.00%	78.13%	72.00%

Green font indicates that the Local Area met or exceeded their negotiated goal.

Note: Local Areas are considered to have met their individual negotiated goals if their actual achieved performance is at least 90% of their previously negotiated goal (Fourth Column).

Program Year 2018 WIOA Titles I and III

	WEST CENTRAL		
Adult	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	92.00%	93.55%	N/A
Entered Employment Rate 4th Quarter After Exit	87.00%	76.92%	78.30%
Median Earnings 2nd Quarter After Exit	$6,300.00	$6,863.00	N/A
Credential Attainment 4th Quarter After Exit	75.00%	88.89%	N/A
Dislocated Workers	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	90.00%	75.00%	81.00%
Entered Employment Rate 4th Quarter After Exit	85.00%	85.71%	N/A
Median Earnings 2nd Quarter After Exit	$6,800.00	$5,783.45	$6,120.00
Credential Attainment 4th Quarter After Exit	83.00%	83.33%	N/A
Youth	**Negotiated**	**Achieved**	**90% Threshold**
Educ/Train/Employment Rate 2nd Quarter After Exit	75.00%	73.68%	67.50%
Educ/Train/Employment Rate 4th Quarter After Exit	79.00%	73.17%	71.10%
Credential Attainment Rate	77.00%	84.21%	N/A

Green font indicates that the Local Area met or exceeded their negotiated goal.

Note: Local Areas are considered to have met their individual negotiated goals if their actual achieved performance is at least 90% of their previously negotiated goal (Fourth Column).

Program Year 2018 WIOA Titles I and III

	WESTERN		
Adult	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	90.00%	75.95%	81.00%
Entered Employment Rate 4th Quarter After Exit	85.00%	87.69%	N/A
Median Earnings 2nd Quarter After Exit	$6,000.00	$5,146.50	$5,400.00
Credential Attainment 4th Quarter After Exit	80.00%	82.81%	N/A
Dislocated Workers	**Negotiated**	**Achieved**	**90% Threshold**
Entered Employment Rate 2nd Quarter After Exit	89.10%	92.31%	N/A
Entered Employment Rate 4th Quarter After Exit	85.10%	100.00%	N/A
Median Earnings 2nd Quarter After Exit	$7,500.00	$7,644.18	N/A
Credential Attainment 4th Quarter After Exit	67.00%	100.00%	N/A
Youth	**Negotiated**	**Achieved**	**90% Threshold**
Educ/Train/Employment Rate 2nd Quarter After Exit	68.00%	80.00%	N/A
Educ/Train/Employment Rate 4th Quarter After Exit	80.00%	80.56%	N/A
Credential Attainment Rate	65.00%	67.65%	N/A

Green font indicates that the Local Area met or exceeded their negotiated goal.

Note: Local Areas are considered to have met their individual negotiated goals if their actual achieved performance is at least 90% of their previously negotiated goal (Fourth Column).

For Consideration of the
Arkansas Workforce Development Board

October 15, 2019

AGENDA ITEM 7 – INFORMATIONAL: *SALESFORCE* Implementation Update

INFORMATION/RATIONALE: Salesforce is a customer relations management tool that will assist business services teams to track and report business engagement activities across partner programs.

An update regarding the ongoing implementation of this tool will be provided by staff.

Date: October 15, 2019

Salesforce Update
Arkansas State Workforce Development Board

Background/Introduction

Salesforce is a customer relations management tool that will assist business services teams to track and report business engagement activities across partner programs.

Current Status

As previously reported, the Salesforce tool has been developing in four phases (or sprints) that include:

- Sprint 1 – Business Leads and Account Management
- Sprint 2 – Training Application
- Sprint 3 – Reports and Dashboards
- Sprint 4 – Needs Assessment and Skills Gap Analysis

The testing, development, and training on the product are complete. Salesforce is "going live" on September 16th to allow for business services staff to begin recording actual business engagement activity in the system. As we are launching using the system, we are establishing a "working group" to assist in developing some ground rules (or protocols) for moving us forward utilizing the tool. The "working group" will also take the lead in working through any issues that may arise using the system and determining their potential solutions.

Next Steps

Currently, evaluating several "next steps" to broaden the base of Salesforce users as well as enhance the system's value through collaborative efforts and data integration.

Here is a listing of potential next steps:

- Purchasing an additional 20 licenses to broaden the user base among partner programs. This is in addition to the original 35 licenses that have been purchased.

- Assessing/evaluating potential integration with AEDC employer needs assessment data.

- Assessing and evaluating potential opportunities for integration with AJL data.

- Assessing and evaluating the utilization of an external community portal feature within the system that could provide capabilities to interface with employers.

- Evaluating whether to continue administrative support with the Salesforce vendor (Coastal Cloud) under a managed services agreement over the next year.

For Consideration of the
Arkansas Workforce Development Board

October 15, 2019

ACTION ITEM 8 – ACTION: Proposed Allocation Methodology for Assistance to Areas with High Concentrations of Eligible Youth

RECOMMENDATION: It is recommended that the Arkansas Workforce Development Board approve the methodology used to identify areas of high concentrations of eligible youth and to make allocations based on the area's proportion of those youth.

INFORMATION/RATIONALE: Under Section 129(b)(F) of the Workforce Innovation and Opportunity Act, statewide funds are required to be used to provide additional assistance to local areas that have high concentrations of eligible youth.

The recommended allocation methodology below will both define which areas are considered "high concentration" and provide a method for allocating funds budgeted for this activity to those areas based on their respective percentage of estimated eligible youth and their barrier to participant count within the Youth program for the previous year.

The proposed methodology was presented to the Strategic Planning Committee on September 25, 2019 for their review.

PROPOSED METHODOLOGY TO DEFINE
WIOA
HIGH CONCENTRATION OF ELIGIBLE YOUTH

A proposal to define the term "High Concentration of Eligible Youth" must be based on certain characteristics listed in the Workforce Innovation and Opportunity Act (WIOA). The definition for the term "Eligible Youth" can be found in the WIOA law, Title 1, section 129. This definition referenced states eligible youth are individuals 16-24 years of age, who are considered low-income persons, and who have one or more of the following risk factors:

(i) Deficient in basic literacy skills;
(ii) A school dropout;
(iii) Within the age of compulsory attendance, but has not attended school for at least the most recent complete school year calendar quarter;
(iv) Homeless, a runaway, or foster child;
(v) Pregnant, or a parent;
(vi) An offender;
(vii) An individual who requires additional assistance to complete an educational program, or secure and hold employment.

These categories can be further broken down into specialized risks. We have data sources to count:

<u>Data Sources</u>

1/ Total Population by County and City of LR

Source: https://factfinder.census.gov. 2018 Population Estimate

Data set: " Annual Estimates of the Resident Population for Selected Age Groups by Sex for the US, States, Counties and Puerto Rico, Common Wealth and Municipals: April 1, 2010 to July 1. 2018."

2/ Population Age 14-24y

Source: https://factfinder.census.gov. 2018 Population Estimate

Data set: " Annual Estimates of the Resident Population: April 1, 2010 to July 1. 2018."

Note: Assumes same % of youth 14-24y found in 2018 for Pulaski County (13.58%) also applies to Little Rock City (age-group data is available for counties but not for cities)

3/ Dropouts - School Age

Source: Arkansas Department of Education, Dropouts and Withdrawals by reason, 2017-2018 (county level). https://adedata.arkansas.gov

Categories included: 1.Alcohol/drugs, 2.Conflict w/school, 3.Econ.hardship, 4.Enrolled GED, 5.Failing grades, 6.Health, 7.Incarcerated, 8.lack of interest, 9.Other, 10.Peer conflict, 11.Pregnancy/marriage, 12.Suspended/expelled.

[4/] English Language Learners - School Age

Source: Arkansas Department of Education (https://adedata.arkansas.gov)- English Language Learners Child Count SY 2018-2019 by all schools.

[5/] Juvenile Offenders

Source: Arkansas Crime Information Center (www.acic.org) under Crime Statistics.

Data set: 2018 Arrest by Contributor by County/Agency.

Categories included in Group A: 1.Crimes against persons, 2.Crimes against property A, 3.Crimes against property B, 4.Crimes against society and Group B: 5.Arrests

Note: Hot Spring County data is not available for 2018. Instead, this report uses the most recent information available for this county (2017)

[6/] Homeless School Age

Source: Arkansas Department of Education (https://adedata.arkansas.gov). Homeless by County, 2018-2019 (only includes count for Quarter 4)

Note: Homeless for City of Little Rock by School.

[7/] Foster Care - Age 12 and Over

Source: Arkansas Department of Human Services, Division of Children and Family Services. Annual Report Card State Fiscal Year 2018 - Children in Foster Care by Age SFY18.

[8/] Births to Women Under Age 20 - 2018

Source: Arkansas Department of Health, Data Statistics, Vital Statistics, Query System (http://www.healthy.arkansas.gov)

Note: Number of births to Women U20 for Little Rock.

[9/] Special Education - School Age

Source: Arkansas Department of Education (https://adedata.arkansas.gov)- Special Education Child Count SY 2018-2019 by all schools.

[10/] Poverty, Age 5-17 in Families

Source: 2017 Poverty and Median Household Income Estimates - Counties, States and National. US Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program (Release date: December 2018)

Information for Little Rock City from 2017 Poverty Estimates for School Districts.

It is the Department of Workforce Services' intent to categorize and prioritize risk factors that can be documented with reliable data from the following: 2010 Census; Arkansas Department of Education; Arkansas Department of Human Services; Arkansas Crime Information Center; and the Arkansas Department of Health. Here is our specific strategy for computation of priority:

1. Count the individuals for each county in each of the categories we have available data.

2. Group the State's 75 counties into Local Workforce Investment Areas (LWIA), and add the total number for each county in the LWIA to determine the total number in each LWIA. There will be individuals counted more than once because they fit more than one category, but that will serve to weight more heavily areas that have more individuals with multiple eligibility factors. (In all category calculations for the City of Little Rock LWIA and Central LWIA, a percentage of Pulaski County totals are used.) (Percentage used for the City of Little Rock LWIA is City of Little Population divided by Total Pulaski County Population)

3. Divide the LWIA's weighted number of "Eligible Youth" by the LWIA's total population to determine what weighted percentage of the LWIA's total population consists of Eligible Youth.

