



Business Experiential Learning (BEL) Commission Strategic Plan

September 19, 2016

Where have
we been...
and where are
we going?

How BEL will
create a
world-class
system

What we all
need to do to
realize our
vision

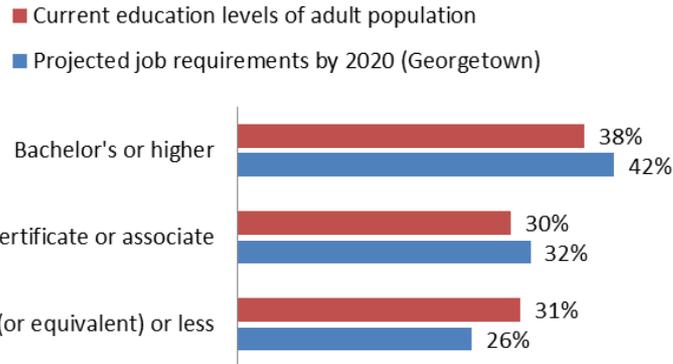
BEL's focus
going forward
and
suggested
next steps

Why are we doing this?

The world has changed and we have an opportunity to better meet the needs of CO businesses and students

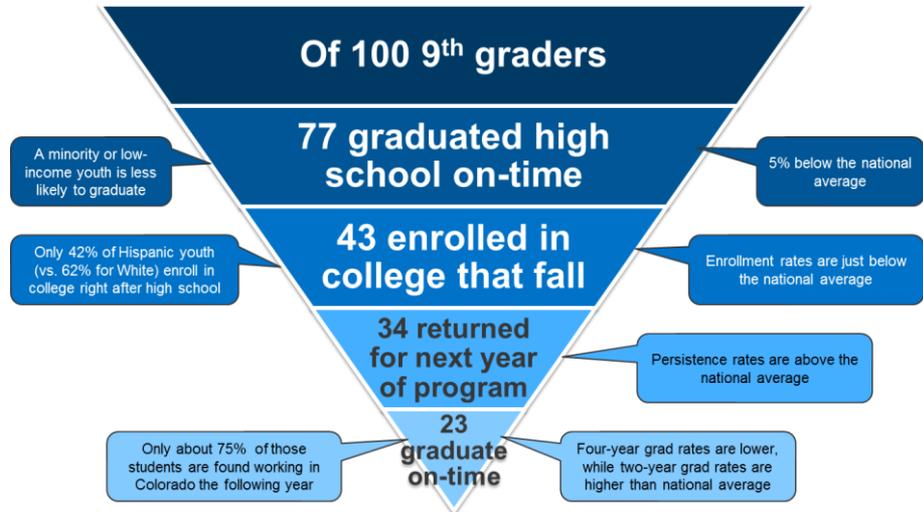
Colorado businesses are facing talent shortfalls...

Projected Job Education Requirements and Current Education Levels in Colorado



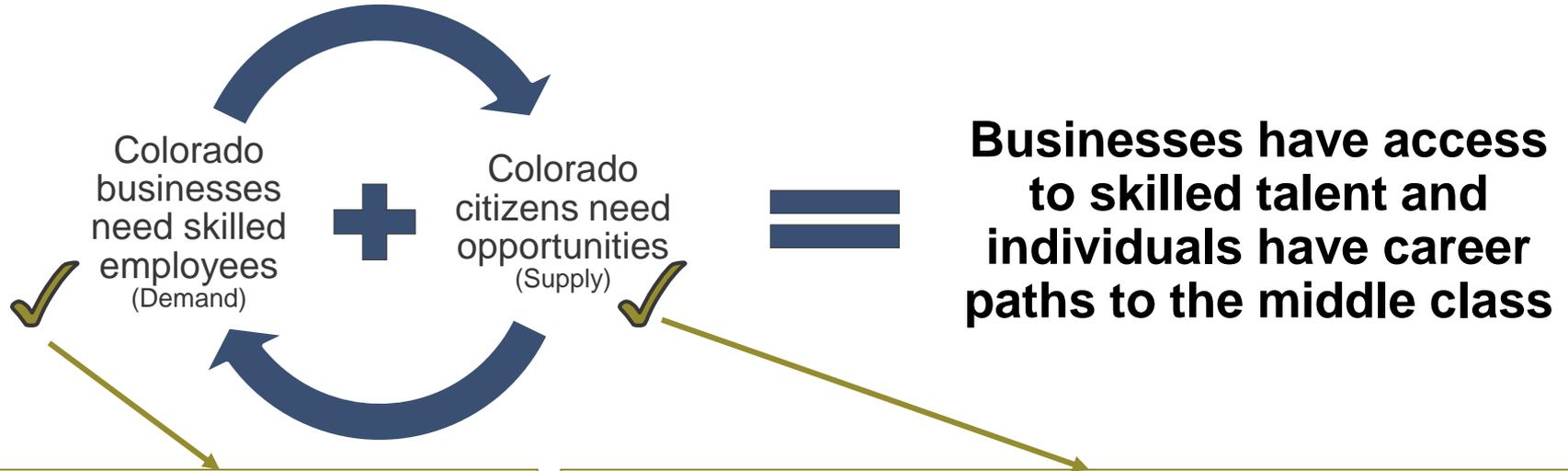
...and many Colorado students are left without compelling career opportunities

