TODAY'S AGENDA
Day 1

The Importance of Pathways and the NJ Pathways to Career Opportunities Initiative

Aaron Fichtner, Ph.D. (President, New Jersey Council of County Colleges)

America's Hidden Economic Engines

Rachel Lipson (Co-Author, America's Hidden Economic Engines and Co-Founder, Former Director, The Project on Workforce at Harvard)
Moderated by Dr. Aaron Fichtner (President, New Jersey Council of County Colleges)

Pathways in a Changing World: Session 1
Stackable Credentials

Dr. Holly Zanville (Co-Lead, Credentials As You Go and Research Professor and Co-Director, Program on Skills, Credentials & Workforce Policy, George Washington University)
*Moderated by Catherine Starghill, Esq. (Executive Director, NJ Community College Consortium for Workforce & Economic Development)*

Pathways in a Changing World: Session 2
Work-Based Learning and Apprenticeships

Dr. Annelies Goger (Fellow, The Brookings Institution)
Moderated by Maria Heidkamp (Chief, Innovation and Partnerships, New Jersey Council of County Colleges)

Reception & Dinner
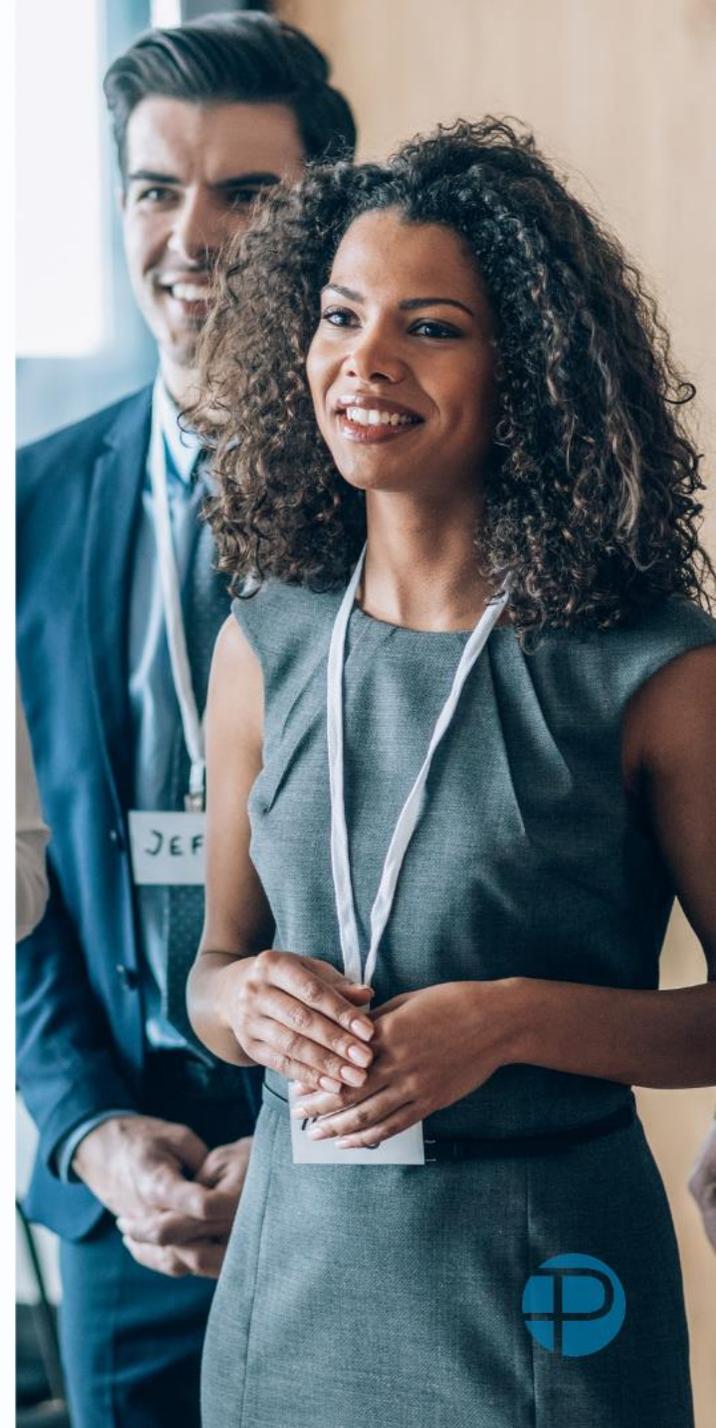
WELCOMING REMARKS

Dr. Michael McDonough

President

Raritan Valley Community College

WELCOMING REMARKS

Michele Siekerka, Esq.

President and CEO

New Jersey Business & Industry Association

THE IMPORTANCE OF PATHWAYS AND THE NJ PATHWAYS TO CAREER OPPORTUNITIES INITIATIVE

Aaron Fichtner, Ph.D.

President

New Jersey Council of County Colleges

Foundation & Vision

This vision is focused both on increasing the attainment of post-secondary industry credentials and degrees to meet the state's **credential attainment** goal of 65x25 and addressing persistent and troubling **equity gaps** in the state's economy. The ultimate goal is to help more individuals achieve a family-supporting career.

Ultimately, we want to ensure that more New Jerseyans are prepared to:
- Have family supporting careers
- Be prepared to thrive and contribute in a diverse society and democracy
- Have fulfilling lives

Foundation & Vision

1. Build strong partnerships with businesses and labor unions

2. Ensure that high school students have a clear path to a postsecondary credential or degree

3. Ensure that community college students have a path to further education

4. Ensure that credential programs are responsive to the changing needs of the economy

5. Create pathways to credentials and degrees for adults through partnerships with community based organizations and workforce development organizations

6. Create new on-ramps to community college degree programs through pathways from non-credit programs and PLA and partnerships with employers

7. Enhance our capacity to use data to inform the development of pathways

Foundation & Vision

GIVE US YOUR FEED-BACK

AMERICA'S HIDDEN ECONOMIC ENGINES

Rachel Lipson

Co-Author

America's Hidden Economic Engines

Co-Founder, Former Director

The Project on Workforce at Harvard

Moderator

Aaron Fichtner, Ph.D.

President

New Jersey Council of County Colleges

Overview

Project background and motivation

Key takeaways

Discussion

About the project

Harvard's Project on Workforce was founded in 2019 as a collaboration between Harvard's Kennedy School of Government, Business School, and Graduate School of Education. Our mission is to build a research agenda for a postsecondary education system of the future with

- More and better pathways to economic mobility
- Smoother transitions between education and careers

America's Hidden Economic Engines project - flagship effort in our community college portfolio

- Project launched in Summer 2021
- Case writing Fall '21-Spring '22
- June 28, 2022 convening with College Presidents plus cross-sector teams from six states
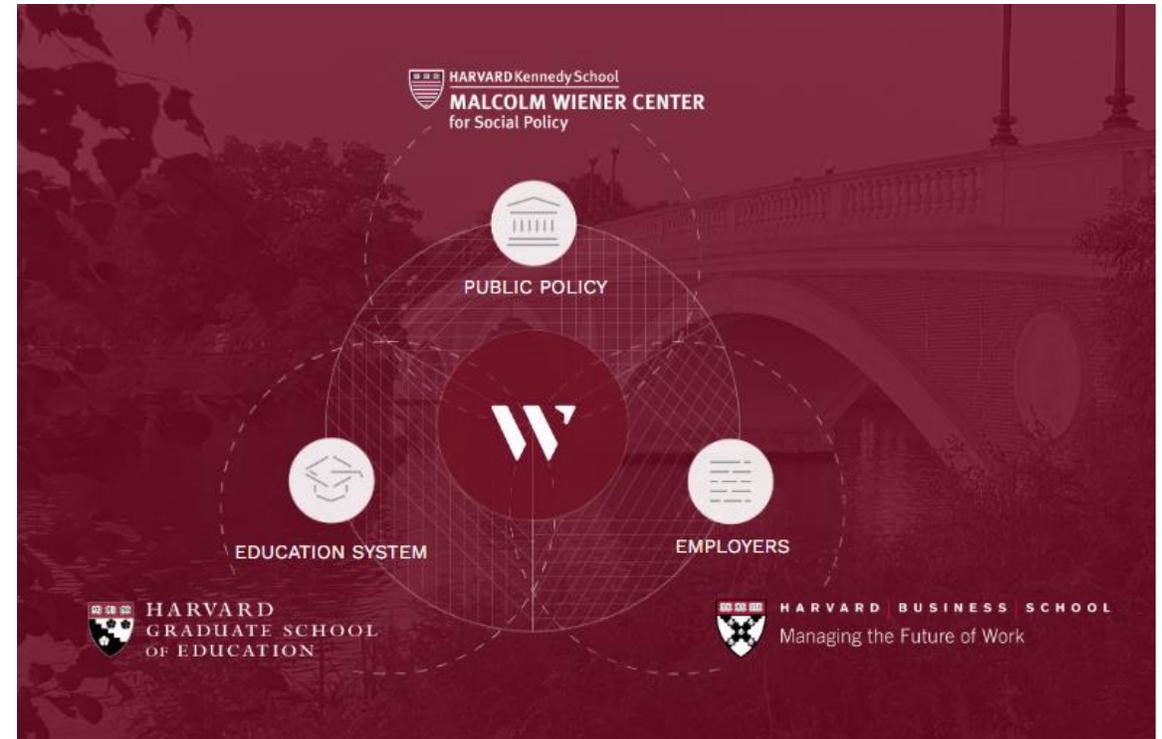
Our goals

- **Practitioner-facing:** Focus not just on *"what"* colleges have done to support career goals of students and positioned themselves as key players in the regional economy, but also **how** they have done it

