

Governor's Council on Workforce
and Economic Development
J.P. Morgan Chase & Co.'s
Oklahoma New Skills for Youth Grant

July 29, 2016

<http://sde.ok.gov/sde/new-skills-youth>



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

New Skills for Youth (NSFY) Grant

Supporting Organizations:

- Funded by J. P. Morgan Chase & Co.
- Cross-Sector Support of:
 - Council of Chief State School Officers (CCSSO)
 - Advance CTE
 - Education Strategy Group



Education Strategy Group
Achieving Greater Impact



OKLAHOMA STATE DEPARTMENT OF
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A Growing Skills Gap Nationally

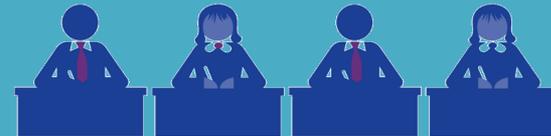


5,800,000

number of job openings
highest since December 2000



4 in 5



employers report gaps
in recent HS grads' preparation



5.1



12.2

unemployment rate



55%

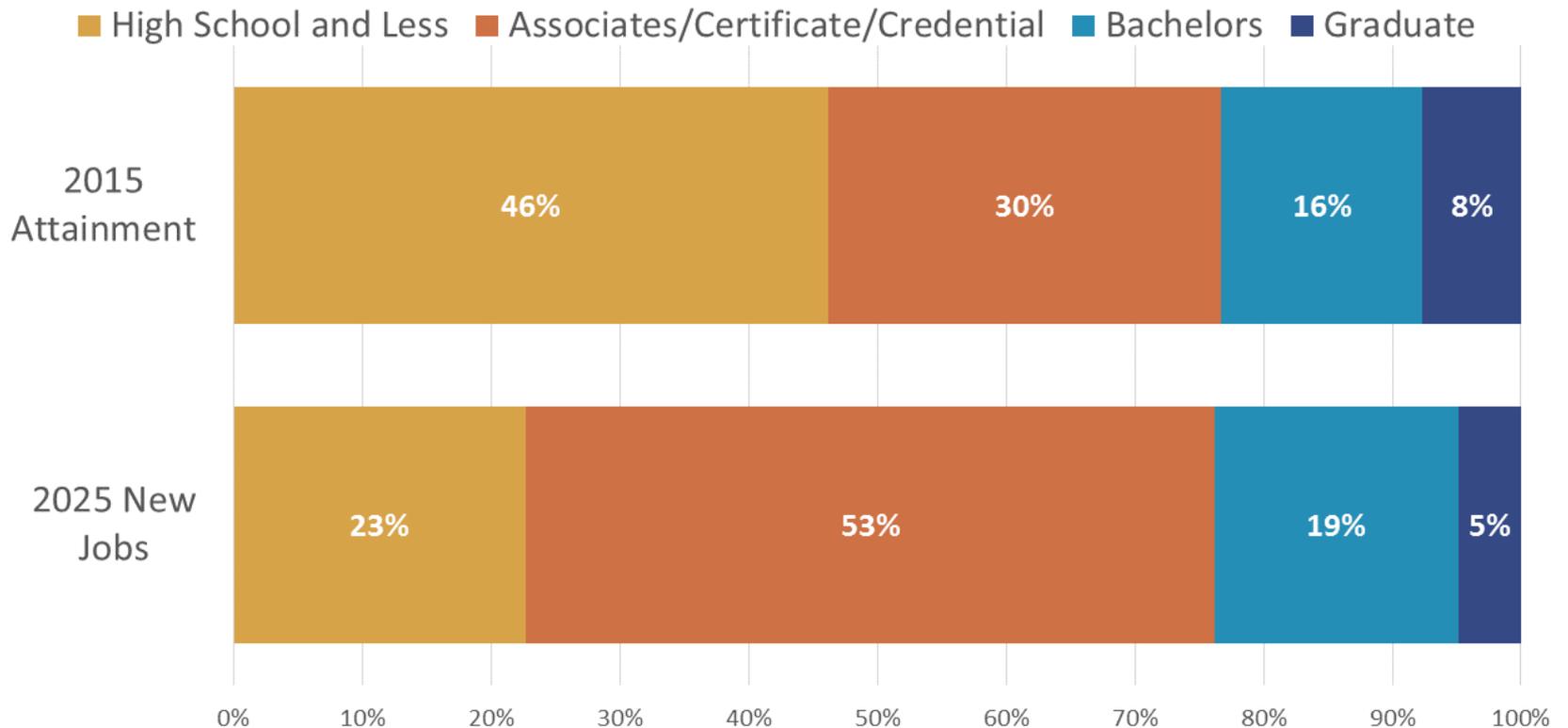
percent of job-seekers who **blame**
gaps in education
for lack of readiness