Educational path through in Colorado



Why are we doing this?

Providing the Colorado workforce with the right skills and more opportunities will yield compelling benefits



The demand for properly skilled talent already exists in Colorado...

...what is missing from the equation is an adequate supply of workers with the right skills to meet Colorado business needs

"Colorado faces a potential gap in talent as its highly-educated workforce begins to retire and following generations aren't getting the necessary education to close that gap." - Denver Business Journal

"We can continue to fall victim to a talent gap, or we can embrace the opportunity and begin to equip our students with the 21st century skills they need to succeed in the modern workforce." - The Denver Post

The BEL Commission was established to figure out how to fill Colorado's experiential learning gaps

2015

Q1 2016

Q2 2016

Q3 2016

Q4 2016



June 2015:
Governor Executive Order created BEL Commission to address experiential learning in CO



January 2016:
Delegates visited Switzerland to view successful apprenticeship system firsthand



March 2016:
Formed 501(c)(3) for BASIC/CareerWise Colorado



May 2016:
Engaged Slalom to conduct research and identify leading practices from existing country models



June 2016:
Research indicated that focus on youth apprenticeships was key to successful apprenticeship systems



July – September 2016:
Developed initial draft of CO apprenticeship initiative and socialized with BEL Commission



September 2016:
Launched CareerWise Colorado



October 2016:
Begin implementation of BEL strategic plan

There are 3 types of experiential learning, and BEL's initial focus is on expanding apprenticeships in CO

Internships



- Short timeframe and limited training and skill development
- Historically focused on “white collar” jobs
- Typically from Post-secondary
- Paid, unpaid, or volunteer

On-the-job training (OJT)



- Occurs during existing employment to enhance skills
- Focused only on skills required for existing employer
- Lacks classroom training

Apprenticeships

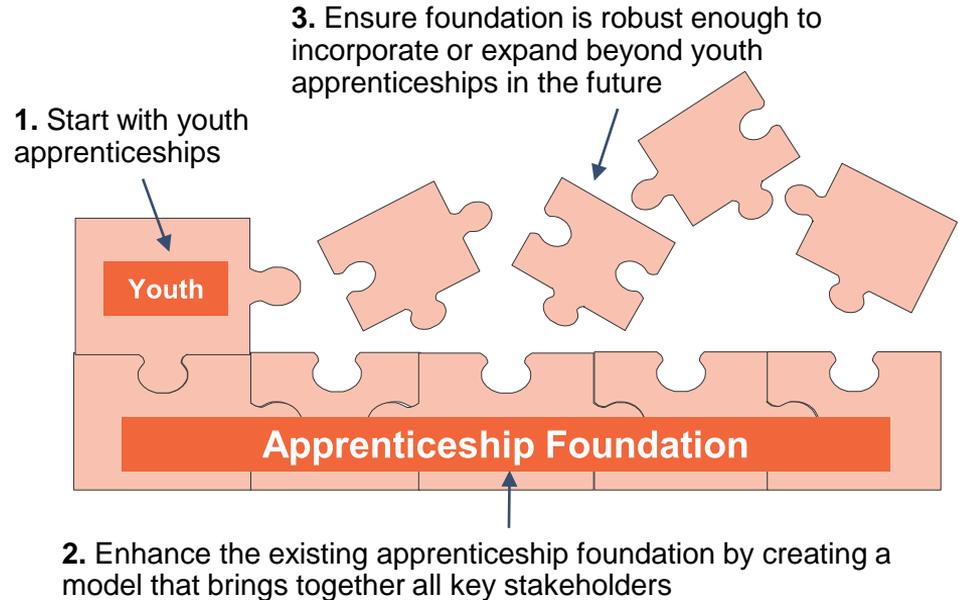


- Longer timeframe and significant opportunity for skill development
- Includes both OJT and classroom instruction
- Paid opportunity: “earn while you learn”
- Historically focused on trade jobs