- **Multiple audiences:** Colleges, government, business, community partners. Book contains lessons for college leaders aiming to strengthen their economic development mission, but also for business and public policy stakeholders to understand what is required for community colleges to be engines of economic mobility

1. Show what is possible when community colleges embrace their economic and workforce development mission.

2. Provide actionable, detailed "how-to"s

3. Guide future public policy and investment

College selection

Regional Characteristics	Student Characteristics	Performance data
U.S. region	Race/ethnicity	Graduation rates
Urban/Suburban/rural	Age	Economic mobility (moved up 2+ income quintiles)
Enrollment size	Full-time/part-time	Median earnings (2, 5, 10 years post graduation; compared to HS graduates in region)
Key industries	Credit/non-credit enrollment	Notable national recognition
Median income, educational attainment in county	% receiving Pell grants	

Case study institutions

College	Region	Metro Area	Enrollment* (2021-2022)
Lorain County Community College	Midwest	Cleveland-Elyria, OH	14,322
Mississippi Gulf Coast Community College	Southeast	Gulfport-Biloxi, MS	20,282
San Jacinto Community College	South	Houston-The Woodlands-Sugar Land, TX	44,947
Pima Community College	Southwest	Tucson, AZ	33,393
Northern Virginia Community College	Mid-Atlantic	Washington-Arlington-Alexandria, DC-VA-MD	72,798
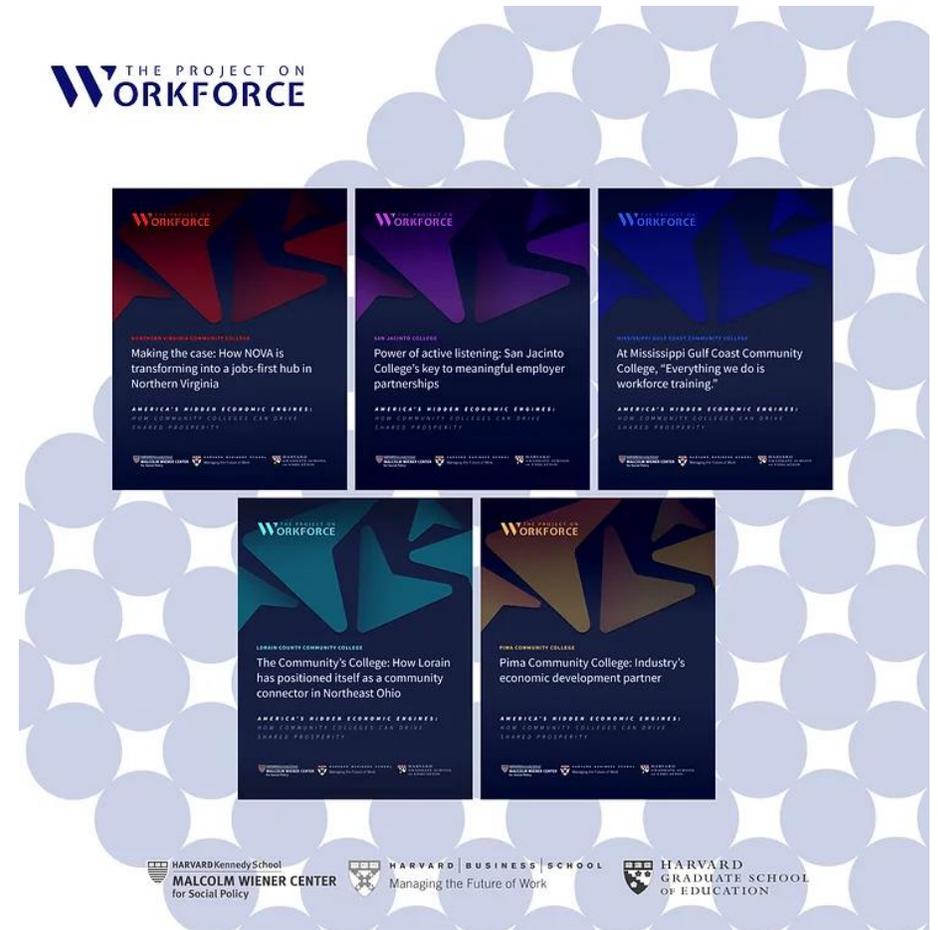
Enrollment data reflects counts of credit, noncredit, and dual enrollment students provided independently by the institutional research offices at each case college. Differing data definitions or collection methodologies across institutions could affect counts.

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What will it take:
Igniting the Community College Engine

Building the Blueprint: Regional Kingmakers

Outward-facing leadership

Senior executive teams represented in all key economic decision-making entities

Picking the right industries and jobs

Mobilizing new capital

Building true talent supply chain relationships

Activating the entrepreneurial ecosystem

San Jacinto's Chancellor Advisory Councils: co-chaired by C-suite leaders from regional employers and the college's chancellors.

NOVA was a lead institution in Virginia's winning bid to secure Amazon HQ2

Lorain County Community College built a successful microelectronics program almost a decade before Intel announced it was coming to Ohio

Pima Community College participates in all economic development attraction meetings in Tucson area

Building the Blueprint: Institutional Transformation

Integrating Education and Career

Functional reorganizations

Non-credit as an incubator and blurring of credit and non-credit

Flexible on-ramps and off-ramps, including fast-track programs

Innovative career advising, including faculty and staff role, classroom-integrated models, cohort-based models

Universal work-based learning

In-house labor market data expertise

MGCC Schools Model: co-chaired by C-suite leaders from regional employers and the college's chancellors.

San Jacinto launched mandatory student success course and reduced share of general studies by almost half in five years

Pima guarantees that 100 percent of its learners will have a work-based experience, many of which are paid

NOVA and **Pima** created horizontal business development units that create single points of entry for employers

LCCC's new fast-track program is under 16 weeks, free for learners and attracted new types of learners

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Building the Blueprint: The Next Frontier

If you build it, will they come?

Shifting demographics and reforms for working learners (scheduling, remote and hybrid learning, paid work experiences)

Equity agenda and tackling occupational segregation

Future of work implications: transferable and soft skills; changing geography of work

Fixing the funding model

Rethinking how we define community college success

Virginia's FastForward program funds high-wage, short-term programs in priority fields for the state

MGCC CTE Health Metrics system disaggregates all program success data by gender, race and ethnicity

Pima CC invested in a non credit registration system that integrates with their data warehouse so they can collect rich information on both credit and non credit learners

Ohio's Community College Acceleration Program is using SNAP E&T funds to scale the CUNY ASAP wraparound support model in the stage

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GIVE US YOUR FEED-BACK

NETWORKING BREAK

PATHWAYS IN A CHANGING WORLD: SESSION 1 STACKABLE CREDENTIALS

Dr. Holly Zanville

Co-Lead

Credentials As You Go

Research Professor and Co-Director, Program on Skills, Credentials & Workforce Policy

George Washington University

<u>Moderator</u>
Catherine Starghill, Esq.

Executive Director

NJ Community College Consortium for Workforce & Economic Development

CREDENTIAL
AS YOU GO

NJ Pathways to Career Opportunities Summit
—
Pathways in a Changing World: Session 1

June 7, 2023

Holly Zanville
Credential As You Go /
Learn & Work Ecosystem Library

Working to improve education and employment outcomes for all learners

The Journey

Where do you want to go?	**To a fair learn-and-work ecosystem for all Americans**
Too many words. Try again.	**To an incremental credentialing system**
Searching for location "Incremental Credentialing system" – found it. **What is the starting location?**	**A system in which the primary focus is placed on traditional academic degrees as the main qualification for employment and career advancement. Emphasis is on acquiring a degree from an accredited educational institution such as a college or university, and using that degree as key credential for securing employment. Individuals typically follow a linear path where they pursue a degree in a specific field of study, accumulate knowledge and skills through academic coursework, and then enter the workforce with expectation that their degree will provide them with better job prospects and advancement opportunities. Employers often prioritize candidates with higher educational qualifications. Advancement within an organization may be tied to obtaining further degrees or higher-level qualifications. System tends to place strong emphasis on theoretical aspects of learning, focusing on academic subjects and disciplines. It often assumes a degree is a reliable indicator of an individual's knowledge, skills, and competence in a particular field.**
Too many words. Try again.	**From a degree-centric system**
Searching for start location "degree-centric system" to plan the trajectory - found it.	**The journey: Go from a degree-centric system to an incremental credentialing system.** **Push "start" for directions**

START

Four Drivers of Change

- Degree-Centric System
- Equity
- Credential Expansion
- 21st Century Workforce Needs

CREDENTIAL AS YOU GO

National Student Clearinghouse
Some College, No Credential Student Outcomes

Some College, No Credential (SCNC) population reached 40.4 million. This total was up 1.4 million from 39.0 million the prior year.

Lack of re-enrollment + 2.3 million more recent stop-outs drove this large growth.

All 50 states and D.C. experienced growth in SCNC population.

~2.9 million (7.3%) are "potential completers" who already made at least 2 years' worth of academic progress up until their last enrollment.

Annual Progress Report – Academic Year 2021/22 -- April 25, 2023

Why don't we recognize learning acquired along the
education and career journey?

Is the only valuable learning a college degree or certificate?

It is in a degree-centric system.

It is not so in an incremental credential system.