OKLAHOMA STATE DEPARTMENT OF
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— CHAMPION EXCELLENCE —

Oklahoma

Oklahoma's Workforce Gap



Source: OK Office of Workforce Development; EMSI Q2, 2015



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Overarching Goal - NSFY

Career Pathway Completion

Dramatically increase the number of students who successfully complete career pathways that begin in secondary schools and culminate in postsecondary degrees and/or industry credentials with labor market value



Overarching Goal - NSFY

Transforming Systems of Career Preparation

Catalyze transformational approaches to the design and delivery of programs and policies to increase students' career readiness in a cohort of leading states and disseminate lessons learned to the rest of the country



CCSSO Task Force Recommendations

Employer Engagement

- Identify **high-demand, high-skill industry sectors** most important to the state's economy and prioritize pathways within those sectors
- Ask business to **define skills** and use those to design courses and pathways
- Establish structured process for **engaging employers**; this won't happen organically

Quality Career Pathways

- Require all career pathways to culminate with a **postsecondary degree or credential with labor market value**
- Use state funding and program approval processes to **scale up the pathways in greatest demand** and phase out programs that do not lead to credentials of value
- **Raise the level of rigor** by including both a college-ready academic core and a technical core
- Dramatically **expand work-based learning opportunities** and strengthen career counseling for students
- **Build the capacity of educators** by recruiting industry professionals into schools and "up-skilling" existing teachers

Career-Focused Accountability

- Measure career readiness and make it count in school rating and **accountability systems**
- Adapt **graduation requirements and scholarship criteria** to give students credit for meeting rigorous career readiness indicators



Oklahoma Ecosystems



The diagram consists of two rounded rectangular boxes side-by-side. The left box is blue and contains the text 'Driver Systems' and a list of five sectors. The right box is orange and contains the text 'Complementary Systems' and a list of four sectors. A red arrow at the top points from the blue box to the orange box. A blue arrow at the bottom points from the orange box back to the blue box, indicating a cyclical relationship.

Driver Systems

- Aerospace & Defense
- Agriculture & Bio
- Energy
- Information & Financial Services
- Transportation & Distribution