Given shortage of “middle-skill” workers and opportunities for students and job seekers, a focused youth apprenticeship initiative offers the “biggest bang for the buck” to meet Colorado’s current needs

Based on our research, we will initially focus on youth apprenticeships

- CareerWise Colorado will lead the youth apprenticeship efforts
- CareerWise Colorado will ensure that the foundation built is robust enough to:
 - Expand beyond youth apprenticeships once the foundation is up and running
 - Support and align other apprenticeship-based programs already in existence in CO that are interested



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BEL's focus going forward and suggested next steps

Research indicates that leading apprenticeship systems revolve around youth and are defined by some common characteristics



Youth-centric and a variety of career paths

Coordination and guidance provided by government

Business-led with support from all stakeholders

Metric measurement and continuous improvement

Demand-based system: applicants apply to employers

High permeability between occupations and Post-secondary

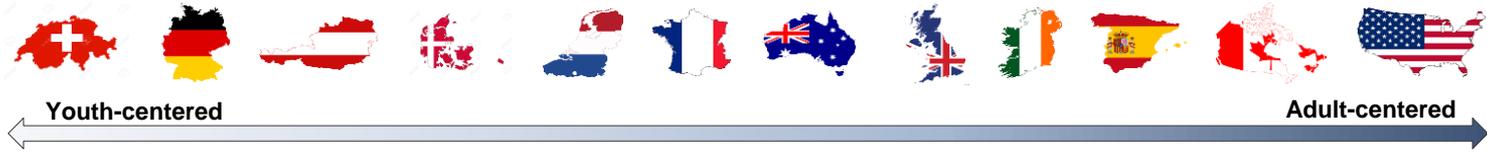
Standardized processes, competencies, and curriculum

Dual-tier systems (OJT + classroom training)

Industry Associations help define competencies to guide curriculum

Communication to drive adoption from businesses and students

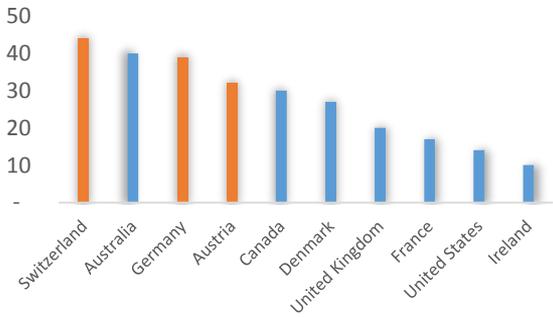
Leading apprenticeship countries, with youth as a foundation, rank highest across a variety of metrics



The leading apprenticeship systems of Switzerland, Germany, and Austria have...

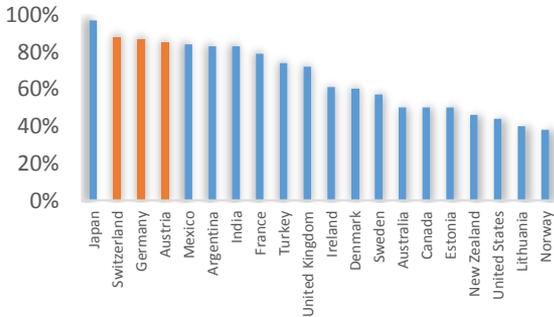
...the highest participation in apprenticeships

Apprentices per 1,000 People Employed by Country



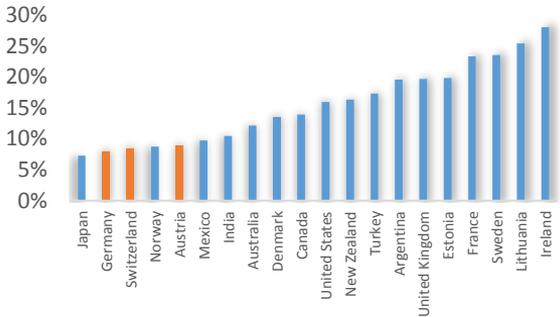
...highest apprenticeship completion rates