CREDENTIAL
AS YOU GO
INCREMENTAL CREDENTIALING

Postsecondary Attainment in the U.S.
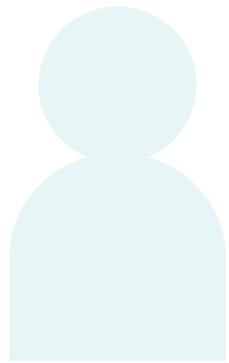
2 out of 6
Upper secondary or below
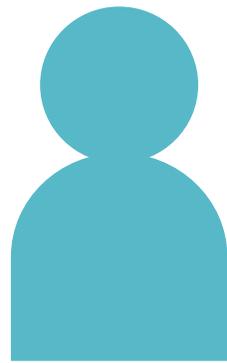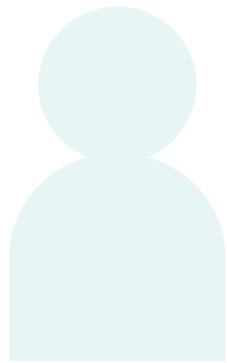
1 out of 6
some college/
no credential

3 out of 6 have a college credential

White – 71%
Black – 10%
LatinX - 10%
Asian – 9%

Source: Data based on 224.5M adults 25 years and older (Acquired from U.S. Census Bureau 2021)

CREDENTIAL AS YOU GO

Counting U.S. Postsecondary and Secondary Credentials

Credential Engine™

2022

1,076,358 Unique Credentials in U.S.

18 detailed credential categories across 4 types of credential providers:

POSTSECONDARY EDUCATIONAL INSTITUTIONS
350,412 degrees, certificates

MASSIVE OPEN ONLINE COURSE (MOOC) PROVIDERS
13,014 course completion certificates, microcredentials, online degrees from foreign universities

NON-ACADEMIC PROVIDERS
656,505 badges, course completion certificates, licenses, certifications, apprenticeships

SECONDARY SCHOOLS
56,179 diplomas from public and private secondary schools, alternative certificates from secondary schools, high school equivalency diplomas

21st Century
Skills &
Competencies

CREDENTIAL AS YOU GO

INCREMENTAL CREDENTIALING

A movement to develop a nationally adopted incremental credentialing system that improves education and employment outcomes for all learners.
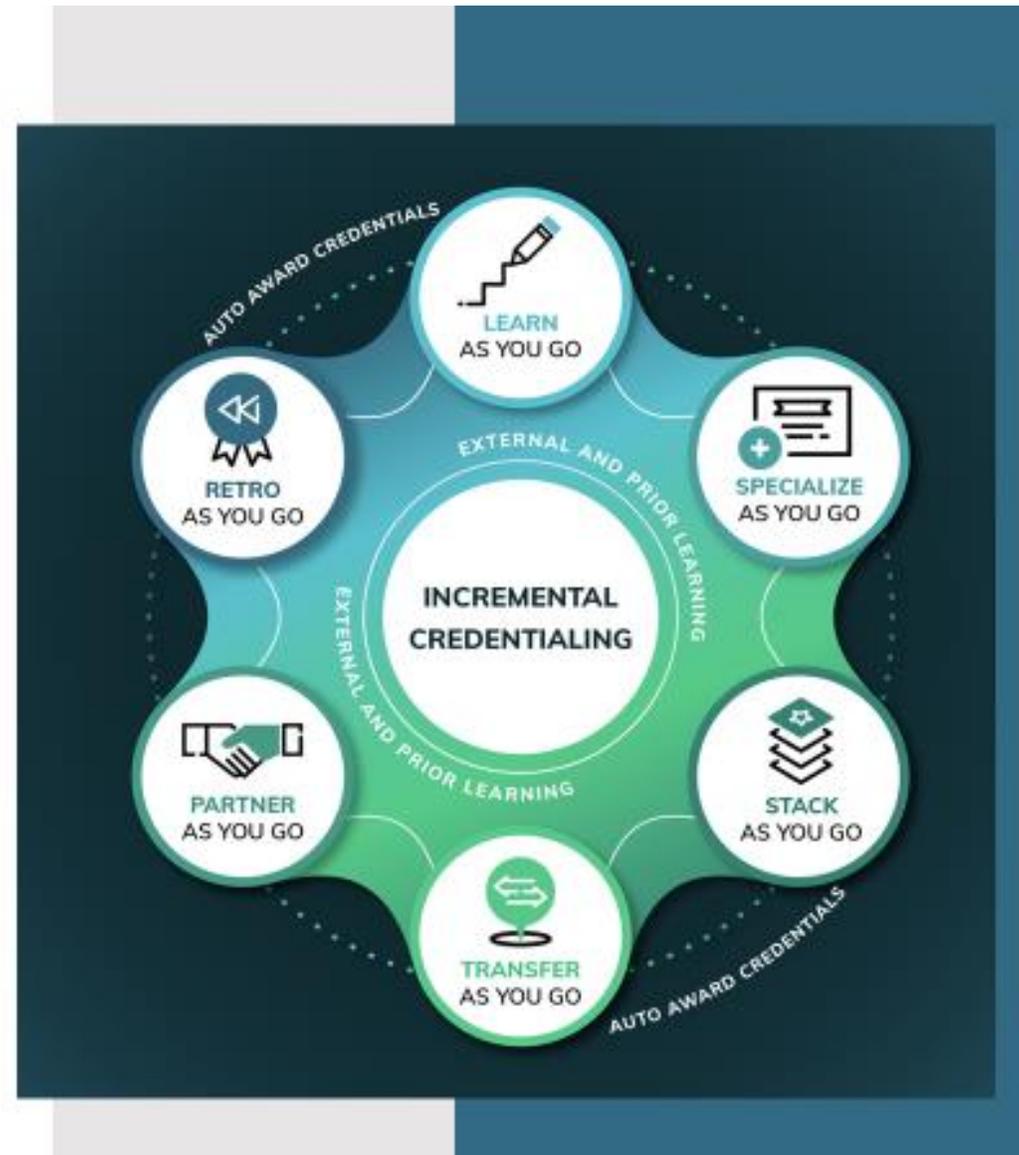
Trust and Quality
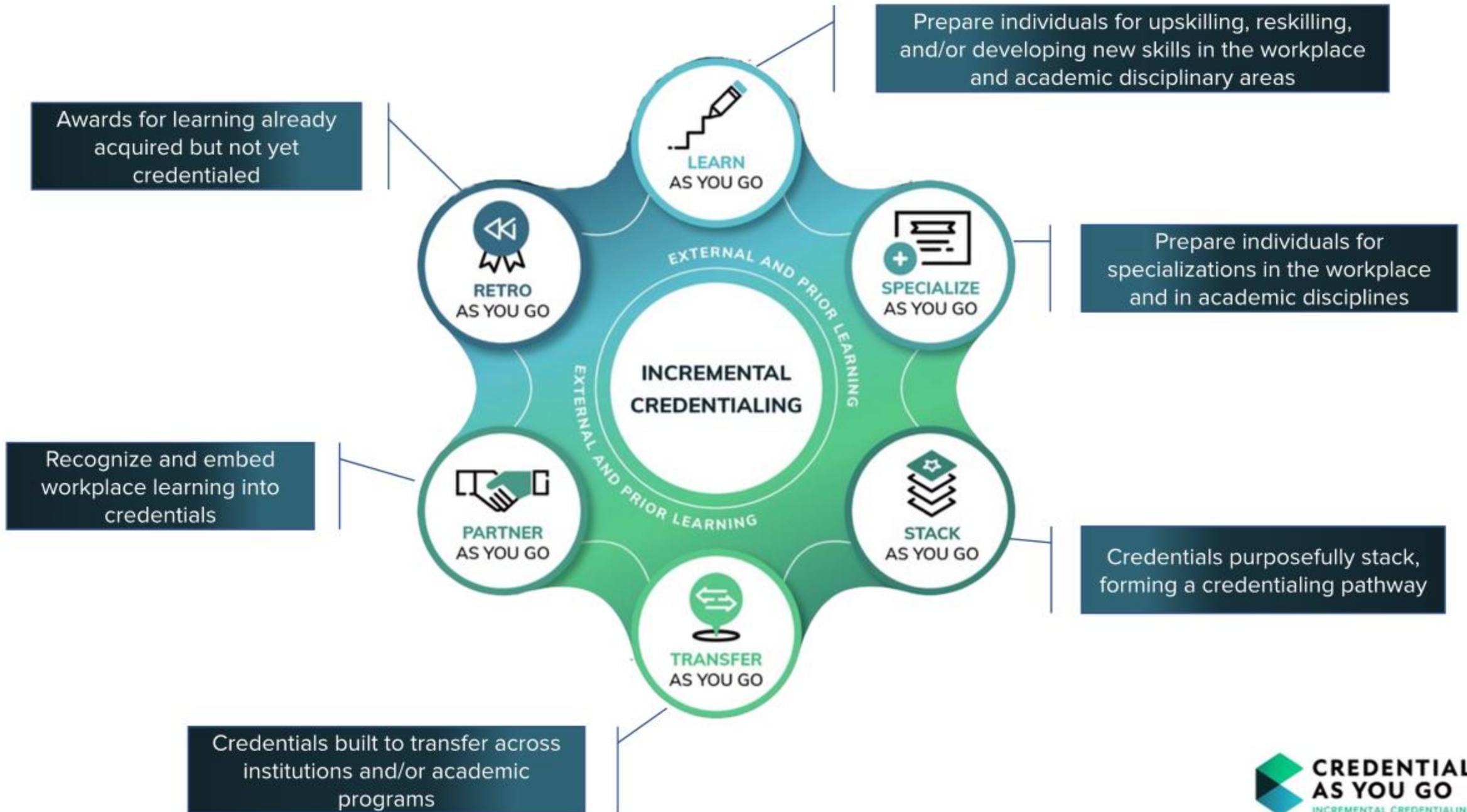
Policy Change

Equity and Inclusion

Phase 1

Exploration and Development

Lumina Foundation planning grant

2019-2021

Phase 2

Prototyping and Research

Institute for Educational Sciences, Credential As You Go Grant

2021-2024

Phase 3

Expansion and Scaling

Walmart Grant

2022-2023

Prototyping

Professional Development / Technical Assistance

Research

Learn & Work Ecosystem Library

Technology

National Campaign

Building Connections

CREDENTIAL AS YOU GO
INCREMENTAL CREDENTIALING

Nine Bodies of Work

Incremental Credentialing
Increase the availability of incremental credentials for learners

National Campaign
Increase awareness of and value for incremental credentials

Research
Inform implementation and outcomes through research

Professional Development
Assistance to provide expert advising, tools, and resources

Bodies of Work

Equity + Inclusion
Ensure equity of incremental credentials

Policy Change
Develop policy and practice reforms to support incremental credentialing

Technology
Guidance on infrastructure to support incremental credentials

Trust
Ensure trust, quality, and integrity of incremental credentials

Building Connections
Connect this work with related initiatives across learn and work ecosystem

CREDENTIAL AS YOU GO
INCREMENTAL CREDENTIALING

Incremental Credentialing Framework

The incremental credentialing process formally credentials learning that individuals acquire along the way so that they can be recognized for employment and further education. The framework provides six approaches to developing and implementing incremental credentials.