4. We propose any area that has a weighted percentage of Eligible Youth, as compared to its overall population, that is equal to or greater than ***22.475%** will be deemed as having a "High Concentration of Eligible Youth" for purposes of the funding formula.

5. Thus each LWIA that has a weighted percentage of Eligible Youth equal to ***22.75%** or more will share in the funds. This is based on a formula of Total Eligible Youth divided by the total dollars available, and then uses that multiplier to determine each districts weighted at 50%. The remaining 50% of the award will be allocated based on the percentage of Total Barriers per Youth Participant in the State's MIS for the previous program year. (See totals page for amount to be awarded).

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Information for Little Rock City from 2017 Poverty Estimates for School Districts.

1) Population Age 10-24
U.S. Census Bureau, American Fact Finder, 2011-2015 American Community Survey 5-Year Estimates, https://factfinder.census.gov
2) Dropouts-School Age
Arkansas Department of Education, Dropouts and Withdrawals by Reason, 2015-2016, https://adedata.arkansas.gov
3) English Language Learners- School Age
Arkansas Department of Education, English Language Learners SY 2015-2016, https://adedata.arkansas.gov
4) Juvenile Offenders
Arkansas Crime Information Center, Arrest by Contributor: 2016, http://www.acic.org
5) Homeless- School Age
Arkansas Department of Education, Homeless by County: 2015-2016, https://adedata.arkansas.gov
6) Foster Care- Age 12 and Over
Department of Human Services, The Division of Children and Family Services, Children in Foster Care by Age, SFY 2015, http://humanservices.arkansas.gov
7) Births- Women Under Age 20
Arkansas Department of Health, Current Birth Data: 2013, http://www.healthy.arkansas.gov

8) Special Education – School Age
Arkansas Department of Education, Special Education District Profile: 2015/16, Child Count, http://www.arkansased.gov
9) Poverty – Age 5-17 in Families
U.S. Census, 2015 Poverty and Median Household Income Estimates, https://www.census.gov

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5.

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For Consideration of the
Arkansas Workforce Development Board

October 15, 2019

AGENDA ITEM 9 – ACTION: WIOA Title I Waiver Requests

RECOMMENDATION: It is recommended that the State Board approve the WIOA Title I Waiver Requests.

INFORMATION/RATIONALE: The Secretary of Labor's waiver authority under the Workforce Innovation and Opportunity Act (WIOA) is a tool to promote workforce system innovation and focus on outcomes.

The Department is supportive of waivers that are within the Secretary's waiver authority and where the state can articulate in its waiver request how the proposed waiver will improve job seeker and employer outcomes, or otherwise achieve positive outcomes.

In accordance with USDOL Training and Employment Guidance Letter (TEGL) No. 8-18, staff is requesting approval of the attached waiver recommendations by this Committee.

The Strategic Planning Committee reviewed these waiver requests at the September 25, 2019 meeting and request approval by the State Board.

Arkansas Waiver Requests

Waiver of the obligation of eligible training providers to collect performance data on all students in a training program. WIOA Sections 116(d)(4)(A) and 122, and 20 CFR 677.230(a)(4) and (5) and 20 CFR 680

The State of Arkansas is seeking a waiver from the requirements outlined in the WIOA at Sections 116 and 122, and at 20 CFR 677.230 and 20 CFR 680.400 thru 680.530, which require the collection and reporting of performance related data on all students participating in training programs listed on the state's ETPL.

Arkansas is concerned primarily with the impact the reporting requirements have on consumer choice and hard-to-serve participants in need of options. Additionally, we share the concerns of sister-states:

- Ensuring that local areas have sufficient numbers of, and diversity of, training providers necessary to create an effective marketplace of training programs for WIOA participants utilizing ITAs.
- Ensuring fairness in the process of determining training provider eligibility.
- Reducing he burden on training providers to submit performance information to the state which may not be readily accessible.
- Much of the performance information is self-reported through surveys, etc., which makes it difficult to get accurate performance data since students may not respond to surveys and, as a result, schools may just provide performance information that preciously collected without resurveying students.
- Proprietary schools do not currently have a state wide system to report student data and there is no way to automatically match students with other data sources calculate outcomes. This results in large reporting burdens on these types of training providers.
- Propriety schools would have to collect sensitive information, such as social security numbers, etc., on all students for the state to match wage and earnings information on students utilizing ETPL programs, which may leave students open to identify theft, privacy considerations, etc.
- Burden on training providers to collect and provide information on all students once they leave or gradate from the program. Thus the providers choose not to be on the ETPL, which limits consumer choice, especially for proprietary schools.
- Providing information on eligible training programs to WIOA participants in a way that helps them make good decisions about how to use their ITAs.

Waiver to allow the State to lower the local area and statewide reserve out-of-school youth expenditure requirement to 50 percent. WIOA Section 129(a)(4) and 20 CFR 681.410 and Waiver to allow the State to calculate the out-of-school youth requirement at the State level only. WIOA Section 129(a)(4) and 20 CFR 681.410

Arkansas is seeking a waiver from WIOA Section 129(a)(4)(A) and 20 CFR 681.410, which require not less than 75 percent of funds allotted to states under Section 127(b)(1)(C), reserved under Section 128(a) , and available for statewide activities under subsection (b), and not less than 75 percent of funds available to local areas under subsection (c), shall be used to provide youth workforce investment activities for OSY.

Arkansas is requesting the following waivers to this statutory and regulatory provision:

1. A waiver of the requirement to expend 75 percent of funding on the OSY population. Arkansas is requesting that this percentage be lowered to 50 percent. A waiver of the requirement that local funding must meet the 75 percent minimum expenditure requirement.
2. It is requested to allow a state-level Out –of-School Youth target (See #1 above) instead of requiring individual areas to each meet the minimum expenditure requirement.
3. A waiver of the requirement to expend 75 percent of Statewide Activities funding on the OSY population. It is requested to eliminate this percentage to allow flexibility of funding for special projects that meet the vision of and mission of the State.

Waiver to increase on-the-job-training reimbursement up to 90 percent for businesses with 50 or fewer employees. WIOA Section 134(c) (3)(H)(i) and 20 CFR 680.720 (b) (Puerto Rico)

Arkansas is requesting a waiver to the current allowable employer reimbursement rate of up to 50 percent of the wage rate of the On-the-Job-Training (OJT) participant for the extraordinary costs of providing training and additional supervision related to the OJT as described in the WIOA Section 134(c) (3)(H)(ii). The waiver require has been developed following the WIOA guidelines in Section189 (i)(3)(B) and the WIOA Federal regulation at 20 CFR 680.720(b).

Arkansas is proposing a sliding scale of reimbursement to the employer based on its size and capability. Under this waiver, the following scale will be implemented: up to 90% reimbursement for employers with 50 or less employees; up to 75% reimbursement for employers with a workforce between 51 and 250 employees. For employers with 251 employees or more, the statutorily defined 50% limit will continue to apply.

The waiver is requested for all WIOA formula funds: Adult, Dislocated Worker, Youth, National Dislocated Worker Grants, as well as other Discretionary grants, as appropriate.

Waiver to allow flexibility in the use of funds reserved by the Governor to provide disaster relief as permitted under Dislocated Worker Grants for disaster relief, including temporary work. WIOA Section 134(a)(2)(A), WIOA Section 134(a)(2)(B) and WIOA Section 134(a)(3)

Arkansas requests a waiver of WIOA Section 134(a)(2)(A), (2)(B), and (3) to add flexibility in the use of the funds reserved by the Governor for use to provide statewide rapid response activities, for use to provide statewide employment and training activities, and to underwrite or fund disaster relief to affected areas of pending National Dislocated Worker Grants.

Under this allowance, Governor's funds would only be used to fund temporary cleanup efforts and will only be made available to local areas impacted under a Federal Emergency Management Agency (FEMA) declaration. Governor's funds allotted to local areas under this waiver, who are subsequently awarded funds under the pending National Dislocated Worker Grants application, will refund the Governor's discretionary funds.

The purpose of this waiver request is to expedite the delivery of temporary cleanup resources and will be limited to one $200,000 allotment, per Local Area, per qualifying event.

Actions undertaken to remove state or local statutory or regulatory barriers

There are currently no state or local statutory or regulatory barriers to implementing any of the requested waivers.

Career Readiness

For All

Spring

2019

CCD
Coalition For
Career Development

Coalition for Career Development

Advisory Board Members

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Jim Larimore, Chief Officer, ACT Center for Equity in Learning

ACTE
Steve DeWitt, Deputy Executive Director

Advance CTE
Kimberly Green, Executive Director

***Amatrol, Inc.**
Paul Perkins, President

American Institutes for Research
Susan Therriault, Director, College & Career Readiness & Success Center

Boston University Wheelock College of Education
Scott Solberg, Ph.D., Professor of Education

Center for Native American Youth at the Aspen Institute
Erik Stegman, Executive Director

Colorado Business Roundtable
Jeff Wasden, President

Council of Chief State School Officers
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Education Commission of the States
Matt Jordan, Director of Strategic Initiatives

Education Leaders of Color
Sharhonda Bossier, Deputy Director

The Education Trust
Lynn Jennings, Director, National and State Partnerships

Entangled Solutions
Debbie Hughes, Senior Strategist

Envision Experience
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***Gateway Technical College (WI)**
Dr. Bryan Albrecht, President and CEO

Home Builders Institute
Ed Brady, President and CEO

IBM
Grace Suh, Vice President, Education

Institute for Educational Leadership
Johan Uvin, President

Junior Achievement USA
Jack Kosakowski, President and CEO

Manpower
Becky Frankiewicz, President of Manpower Group North America

***Manufacturing Skill Standards Council**
Leo Reddy, Chairman

National Association of Workforce Boards
Ron Painter, CEO

National Career Development Association
Spencer Niles, President

***NCCER**
Don Whyte, President and CEO

National Coalition of Certification Centers
Roger Tadajewski, Executive Director

National Governors Association
Martin Simon, Interim Director, Economic Opportunity Division

National Urban League
Marc H. Morial, President and CEO

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Scott Bull, CEO

Project Lead The Way
Vince Bertram, CEO

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Sundt Construction
Mike Hoover, President and CEO