Apprenticeship Completion Rates by Country



...and the lowest youth unemployment

Youth Unemployment by Country

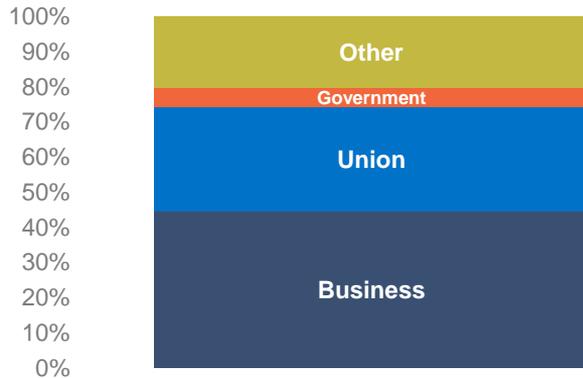


Source: World Bank; Country Response via OECD 2014; Overview Of Apprenticeship Systems And Issues, Nov 2012

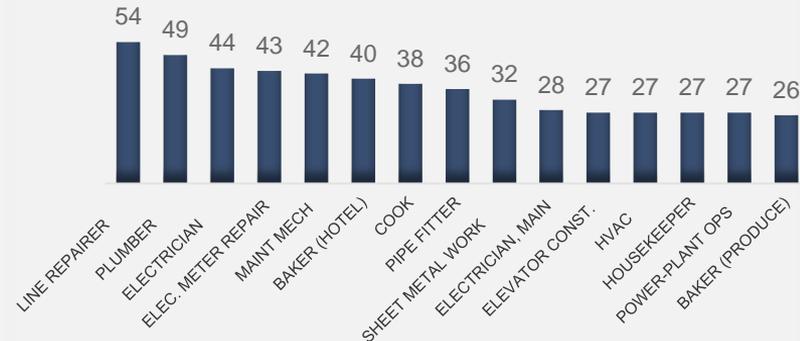
While great apprenticeship programs exist today, a new approach can help enhance them

- Apprenticeships in Colorado are fragmented, and driven by businesses and unions (with support from technical and community colleges), and limited to adults and traditional trades

Estimated registered apprenticeship sponsors in Colorado by category



Top 15 types of apprenticeships in Colorado (registered apprenticeships by number of sponsors)



Challenges with current approach in Colorado:



No standard competencies or curriculum

Narrow scope

Limited coordination

Little permeability

Limited awareness

Where have we been... and where are we going?

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BEL's focus going forward and suggested next steps

BEL's vision for apprenticeships in Colorado

VISION

Implement a work-based education and training system that meets the needs of Colorado's diverse economy, connecting students, job-seekers, schools, employers and civic agencies with experiential learning, training opportunities and careers

0 – 3 Years

Adoption

Businesses and students begin adopting apprenticeships in CO

- Focus on in-school youth pilot and initial implementation
- New and existing adult apprenticeship programs continue and expand
- Stakeholder groups begin implementing roles and responsibilities from BEL strategy
- Start E&T Work-based Learning Unit
- Begin building system permeability

3 – 5 Years

Benefits

Businesses gain highly skilled workers, students gain new opportunities

- Continue in-school youth rollout across CO geographies and industries
- Adult programs are leveraging standard curriculum and E&T Work-based Learning Unit resources
- Industry Associations continue to build required capabilities