Prepare individuals for upskilling, reskilling, and/or developing new skills in the workplace and academic disciplinary areas

Awards for learning already acquired but not yet credentialed

Prepare individuals for specializations in the workplace and in academic disciplines

Recognize and embed workplace learning into credentials

Credentials purposefully stack, forming a credentialing pathway

Credentials built to transfer across institutions and/or academic programs

INCREMENTAL CREDENTIALING

EXTERNAL AND PRIOR LEARNING

LEARN AS YOU GO

RETRO AS YOU GO

SPECIALIZE AS YOU GO

PARTNER AS YOU GO

STACK AS YOU GO

TRANSFER AS YOU GO

CREDENTIAL AS YOU GO
INCREMENTAL CREDENTIALING

What are Incremental Credentials?

Incremental Credentials capture learning as it is acquired along the learning pathway and formally recognizes and connects that learning to a larger context of education and work.

The **purpose of incremental credentials** is to ensure learners are recognized for what they know and can do as they acquire the learning — and not leave learners without formal documentation of that learning.

https://credentialasyougo.org

Playbooks at Credential As You Go Website - More Soon

Learn & Work
· ECOSYSTEM LIBRARY ·

A web-based library that collects, curates, and coordinates resources to support the learn-and-work ecosystem.

Search the Library... **Search**

⚑ ABOUT

♟ KNOWLEDGE

▥ INITIATIVES

⛭ ALLIANCES & INTERMEDIARIES

Making information easier to find, use, and maximize for diverse stakeholders.

Knowledge

12 key components (building blocks), 75 subcomponent topics, 86 glossary terms in learn-and-work ecosystem

Components →
Topics →
Glossary →

Initiatives

149 key projects working to improve the learn-and-work ecosystem.

Learn More →

Alliances & Intermediaries

241 alliances, networks & intermediary organizations focused on components of the ecosystem.

Learn More →

Learn & Work
· ECOSYSTEM LIBRARY ·

A web-based library that collects, curates, and coordinates resources to support the learn-and-work ecosystem.

Search the Library... | 🔍 Search

🏳 **ABOUT** ▲

Library Collections Management Statement (working draft)

The Why, The What, The Who

2023 Library Advisory Board

Library Team

Stakeholder Groups / Searches

Partnerships & Sponsorships

Newsroom

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💡 **KNOWLEDGE** ▼

🖥 **INITIATIVES**

🔗 **ALLIANCES & INTERMEDIARIES**

More About Us | View the Archive | View Library Walk-Through

Search By Stakeholders Group

Note: Searching by Stakeholder Groups is still in development

The Library enables you to search by stakeholder group in order to sort information that may be especially relevant to the interests of particular groups. Check below which stakeholder group(s) you are a part of, and the Library will suggest content that may be of most interest.

› Accreditors / Quality Assurance Entities	› Career Advisers, Coaches, Navigators
› Community Colleges	› Database Experts
› Diversity, Equity & Inclusion (DEI)	› Employers
› Finance	› Intermediaries
› International	› Journalists
› Learners, Students	› Learning Verification & Transcripting
› Military	› Philanthropy
› Policymakers	› Prison education
› Researchers	› Schools (K-12)
› Student Services	› Third-Party Providers
› Universities	› Workforce Agencies

New Jersey Pathways to Career Opportunities Initiative

External Link

New Jersey's Community Colleges and the New Jersey Business & Industry Association (NJBIA) launched the New Jersey Pathways to Career Opportunities program in December 2021. The initiative is aligning employers, industry associations, labor unions, educational institutions, and workforce development partners to provide students and workers with structured pathways to find career opportunities—and to ensure that employers have access to a highly skilled workforce to meet critical labor market needs.

The Pathways initiative is led by Collaboratives that are focusing on four industries that are the foundation of the state's economy: (1) Health Services; (2) Technology and Innovation; (3) Infrastructure and Energy; and (4) Manufacturing and Supply Chain Management. Each Collaborative is working to obtain high-quality, timely labor market information about the changing needs of employers, and to build an ecosystem of education and training partners that encourage collaboration and information sharing.

Ten Centers of Workforce Innovation are supporting the Collaboratives. All 18 of New Jersey's Community College partners, as well as high schools, four-year colleges and universities, and community-based training providers across the state are involved. Their common goal is to align and improve existing curricula, prioritize industry-valued credentials, and develop transfer agreements.

Deliverables for the Pathways initiative include:

- development of a state strategic workforce plan for each of the four industries
- identification of labor market demand and industry-valued credentials for each industry
- development of detailed career pathway maps to guide the work
- dissemination of the career pathway maps to students and workers at all levels.

Resources

- Video featuring education, business and legislative leaders
- org

Partners

Library Walk-Through

4-Minute Video

https://youtu.be/PVL6QVuz-lk

Resources on Terminology

CREDENTIAL AS YOU GO

2022 Cohort

1. Appalachian State University - Boone, NC
2. Caldwell Community College - Hudson, NC
3. Colorado Department of Higher Education - Denver, CO
4. Colorado State University Global Campus - Aurora, CO
5. Colorado State University, Fort Collins - Fort Collins, CO
6. Colorado State University, Pueblo - Pueblo, CO
7. East Carolina University - Greenville, NC
8. Fayetteville Technical Community College - Fayetteville, NC
9. North Carolina Community College System - Raleigh, NC
10. Pitt Community College - Greenville, NC
11. Red Rocks Community College - Lakewood, CO
12. SUNY Empire State University - Saratoga Springs, NY
13. SUNY Mohawk Valley Community College - Utica, NY
14. SUNY Rockland Community College - Suffern, NY
15. SUNY Schenectady Community College - Schenectady, NY
16. SUNY State University of New York System - Albany, NY
17. SUNY Ulster Community College - Stone Ridge, NY
18. SUNY University at Albany - Albany, NY
19. SUNY University at Buffalo - Buffalo, NY
20. University of North Carolina at Pembroke - Pembroke, NC
21. University of North Carolina System - Raleigh, NC
22. Wake Technical Community College - Raleigh , NC

2023 Cohort

1. American Health Information Management Association (AHIMA)- Chicago, IL
2. Bay Path University - Longmeadow, MA
3. Bryan University - Tempe, AZ
4. Central Christian College of Kansas - McPherson, KS
5. Cleveland State University - Cleveland, OH
6. The College of Westchester - White Plains, NY
7. Colorado School of Mines - Golden, CO
8. Credit for Prior Learning Assessment Network (C-PLAN), Minnesota State Colleges & Universities - St. Paul, MN
9. D'Youville University - Buffalo, NY
10. Elon University - Elon, NC
11. Florida Gulf Coast University - Fort Myers, FL
12. Harford Community College - Bel Air, MD
13. Houston Community College - Houston, TX
14. Huntington Junior College - Huntington, WV
15. Kennesaw State University - Kennesaw, GA
16. Louisiana State University (LSU) Online & Continuing EducationBaton - Rouge, LA
17. Miami University Regionals - Middletown, OH
18. Minneapolis College - Minneapolis, MN
19. Montgomery County Community College - Blue Bell, PA
20. National Writing Project - Berkeley, CA
21. Purdue University Global - Indianapolis, IN
22. SUNY Onondaga Community College - Syracuse, NY
23. SUNY Westchester Community College - Valhalla, NY
24. Unity College - New Gloucester, ME
25. University of Hawaii System - Honolulu, HI
26. University of Missouri – St. Louis, MO
27. University of Wisconsin – Milwaukee, WI
28. Western Colorado Community College - Grand Junction, CO

Key Research Questions

1. What does it take to implement incremental credentials at institutions and change the national credentialing system?

2. What are the student outcomes from engaging in/completing incremental credentials?
   - Access
   - Enrollment
   - Persistence
   - Completion
   - Next Steps

Incremental Credentialing Outcomes

- So far, 101 incremental credentials have been identified to study:

  - 66% are launched.

  - 49% are credit-bearing, 37% are noncredit, and 15% are a combination – often including industry credentials or credit for prior learning (CPL).

  - For credit credentials, the most common range is 10-12 credits within the first two years of undergraduate studies.