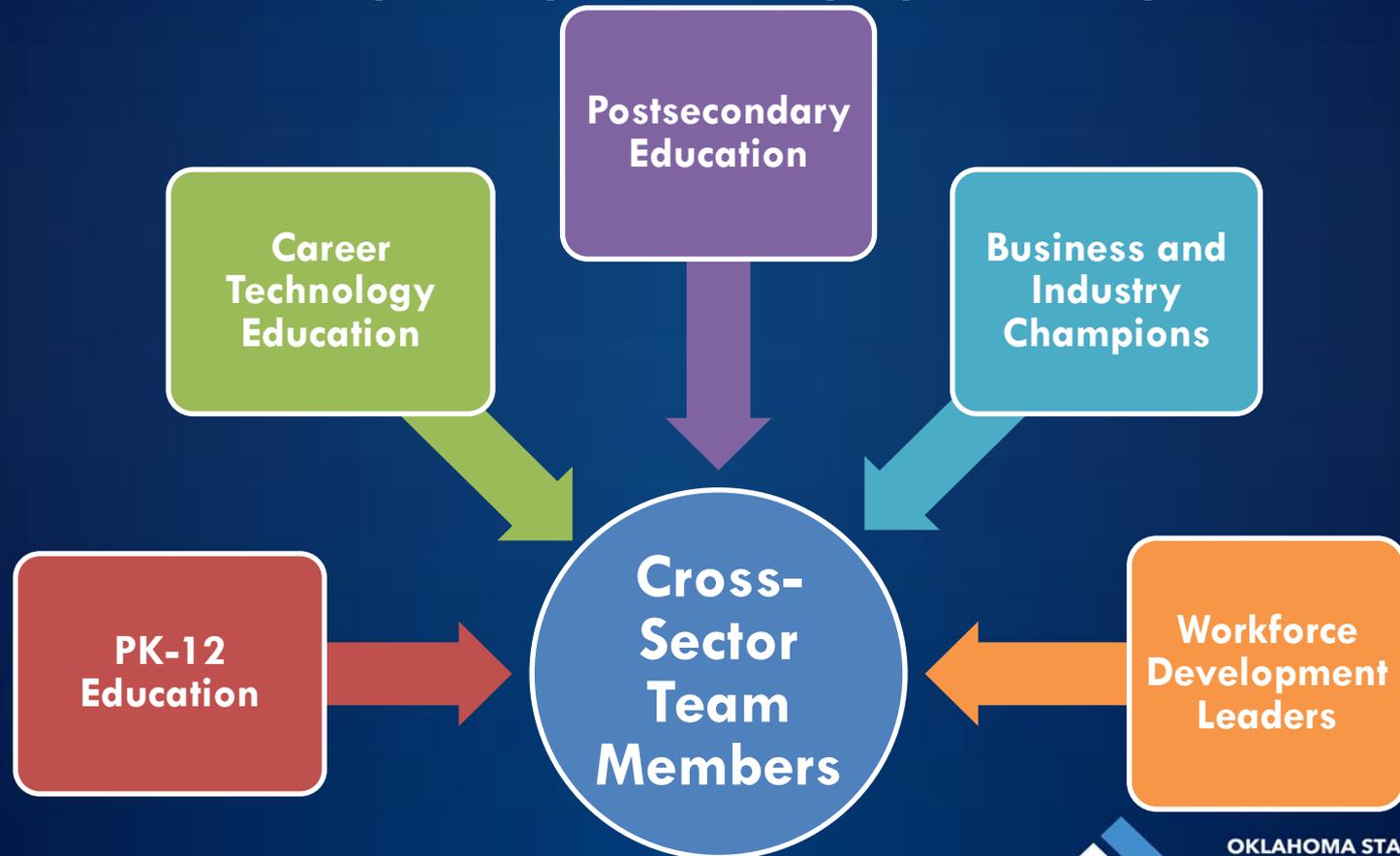
Complementary Systems

- Construction
- Health Care
- Education
- Creative Industries



Cross-Sector Partnerships Key to Success

Influential, senior-level cross-sector decision-makers committed to dramatically reshaping career preparation systems:



Key Objectives for Oklahoma Cross-Sector Teams

Key Objective 1:
Demand-Driven and
Employer-Led
Processes

Key Objective 2:
Rigor and Quality in
Career Pathways for
ALL

Key Objective 3:
Career-Focused
Accountability
Systems

Key Objective 4:
Scaled Pathways
That Culminate in
Credentials

Key Objective 5:
Align State and
Federal Funding
Streams

Key Objective 6:
Ensure Cross-
Institutional Alignment



Common Themes to Drive Progress

- **Better coordination across sectors** - K-12, postsecondary & employers
- **More effective use of data** to drive decisions
- Ensuring equitable **access to programs** across the state, including rural and underserved areas
- Improving systems for **career advising**
- Increasing **work-based learning** (including apprenticeships)
- Valuing career readiness in state **accountability** system
- **Reversing the stigma** around career preparation/CTE



Oklahoma NSFY Leadership Team

- Joy Hofmeister, State Superintendent
- Natalie Shirley, Secretary of Education
- Glen Johnson, Chancellor for Higher Education
- Marcie Mack, State Director for Career Technology Education
- Steve Hendrickson, Director of Government Operations, Boeing Company
- Phyllis Hudecki, Business & Education
- Cindy Koss, Deputy Superintendent OSDE

Key Objective Leads

Key Objective 1: Steve Hendrickson

Key Objective 2: Becki Foster & Dr. Jeanene Barnett

Key Objective 3: Dr. Katie Dunlap

Key Objective 4: Dr. Debbie Blanke & Kimberly Sadler

Key Objective 5: Matt Holder

Key Objective 6: Dr. Sherry Labyer

*Key Objective 7: Steffie Corcoran

* Communication Strategy



Oklahoma Phase-One Work

1. A comprehensive diagnostic assessment of state career preparations systems

(Southern Regional Education Board - Needs Assessment)

In-depth examination of relevant policies, funding streams, delivery systems and infrastructure to identify strengths and gaps

Sample conclusion: “We have a process for using LMI to identify high-skill, high-demand sectors, but we need to connect with school districts, career technology centers and higher education institutions to determine student preparation pathways.”