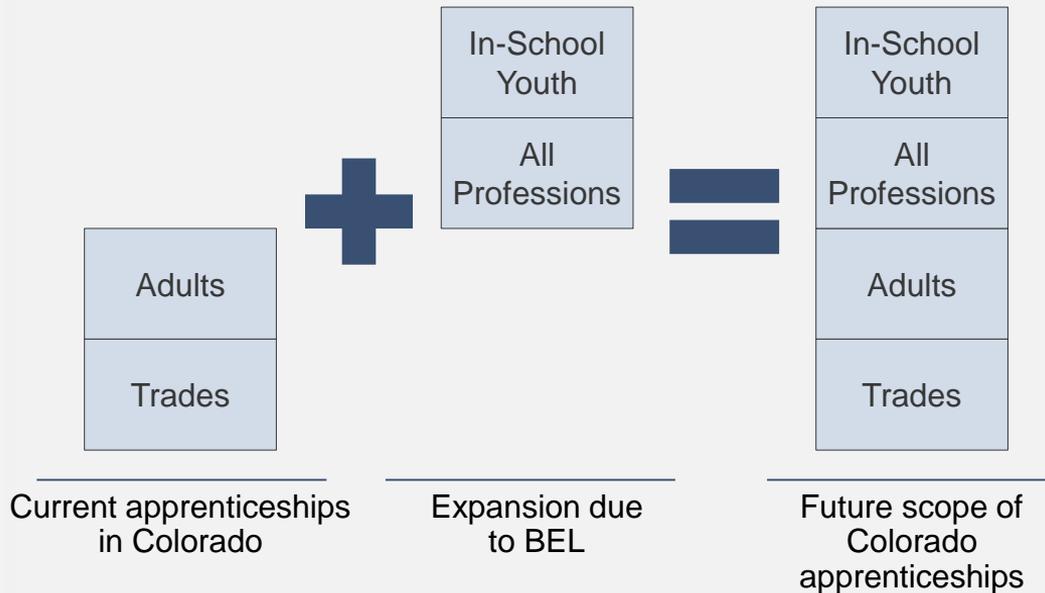
5 – 10 Years

Impact

Begin to see impact on expanding middle class, income inequality, etc.

- Experiential learning system deployed and utilized throughout Colorado
- Adult programs are fully aligned with Industry Association competencies and credentials
- Full system permeability
- Close the attainment gap

BEL will increase apprenticeships by expanding beyond adults and traditional trade careers

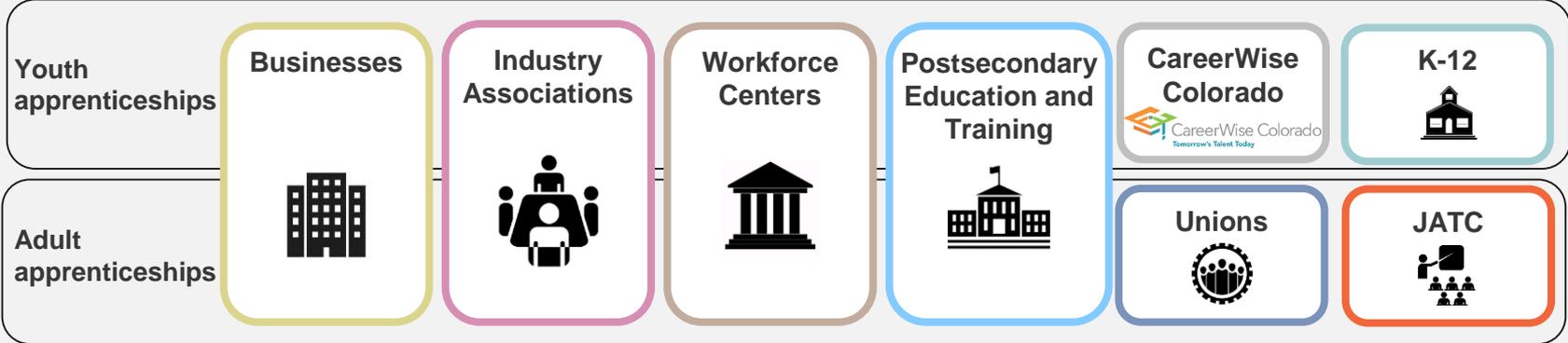


BEL will also provide

- 1) An **infrastructure** that existing programs can leverage if they choose to
- 2) Increased **quality assurance** (by setting standards, program entry approval, quality control, etc.)
- 3) Increased **awareness** through communication and marketing
- 4) Continuous **improvement** of the program by measuring and analyzing outcome metrics
- 5) **Standardization** (competencies, curriculum, processes, etc.)

A new unit within CDLE will help coordinate and guide apprenticeships in Colorado...