Tribal Education Department National Assembly
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Peggy McLeod, Vice President, Education, Workforce Development and Evaluation

Universal Technical Institute
Kim McWaters, President and CEO

US Chamber of Commerce Foundation
Cheryl Oldham, Senior Vice President, Center for Education and Workforce

Whiteboard Advisors
Todd Bloom, Senior Vice President

YouScience
Philip Hardin, CEO

****Member of Founders Council***

Operations Committee

William Symonds, Executive Secretary, Coalition for Career Development and Director, Global Pathways Institute at Arizona State University

Jan Bray, CEO and Chief Strategist, Bray Associates

Todd Bloom, Senior Vice President, Whiteboard Advisers

Scott Bull, Co Chairman, Founders Council and CEO, Pace Industries

Jeannine Kunz, Vice President, Tooling U-SME

Spencer Niles, President, National Career Development Association

Leo Reddy, Co-Chairman, Founders Council and Chairman, Manufacturing Skill Standards Council

Scott Solberg, Ph.D. , Professor, Boston University Wheelock College of Education

Grace Suh, Vice President, Education, IBM Corporation

Johan Uvin, President, Institute for Educational Leadership

Note from the Operations Committee: *While Advisory Board members support the Coalition for Career Development goals and vision, all do not necessarily endorse every proposed solution in this White Paper.*

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Our Vision

The Coalition for Career Development is **committed** to making career readiness the **first priority of American education**. We believe that providing *ALL* learners with high- quality career development services and technology will help ensure that they secure productive employment in their chosen career as efficiently and cost-effectively as possible. This will also better meet the needs of employers for a skilled workforce, elevate the dignity of all work and help more young people achieve the **American Dream**.

Executive Summary

Overview

The goal of the Coalition for Career Development is to make career readiness the first priority of American education. Our vision is to ensure that ALL students secure productive employment in their chosen pathway as efficiently and cost-effectively as possible.

This paper offers a starting point for building a national consensus behind the achievement of that goal and vision. The paper begins by defining the underlying challenge:

- While our nation has invested hundreds of billions of dollars in improving education, we have devoted relatively few resources to providing quality career development[1]: the process that helps individuals establish career and life goals and to then develop the skills needed to pursue personalized career pathways.

- Because of inadequate self-exploration, career exploration, career planning, and skills development, many students leave high school without a clear plan for their future. As a result, many flounder. About a third of high school graduates don't go to college right away and often struggle to find meaningful work. And even many of those who do go to college lack direction and drop out. Only 60% of first-time undergraduates finish a four-year degree within six years, and only 30% of students at community colleges earn an associate's degree within three years.[2] As a result, the U.S. has the highest college dropout rate in the industrialized world.[3] Student loan debt has soared to $1.5 trillion[4], almost triple the level in 2007, and students with loans carry a crippling average balance of $37,000.[5]

- These factors also contribute to a labor force/ industry skills gap crisis that over 90% of CEOs see as a serious problem.[6] Quality career development programs address the skills gap by building stronger connections between school and work so that youth are able to gain access to work-based learning opportunities that equip them with the skills needed in today's economy.

In recent years, this crisis has received growing attention, and many initiatives have been launched to address the problems. While encouraging, these efforts are just a beginning. After describing the implications of these challenges for both students and the economy, this paper proposes a framework of practical, cost-effective solutions to accelerate progress and ultimately achieve a nationwide scale.

Proposed Solutions Framework

The following solutions are an outgrowth of the National Career Development Summit that the Coalition (referred to in this paper as CCD or The Coalition) convened in Washington, D.C., in September 2018. The Summit involved some 200 leaders from education, business, government and philanthropy, who reviewed and revised a draft of these solutions. We believe these solutions would produce

enormous benefits for both students and the economy, and that the returns would far outweigh the required investment.

Our Framework is built around five pillars, each of which is a critical component in creating high-quality systems of career development. We believe all of this work must be guided by a set of Overarching Principles. These include the need to fully engage business and industry in this effort, since it will have a huge bearing on their ability to recruit the kinds of skilled workers they need to prosper. We must also make a much greater effort to promote equity, which is essential if we are to develop a workforce that reflects the rapidly changing demographics of America. Other overarching principles include starting career development in elementary school, or middle school at the latest; giving this work more time in the school day, as well as greater financial resources; and the need to engage the broader community in career development.

The Five Pillars for Creating High-Quality Career Development Systems:

1. **Prioritizing Career Planning:** Efforts to increase career readiness are critical to improving post-secondary readiness—therefore career development activities should begin no later than middle school, and require all students to develop and maintain a personal Career and Academic Plan that aligns career and life goals to academic, postsecondary, and career pathways.[7]

2. **Providing Professional Career Advising:** To ensure that career development becomes a central priority, schools and post-secondary institutions need to appoint trained professionals to oversee this work. Providing access to high-quality career development will require more credentialed career advisers and licensed counselors in every school and post-secondary institution. These advisers must have specific career–development knowledge and competencies. To help meet this need, the Coalition has worked with the National Career Development Association to create a new staff position, School Career Development Advisors (SCDAs), who would be expected to involve the whole school, families, employers and the broader community in this effort. SCDAs would play both a direct service role in working with students, and a coordinating role, helping integrate career development activities throughout the school experience, and working with employers to increase opportunities for work-based learning.

3. **Emphasizing Applied and Work-Based Learning:** Applied and work-based learning should be an integral part of education in high school and beyond. Business, government, and educators must collaborate to scale up a continuum of options, such as job shadows, internships, apprenticeships, etc. States, school systems, and post-secondary institutions should set bold goals for increasing these opportunities. Educational programs should also encourage students to earn high-quality, industry-recognized certifications where available.

4. **Providing High-Quality Career Development Technology:** High quality career development technologies should play a key role in helping students develop their personal career and education plans. All students, teachers and career development advisers should be provided access to a defined baseline level of technology that will ensure they can make good use of these tools.

5. **Ensuring Accountability:** While most states have adopted measures of accountability that recognize the importance of career readiness, they now need to concentrate on rigorous implementation to ensure all students have access to quality career pathway programs and student supports to ensure success. States should base funding of post-secondary institutions on outcome measures, like job placement and graduation, rather than input measures such as enrollment.

We believe this moment marks an inflection point, not just for our company, but for business and society at large. [...] IBM does not believe that the future belongs to the few. We believe it belongs to all of us—and we translate that belief into practice and policy.

— Ginni Rometty
Chief Executive Officer, IBM

Photo courtesy of: IBM

The Challenge

Introduction

The greatest obligation of our education and workforce development system is to prepare young people for successful lives as adults, including satisfying careers that will allow them to achieve economic independence.

Despite the economic recovery, we are failing to meet this obligation for millions of young people. That failure is imposing a huge burden on young people and their families; on educational institutions and the governments that pay for them; and on companies and the broader economy.

Our current system of preparation is very inefficient; it simply doesn't work well for many students or their parents. While we encourage most students to attend college, many are ill-prepared and subsequently drop out before graduating, leading to the world's highest college dropout rate. Many of those who do graduate struggle to find satisfying, good-paying jobs, but still must contend with huge student loan debt. Because we increasingly view higher education as a "private good," student debt has skyrocketed to $1.5 trillion – surpassing all other forms of debt except mortgages.

Our current system is also ineffective. Our schools and colleges often do a poor job of exposing students to in-demand careers and equipping them with the skills needed to succeed in those fields. This disconnect between education and the economy has created a skills shortage (or skills mismatch) that over 90% of CEOs consider a serious problem. Meanwhile, Gallup reports that only 33% of U.S. employees are "engaged" in their jobs, meaning they love their work and strive to make their organizations better every day. In sharp contrast, 16% are "actively disengaged," meaning they are miserable at work and undermine the organization. The remaining half, 51%, are "not engaged": they show up, but are not committed.[8] This is a stunning indictment of our failure to prioritize career development.

And perhaps most troubling, our system is inequitable. The demographics of the American workforce are changing beyond recognition. As recently as 1980, the workforce was almost 80% white. Today, whites account for fewer than two-thirds of workers, and by 2050, if not sooner, they will constitute a minority of workers. Yet our education system often ignores or is ill-equipped to deal with these realities. While the majority of public school students are now students of color, huge gaps in academic achievement and economic opportunity continue to separate black, Hispanic, Native and some other racial minority students from their white counterparts. These trends pose a major challenge to an economy that increasingly requires workers to have completed at least some post-secondary education and training. And they also help explain why economic mobility has fallen sharply in the U.S., and is now far behind where it stood at the end of World War II.[9]

All of these problems stem from our shocking national neglect of career development: the essential process that helps individuals decide what career they are best suited for, and to then map out the best pathway to that career, including the time, personal effort and education needed to successfully pursue it. The Coalition believes that we would make enormous progress in addressing these problems if we reversed this neglect by establishing career development and readiness as the central priority of education. This is hardly a call for radical reform. Rather, it is really a call to return to common sense.

A Flawed Paradigm

Over the past generation, the pendulum in education reform swung almost entirely towards academic attainment and achievement, while de-emphasizing career development and preparation. This culminated in a paradigm (established through explicit policies and reinforced by the prevailing culture) that promoted a policy of "college for all," especially the four-year college experience, as the ultimate goal of K-12 education. While four-year degrees are essential for many of the best-paid careers, and colleges certainly prepare many graduates for success, the "college for all" approach has proven inadequate for the majority of students. Consider the following:

- Though the goal of earning a bachelor's degree is almost universally embraced, only 33.4% of U.S. adults over the age of 25 have actually achieved this goal – meaning two-thirds have fallen short.[10]

- Many students who enroll in college are not academically prepared and/or lack clear career objectives.[11] Many of them drop out before earning a degree, giving the U.S. the dubious distinction of having the highest college dropout rate in the developed world. And even many of those who do graduate require six years to earn a four-year degree.