- The titling of these credentials (e.g., microcredential, badge, certificate, degree) varies. Microcredential are the most commonly used title. (41%)

Credentialing Areas Across CO, NC, NY

| Information Technology (21) | Health Care (17) | Business (17) | Education (12) |

| Hospitality/Culinary (8) | Science Lab (5) |

| Human Services (4) | Communication (4) | Trades (4) | Art (3) |

| Design Thinking (2) | Advanced Manufacturing (2) | Veterinarian (2) |

| Criminal Justice (1) | Space Flight (1) |

CREDENTIAL AS YOU GO
INCREMENTAL CREDENTIALING

Credentials used more than one Framework approach
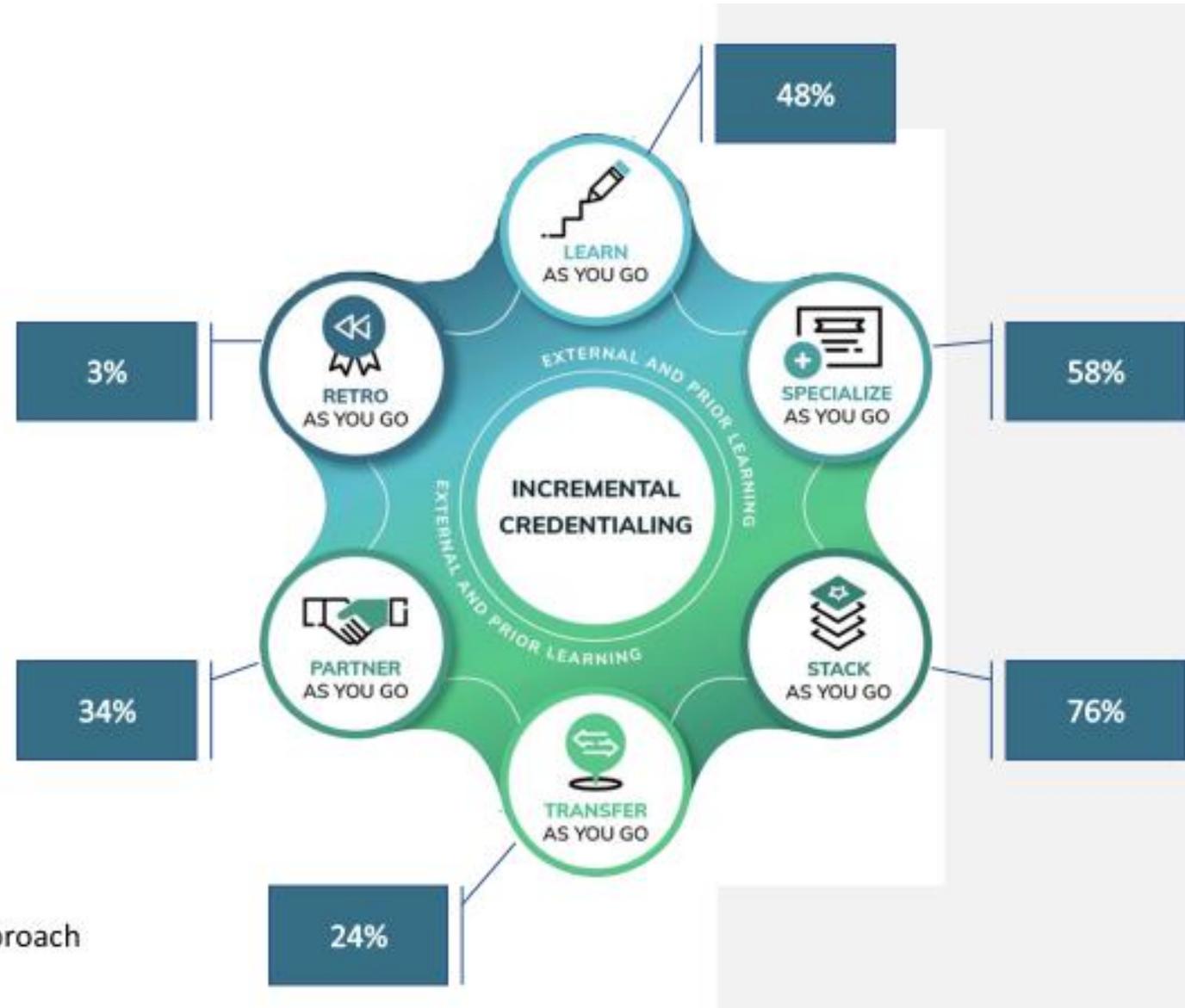
Only 15 credentials had just one approach

INCREMENTAL CREDENTIALING

EXTERNAL AND PRIOR LEARNING

LEARN AS YOU GO — 48%

SPECIALIZE AS YOU GO — 58%

STACK AS YOU GO — 76%

TRANSFER AS YOU GO — 24%

PARTNER AS YOU GO — 34%

RETRO AS YOU GO — 3%

WWW.CREDENTIALASYOUGO.ORG

Info@credentialasyougo.org

https://credentialasyougo.org/newsletter-sign-up/

https://www.linkedin.com/company/credential-as-you-go/

https://twitter.com/CredentialYou

https://learnworkecosystemlibrary.com/

GIVE US YOUR FEED-BACK

NETWORKING BREAK

PATHWAYS IN A CHANGING WORLD: SESSION 2

WORK-BASED LEARNING AND APPRENTICESHIPS

Dr. Annelies Goger

Fellow

The Brookings Institution

Moderator

Maria Heidkamp

Chief, Innovation and Partnerships

New Jersey Council of County Colleges

The role of Educators in Scaling Earn-and-Learn Opportunities

Annelies Goger, Brookings Metro   @annelies_goger

New Jersey Pathways to Career Opportunities Summit, 2023

BROOKINGS

Why expand earn-and-learn?

Evidence that work-based learning is effective

Businesses need workers with technical skills and industry experience

Attractive to learners who are left out

Options multiplier: no dead ends

BROOKINGS

U.S. apprenticeships are siloed, limited in scale

Current apprentices as a share of all students enrolled in upper-secondary and short postsecondary education
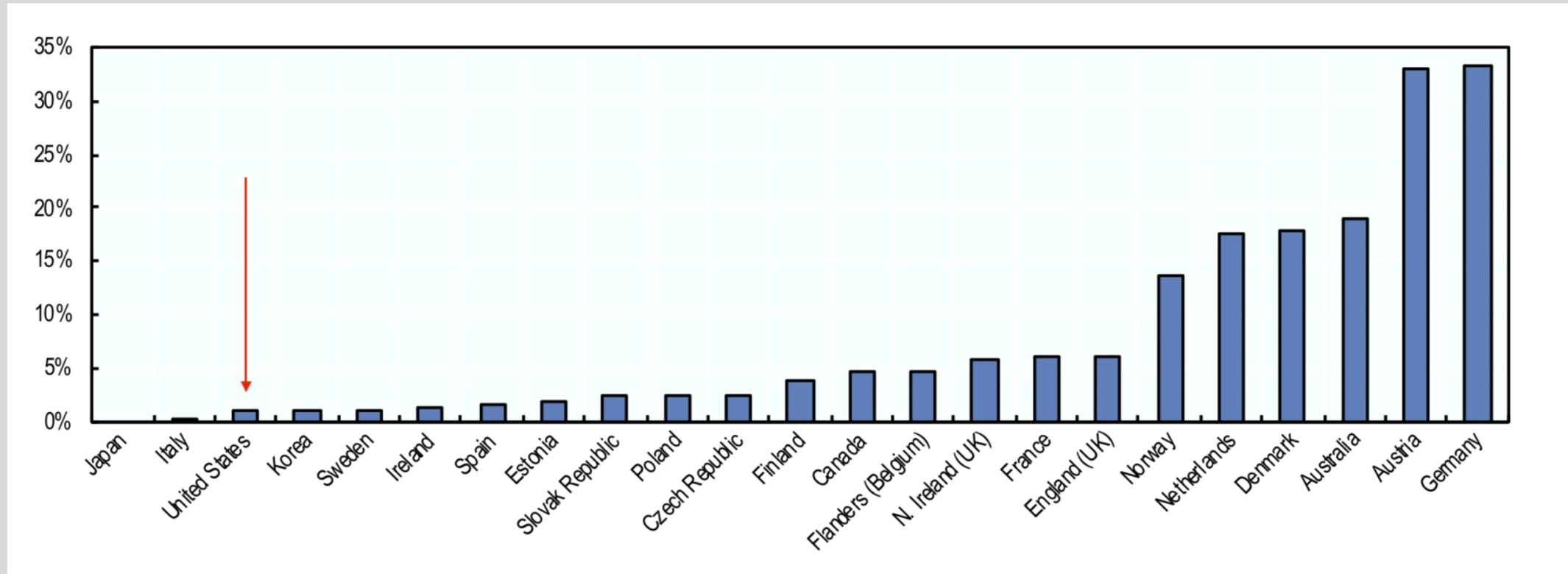
Source: Kuczera, M. (2017), "Striking the right balance: Costs and benefits of apprenticeship", OECD Education Working Papers, No. 153, OECD Publishing, Paris, http://dx.doi.org/10.1787/995fff01-en.