Overall framework for the experiential learning system in Colorado:



...and will do so by undertaking these roles and responsibilities

Program administration and coordination	Quality	Communication	Competency review and approval
<ul style="list-style-type: none">▪ Set up the office and processes▪ Resolve issues▪ Liaise with US DOL▪ Manage E&T Work-based Learning Unit and team▪ Coordinate adoption management activities▪ Coordinate and disseminate labor market forecast <p>In partnership with CWDC:</p> <ul style="list-style-type: none">▪ Coordinate with Industry Associations▪ Coordinate with Colorado state agencies▪ Coordinate with other work-based learning partners (Skillful, CareerWise Colorado, etc.)▪ Help ensure permeability	<ul style="list-style-type: none">▪ Program certification: for businesses, schools, Industry Associations, etc.▪ Quality assurance:<ol style="list-style-type: none">1. Follow-up with apprentices and businesses in the program to ensure the program meets their needs2. Seek feedback from participants for continuous improvement purposes▪ Monitoring: ensure the right equipment, right training, and right competencies and curriculum are being used and/or followed	<ul style="list-style-type: none">▪ Outcomes measurement:<ol style="list-style-type: none">1. Track over time and spread awareness2. Foster continuous improvement▪ Communication, awareness, and support:<ol style="list-style-type: none">1. Plan and coordinate marketing and communication2. Maintain website and other communication channels3. Answer questions and provide support	<ul style="list-style-type: none">▪ Overall competency review and approval:<ol style="list-style-type: none">1. Work with Industry Associations to standardize where possible2. Serve as central clearing house for all program competencies3. Ensure ongoing relevancy of competencies

So what do we need to do?

Top responsibilities by stakeholder (1 of 2)



	BEL Commission	CareerWise Colorado	Work-based Learning Unit	CWDC Coalition	Industry Associations
Overall goal	<i>Provide guidance and direction for experiential learning across Colorado</i>	<i>Develop and launch program for youth apprenticeships</i>	<i>Create new Unit to provide guidance and oversight</i>	<i>Provide stakeholder alignment and input</i>	<i>Develop program competencies and credential process</i>
Top responsibilities	<ol style="list-style-type: none"> 1) Continue to provide stakeholder advisory and alignment 2) Recommend and advocate for any policy or legislative changes required for success 3) Provide ongoing communication, awareness, and support 	<ol style="list-style-type: none"> 1) Continue establishing youth apprenticeship foundation with business and K-12 2) Support Industry Associations to define career paths, competencies and training 3) Provide business development/recruitment, communication and awareness 4) Share lessons learned from youth pilot 5) Provide business implementation support 	<ol style="list-style-type: none"> 1) CDLE to create Work-based Learning Unit 2) Provide overall program administration and coordination 3) Provide communication, awareness, and support 4) Track progress towards desired outcomes by measuring key metrics 	<ol style="list-style-type: none"> 1) Provide stakeholder input to the process by leveraging the coalition to advise: CDLE, Work-based Learning Unit, Industry Associations, businesses, and CareerWise Colorado 2) Continue to provide policy/legislative coordination 3) Continue to provide communication, awareness, and support 	<ol style="list-style-type: none"> 1) Work with educational institutions and businesses to establish competencies that will meet the needs of the industry 2) Establish credentials, certify completion, and administer final exams 3) Provide ongoing records management and verification 4) Recruit businesses for apprenticeships

So what do we need to do?

Top responsibilities by stakeholder (2 of 2)



	Businesses	Unions	Postsecondary Education and Training	K-12	Nonprofit Partners
Overall goal	<i>Lead the process by hiring apprentices and providing OJT</i>	<i>Continue to provide strong apprenticeship programs and leverage statewide initiative as needed</i>	<i>Provide training and education for apprentices</i>	<i>Provide training and education for apprentices</i>	<i>Additional support as required</i>
Top responsibilities	<ol style="list-style-type: none"> 1) Continue with existing apprenticeships programs for adults and registering apprenticeships with US DOL, as applicable 2) Responsible for hiring apprentices, providing OJT, and allowing time for classroom training 3) Work with Industry Associations to ensure competencies meet business needs 	<ol style="list-style-type: none"> 1) Provide program administration and oversight for union-sponsored apprenticeship programs 2) Help share lessons learned and establish leading practices across industries looking to provide a large number of apprenticeships 3) Partner with businesses to provide OJT and continue to register their apprenticeships with US DOL 	<ol style="list-style-type: none"> 1) Provide program administration and oversight as well as curriculum development for their existing apprenticeship programs 2) Work with Industry Associations to create competencies that will also transfer for Post secondary credits 3) Provide training and classroom education for apprentices 	<ol style="list-style-type: none"> 1) Partner with CareerWise Colorado to provide training and classroom education, and accommodate student apprentices 	<ol style="list-style-type: none"> 1) Provide career and life mentoring/coaching group services to help apprentices navigate the workplace environment 2) Provide additional support as needed