- While 80% of jobs require some form of postsecondary education or credentialing, our cultural focus on four-year degrees ignores the fact that 54% of credentialing programs take one year or less to complete. These short-term programs are especially valuable to nontraditional students, who now constitute the vast majority of students in postsecondary education, because they provide pathways that can be completed in far less time and cost than conventional degree programs.[12]

- The "college for all" focus (often understood as "university for all" or "four-year degrees for all") has unintentionally fostered an elitist environment in which community/technical colleges—and the careers for which they prepare students—are often under-valued and underfunded. Yet according to Georgetown's Center on Education and the Workforce, 44% of all "good jobs" in America – those that pay at least $35,000 for workers aged 25-44 – are held by people who have not earned a bachelor's degree. This includes people who have earned a certificate, completed some post-secondary education, or even just earned a high school degree. In all, there are almost 30 million good jobs for these people: jobs that provide access to the middle class. [13]

This is not only a K-12 education problem. Many students also are dissatisfied with the career preparation they receive in college. Consider:

- Though the vast majority of college students entered college with the expectation that it would prepare them for the world of work, only about a third are confident they will graduate with the skills and knowledge to be successful in the job market.[14]

More specifically, college graduates cited these shortcomings:

- Nearly four in 10 students – including more than one-third of seniors—have never visited their school's career services office or used online career resources. And only 28% said their academic advisers are very helpful in identifying career options.[15]

- Only 29% of graduates report they had an internship or job that allowed them to use what they learned in the classroom, and students overwhelmingly want more internships.[16]

- 61% want classes designed to help build career skills.[17]

- 58% want more time focused on career preparation.[18]

Clearly, it is time to develop and embrace a new paradigm designed to work for ALL students, and to better prepare them for career success. This cannot be accomplished without providing more professional career advising.

Our Neglect of Career Development:

The Critical Shortage of Counselors and Career Advising

Even as we have greatly expanded efforts to promote college, we have devoted few resources to career development, despite the fact it has such enormous potential to help students figure how they can achieve the greatest return on this major investment. A striking symptom of this neglect is the acute shortage of in-school career counselors—especially counselors with expertise in career development. This means that most students in the United States have minimal access to formalized career development activities and instruction.

The American School Counselor Association (ASCA) has adopted three components of work for the school counselor. School counselors should address the academic, career, and social–emotional needs of students. A 2018 national survey conducted by Advance CTE and the American School Counselor Association found that many states are increasingly emphasizing career advising and development, and that on average they employ more than five strategies to support these goals. Nevertheless, the report concluded, "Across the board, states are not overly confident in the effectiveness of their career advising and development systems."[19]

One reason is that because of their administrative responsibilities and huge caseloads (often hundreds of students for each counselor) many school counselors are simply unable to spend significant time working with individual students on customized career development and planning. While many school counselors have worked to establish career development activities, it is a frustratingly uphill battle.

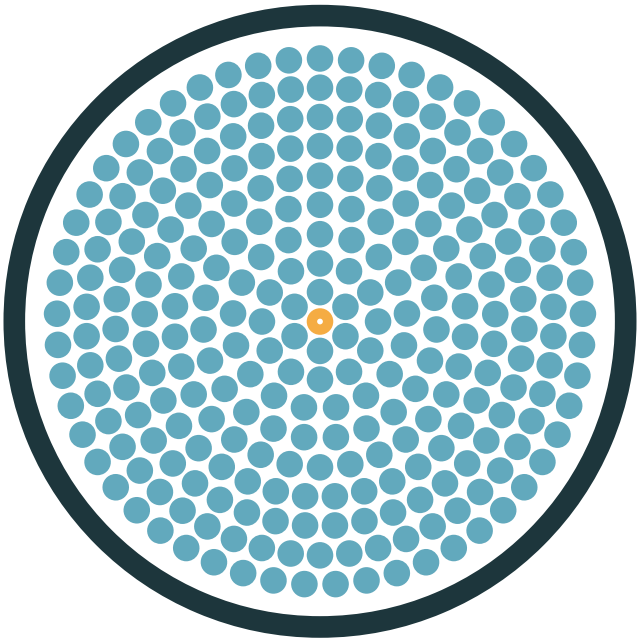
In U.S. high schools today, the average student-to-counselor ratio is a staggering 464-to-1.[20] However, these national averages can be misleading, because our better-funded schools typically have larger counseling staffs (often including counselors dedicated to college admissions counseling), while less-resourced schools tend to have few counselors. Students from lower-income communities typically need more social-emotional supports as well as more career-focused counseling, and so often are short-changed on both fronts.

Counseling and advising professionals need significant additional resources to reach the ASCA's national goal of lowering the current student to counselor ratio down to 250–to–1. And the reality is that to meet the needs of students in schools heavily impacted by poverty and related social challenges, we would need to go even further in these schools.

Adding to the challenge, marketplace career opportunities are evolving at a faster pace than students' and counselors' access to accurate career development information. The lag time between real-world career trends and school-based information only exacerbates students' uncertainties about the career and postsecondary choices they should make.

The current situation was summed up by a 2016 SkillsUSA/Manufacturing Institute/Student Research Foundation survey, which gave 57,000 high schoolers the choice of 12 "influences on their career choices." The top choice, selected by 63%, was their "own interests and experiences." Only 2% selected counselors.[21] Even given the best efforts of the school counselors, in the face of inadequate resources available on campus, many students must look elsewhere for career guidance.

As a nation, we must create and fund high-quality career pathway exploration programs and focused career development opportunities for all students.



In U.S. high schools today, the average student-to-counselor ratio is 464-to-1.

Photo courtesy of: IBM

The Consequences for Students

The lack of resources and programming for systemic career pathway exploration, planning, and work-based learning has a negative impact on student outcomes and welfare. Because so little time is devoted to career exploration, many students have only very limited awareness of their career opportunities, including those that provide faster and less expensive pathways to the middle class than four-year college. This helps explain the stunning decline in economic mobility the U.S. has witnessed since World War II, while increasing the likelihood that today's youth will be trapped in the cycle of poverty.

The neglect of career development also contributes to the lack of student engagement in school. According to Gallup, while 74% of fifth–graders are actively engaged, this falls to just 33% of tenth–graders.[22] Put another way, high school is still boring for too many students. Clearly, it isn't enough to simply tell secondary school students they must learn material just because it will be on the test or help them pass a course so they can go to college. Today's students require and deserve more compelling answers to the questions, "Why do I need to learn this?" and "How will I ever use it?", so they can make a stronger connection between their education and future career.

The lack of career development resources and programming also contributes to the inefficiency of our higher-education system. Many students either do not have clear goals or lack understanding of what degrees, majors and courses will increase their chance of employment. Consider:

- Even after six years, only 60% of first-time, full-time college students complete their bachelor's degree.
- Only 30% of first-time college students pursuing an associate's complete their degrees in three years (150% more time than the degree is supposed to take).[23]
- Only 40% of high school grads tested by ACT were interested in the fastest-growing career fields.[24]

- Even many students who do graduate often end up underemployed or working in fields unrelated to their college major. This contributes to frequent job changes and long-term underemployment. While the median worker spends 4.2 years in each job, and adults 55 to 64 have a median tenure of 10 years, young adults aged 28 to 34 spend only 2.8 years in each job—making it more difficult to embark on a promising career pathway.[25]

Perhaps the most punitive result of this disconnect between school and work is college debt, which now averages $37,000 per student. Moreover, many students aren't making enough money to pay back these loans. This explains why more than 1 million people default on their student loans each year, putting them at risk of losing access to credit to purchase a home or other goods and services critical to the economy.[26] To help make ends meet, more students are forced to return to their parents' home after graduation, rather than fully entering the economy as independent adults.

It is important to emphasize that investing in one's education is still a wise investment, as long as that investment has a good chance of leading to entry into a good-paying career and successful advancement through one's consciously chosen career pathway.

The Negative Consequences for the Economy

Together, these problems have a massive, debilitating impact on our economy, including:

- First, the enormous $1.5 trillion in student loan debt puts student loans just behind mortgages as the largest form of debt in the nation, greater than credit card debt and car loans. Even worse, the non-dischargeable nature of college debt (meaning it cannot be eliminated through bankruptcy) literally requires students to bet their economic future on the claims made by the colleges regarding the financial return they will earn on the investment they made to earn their degree.

- Second, the inefficiencies in our system of education result in billions of dollars of expenditure that ultimately do little to benefit the economy. By the time an American student finishes college, more money is spent on his or her education than in nearly every other country in the world, yet even that much money is producing only middling results on international tests.[27]

- Third, the disconnect between the programs students choose and the actual jobs in the economy has created a wide skills gap. In June 2018, the Western Governors' Association reported that there are 6.6 million unfilled jobs in the United States due in part to shortage of workers with the skills and qualifications to fill those jobs. The largest gap is in middle skills jobs, which require more than a high school diploma but less than a four-year degree.[28] And this skills gap is widely projected to increase in coming years, because there won't be workers with adequate skills to keep pace with technological change. The problem is so pervasive that 90% of CEOs say they struggle to find skilled talent.[29]

Encouraging Efforts to Address the Challenge

In recent years, there has been a growing recognition of these challenges. In response, a number of innovative and ambitious efforts have been launched to address them — many of which have involved members of the Coalition's Advisory Board.

The vast majority of states now embrace Individual Learning Plans (ILPs) to promote academic and career planning, and some 40% of states mandate that they be used by all students.[30] Some states have gone much further. Wisconsin implemented its Academic Career Planning process statewide in the 2017/18 school year to ensure students are engaged in career exploration and planning beginning in middle school. South Carolina has a Personal Pathways to Success program that requires all high school students to declare a career major aligned to one of the nationally recognized career clusters. Colorado, Massachusetts, and Oklahoma also have launched ambitious programs.

While these examples are encouraging, most states have not provided adequate funding, time or resources to support high-quality use of the ILP process. Further, some of the state-based ILPs only focus on the academic planning needed to graduate from high school and neglect career planning. The Advance CTE/ASCA national survey of counselors and State CTE Directors found widespread skepticism. "Only 7% (of school counselors) feel that the ILPs are extremely effective for career advising and development, and 40% believe they are only somewhat effective or not effective," the report stated.

Career and Technical Education has undergone a significant transformation during the past 20 years, evolving from its past providing the more traditional forms of vocational/technical education. The best CTE teachers and leaders have upgraded the quality of their programs, involved employers more directly, and realigned content and upgraded technology to meet the needs of the modern skilled workforce. Yet only a minority of students truly benefit from these improvements. Today, only about 15% of high school students "concentrate" on a career interest by taking two or more courses in the same career field.