BROOKINGS
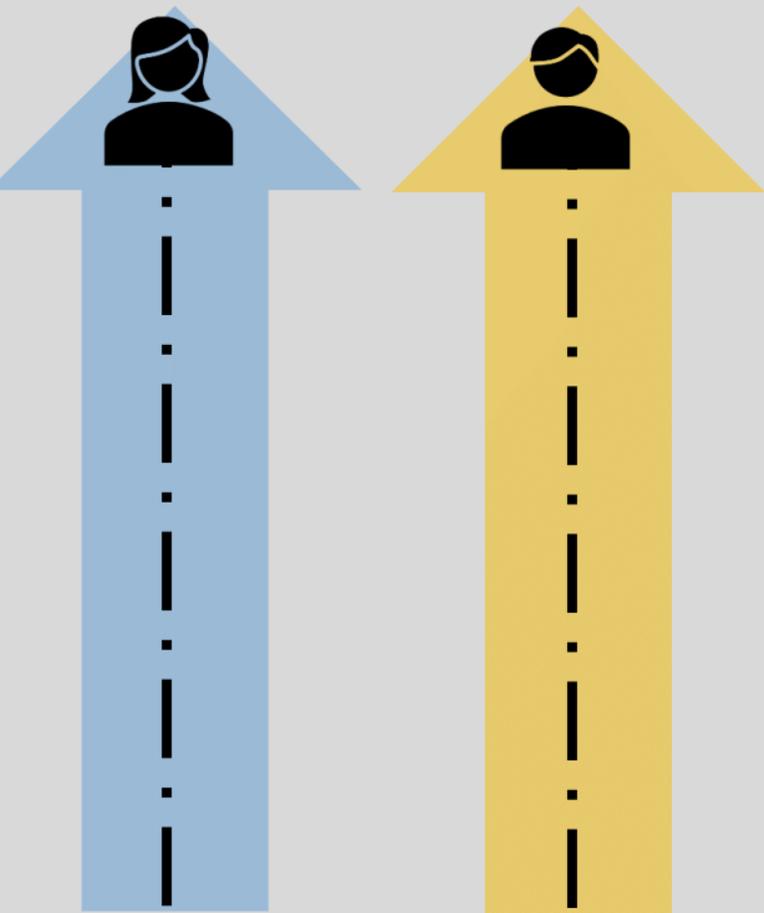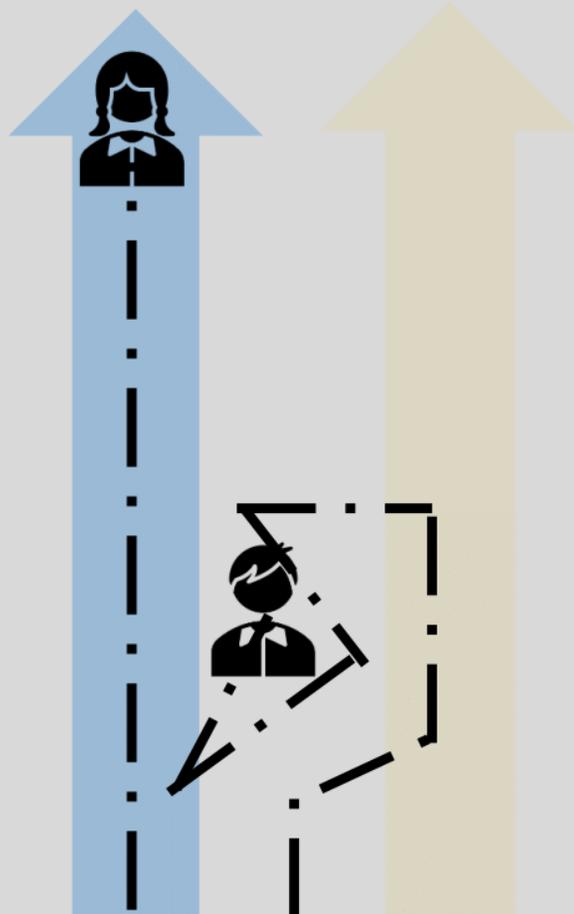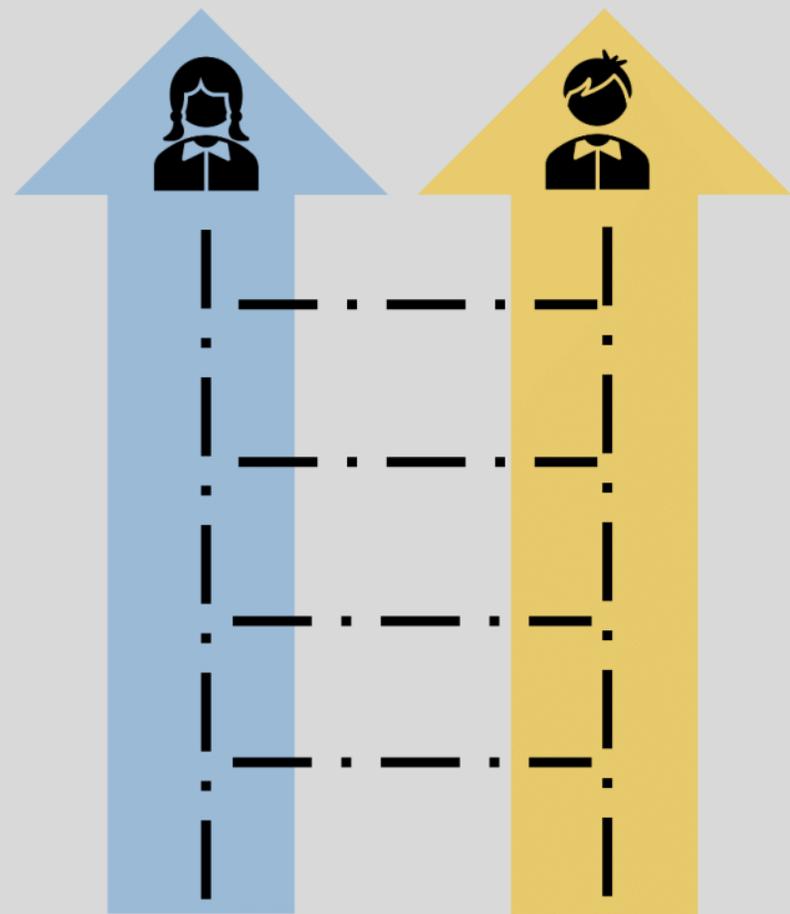
Tracking versus permeability

Key elements

- Applied, experiential pathways

- Demand-driven, engaged employers

- Learner-centered

- Education-employment linkage

MULTIPLE PATHWAYS *to* OPPORTUNITY

The changing nature of work will require a sophisticated vision for making our talent development ecosystem more equitable and functional for employers and workers

Learning levels

ACADEMIC PATHWAY

BLENDED PATHWAY

PRACTICAL PATHWAY

8. Doctorate *(or equivalent)*

7. Masters *(or equivalent)*

6. Bachelor *(or equivalent)*

5. Associate *(or equivalent)*

4. Post-secondary

3. High school

2. Middle school

1. Primary education

Classroom-based

Combined classroom and on-the-job (dual education)

On-the-job

Source: Annelies Goger, inspired by the Swiss vocational education and training (VET) system.

B | Metropolitan Policy Program at BROOKINGS
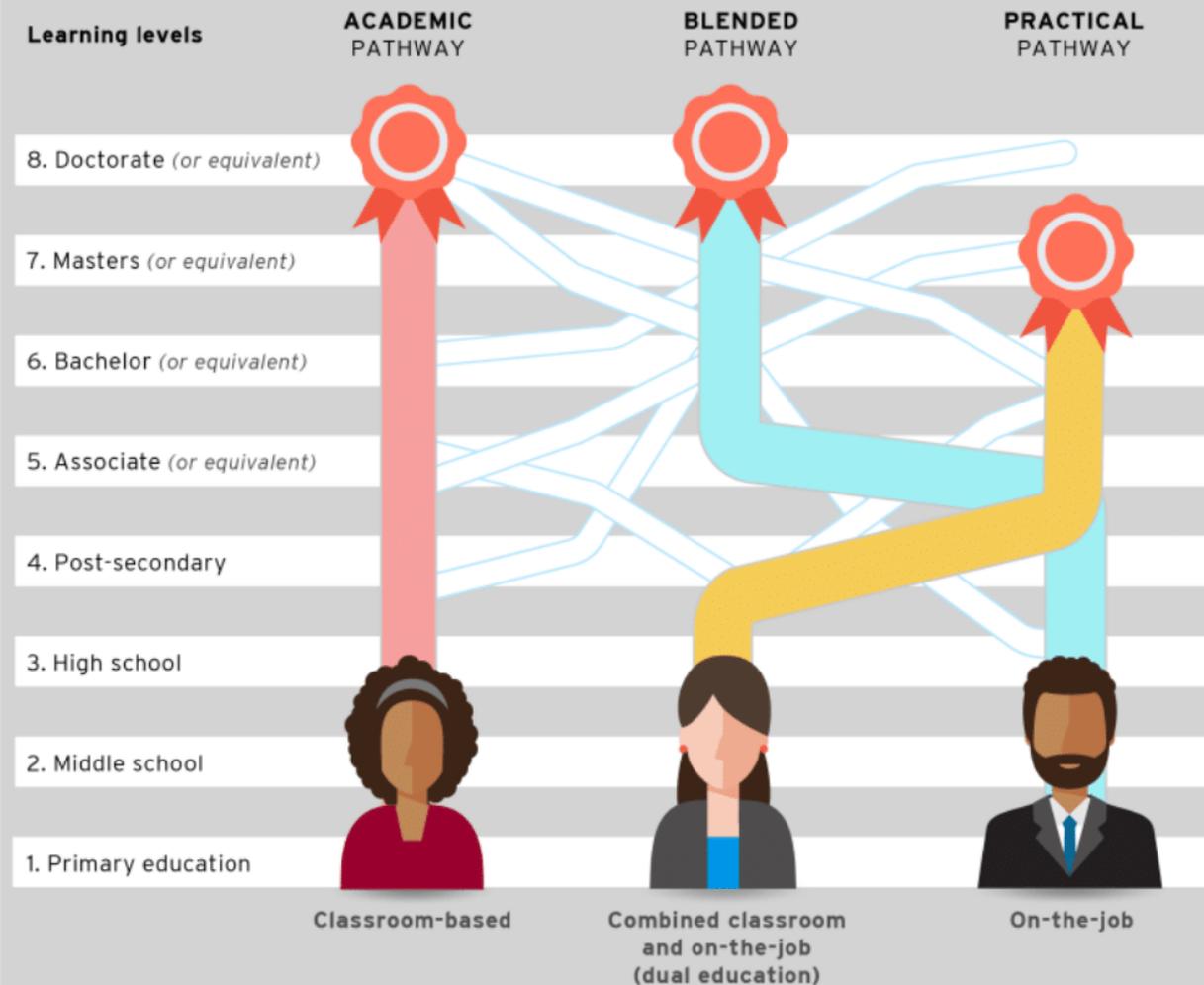
Key elements (ctd.)