Oklahoma Phase-One Work

2. Collection and analysis of key data, including the # and % of ALL students who:

- a. Have access to high-quality career pathways in high-skill, high-demand sectors
- b. Complete one or more career pathways
- c. Complete dual enrollment course(s) and earn college credit
- d. Earn industry-recognized credentials in high-skill, high-demand sectors
- e. Enroll in college or secure employment in high-skill, high-demand sectors within 12 months of high school graduation.



Oklahoma Phase-One Work

- 3. Development of a three-year career-readiness action plan that addresses all six key objectives**
 - a. Clear strategies based on strengths and gaps uncovered by needs assessment and data analysis
 - b. Identification of stakeholder(s) responsible for strategy execution
 - c. Delineation of clear timeline and measurable quarterly milestones.

CCSSO Resource Center Launching This Summer

The Resource Center will feature:

- Best practices
- Tools
- Case studies
- And more!



AIM Act of 2016 (HB 2535)

Creates the Apprenticeships, Internships and Mentorships (AIM) Act of 2016 (70 O.S. § 1210.528)

- Authorizes the governing body of each public, private, magnet, charter or virtual school to enter into an agreement with private or public organizations for the purpose of creating apprenticeship, internship and mentorship programs for high school juniors and seniors beginning with the 2017-2018 school year.



STEM Communities

Oklahoma – A STEM State of Mind Program

70 O.S. § 1210.406 (2014)

The criteria for designation as a STEM community or STEM Region shall include a requirement that educators, administrators, business leaders, students, parents, government officials and business and industry groups within a community or region create and execute action plans for improving STEM education and training.

Examples of STEM Communities:

Tulsa, Shawnee, Duncan, Lawton, Mustang

Project Team Leads

- Dr. Cindy Koss, OK NSFY State Lead
- Dr. Maridyth McBee, OK NSFY Project Manager
- Dr. Ellen Dollarhide, OK NSFY Data & Research Project Coordinator
- Dr. Brenda Dann-Messier, NSFY Coach for Oklahoma
- Dr. Dale Winkler, SREB NSFY Needs Assessment
- Dr. Kirsten Sundell, SREB NSFY Needs Assessment

Oklahoma NSFY Next Steps

- Cross-sector team work will **result in action plans** for career pathways that span secondary and post-secondary education.
- Businesses will work in tandem with educators to **update career pathways** to reflect the most important needs in the business sector.
- Counselors and other educators will be empowered to **assist all students in creating and updating a career pathway**.
- Students will benefit from **exploring careers as early as elementary school**, and maintain that focus throughout their education process.



Oklahoma NSFY Next Steps

- The **collaboration** between PK-12, higher education, career tech, and business leaders is **crucial for the plan and the implementation** of the program.
- You will decide the best systems and flexibility to maximize the **buy-in from each sector**.
- Cindy Koss, Maridyth McBee and Ellen Dollarhide are **eager to work with you** to solidify your work into a meaningful product.
- Collectively, we believe that the best use of this grant is to **move beyond the pockets of excellence and the mere discussion of the issue to processes and products** that make lasting improvements to help all of our citizens be workforce ready.

CCSSO Task Force Recommendations

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Upcoming Meetings

- July
 - Objective Leads Meeting with NSFY Program Manager
 - Objective Lead Meetings with Workgroup
 - Engage OK On the Road 7-18-16 through 7-28-16
- August
 - SREB Needs Assessment 8-3-16 through 8-5-16
 - Theory of Change Meeting with Objective Leads or Designee 8-18-16 (all day) and 8-19-16 (half day)
 - Objective Lead Meeting with NSFY Program Manager
 - Objective Lead Meetings with Workgroup
- September
 - Objective Leads Meeting with NSFY Program Manager
 - Objective Lead Meetings with Workgroup
 - Call to Action Summit 9-20-16