Similarly, there has been growing recognition of the value and importance of giving students the opportunity to engage in work-based learning (WBL), which can range from job shadowing and career fairs to internships, co-op programs and apprenticeships. Colorado has created CareerWise, a non-profit intermediary that aims to create over 20,000 apprenticeships in high-demand occupations. Washington's Career Connect program aims to create 100,000 opportunities for various forms of WBL. The Trump Administration is championing expansion of apprenticeships, where the U.S. has long lagged behind such countries as Switzerland and Germany. Further, the National Governors Association and the American Institutes

for Research have each worked with groups of states to help them learn how to scale high-quality forms of WBL. Yet while all these efforts are heartening, WBL remains the exception rather than the rule, and the vast majority of students do not have access to such programs.

Several initiatives to improve career pathway programs and career readiness have also been launched in the past few years. J.P. Morgan Chase's New Skills for Youth project is providing $2 million to each of 10 states that are working to improve and evaluate their demand-driven career pathway programs. The Business Roundtable reports that most of its members – which comprise America's largest employers – have launched efforts to improve their talent pipelines and close the skills gap. IBM, for example, created an entirely new model for preparing students for "new collar" jobs (which combine technical and professional skills) through its P-TECH schools, which span grades 9 to 14. P-TECH equips graduates with no-cost associate degrees in competitive STEM disciplines and has grown from one school in 2011 to more than 100 today.

Similarly, the Pathways to Prosperity Network, led by Jobs for the Future and the Harvard Graduate School of Education, is working with 14 states and regions to help them develop grade 9-14 systems for preparing students for well-paying middle skill jobs. And in 2018, The Western Governors' Association completed the first year of its Workforce Development Initiative, designed to improve education and workforce development in the Western U.S.

The Coalition applauds these efforts. But while they represent encouraging innovation, they still serve a very small percentage of our students. By themselves, they are hardly sufficient to meet the goal of serving ALL young adults. The Coalition believes it is imperative that we now build on the best work being done with the goals of accelerating progress and taking this work to scale.

The CCD believes we need a new national movement to make career readiness the first priority of American education. To help spearhead this movement, the CCD has identified a series of solutions that can achieve our vision.

Photo courtesy of: SkillsUSA

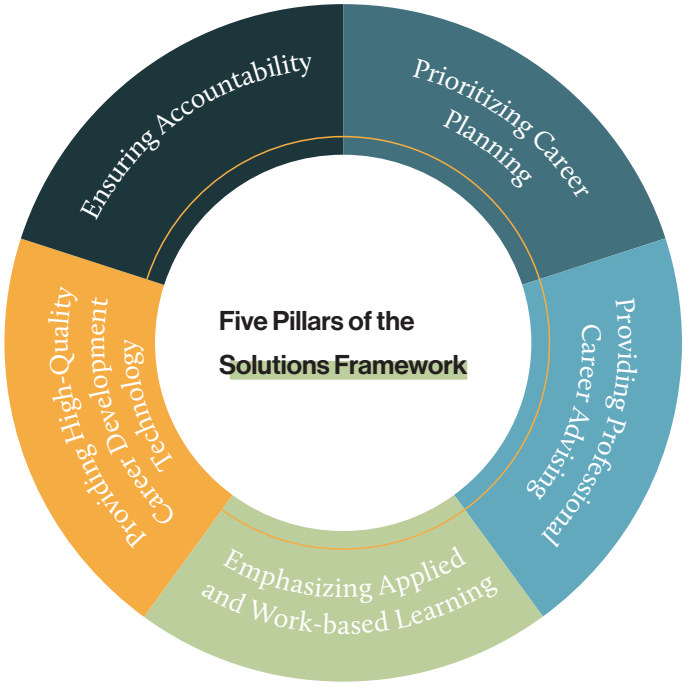
A Solutions Framework:

How We Can Meet the Challenge

Introduction

The Coalition recognizes that realizing our vision of making career readiness the first priority of American education will require profound changes in the culture of education, as well as in long-standing educational practices and programs.

We are convinced, however, that it is imperative that we embark on this agenda for change now. Otherwise, the costs of continuing on our current course will become increasingly unsustainable, as problems such as the rise in student debt and the widening of the skills and equity gaps increasingly threaten the future of our economy and society.



To guide this work, the Coalition has developed a comprehensive Solutions Framework for transforming career development. A draft of the Framework was thoroughly reviewed at the National Career Development Summit held in Washington, D.C., on Sept. 12, 2018. The Summit attracted over 200 prominent educators, policymakers and business leaders deeply involved in career development. All of them had an opportunity to provide suggestions and feedback on the draft during two lengthy breakout sessions. The Framework we are publishing now has been synthesized, revised and we trust improved upon based on this feedback.

Our Solutions Framework is built around five pillars, all of which are critical components in creating high-quality systems of providing career development. In each, we identify the most important things that need to be done to advance this effort. These suggested solutions are not meant to be comprehensive, but rather to call out the critical priorities for near-term action. The effort to construct this Solutions Framework also made it clear that there are a set of overarching principles that must inform the entire effort to improve career development. We begin with these.

Overarching Principles

1 **Engage Employers as Full Partners in Career Development:** No sector of our society has a greater stake in this effort than American business and industry. The quality of career development will have a huge bearing on their ability to recruit the kinds of skilled workers they need to continue to prosper. Yet today, virtually all CEOs complain that this is one of the greatest challenges they face. Solving this problem will require a much larger level of involvement from business. Until now, while some companies and industries have made commendable efforts to address this problem, they have been the exception rather than the rule.

What's needed is a fundamental shift in how companies, as well as industry associations and organizations, view their role in career development. They should view this effort as a strategic imperative. Their future will depend on how well today's young adults understand the career pathways their industry offers, and to what extent those young adults have meaningful chances to learn about these opportunities and acquire essential skills through internships, apprenticeships and other forms of work-based learning.

To meet this obligation, business needs to provide

Image courtesy of: National Career Development Association

substantial financial and in-kind support. Businesses must make the effort to inform young adults through career fairs, job shadowing and mentoring; create meaningful opportunities for work-based learning; and ask some of their best employees to contribute time to this worthy endeavor. Industry must also agree to do far more to fund this effort. Career development cannot be confined to education and government. The ultimate beneficiaries will be business and industry. And they must invest accordingly.

2 **Promote Equity to Propel Upward Mobility:** Career development for all youth provides a powerful opportunity to create a more equitable economy and society. Through career development, the ideals of the American Dream can be reawakened in many young people who now believe it is dead or on life support. This is not simply a matter of social justice; increasingly, it is an economic imperative, as the demographics of the American workforce are changing beyond recognition. Indeed, research demonstrates that companies that increase gender and racial diversity tend to outperform those that don't. Even so, low-income and Hispanic, African American, Native and some other racial minority students continue to suffer from huge academic achievement and opportunity gaps.

Accelerating academic achievement and economic mobility for disadvantaged children and youth will require concerted efforts to promote equity and inclusion by helping all individuals find opportunities for meaningful work, regardless of ability, economic status or other risk indicators. This includes the more than 50 million individuals with disabilities in the U.S. who need support to self-identify in college and job settings. All means *ALL*.

3 **Collaboration is Critical:** Providing high-quality career development is a community-wide responsibility. It cannot be solely delegated to school counselors or college career services offices. Rather, there should be a continual effort to broaden the scope of people and organizations invited to participate in this work. This community should grow to include every teacher and school administrator; employees and executives from business and industry; retirees and other adults who can serve as mentors and coaches; parents and guardians; and critically, the young people who are the intended beneficiaries of this effort. Ultimately, we all have a huge stake in the futures of today's students, and so we must all contribute to the solution.

4 **Start Early:** Career development should not be put off until students graduate from high school or even college, as is too often the case today. Rather, students and their parents/guardians should be exposed to career development—and the core idea that they have access to economic opportunity—beginning in elementary school. Starting early will not provide an immediate economic payoff. But as these students grow up, they should be substantially better prepared to develop and pursue viable personal career plans.

5 **Increase Investments of Money and Time:** Career development has long been starved for resources, because it was often seen as just another activity, rather than as a core mission. Many schools allocate little time to career development. And funding for virtually all key elements of career development—from counselors and coaches to technology and efforts to expand work-based learning—has long been wholly inadequate.

If we are to elevate career development to a central role in education, we simply must give it far more resources. More money is needed to provide professional advising and adequate career development technology, and to increase opportunities for applied and work-based learning. This effort will also require more time in schools and on college campuses. We can no longer afford to treat career development as if it were an afterthought or a frivolous addition to education and workforce development.

6 **Foster Flexibility and Innovation:** Because career development is still adapting to the needs of the modern, global economy and needs to scale to reach all

students, we must encourage innovation and flexibility in designing systems. One reason for this is that students learn in radically different environments, from urban neighborhoods to isolated rural communities, where they don't have access to the multiplicity of educational choices or companies and industries found in cities. Encouraging innovation will help speed the emergence of more effective solutions.

7 **Develop definitions and employ better data to drive quality practices:** Enormous confusion still surrounds many terms associated with career development. While most educators now embrace the value of "industry-recognized credentials," for example, there is a lack of consensus on what constitutes a quality certification or program. Terms such as internships, apprenticeships, and job shadowing often are used interchangeably, yet involve a wide range of experiences for students. The Coalition commits to helping lead the effort to develop and/or identify definitions and common nomenclature for terms used in career development and to then build consensus for embracing them.

There is also a huge need for generating and improving the data critical to evaluating the impact of career development. States must devote more resources to obtaining the data needed to understand the equity challenges we face. Far more data must be collected on career development efforts and work-based learning, and we must develop better metrics for measuring how well schools, colleges, and other institutions are serving students, especially in job placement rates after graduation in their chosen career pathways.

Photos courtesy of: IBM, P-Tech Program

A Solutions Framework:

What Must be Done Now

[I] Prioritizing Career Planning

Proposed K–12 Strategies

1. Promote funding efforts that expand access to quality career development (including career awareness, career exploration, and career planning) for all school-aged youth in K-12 settings.

2. Encourage the role of career counseling intermediary organizations to promote the high-quality implementation of career development efforts.

3. Establish career readiness/development criteria that can be used to evaluate the quality of career development design and implementation in local schools.