- Research and evaluation

- Permeability – no dead ends

- Quality assurance and trust

- Awareness and shared vision

- Funding, policy, & infrastructure

MULTIPLE PATHWAYS *to* OPPORTUNITY

The changing nature of work will require a sophisticated vision for making our talent development ecosystem more equitable and functional for employers and workers

Learning levels

	ACADEMIC PATHWAY	BLENDED PATHWAY	PRACTICAL PATHWAY
8. Doctorate *(or equivalent)*			
7. Masters *(or equivalent)*			
6. Bachelor *(or equivalent)*			
5. Associate *(or equivalent)*			
4. Post-secondary			
3. High school			
2. Middle school			
1. Primary education			

Classroom-based   Combined classroom and on-the-job (dual education)   On-the-job

Source: Annelies Goger, inspired by the Swiss vocational education and training (VET) system.

B | Metropolitan Policy Program at BROOKINGS
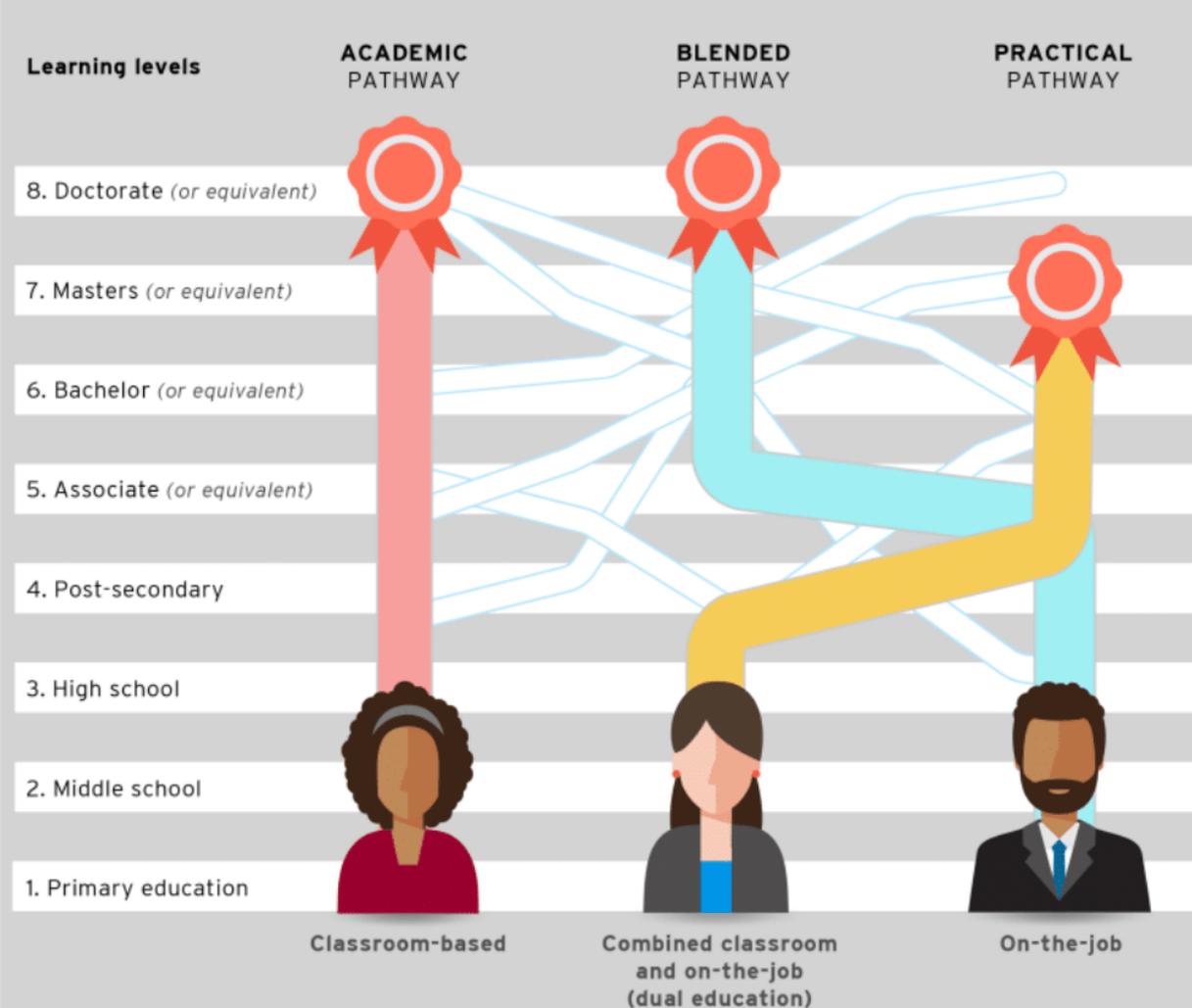
Barriers to scaling earn-and-learn pathways

- Outdated, bespoke setup & processes

- Narrow focus on the trades

- Limited funding

- Lack of employer engagement

BROOKINGS

Barriers to scaling earn-and-learn pathways (ctd.)

- Low awareness & stigma

- Learning not recognized in education system

- Limited data & research

- Fragmentation, 10,000 pilots ecosystem

BROOKINGS

Earn-and-learn ecosystem

Employers willing to train

Business organizations

Professional organizations

Intermediary

Learners

Government

Educators
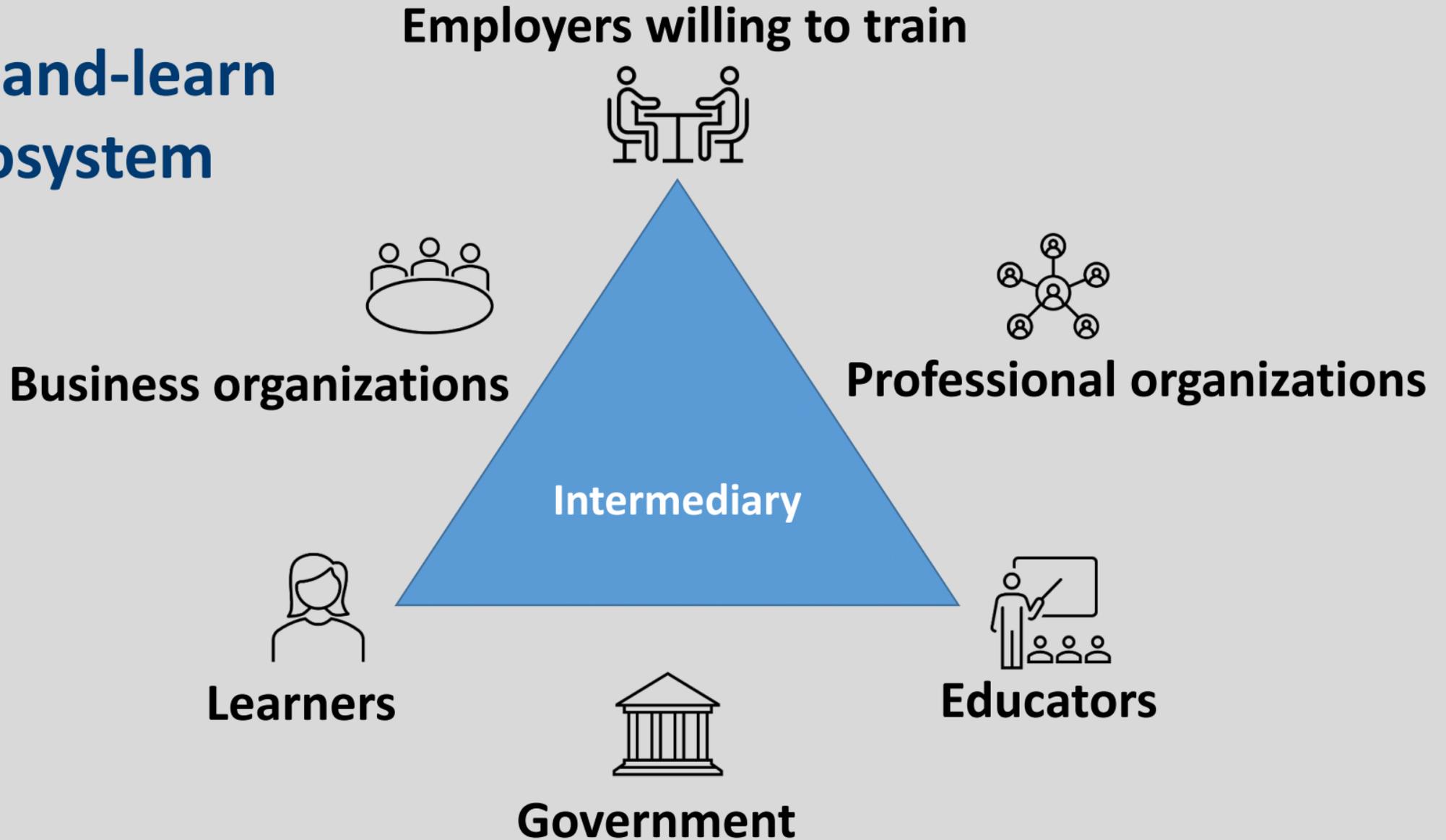
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Sequential vs. applied learning

Figure 2. Switching from a one-and-done model of education to blended work and learning

Work
Education and training

Source: Author.