We also need to be cognizant of potential challenges and proactively address them

Success factor	Actions to ensure success
Support of education entities	Work with education entities early and often to ensure well-articulated career pathways, and to manage/coordinate sustainable funding options
Business case for businesses to make the investment	Communicate value proposition, support for smaller businesses, implementation support (business toolkit), and evaluate feasibility of incentives
Common competencies	Industry Associations take leadership role, partner with businesses and education entities, and Work-based Learning Unit helps coordinate/standardize
Overcome negative cultural stigma	Strong communication plan, community outreach, and career exploration services
Sustainable through political and economic cycles	Create standing Work-based Learning Unit within CDLE (with CWDC as an advisor), demonstrate initial results early, and ensure system is business-led

Are there any additional challenges or success factors to consider?

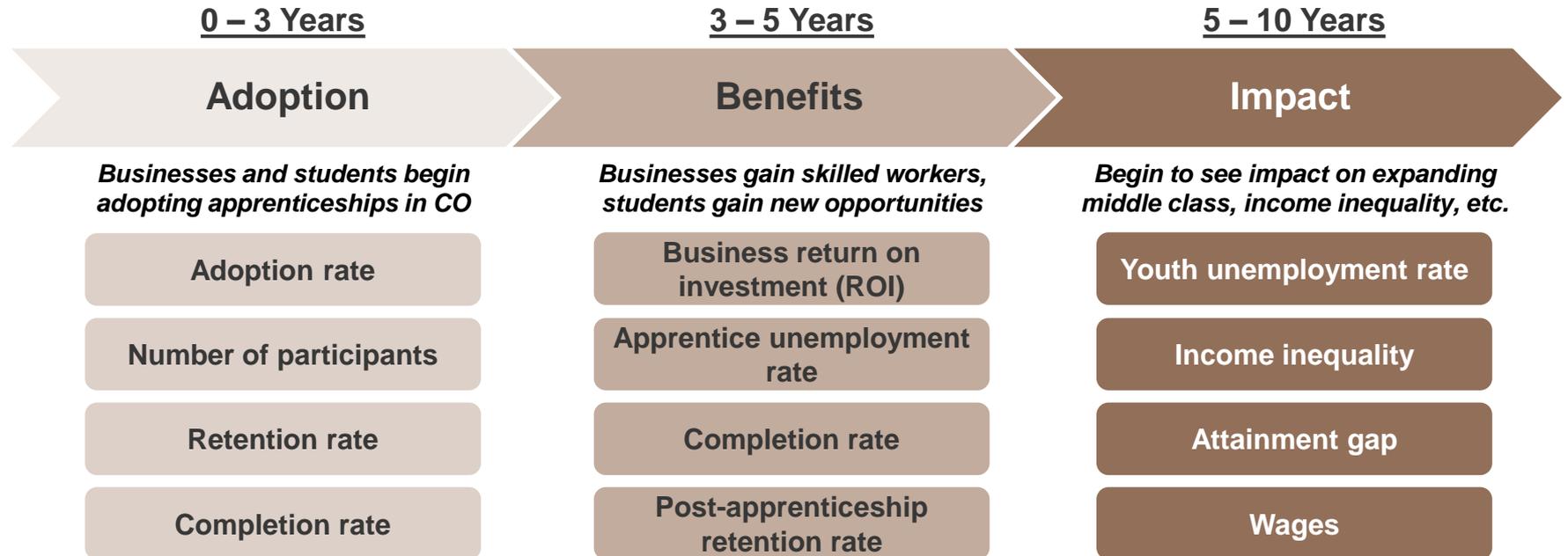
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Key Priority #1: Metrics



Are there any additional metrics that would be meaningful to capture?

Key Priority #2: Industry Associations



- Participating Industry Associations are already performing some key roles as part of their day-to-day responsibilities:

Policy/legislative coordination

Advocate for and support **policy or legislative changes** to enhance apprenticeships

Incentives advocacy

Advocate for and support **business incentives to help increase adoption** of apprenticeships

- However, in order for the new experiential learning initiative to be successful, participating **Industry Associations, supported by partners, will expand their roles:**

Set program competency

Each industry association **determines required competencies** apprentices need

Certify completion and administer final exams

Industry Associations administer final exams and are the **final certifying authority for apprenticeship completion**

Records management and verification

Maintain apprenticeship records and field future inquiries to **verify the completion status** and competencies earned

Are there suggestions for how we can help them step into these expanded roles?