4. Establish federal model legislation that clearly identifies career readiness/career development as a national priority. This would send a strong message to state and local education entities, which rely heavily on federal funds, especially to address problems of economic and academic disadvantages.

5. Similarly, create model legislation for use by state legislatures that clearly identifies career readiness/ career development as a priority of that state.

6. Identify strategies for using the state's postsecondary and employment data systems to validate impact and economic return on investment in personalized career and academic planning for K-12 and college students.

7. Encourage formation of Career Readiness Advisory Councils (either at the school district level or regional level). Each Council will be focused on promoting whole-school educator engagement in college and career advising services as well as employer-school collaborations.

8. Establish the goal of expanding work-based learning opportunities to all students and specify activities by grade level that all students will experience.

9. Consider making a senior-level capstone work-based learning experience a high school graduation requirement, with carefully crafted opt-out criteria.

10. Encourage the use of volunteers from business and industry to serve as role models and mentors for youth.

National Career Development Association

Proposed Higher Education Strategies

1. Reform the student experience of admissions, advisement, and registration to include an intensive and non-negotiable focus on career goals [placement into programs or work vs. graduation].

2. Every incoming postsecondary student should be advised through the process of developing and adopting a personal career plan (either newly created or adapted from a plan the student developed in high school).

3. Establish a mandatory freshmen course or seminar that focuses on career exploration and planning with the goal of selecting a program of study or major.

4. Work to build sustainable relationships between postsecondary education and employers in the community and region.

5. Create opportunities for ongoing professional development of faculty, staff members and career advisors that would include the principles of career development, as well as the needs of the modern workplace.

6. Create grade-level advisement on career plan strategies for freshmen through graduate education.

[II] Providing Professional Career Advising

1. **Put Professionals in Charge:** To ensure that career development becomes a central priority, schools and post-secondary institutions need to appoint qualified professionals to oversee and shape this work. If no one is responsible, it will not happen. The new School Career Development Advisor (SCDA) position—developed by NCDA with assistance from Coalition members—is designed to meet this need.

   These SCDAs should be placed into every school to supplement the counseling staff by focusing solely on the career development needs of students. SCDAs will have the expertise to help students better understand their interests and abilities and the full range of career options open to them, and to also help them pursue opportunities for work-based learning and efficient pathways toward their chosen careers. They are expected to embrace a comprehensive approach to career development by involving families, employers, and the broader community.

2. **Prioritize Professional Development:** To help create a career development culture, provide sustained professional development to teachers, counselors, administrators, and staff, all of whom have an important role in this work. Teachers and counselors should be incentivized to participate in summer externships (short-term experiences in the workplace), which will expose them to the realities of the modern workplace and help them identify ways to integrate real-world challenges into the classroom.

3. **Engage Parents and Guardians:** Parents and guardians play a critical role in their children's career and college choices. They should be introduced to career development no later than middle school; exposed to the wide range of options open to their children; and actively engaged as their children develop career plans.

4. **Involve the Broader Community:** Career development is too important to be confined to schools. We must do far more to engage business and industry, which have a critical role in providing opportunities for work-based learning. More adult career mentors also are needed, and many could be recruited from the ranks of retiring Baby Boomers. Ultimately, career development is the responsibility of the entire community, including volunteer organizations, the faith community, and government officials.

Photo courtesy of: National Center for Construction Education & Research

5 **Provide Guidance on All Pathways:** K-12 students should be provided unbiased information on the range of pathways to productive careers. Over-emphasis on four-year "college for all" has discouraged many students from considering other options, while exacerbating such problems as the high college dropout rate, soaring debt levels, and the severe skills gaps in fields that don't require a four-year degree. A more holistic approach is needed to serve *ALL* students.

6 **Establish Career Development Demonstration Projects:** To accelerate progress, a number of Career Development Demonstration Projects should be launched, designed to implement the principles in this White Paper. This effort should encourage innovation, meaning the projects need not be identical. But all projects should be carefully evaluated to measure their impact on participating students and the regional workforce they are preparing to enter, as well as the lessons the projects offer for future efforts. Funding should be provided by key stakeholders in this effort, including the federal government, states, and local communities.

[III] Emphasizing Applied and Work-Based Learning

1 **Expand Work-Based Learning:** Exposure to real-world learning experiences and work-based learning should be a central aim of education. The Coalition will champion efforts to increase access to work-based learning. We encourage states to set bold goals, including making participation a high school graduation option. Similarly, postsecondary institutions should focus on expanding opportunities for work-based learning and eventually offer it to all graduates.

2 **Recognize the Critical Role of the Private Sector:** Scaling work-based learning will require a much larger effort by employers and foundations to fund on-the-job learning, internships, apprenticeships, and related activities. To encourage expansion, we should identify and publicize the efforts of companies that are leading the way.

3 **Define Quality Work-Based Learning:** Currently, there is great confusion surrounding the meaning of

"work-based learning." Terms such as internships, apprenticeships, on-the-job training, job shadowing, etc., are often used interchangeably yet involve a wide variety of different experiences for students. The Coalition will work to form a consensus on the terminology for work-based learning, including its different forms and the goals, objectives, and quality standards for each. This clarity will be extremely beneficial to both the education community and business and industry as they work to expand and improve work-based learning.

4 **Improve the Quality and Utility of Industry Certifications:** Similar confusion surrounds industry certifications. There has been a huge proliferation of such certifications, but many are not relevant to employers and often don't meet rigorous quality standards. The Coalition will champion efforts to reach consensus on certifications that are truly valuable to industry. We will also advocate that apprenticeships and industry certifications meet the high standards of quality recommended by the National Network of Business and Industry Associations. Consistent with federal legislation on this topic, these recommendations require that these credentials be accredited by a third-party personnel certification accreditor, or endorsed by a prominent national industry association.

5 **Increase Funding for High-Quality CTE:** Increased investment in CTE is critical to advance economic development, address the skills gap, and ensure that low-income and disadvantaged students have equitable access to high-quality programs. We applaud the recent reauthorization of "Perkins V," the federal legislation that funds and shapes state and local CTE programs. To improve quality, educators should use the frameworks developed by the Association for Career and Technical Education and Advance CTE for "High Quality CTE Programs of Study."

6 **Pay Students for Participation in Internships and other forms of Work-Based Learning:** For many students, part- to full-time employment is required to meet living expenses while participating in educational programs. Unpaid work-based learning experiences create a huge dilemma for these students, since they are being asked to forgo the opportunity to support themselves and sometimes their families or miss out on the invaluable training of an internship. The Coalition will promote standards for treating students with substantial economic needs fairly and equitably.

7 **Encourage Students to Earn Industry Certifications:** All students should be encouraged to earn at least one high-quality industry-recognized certification where available to ensure they graduate with the necessary career and workforce competencies. These credentials are especially important to students who do not have the opportunity to engage directly with employers in work-based learning. Congress should enhance equity and increase student access to short-term education and skills training programs by expanding Pell Grants to include high-quality, short-term training programs leading to industry-recognized certifications.

8 **Address Barriers to Youth Participation in Work-Based Learning:** A host of barriers currently impede high-school students under the age of 18 from participating in meaningful internships and other forms of work-based learning. A national effort is needed to reform restrictive state laws and regulations, insurance restrictions, and other barriers to participation. We cannot begin to realize the potential of work-based learning if many youth are barred at the door by such obstacles.

9 **Invest in Equitable Opportunities:** The federal and state governments, as well as philanthropy, should increase investment in programs designed to provide jobs or work-based learning opportunities for low-income and "opportunity youth," young people aged 16 to 24 who are not in school or at work. Employment can provide a promising pathway to lasting success, especially when coupled with intensive, well-structured education and career development services.

The federal and state governments, as well as philanthropy, should increase investment in programs designed to provide jobs or work-based learning opportunities for low-income and "opportunity youth."

Photo courtesy of: SkillsUSA

[IV] Providing High-Quality Career Development Technology

The Role of Technology in Career Development:

High-quality, accessible career development technologies are an essential component of any effort to provide comprehensive career development. While technology alone is not sufficient—a student's future cannot be turned over to an app!—technology plays a vital role in complementing what career development professionals, peers, mentors, employers, and others do to encourage and support people throughout life-long learning and career development.

There is not just one form of career development technology. Rather, career development technologies can be divided into a number of categories, based on the problems/needs they are trying to address. The following list captures critical categories, but is not meant to exclude new categories or combination of categories. These key categories include:

- **Career and labor market information**
- **Career/internship/apprenticeship matching/fitting**
- **Career/aptitude/strength/interest assessment**
- **Career planning**
- **Career portfolio**
- **Career support**
- **On-line, real-time support**

Photo courtesy of: IBM, P-Tech Program

Recommended Solutions:

1. **Define a "baseline" level of technology that all students, teachers and career development advisors need:** The Coalition commits to developing standards for the baseline level of technology that should be provided to all students to help them develop their personal career and academic plans. We will define the baseline level of technology expertise expected of career guidance specialists. And we will recognize and encourage technology providers' adherence to industry-standard data privacy and security practices. Such standards are essential if we are going to give career development the priority it deserves. The Coalition will form a Technology Working Group to help develop criteria for high-value technology applications that students and career development professionals should use to develop personal career plans.

2. **Provide Adequate Funding:** While it can open doors for students to new possibilities, and provide numerous other benefits, technology is not free. Career development technology and associated training require an investment of real resources. Unfortunately, existing funding has often been insufficient to provide students and educators with access to effective technology that serves at least the "baseline" technology needs of students and educators. Governments and other education funders must commit to fund at least the baseline standards. Money must also be allocated to provide professional development in using career technology to career guidance specialists.

3. **Ensure Equitable Access:** Many disadvantaged students do not have access to the technology they need. To promote equity, we must ensure equitable access to career development technology for all students regardless of socioeconomic status, location, race, ethnicity, etc. Ensuring equity also means that disadvantaged students—even more so than better-resourced students—must have meaningful interaction with qualified staff to consider and reflect on the career options they are discovering through the technology platform. Technology cannot be a substitute for human support.

4. **Encourage Cutting-Edge Technologies:** Because of inadequate funding, career development technology often has lagged behind progress in other realms of education technology. The Coalition commits to identifying and encouraging the application of cutting-edge technologies to career development. Examples of the kind of advances that are needed include:

   a. Blockchain technology for verified postsecondary achievements—Next Generation Transcript.

   b. Artificial Intelligence for curating appropriate/personalized career development content and utility.