BROOKINGS
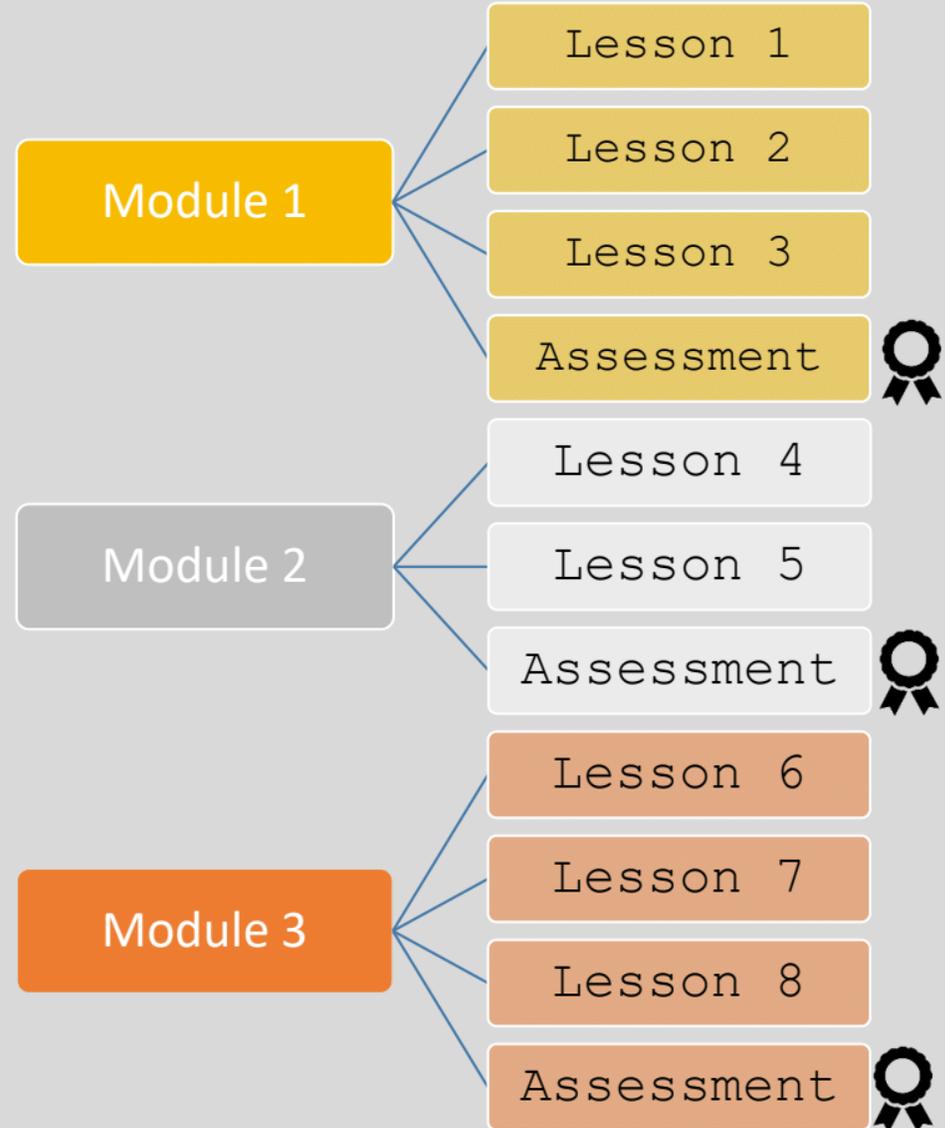
Project overview

3 states: Alabama, Indiana, Colorado

2 years: Fall 2021 – Fall 2023

Goal: Build a community of practice of leading states to guide practitioners, policymakers, and stakeholders towards a shared vision for building systems to scale earn-and-learn opportunities

Activities
- Community of practice
- Convenings
- Policy briefings
- Papers, blog posts, forthcoming report

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Degree apprenticeships

- Completion of an apprenticeship culminates in a degree / college credit

- Does not end at one degree – progressions and permeability

- Complement to skills-based hiring
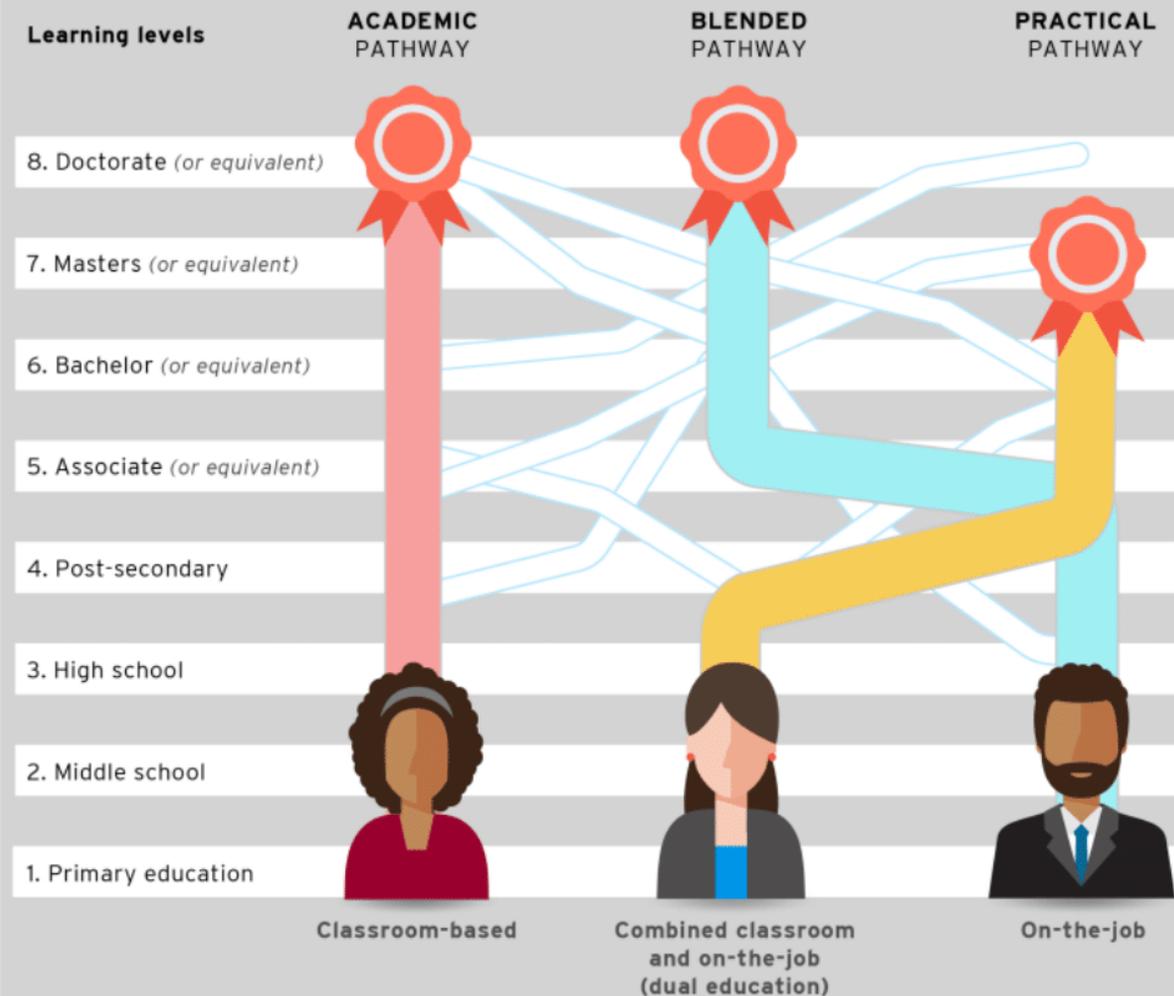
- Long-term: an applied degree system?

Alabama leaders discuss degree apprenticeship in child care.

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Key elements

- Applied, experiential pathways
- Demand-driven, engaged employers
- Learner-centered
- Education-employment linkage
- Research and evaluation
- Permeability – no dead ends
- Quality assurance and trust
- Awareness and shared vision
- Funding, policy, & infrastructure

MULTIPLE PATHWAYS *to* OPPORTUNITY

The changing nature of work will require a sophisticated vision for making our talent development ecosystem more equitable and functional for employers and workers

Learning levels	ACADEMIC PATHWAY	BLENDED PATHWAY	PRACTICAL PATHWAY
8. Doctorate *(or equivalent)*			
7. Masters *(or equivalent)*			
6. Bachelor *(or equivalent)*			
5. Associate *(or equivalent)*			
4. Post-secondary			
3. High school			
2. Middle school			
1. Primary education			
	Classroom-based	Combined classroom and on-the-job (dual education)	On-the-job

Source: Annelies Goger, inspired by the Swiss vocational education and training (VET) system.

B | Metropolitan Policy Program at BROOKINGS

How could NJ be innovative?

Recognizing learning: Prior Learning, competency-based learning, qualifications framework

State policy: Formula funding for intermediaries, related instruction, career exploration and counseling, outreach

Focus on student journey: K-12, CTE, community college, university

Reduce legal barriers: completers can sit for licensing exam, earn degree without retaking coursework

How could NJ be innovative?

Connect pathways to data systems: skills data; outcomes at each learning level, not for a single short-term program

Prioritize inclusion: reach people younger, career exploration and navigation, learner voice, transportation, peers & mentors

Streamline employer engagement: Connect to sector strategies, reduce duplication in employer engagement, partner with employers to approve applied curricula

Build capacity: develop a shared vision and roadmap with key stakeholders, learn from promising practices, go after federal funding

Further reading

[Whose learning counts? State actions to value skills from outside the classroom](#)

[Apprenticeships for office jobs can prepare downtowns for the future of work](#)

[Desegregating work and learning through earn-and-learn models](#)

[Apprenticeships are an overlooked solution for creating more access to quality jobs](#)

[An apprenticeship FAQ: what employers need to know about talent development](#)

[State-level policies to incentivize workplace learning](#)

Forthcoming:
- Improving employer engagement
- Messaging and outreach

Q&A

GIVE US YOUR FEED-BACK

BREAK

RECEPTION & DINNER | **5 PM** | **VIP LOUNGE**