Key Priority #3: Permeability Discussion and Definition

Permeability: Systematic student/customer-centered competency-based pathways

How leading countries view permeability:

**Transfer between
Post-secondary**

- Apprenticeship program completion guarantees access to Postsecondary institution
- Direct transfer of credits to Postsecondary creates ability to progress to additional Postsecondary education and training

**Switch career
paths**

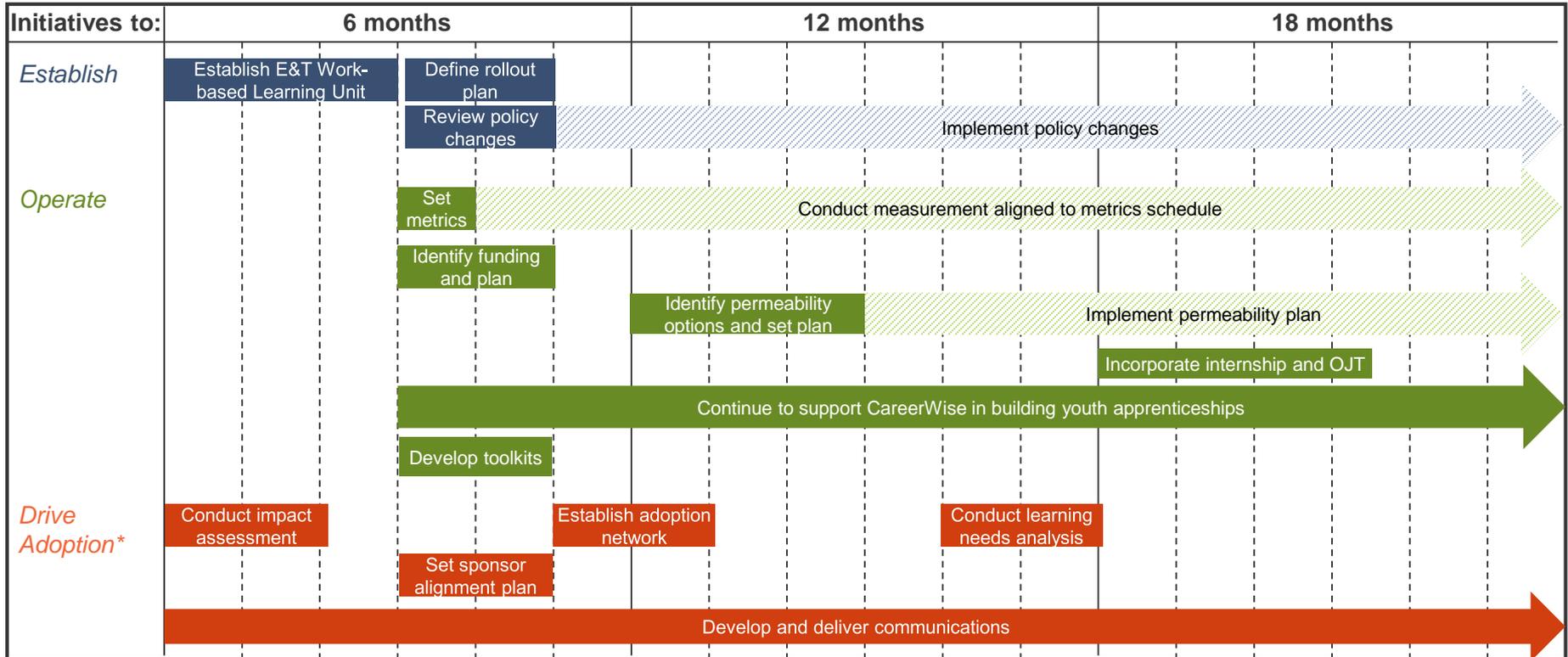
- Common competencies and core curriculum facilitate movement between occupations/career paths
- Ability to move between career paths without completely starting over at the beginning

**Career
progression**

- “Building block” approach eases ability to progress to higher levels within an occupation/career path

How can we collaborate with education partners to create this kind of permeability in Colorado?

What are the BEL-specific initiatives to help drive this?



Are there any timing dependencies that need to be incorporated into the roadmap?

*Adoption activities to be finalized October 2016