5. **Expand Research on the Impact of Career Development Technology:** The Coalition will champion the need for more research on how and to what degree these technologies make a measurable difference for people who use them. Moreover, the Coalition will recognize those career technology providers that make product impact research a part of how they measure company success and improve their product(s).

[V] Ensuring Accountability

1. **In K-12, Improve the Implementation and Rigor of Career-Readiness and Career Development Accountability Standards:** Most states have incorporated at least some measures of career readiness into their accountability plans. Now they should concentrate on high-quality implementation, with a particular focus on ensuring all students have access to rigorous career pathway programs, as well as the student supports needed to ensure success. At the same time, states should improve their accountability plans by increasing the number and sophistication of career readiness indicators. States should require that students

complete individual career plans before graduation, and assess whether students are pursuing these plans after graduation. States that have not yet made career readiness a priority must do so. What gets measured is what gets done.

2 **In Post-Secondary, Embrace Outcomes-Based Funding Incentives:** A growing number of states are now basing funding of public post-secondary institutions—including community colleges and universities—on job placement, graduation and other measures of outcome, rather than enrollment. All states should adopt a similar approach now, and outcome metrics should increasingly replace measures of inputs. These new metrics should be linked to the ambitious attainment goals set by most states.

3 **Expand Reporting of Outcomes:** For K-12, states and districts are encouraged to develop strategies for publicly reporting progress toward meeting college and career readiness goals in a way that increases stakeholder engagement and commitment to student success. More of this data on career readiness should be shared on school report cards. For post-secondary, Congress should encourage far more reporting of college completion rates, employment of graduates and their earnings. This should be included in the reauthorization of the Higher Education Act. While such reporting must be done in a way that protects student privacy, this snapshot will help students and their families make better decisions regarding which programs offer the most promising routes to career success.

4 **Develop Better Metrics for Measuring Career Readiness:** Our nation needs a major, well-funded effort to develop and adopt metrics for measuring such key components of career readiness as participation in quality work-based learning, earning quality certifications, and employment following graduation. Specifically, employment information should be linked across data systems to reflect on the performance of the organizations that provided education and training to the employee. Business, government, and education should work together to develop metrics for defining high–quality, work-based learning. Another key challenge is developing ways to assess the quality of students' personal career and education plans, and whether they are well-conceived and meaningful to the student, rather than just a simple recording of a plan's existence.

Image courtesy of: National Career Development Association

Expected Benefits of Adopting our Plan of Action

The New American Dream

Career Development would increase economic mobility and help far more individuals find careers in which they are truly engaged, thus reviving the American Dream.

Photo courtesy of: IBM

Introduction

The Solutions Framework amounts to a roadmap for transforming the culture of education. We would be moving from a system that has been too content to fully serve the needs of only a fraction of students, to one far more prepared and dedicated to fulfilling the American promise of equal opportunity for all.

We would be abandoning the elitism that has infected our current approach with a far more democratic approach that celebrates the dignity of all work. We would help many more individuals, from all backgrounds, to find careers in which they are truly engaged – an ideal that currently eludes two-thirds of the workforce. This would invigorate today's generation of young people with the hope and optimism that has made the American Dream such a powerful force for progress throughout our history.

This transformation also would produce enormous financial benefits. We would be replacing the staggering inefficiencies, ineffectiveness, and inequities of our current system with one that works far better for students and their families, for businesses and the broader economy, and ultimately for our society. Here is a brief look at some of the expected benefits:

Benefits to Students & Educators

Successful implementation of these solutions would help all students. They could look forward to a future with enhanced prospects for achieving the American Dream and financial independence. Consider just some of the ways in ways in which they would benefit:

- **Increased incentives to remain in school and not drop out:** Because they will become more familiar with the world of work at an earlier age and will have selected at least an initial career pathway plan by Grade 9, students will be more motivated to take their studies seriously, to complete their education and to do so more rapidly. They will understand that they are not just seeking a "job" after school but beginning a promising journey on a career pathway that they have researched and identified themselves.

- **Increased engagement:** One of the biggest problems with today's education system is that by the time they reach high school, most students are disengaged and bored with their classes. Career development would help make school far more relevant, which is the most powerful motivator to take school seriously and to do well academically.

- **Reduced college debt:** A key reason college debt has spiraled out of control is that many students spend too many years in college, often changing majors and transferring between colleges. Career development would help them select and concentrate on those courses most directly related to their career goals, thereby enabling more bachelor's students to secure their degree in four years instead of the six years many

now require, and more associate's students to finish in two years rather than the current three-plus years that is too often the norm. This would greatly reduce not only the money spent on college tuition and fees, but also the associated living costs that must be born while students are in school.

- **Earlier entrance into financial independence and economic productivity:** Because many students would complete their studies sooner, with less debt, they could look forward to leaving their parents' home and earning income, perhaps buying a house, starting a family and gaining financial independence and security at an earlier age.

Benefits to the Economy

As generous as benefits are to the student, the benefits to the economy of making career readiness a central priority of American education are even greater. Ultimately, the return on investment could easily total hundreds of billions of dollars. These benefits would include:

- **Increased Economic growth:** Sluggish growth in labor productivity has been a leading drag on the nation's economic growth. The reforms we advocate would produce gains in the technical skills of the workforce, in labor force participation and in the number of students earning in-demand degrees and certificates. These reforms would help increase labor productivity and economic growth.

- **Increased Consumer Spending:** If students complete bachelor's and associate's degrees in fewer years, they will join the economy sooner and carry less student debt. This would increase their ability to purchase goods and services, which would increase consumer spending by billions of dollars annually.

- **A reduction in the skills gap:** By connecting schools more closely with the needs of the economy, a larger number of students will be equipped with the skills needed by employers, thus sharply reducing the current skills gaps, while improving employee productivity and performance. Some of the largest benefits would accrue to technology-intensive industries, which could expect a more robust pipeline of technicians, engineers, and scientists.

- **Enhanced U.S. global competitiveness and investment:** Ultimately, creating a more efficient, effective and equitable education and workforce development system would enhance America's competitive position in the global economy. Career development would help produce a workforce better equipped to keep pace with the blistering pace of technological change, and that would attract increased investment and drive higher economic growth.

Photo courtesy of: IBM

Summing Up: The ROI of Investing in Career Development

Embarking on the course we advocate would certainly require increased investments. If we hired just one certified Career Development Counselor for each of the more than 40,000 secondary and post-secondary schools and colleges, the total tab could easily climb to just over $4 billion. Equipping all schools with the necessary current career development technology would cost billions more. And scaling up work-based learning so that it was available to far more students would similarly require a large investment of both money and dedicated professionals from business and industry. While some of these objectives could be met by refocusing existing resources and accountability systems on the central priority of career readiness, there is no doubt we also will need to allocate new resources to fully meet the challenge.

It would be short-sighted, however, to just focus on the price tag. For the return on these investments would far outweigh the costs. Just consider how this effort could transform key sectors of our society:

- **K-12 Education:** Career development would help create a Renaissance in America's high schools, which have long been criticized as outmoded. By focusing on helping students find their career purpose, our K-12 schools would gain new energy and direction. This would help elevate the teaching profession, while producing an enormous increase in the effectiveness of our schools in preparing students to pursue the career pathway of their choice.

- **Post-Secondary Education:** Career development could revolutionize a system now plagued by high drop-out rates, staggering increases in student debt, and widespread dissatisfaction among students and employers alike regarding the education that is being offered. We would expect decreases in drop-out rates, increases in the numbers of students graduating on time, a reduction in student debt and an increase in the number of graduates equipped to transition to full-time employment in careers they had carefully and strategically chosen, and which offer viable pathways to economic independence.

- **Business and Industry:** In a world in which a company's workforce is a key to its success, this new system would be an enormous boon to American business and industry. Companies would be far better able to meet their labor demands with workers who not only possess the requisite technical skills, but who are truly engaged in the mission of helping their employer succeed.

- **Our Nation:** Ultimately, these reforms have the potential to revitalize a society now torn by deep divisions, reduced economic mobility, and a deep fear by many that the American Dream is dead. Far more students would successfully enter the workforce in careers that give meaning and purpose to their lives, and that allow them to achieve economic independence. Greater career satisfaction, a major component of personal well-being, will contribute to stronger parenting and more stable families. Career development would increase economic mobility by ensuring low-income and at-risk youth are exposed to the full range of economic opportunities in America. This would help enhance appreciation for the dignity of work, and the contributions made by all key industries. And it would help revive the hope, energy, and optimism that always have been America's greatest strengths. Simply put: Everyone benefits!

Appendix

National Career Development Summit: A Call to Action

September 12, 2018

Renaissance Washington, DC Downtown Hotel

Agenda

Welcome

From the Co-Chairs of the CCD Founders Council:

- Scott Bull, CEO, Pace Industries
- Leo Reddy, Chairman, MSFC

Overview of the Summit

- William Symonds, Director, Global Pathways Institute at Arizona State University and CCD Executive Secretary

Opening Remarks

Providing More Effective Education

- James Henderson, President, University of Louisiana System, *Introduced by Tim Johnson, Senior Director, Government Affairs, NCCER*

The Role of Congress

- Representative Virginia Foxx, Chair, House Education and Workforce Committee, *Introduced by Scott Bull, CEO, Pace Industries*

Plenary Panels

How Business is Advancing Career Development

Moderator: Cheryl Oldham, Senior Vice President, Education and Workforce, U.S. Chamber of Commerce Foundation

- Chris Romer, Co-Founder, Guild Education
- Jack Kosakowski, CEO, Junior Achievement
- Jeannine Kunz, Vice President, Tooling U-SME
- Paul Perkins, CEO, Amatrol

Educators Who Are Prioritizing Career Development

Moderator: John Schnur, CEO, America Achieves

- Wayne Lewis, Interim Commissioner of Education, Kentucky
- Sarah Steinberg, Vice President of Global Philanthropy, JP Morgan Chase
- Bryan Albrecht, President, Gateway Technical College, Kenosha, WI
- Brian Bridges, Vice President, United Negro College Fund

Breakout Sessions

Participants will choose one of the following five sessions, where they will help shape the Summit's Call to Action.

Prioritizing Career Planning in K-12 Education

Moderator: Scott Solberg, Professor of Education, Boston University

Thought Leaders:

- Donna Hoffman, State Leader, School Counseling Specialist, Nebraska Department of Education
- Rebecca Dedmond, NCDA Career Advisor Trainer, Associate Professor, George Washington University
- Patricia Gill & Francine Frances, Right Turn Project Coordinators, Institute for Educational Leadership
- Tahira Chaudary & Gregg Curtis, Education Consultants leading the Academic and Career Planning effort, Wisconsin Department of Public Instruction

Providing Professional Career Advising

Moderator: Steve DeWitt, Deputy Executive Director, ACTE

Thought Leaders:

- David Reile, Past President, NCDA
- Mark Perna, Founder and CEO, TFS and author, *Answering Why*
- Teresa Chasteen, President and CEO, WIN Learning
- Jaimie Francis, Director, Programs and Operations, Center for Education and Workforce, U.S. Chamber of Commerce Foundation

Industry Certification, Apprenticeship and CTE

Moderator: Tim Johnson, Senior Director, Government Affairs, NCCER

Thought Leaders:

- Leo Reddy, Chairman, Manufacturing Skill Standards Council
- Roger Tadajewski, Executive Director, National Coalition of Certification Centers
- Doug Major, Superintendent/CEO, Meridian Technology Center and former President, ACTE
- Steven Coyle, National Director Counselor and Academic Relationships, Universal Technical Institute

Ensuring Accountability in K-12 Education

Moderator: Matt Jordan, Director of Strategic Initiatives, Education Commission of the States

Thought Leaders:

- Katie Carroll, Director of Accountability, Council of Chief State School Officers
- Lillian Pace, Senior Director, National Policy, KnowledgeWorks
- Christina Whitfield, Senior Vice President and Chief of Staff, State Higher Education Executive Officers Association

Promoting Equity in K-12 Education

Moderators: Johan Uvin, President, Institute for Educational Leadership and Jim Larimore, Chief Officer, Center for Equity in Learning, ACT

Thought Leaders:

- Roberto J. Rodriguez, President and CEO, Teach Plus
- Lynn Jennings, Director of National and State Partnerships, The Education Trust
- Wes Jurey, Immediate-Past-Chair, Texas Workforce Investment Council
- Patricia Gill, Deputy Director, Institute for Educational Leadership

Lunch and Program

Student Speaker

- Brandon Ramirez, National High School President, SkillsUSA
  Introduced by Tim Lawrence, CEO, SkillsUSA

Coalition Initiative: The School Career Development Advisor

Presentation by the National Career Development Association

- Paul Timmins, President, NCDA
- David Reile, Past President, NCDA
- Rebecca Dedmond, NCDA Past Board Trustee and School Career Development Advisor Task Force

The Military's Perspective

- General George Casey (retired), Former Chief of Staff, U.S. Army
  Introduced by John Courson, President and CEO, Home Builders Institute

The Role of Business

- Grace Suh, Vice President, Education, IBM Corporation
  Introduced by William Symonds, Executive Secretary, CCD

The Role of States in Advancing Career/ Workforce Development

Opening Remarks

- Wisconsin Lt. Governor Rebecca Kleefisch
  Introduced by Robert Meyer, Chancellor, University of Wisconsin—Stout

Panel Discussion

Moderator: Stephen Parker, Legislative Director, Education and Workforce Committee, National Governors Association

- Wisconsin Lt. Governor Rebecca Kleefisch
- Lauren DeNinno, Policy Advisor, Western Governors' Association: WGA's Workforce Development Initiative

Breakout Sessions

Participants will choose one of the following five sessions, where they will help shape the Summit's Call to Action.

Prioritizing Career Planning at the Post-Secondary Level

Moderator: Scott Solberg, Professor of Education, Boston University

Thought Leaders:

- Lauren Jones Austin, CTE Program Director for Special Populations, Council and Equity; Colorado Community College System
- Mary Churchill, Associate Dean for Strategic Initiatives and Community Engagement, Wheelock College of Education and Human Development
- Mary Dawes, Director of Academic and Career Exploration, Arizona State University
- Kathy Evans, Associate Professor, Counselor Education, College of Education, University of South Carolina and President-Elect, NCDA

Career Development Technologies: Today and in the Future

Moderator: Todd Bloom, Senior Vice President, Whiteboard Advisers and Kevin Houchin, Organizing Committee, Coalition for Career Development

Thought Leaders:

- Matt McQuillen, CEO, Xello
- Rob Kingyens, CEO, Yellowbrick
- Joel Sackett, Senior Product Director for Naviance, at Hobsons
- Rich Feller, Professor Emeritus, Counseling and Career Development, Colorado State University; former President, NCDA

Scaling Up Quality Applied and Work-based Learning

Moderator: Tim Johnson, Senior Director, Government Affairs, NCCER

Thought Leaders:

- John Courson, President and CEO, Home Builders Institute
- Buzzy Thibodeaux, Executive Vice President, Junior Achievement USA
- Debbie Hughes, Vice President, Higher Education and Workforce, The Business-Higher Education Forum
- Dave Dimmett, Senior Vice President and Chief Engagement Officer, Project Lead The Way

Ensuring Accountability in Post-Secondary Education

Moderator: Matt Jordan, Director of Strategic Initiatives, Education Commission of the States

Thought Leaders:

- Carrie Heath Phillips, Senior Program Director, Student Transitions, Council of Chief State School Officers
- Lillian Pace, Senior Director, National Policy, KnowledgeWorks
- Christina Whitfield, Senior Vice President and Chief of Staff, State Higher Education Executive Officers Association
- Brittney Davidson, Senior Program Manager, College Excellence Program, The Aspen Institute

Promoting Equity in Post-Secondary and Adult Settings

Moderator: Johan Uvin, President, Institute for Educational Leadership and Jim Larimore, Chief Officer, Center for Equity in Learning, ACT

Thought Leaders:

- Ed Smith-Lewis, Director, Career Pathways Initiative, United Negro College Fund
- David Howard, Chief Development Officer, Home Builders Institute
- Spencer Niles, Dean of the School of Education, College of William & Mary and President-elect, NCDA
- Jessica Queener, Institute for Educational Leadership

Closing Session

- Report-Outs from the Breakout Sessions
- Closing Remarks and Next Steps

Summit Photos

Clockwise from top left: *Brandon Ramirez, National High School President, SkillsUSA; panel speaking on the role of Governors; Representative Virginia Foxx (Rep, NC), then-Chair House Education and Workforce Committee; Rebecca Kleefisch then-Wisconsin Lt. Governor; educators who are leading the way; Grace Suh, Vice President of Education, IBM.*

Endnotes

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Acknowledgments

This White Paper was a collective effort that benefitted from the suggestions and expertise of a great many individuals and their organizations. We would especially like to thank the members of the Coalition's Advisory Board, many of whom have spent their careers working on career development. The Advisory Board held two meetings in 2018 to review and discuss early drafts of the White Paper, and many individual members suggested additional changes. This culminated in the production of a comprehensive draft at the end of August, 2018.

The Coalition then convened the National Career Development Summit in Washington, D.C. on September 12, 2018 to obtain feedback from a much wider group of business, education and government leaders involved in career development. The Summit attracted more than 200 participants, all of whom were invited to provide feedback by participating in breakout sessions that examined the proposed solutions framework in detail.

We would like to thank the leaders who moderated these breakout sessions. The moderators recruited thought leaders to frame the issues, and following the Summit, worked to synthesize the key recommendations proposed in their sessions. These recommendations form the basis for the "Solutions Framework" in this White Paper. There were seven thought leaders: Scott Solberg, Steve DeWitt, Tim Johnson, Matt Jordan, Todd Bloom, Johan Uvin and Jim Larimore. You can learn more about them in the Summit Agenda reprinted in this Appendix.

Many other people contributed to the Summit's success. More than 50 eminent leaders spoke at the Plenary and Breakout Sessions and helped inform and inspire participants. We could not have captured the rich dialogue in the breakout sessions without the assistance of the volunteer notetakers, who produced more than 30 reports on what was said. We are especially indebted to the National Career Development Association, which recruited many of its members to serve. Jeff Abraham with the Global Pathways Institute at Arizona State University worked tirelessly with the Renaissance Washington, D.C. Downtown Hotel to ensure that the reception, meals, and events came off seamlessly. And GPI's Samantha Mooney did a superb job handling registration and other needs.

This work was made possible by the generous financial support of our Founders Council. The Council is led by co-chairs Scott Bull, CEO of Pace Industries, and Leo Reddy, Chairman of the Manufacturing Skill Standards Council. Other contributors include ACT, Amatrol, NCCER, SME and Gateway Technical College in Wisconsin. We would also like to thank Universal Technical Institute, Project Lead The Way and YouScience for sponsoring the Summit.

Most of the initial drafting of the White Paper was done by the five members of the initial CCD organizing committee: Leo Reddy, Jan Bray, Scott Solberg, Kevin Houchin, and Bill Symonds. Following the Summit, final editing and revisions were overseen by Bill Symonds, with assistance from two outside editors: Hans Meeder, President of the National Center for College and Career Transitions, and Joseph Garcia, Director of Communications at the Morrison Institute for Public Policy at ASU. The design and layout of the White Paper was done by Megan Joyce, Graphic Design Specialist, Vislab, School of Life Sciences at ASU.

We thank all of them for their enormous efforts.

Next Steps and Contact Information

This White Paper is just a first step in the Coalition's effort to build a national movement committed to making career development the central focus of our education and workforce development systems. Our future efforts will include:

- A national campaign to build public awareness and support for the critical importance of career development.
- Promoting the most promising career development practices, including identifying especially promising efforts to provide high-quality career development that are aligned with the Solutions Framework proposed in this paper.
- Conducting and championing much-needed research on the return-on-investment of providing high-quality career development.
- Holding further National Career Development Summits that would build on our first Summit held in September, 2018.

Get Involved! There are several ways in which you and your organization can support this critical effort. They include:

- Become a sponsor/financial supporter
- Volunteer to Join our Advisory Board and/or share your expertise
- Become a Member of the Coalition

Contact Us:

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Our website:

globalpathwaysinstitute.org/the-coalition-for-career-development

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